



New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

**16 History, Geography, Economics,
Civics and Government**



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An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment of History, Geography, Economics, Civics and Government

The New Mexico Content Knowledge Assessments are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The History, Geography, Economics, Civics and Government test is intended for individuals seeking a 7–12 teaching license.

The History, Geography, Economics, Civics and Government test consists of 100 selected-response questions.



Test Framework

History
Geography and Culture
Economics
Political Science and Government
Social Studies Skills

SUBAREA I—HISTORY

0001 Understand key historical terms and concepts and recognize ways in which human beings view themselves and others over time.

For example:

- apply important conceptual terms (e.g., chronology, nation-state, hegemony, culture) to the analysis of general historical phenomena and specific historical events
- recognize varying perspectives in historical writing and analyze social and cultural influences on historical inquiry
- use key concepts (e.g., time, causality, conflict, complexity) to identify and explain patterns of historical change and continuity within and across cultures
- use historical facts and concepts to make informed decisions on public issues with emphasis on the United States

0002 Understand relationships between science, technology, and society; and analyze these developments from diverse perspectives.

For example:

- recognize the significance of key scientific discoveries and major technological advances
- examine ways in which science and technology have transformed the physical world and human society (e.g., analyzing positive and negative effects of the agricultural, scientific, industrial, and information revolutions on human society and the physical world)
- analyze the social, political, economic, and cultural factors that have affected scientific discovery and technological innovation throughout human history
- analyze ways in which science and technology influence and are influenced by core values, ethics, beliefs, and social attitudes

0003 Understand major political, social, economic, and cultural developments that shaped the course of world history through the thirteenth century; and analyze major periods of historical change within and across cultures.

For example:

- identify preliterate groups (e.g., Neanderthal, early Homo sapiens, pre-Columbian) and recognize their accomplishments
- analyze economic, political, social, and cultural relationships of the ancient civilizations of Africa, Asia, Europe, and the Americas (e.g., Ghana, the T'ang dynasty, the Mediterranean civilizations, the Maya)
- demonstrate an understanding of the principal teachings and historical development of Judaism and Christianity
- identify key factors in the rise and decline of the Roman Empire and evaluate major legal, artistic, architectural, technological, and literary achievements of Roman society
- explain commonalities and differences among nations and societies and analyze patterns of change within and across cultures (e.g., analyzing the structure and development of feudal societies in Europe and Asia)
- recognize major characteristics of Byzantine and Moslem cultures, analyze the emergence of Islam, and identify achievements of Islamic empires

0004 Understand major political, social, economic, and cultural developments that shaped the course of world history from 1300 through 1750; and analyze major periods of historical change within and across cultures.

For example:

- analyze the evolution of medieval European civilization during the late Middle Ages and major developments associated with the Renaissance and Reformation that led to the emergence of modern nation-states
- analyze major causes and consequences of European expansion and examine economic, political, and cultural relations among peoples of Europe, Africa, Asia, the Pacific (Oceania), and the Americas
- compare the exercise of power by world political leaders (e.g., Elizabeth I, Louis XIV, Mansa Musa, Montezuma, Peter the Great, Tokugawa)
- evaluate political, economic, and social developments among various cultural groups in the world during this period (e.g., analyzing factors that influenced the evolution of Native American cultures, comparing the social and cultural characteristics of major Asian empires)
- identify factors contributing to the scientific revolution of the sixteenth century and analyze the influence of the scientific revolution on the emergence of modern civilization
- analyze the emergence of Central Asian empires and their cultural and political influence on other civilizations

0005 Understand major political, social, economic, and cultural developments that shaped the course of world history from 1750 to the present; and analyze major periods of historical change within and across cultures.

