
ILLINOIS LICENSURE TESTING SYSTEM

FIELD 246: SOCIAL SCIENCE: HISTORY TEST FRAMEWORK

January 2017

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ILLINOIS LICENSURE TESTING SYSTEM

FIELD 246: SOCIAL SCIENCE: HISTORY

TEST FRAMEWORK

January 2017

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Social Science Foundational Skills
Social Science Foundational Knowledge
Historical Concepts and World History
U.S. and Illinois History

SUBAREA I—SOCIAL SCIENCE FOUNDATIONAL SKILLS

0001 Understand basic sources, tools, and methods of social science inquiry and interdisciplinary connections among the social sciences.

For example:

- Demonstrate knowledge of the characteristics and uses of various types of source materials and tools of social science inquiry.
- Apply knowledge of the methods social scientists use to investigate and answer questions about the human experience and the methods and technologies used to gather and analyze social science data from multiple sources.
- Recognize appropriate research questions and apply knowledge of procedures for interpreting research results and for organizing and presenting research findings in an appropriate format.
- Apply knowledge of ethical practices for conducting research and interpreting findings.
- Apply knowledge of the structures, purposes, and methodologies within the social science disciplines.
- Analyze connections among history, geography, political science, economics, and the behavioral sciences; relationships between the social sciences and other learning areas; and interdisciplinary approaches to social science instruction.
- Apply knowledge of approaches for teaching students how to use basic sources, tools, and methods of social science inquiry and make connections among the social sciences and with other learning areas, including using grade-level-appropriate literature and resources, instructional resources and technologies, and assessment instruments and approaches that meet the diverse needs of learners.

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0002 Understand the use of analysis, interpretation, and evaluation in social science inquiry and basic historical concepts.

For example:

- Demonstrate knowledge of the strengths and limitations of primary and secondary sources of evidence (e.g., documents, artifacts, Internet), the importance of using multiple credible sources before reaching a conclusion or making an interpretation, and how to assess the credibility and authority of sources and research findings.
- Distinguish between fact and conjecture, fact and interpretation, and evidence and assertion, and recognize the value of informed opinion based on systematic analysis of evidence.
- Recognize the complexity of causation, analyze cause-and-effect relationships, distinguish between causation and correlation, compare and contrast competing narratives and multiple perspectives, and critique conclusions.
- Identify the central concepts addressed in a narrative and draw inferences and summarize information from a variety of sources.
- Compare and contrast alternative interpretations and points of view in the social sciences.
- Apply knowledge of the tentative nature of interpretation in the social sciences, the role of culture in interpretation, and differences among perspectives in the social sciences.
- Interpret and evaluate information presented in various formats (e.g., maps, charts, tables, other graphic representations).
- Apply knowledge of basic historical concepts (e.g., chronological thinking, periodization, cause-and-effect relationships, historical succession and duration, patterns of continuity and change, historical context).
- Apply knowledge of approaches for teaching students how to use analysis, interpretation, and evaluation in social science inquiry, basic historical concepts, and major historical interpretations, including using grade-level-appropriate literature and resources, instructional resources and technologies, and assessment instruments and approaches that meet the diverse needs of learners.

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0003 Understand the process of reading, and apply knowledge of strategies for promoting students' reading development in the social science classroom.

For example:

- Demonstrate knowledge of the reading process (e.g., the construction of meaning through interactions between a reader's prior knowledge, information in the text, and the purpose of the reading situation), and apply knowledge of strategies for integrating the language arts into social science instruction to support students' reading and concept development (e.g., providing purposeful opportunities for students to read, write about, and discuss content in order to improve their understanding).
- Apply knowledge of strategies that foster reading in the social science classroom (e.g., incorporating relevant literature for adolescents in the curriculum; building and maintaining a classroom library; encouraging students' independent reading, research, and inquiry related to social science).
- Demonstrate knowledge of the role of vocabulary knowledge in supporting students' reading comprehension and concept development, and apply knowledge of strategies for promoting students' discipline-specific vocabulary development (e.g., recognizing structural and/or meaning-based relationships between words, using context clues, distinguishing denotative and connotative meanings of words, interpreting idioms and figurative language, consulting specialized reference materials).
- Apply knowledge of strategies for preparing students to read text effectively and teaching and modeling the use of comprehension strategies before, during, and after reading, including strategies that promote close reading (e.g., breaking down complex sentences, monitoring for comprehension to correct confusions and misunderstandings that arise during reading).
- Apply knowledge of strategies for developing students' ability to comprehend and critically analyze discipline-specific texts, including recognizing organizational patterns unique to informational texts; using graphic organizers as an aid for analyzing and recalling information from texts; analyzing and summarizing an author's argument, claims, evidence, and point of view; evaluating the credibility of sources; and synthesizing multiple sources of information presented in different media or formats.
- Apply knowledge of strategies for evaluating, selecting, modifying, and designing reading materials appropriate to the academic task and students' reading abilities (e.g., analyzing instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors).
- Apply knowledge of strategies for providing continuous monitoring of students' reading progress through observations, work samples, and various informal assessments and for differentiating social science instruction to address all students' assessed reading needs.