For example:

- identify major causes and consequences of the industrial revolution and evaluate its impact on the politics and culture of the modern world
- examine the diverse views of groups involved in major political revolutions around the globe
- recognize major geopolitical developments, social movements, and political/economic initiatives since 1850 (e.g., spread of nationalism, Marxism, emergence of the women's suffrage movement, establishment of the welfare state) and evaluate the effect of these developments, movements, and initiatives on the modern world
- relate important developments in the arts, literature, religion, and philosophy to the social, political, and economic history of this period
- analyze the causes and consequences of major international conflicts of the nineteenth and twentieth centuries
- analyze relationships and tensions between national sovereignty and international interests in such matters as territorial boundaries, economic development, use of natural resources, deployment of weapons systems, and concerns about human rights

0006 Understand major political, social, economic, and cultural developments in U.S. history to 1815.

For example:

- demonstrate knowledge of Native American societies and cultures before European settlement
- examine major events related to European exploration and settlement of North America from various perspectives (e.g., indigenous peoples, Europeans, Africans)
- analyze major causes and key events of the movement for American independence
- evaluate the strengths and weaknesses of the Articles of Confederation and analyze issues related to the creation and ratification of the U.S. Constitution
- evaluate the role of outside influences (e.g., French Revolution, Toussaint L'Ouverture, Iroquois Confederacy) on early political development of the United States
- recognize major accomplishments of early presidential administrations and examine factors that influenced the emergence of political parties
- analyze the causes and consequences of the War of 1812

0007 Understand major political, social, economic, and cultural developments in U.S. history from 1815 to 1900.

For example:

- analyze issues and events related to the emergence of the second U.S. party system and evaluate the presidential administration of Andrew Jackson
- analyze factors (e.g., Manifest Destiny) encouraging the expansion of the United States west of the Mississippi
- analyze the origins, key events, and major consequences of the Civil War and Reconstruction
- examine causes and consequences of immigration to the United States
- recognize the origins of the industrial revolution in the United States and assess the significance of the economic developments, social changes, and political movements produced by the industrial experience
- analyze U.S. imperialism and evaluate the experience of the United States as a colonial power

0008 Understand major political, social, economic, and cultural developments in U.S. history from 1900 to the present.

For example:

- analyze factors related to the rise of the Progressive movement and assess its influence
- identify major developments in literature and the arts during the twentieth century
- analyze the causes of the Great Depression, its effects on U.S. society, and the impact of the New Deal on American life
- evaluate the effects of World Wars I and II on U.S. politics and society and examine the changing role of the United States in world affairs during the twentieth century
- identify the principal causes and analyze the major consequences of postwar reform movements (e.g., the civil rights movement, the women's movement, the environmental movement, the disability rights movement)
- compare the effects of military and ideological conflicts on U.S. domestic policies and foreign relations (e.g., the Korean War, the Cold War, the Vietnam War, the Gulf War)

0009 Understand major political, social, and economic events and developments in New Mexico history; and analyze the diverse perspectives of those who participated in these events and developments.

For example:

- examine the role played by Native American peoples in the development of New Mexico and the Southwest
- identify leading figures and analyze major events that shaped New Mexico's political, economic, and social development
- recognize historical and cultural aspects of New Mexico's uniqueness
- analyze the influence of geographic factors on New Mexico's development

SUBAREA II—GEOGRAPHY AND CULTURE

0010 Understand important geographic concepts and terms, and use geographic tools and resources to generate and interpret information.

For example:

- define and apply important geographic terms and concepts (e.g., habitat, resource, cultural diffusion)
- recognize and apply important geographic themes (e.g., location, place, relationships within places, region, movement)
- recognize similarities and differences between maps and globes
- use maps of locales and world regions to show relative location, direction, latitude and longitude, topography, climate, size, and shape
- use geographic tools and resources such as aerial photographs, satellite images, geographic information systems, map projections, atlases, gazetteers, and other forms of cartography to generate, synthesize, and interpret information

0011 Understand major physical features of the world and the natural processes that shape the earth.

For example:

- recognize the location and characteristics of major land masses, their significant landforms, and the relationship of these landforms to oceans and other bodies of water
- analyze ways in which geological and hydrological processes (e.g., continental drift, tectonic processes, physical and chemical weathering, wind patterns, ocean currents, tidal movements) have caused changes in the earth's physical features over time
- identify characteristics of major climate regions and examine the effect of climate on human settlement and activity
- analyze relationships among various regional and global patterns of geographic phenomena (e.g., landforms, soils, climate, vegetation, natural resources)

0012 Understand major physical and cultural regions of the world, analyze geographic relationships within and between regions, and recognize the diverse perspectives of different human groups and cultures.

For example:

- recognize major cultural groups associated with particular regions
- examine how the interaction of ethnic, regional, and national cultures influences specific situations or events
- demonstrate knowledge of the development and interrelationship of belief systems in different regions of the world
- identify economic, environmental, and cultural factors contributing to demographic change and analyze geographic relationships such as population density and spatial distribution patterns
- analyze the effect of physical and cultural factors on settlement patterns, land use decisions, ecosystem changes, and the transmission of customs and ideas

0013 Understand major physical and cultural regions of New Mexico and the United States and analyze geographic relationships within and between regions.

For example:

- recognize basic physical characteristics of the United States and New Mexico
- identify basic features of state and national resource bases and analyze geological, climatic, and biological factors that have determined the location of major state and national resources
- examine basic types of land use and development in New Mexico and the United States
- recognize patterns of urban/rural settlement in New Mexico and the United States and examine the effect of different patterns of urban/rural settlement on the environment
- analyze cross-cultural exchanges and the efforts of various groups to maintain their cultural identities

0014 Understand the relationship between geography and history and analyze the effects of human activity on the environment.

For example:

- examine ways in which historical developments and events have been influenced by geographic factors (e.g., effect of the annual flooding of the Nile River on the development of ancient Egyptian civilization, effect of climate on New Mexico agriculture)
- analyze interactions between human beings and the physical environment (e.g., relationship between seasonal agricultural activity and population movements)
- examine the impact of technological innovations on the physical environment and on human concepts of geography (e.g., the Neolithic Revolution, internal combustion engine)
- evaluate the social and economic effects of environmental change and ecological crises

0015 Understand the diverse and dynamic nature of culture.

For example:

- demonstrate knowledge of basic anthropological concepts (e.g., acculturation, ethnocentrism, cultural universals)
- recognize how language, literature, the arts, media, architecture, artifacts, traditions, beliefs, values, and behaviors interact and contribute to the preservation, development, and transmission of culture
- examine examples of cultural unity and diversity within and across groups
- analyze ways in which groups, societies, and cultures meet human needs
- recognize social and cultural differences between preindustrial and postindustrial societies
- analyze relationships between language and culture

0016 Understand how culture, physical environment, individuals, groups, and institutions shape group and personal identities.

For example:

- define the concepts of role, status, culture, and social class, and use them to analyze connections and interactions among individuals, groups, and institutions in society
- recognize how perceptions, attitudes, values, beliefs, and media and technology affect the development of personal identity and decision making
- examine the role of institutions in promoting continuity and change, and analyze institutional influences on people, events, and cultures in historical and contemporary contexts
- analyze ways in which conflict can occur between individual and/or community belief systems, government policies, and laws in historical and contemporary contexts
- apply ideas, theories, and modes of inquiry drawn from anthropology, psychology, and sociology to examine general social phenomena and issues related to gender, ethnicity, and intercultural understanding

SUBAREA III—ECONOMICS

0017 Understand important economic concepts, terms, and theories, and use that knowledge to analyze basic economic phenomena.

For example:

- define important economic terms and concepts (e.g., scarcity, supply and demand, opportunity cost, economies of scale, specialization, entrepreneurship) and use them to analyze general economic phenomena and specific economic problems
- recognize the contributions of major economic thinkers (e.g., Adam Smith, Karl Marx, John Maynard Keynes, Milton Friedman)
- compare and apply the different perspectives of macro- and microeconomics
- analyze economic phenomena from the perspective of different economic theories

0018 Understand various types of economic systems and analyze the structure, principles, and operation of different models of economic organization.

For example:

- recognize basic characteristics of traditional, command, market, and mixed economies
- analyze how different types of economic systems address fundamental questions concerning resource allocation, production, and distribution
- analyze and compare the structure, operation, and role of government in different economic systems
- analyze ways in which various economic systems and institutions influence individuals, families, businesses, communities, and government

0019 Understand the components, structure, organization, and operation of the U.S. economy.

For example:

- recognize basic values and principles of the U.S. economic system (e.g., free enterprise, individual entrepreneurship, competitive markets, consumer sovereignty)
- analyze interactions among the various institutions that comprise the U.S. economic system (e.g., households, business firms, banks, government agencies, labor unions, corporations) as they relate to wealth, capital formation, and income distribution
- recognize factors affecting the formulation of U.S. economic policy and apply this knowledge to the analysis of economic issues and problems (e.g., production, aggregate spending)
- analyze the influence of economic institutions and educational choices on career selection and opportunity in the United States

0020 Understand the international economic structure and the role of interdependence in the contemporary global economy.

For example:

- define and apply basic concepts of international economics (e.g., specialization, balance of payments, theory of comparative advantage, exchange rates)
- recognize the functions of major institutions of international trade and finance (e.g., International Monetary Fund, World Trade Organization)
- analyze interactions between domestic and global economic systems (e.g., NAFTA, EU, ASEAN)
- analyze alternative models of economic growth and development

SUBAREA IV—POLITICAL SCIENCE AND GOVERNMENT

0021 Understand important political science concepts, terms, and theories; and recognize major characteristics of various political systems.

For example:

- recognize the origins and purposes of government (e.g., to control territory, to coordinate economic activities, to manage conflict) and analyze the impact of government on human activity at the local, state, national, and international levels
- use basic concepts of political science (e.g., power, role, status, justice, influence, natural rights, checks and balances, citizenship) to analyze general political phenomena and specific political issues
- analyze relationships between various historical developments and the evolution of political thought (e.g., Enlightenment/democratic liberalism)
- recognize basic characteristics of various governmental systems (e.g., autocracy, constitutional democracy, oligarchy, monarchy) and examine commonalities and differences among nations
- analyze the emergence of different types of government in the world

0022 Understand principles of democratic self-government in the United States and the rights and responsibilities of citizens in a democratic society.

For example:

- recognize the ideals and issues expressed in the Declaration of Independence and analyze the fundamental ideas and purposes of the U.S. Constitution and the Constitution of the State of New Mexico
- recognize important sources of political, legal, and personal rights (e.g., U.S. Constitution, New Mexico Bill of Rights)
- examine the rights, responsibilities, and privileges of individuals in relation to family, social group, career, community, and nation
- recognize the continuing influence of the key ideas of individual human dignity, liberty, justice, equality, and the rule of law
- analyze developments that have expanded the rights of individuals and groups in U.S. public life (e.g., women's rights movement, civil rights movement, Native American rights movement)

0023 Understand the structure, organization, and operation of government in the United States at the national, state, and local levels.

For example:

- analyze the concept of federalism and recognize its evolution in American political thought and practice
- examine the structure and operation of the federal government (e.g., comparing the duties and powers of the executive, legislative, and judicial branches)
- compare the structure and functions of federal, state, and local governments
- recognize major features of governmental organization and political processes at the local, state, and tribal levels in New Mexico

0024 Understand the U.S. election process and the role of political parties and participatory citizenship in the U.S. political system.

For example:

- recognize components of the U.S. electoral process (e.g., primary elections, national political conventions) and analyze factors that influence political processes at the local, state, and national levels
- examine significant developments in the evolution of political parties in the United States
- analyze factors that influence political elections at the local, state, and national levels (e.g., campaign funding, negative advertising)
- identify skills and attitudes necessary for effective participatory citizenship in a democratic society and recognize forms of discussion and participation consistent with the ideals of U.S. citizens
- examine the influence of public opinion and various forms of civic action on public policy and recognize ways in which public policies and citizen behaviors reflect the ideals of a democratic republican form of government

SUBAREA V—SOCIAL STUDIES SKILLS

0025 Understand how to locate, gather, and organize primary and secondary information using standard historical and social science resources and research methodologies.

For example:

- recognize characteristics and uses of historical, geographic, and social science reference materials (e.g., encyclopedias, almanacs, bibliographies, atlases)
- apply research procedures in history and the social sciences (e.g., formulating questions and hypotheses, interpreting quantitative data)
- demonstrate knowledge of appropriate methods and techniques for collecting information in the social sciences (e.g., interviews, surveys, case studies)
- apply procedures for retrieving information using traditional sources and current technologies (e.g., computers, CD-ROM, the Internet)
- demonstrate knowledge of appropriate documentation of source and authorship

0026 Understand and apply methods for evaluating and interpreting sources of social studies information.

For example:

- compare primary and secondary sources and analyze their advantages and limitations
- analyze factors affecting the reliability and validity of social studies information sources (e.g., economic or political interests of the author of a historical account)
- apply knowledge of the benefits and limitations of various standard map projections
- interpret social studies information presented in various formats (e.g., graph, chart, table, political cartoon)

0027 Understand how to formulate issues or frame questions, analyze and synthesize information, and communicate social studies information.

For example:

- evaluate alternative formulations of a research problem
- analyze information in social studies materials (e.g., identifying central questions in public policy debates, distinguishing fact from opinion, evaluating multiple points of view in policy debates)
- determine whether specific conclusions or generalizations are supported by verifiable evidence
- demonstrate how to communicate social studies information using various formats and how to translate information from one format to another



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of History, Geography, Economics, Civics and Government is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of New Mexico?
 - A. Albuquerque
 - B. Las Cruces
 - C. Santa Fe
 - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. A B C D

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of History, Geography, Economics, Civics and Government. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0002

Understand relationships between science, technology, and society; and analyze these developments from diverse perspectives.

1. Which of the following accurately describes an important relationship between science and society in ancient Mayan civilization?
 - A. The distribution of wealth was based on statistical studies by Mayan mathematicians.
 - B. The division of labor was based on public health recommendations by Mayan physicians.
 - C. The location of religious temples was based on geological studies by Mayan scientists.
 - D. The annual agricultural cycle was based on astronomical observations by Mayan priests.

Competency 0005

Understand major political, social, economic, and cultural developments that shaped the course of world history from 1750 to the present; and analyze major periods of historical change within and across cultures.

2. As a leader of the Indian independence movement, Mohandas Gandhi sought to expand the movement's aims by combining:
 - A. appeals for Indian freedom with plans for industrial development.
 - B. nationalist demands with proposals for the creation of separate Muslim and Hindu states.
 - C. defiance of British laws with reform of the Indian caste system.
 - D. declarations of Indian dignity with criticism of the radicalism of other movement leaders, such as Nehru.

Competency 0007

Understand major political, social, economic, and cultural developments in U.S. history from 1815 to 1900.

3. Which line on the chart accurately matches a major event of the 1840s or 1850s with an explanation of how that event influenced the coming of the U.S. Civil War?

| Line | Event | Influence on the Coming of the Civil War |
|------|-----------------------------|--|
| 1 | Mexican War of 1846–1848 | It destroyed the political balance between sections by adding areas with a long history of slavery to the national domain. |
| 2 | Compromise of 1850 | It created a strong anti-northern feeling in the South by reducing the effectiveness of the fugitive slave law. |
| 3 | Kansas-Nebraska Act of 1854 | It reinforced the belief in states' rights by encouraging the concept of popular sovereignty in the territories. |
| 4 | Dred Scott decision of 1857 | It created a strong anti-southern feeling in the North by sanctioning slavery and the slave trade in the District of Columbia. |

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

Competency 0012

Understand major physical and cultural regions of the world, analyze geographic relationships within and between regions, and recognize the diverse perspectives of different human groups and cultures.

4. The demographic transition from a society characterized by high birthrates to one characterized by declining birthrates is most often associated with the shift from a:
 - A. rural, agrarian culture to an urban, industrial culture.
 - B. hunting economy to a handicraft economy.
 - C. nomadic, pastoral culture to a settled, agricultural culture.
 - D. manufacturing economy to a service economy.

Competency 0013

Understand major physical and cultural regions of New Mexico and the United States and analyze geographic relationships within and between regions.

5. Which of the following has most strongly influenced contemporary land use and development patterns in the southwestern states of Arizona, New Mexico, and Texas?
 - A. ample supplies of coal, iron ore, and other minerals used in manufacturing industries
 - B. substantial federal facilities serving both civilian and military needs
 - C. easy access to timber resources suitable for use in residential construction
 - D. development of ways to make ground-water resources available for crop irrigation and human consumption

Competency 0018

Understand various types of economic systems and analyze the structure, principles, and operation of different models of economic organization.

6. Which of the following best matches a theoretical model of economic organization with a major strength of that economic model?
- A. command: is less likely than other economic systems to have problems related to scarcity
 - B. mixed: combines the economic productivity of a market system with the distributional efficiency of a command system
 - C. traditional: is more likely than other economic systems to use democratic procedures to make basic economic decisions
 - D. market: provides a strong basis for the expression of state-based initiatives

Competency 0020

Understand the international economic structure and the role of interdependence in the contemporary global economy.

7. **Use the passage below about aquaculture in Asia to answer the question that follows.**

Throughout Asia, people have long known the benefits of aquaculture. Pond farming techniques allow traditional mainland farmers to raise a rich source of dietary protein as well as produce an excellent natural fertilizer from harvested fish droppings. In land-poor Japan, the shallow coastal areas become the pond. Today, Japanese farmers of the sea, or mariculturalists, grow increasing amounts of the sea plants and shellfish that are a regular part of the Japanese diet.

The pattern of resource distribution and exploitation described in the passage affects regional development mainly by:

- A. increasing the percentage of regional income derived from exportable goods.
- B. encouraging economic overdependence on a single resource.
- C. increasing the self-sufficiency of regional food suppliers.
- D. encouraging investment by outside developers.

Competency 0021

Understand important political science concepts, terms, and theories; and recognize major characteristics of various political systems.

8. Which of the following most accurately describes how a major historical event shaped the evolution of government?
 - A. The English Revolution of the 1640s added trial by jury and freedom of religion to the basic liberties of English citizens.
 - B. The English Revolution of 1688 resulted in the creation of a governing system based on parliamentary supremacy that became a model for other nations.
 - C. The American Revolution of 1776 shattered the popular belief that monarchs receive their authority from God.
 - D. The French Revolution of 1789 resulted in the first successful application of Montesquieu's concept of separation of powers.

Competency 0022

Understand principles of democratic self-government in the United States and the rights and responsibilities of citizens in a democratic society.

9. **Use the excerpt below from an 1821 Supreme Court decision by John Marshall to answer the question that follows.**

The American states, as well as the American people, have believed that a close and firm union is essential to their liberty and to their happiness. They have been taught by experience that this union cannot exist without a government for the entire nation. They have been taught by the same experience that this government would be useless, that it would disappoint all their hopes, unless it had the sovereignty that belongs to independent nations.

To this supreme government ample powers are given. The people of the United States have declared that they are given "in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty" to themselves and their posterity. With ample powers given to this supreme government for these purposes are connected many specific limitations on the sovereignty of the states.

The powers of the Union on the subjects of war, peace, and commerce, and on many others, are in themselves limitations of the sovereignty of the states. In addition to these, the sovereignty of the states is given up in many instances where it benefits the people. In such cases, no other power may be conferred on Congress than a power to maintain the principles established in the Constitution.

The views expressed in the passage can best be characterized as a:

- A. liberal interpretation of the Bill of Rights.
- B. strict constructionist interpretation of the U.S. Constitution.
- C. conservative interpretation of the principle of separation of powers.
- D. nationalist interpretation of federalism.

Competency 0027

Understand how to formulate issues or frame questions, analyze and synthesize information, and communicate social studies information.

10. Use the table below to answer the question that follows.

| Labor Force By Age and Sex* • 1900–1980 | | | | | | |
|--|--------------|-------------------------|---------------------------|---------------|-------------------------|---------------------------|
| Year | Male | | | Female | | |
| | Total | 16 to 19 Years** | 20 Years and Older | Total | 16 to 19 Years** | 20 Years and Older |
| 1900 | 22,641 | 2,834 | 19,807 | 4,999 | 1,230 | 3,769 |
| 1920 | 32,053 | 2,947 | 29,106 | 8,229 | 1,640 | 6,589 |
| 1940 | 39,959 | 2,565 | 37,395 | 13,007 | 1,396 | 11,612 |
| 1960 | 47,013 | 2,634 | 44,379 | 22,222 | 1,703 | 20,518 |
| 1980 | 57,186 | 4,085 | 53,101 | 42,117 | 2,625 | 38,491 |

Source: U.S. Bureau of the Census, Historical Statistics of the United States

*In Thousands of Persons

**Prior to 1947, 14 to 19 Years

The information presented in the table best supports which of the following generalizations?

- A. The ratio of male to female teenagers in the labor force more than doubled between 1900 and 1980.
- B. The number of females in the labor force increased twelvefold between 1900 and 1980.
- C. The percentage of teenagers in the labor force more than doubled between 1900 and 1980.
- D. The ratio of males to females in the labor force declined from more than 4-to-1 to less than 2-to-1 between 1900 and 1980.



Answer Key for the Sample Selected-Response Questions

1. D
2. C
3. C
4. A
5. D
6. A
7. C
8. B
9. D
10. D