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SUBAREA II—SOCIAL SCIENCE FOUNDATIONAL KNOWLEDGE

0004 Understand political concepts, systems, features, and processes in the United States and other world areas.

For example:

- Apply knowledge of the basic functions of government and important concepts used in the study of government and politics (e.g., political socialization, representation, authority).
- Demonstrate knowledge of different types of political systems (e.g., democracy, autocracy, oligarchy, monarchy, totalitarianism), their characteristics, and their significance for different people and regions of the world.
- Demonstrate knowledge of the principles of constitutional government (e.g., separation of powers, checks and balances, individual rights, federalism), the historical development of constitutional government in the United States and Illinois, the sources and functions of law, and the rule of law.
- Demonstrate knowledge of the organization and functions of government at the national, state, and local levels in the United States (e.g., roles of the executive, legislative, and judicial branches; functions of and relationships between national, state, and local governments).
- Analyze how public policy is formulated and implemented in the United States at the local, state, and national levels; the public policy role of each branch of government; factors that influence public policy debates (e.g., interest groups, political parties, public opinion, mass media); public policy formation and implementation in other nations; and differing perspectives on public policy issues.
- Demonstrate knowledge of the rights and responsibilities of citizenship in a democratic society (e.g., rights extended to U.S. citizens through the Bill of Rights and other amendments, role of the U.S. Supreme Court in defining and protecting rights, responsibilities of citizenship and their significance) and how to promote students' civic engagement and social responsibility.
- Analyze the development and implementation of U.S. foreign policy and various influences on U.S. foreign policy.
- Demonstrate knowledge of the functions of major international organizations (e.g., UN, NATO, NGOs, trade alliances) and the influence of international organizations on world affairs.

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- Apply knowledge of approaches for teaching students about political concepts, systems, features, and processes in the United States and other regions of the world, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

0005 Understand economic concepts and systems, the operation of the U.S. and world economies, and personal finance.

For example:

- Apply knowledge of basic economic concepts, terms, and theories (e.g., scarcity, opportunity cost, incentives, voluntary exchange, supply and demand theory, characteristics and functions of money, marginal analysis).
- Recognize and compare different types of economic systems (e.g., command, traditional, market, mixed), including factors that influence consumer and producer decisions (e.g., government roles and policies, values and beliefs) and the role of financial institutions in saving, borrowing, and investing in a market economy.
- Demonstrate knowledge of the key components and operation of the U.S. economy (e.g., principles of free enterprise; competition; entrepreneurship; investment; roles of the federal government and the Federal Reserve System and effects of their policies; causes and effects of inflation and unemployment; relationships between households, firms, and government agencies).
- Apply knowledge of personal finance and consumer decision making (e.g., credit, budgeting, insurance, purchasing, influence of advertising) and how to promote students' financial literacy and consumer skills.
- Demonstrate knowledge of international economic structures, processes, and relationships (e.g., specialization, globalization, comparative advantage, economic interdependence, free trade, trade incentives and disincentives, factors affecting economic growth and stability, global effects of resource supply and demand, international economic organizations).
- Apply knowledge of approaches for teaching students about economic concepts and systems, the operation of the U.S. and world economies, and personal finance, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0006 Understand major developments and patterns of continuity and change in world history.

For example:

- Demonstrate knowledge of the progression from hunter-gatherer societies to agricultural and industrial societies and the evolution and distinctive characteristics of major Asian, African, and American societies and cultures prior to 1500 CE.
- Demonstrate knowledge of the development of ancient and classical civilizations of Africa, the Americas, Asia, and Europe; their major achievements and legacies; and factors contributing to their historical changes.
- Demonstrate knowledge of the origins, central ideas, and historical influences of major religious and philosophical traditions (e.g., Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism).
- Demonstrate knowledge of the Medieval, Renaissance, and Reformation periods, including the social, cultural, political, and economic aspects of each period.
- Demonstrate knowledge of political, religious, scientific, and industrial revolutions from 1450 to 1850 and how these revolutions contributed to social, political, economic, and cultural change.
- Demonstrate knowledge of the culture and ideals of the modern world since the Age of Enlightenment and the origin and impact of capitalism and other economic systems.
- Demonstrate knowledge of nineteenth- and twentieth-century ideologies (e.g., liberalism, republicanism, socialism, Marxism, nationalism, communism, fascism, Nazism) and their global influence; and the causes, major events, and consequences of twentieth-century world wars, the Holocaust, and other examples of genocide.
- Analyze the origins and consequences of cultural encounters (e.g., exploration, imperialism, independence and decolonization); factors and contexts that influenced people's perspectives during different historical eras; the process of cultural diffusion; the effects of religious and ethnic diversity; and changing relations among social classes, ethnic groups, religious denominations, and genders.
- Demonstrate knowledge of environmental factors in human and technological development; the economic and environmental significance of technological changes; the influence of changes in transportation and communication on societies; and the effects of the globalization of the world economy.

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- Apply knowledge of approaches for teaching students about major developments and patterns of continuity and change in different historical eras and regions of the world, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

0007 Understand major developments and patterns of continuity and change in U.S. and Illinois history.

For example:

- Demonstrate knowledge of the migration and settlement patterns of people moving to and within the United States and Illinois from prehistory to the present and the interaction and contributions of various peoples in North America.
- Demonstrate knowledge of the origins and development of democracy in the United States, including political ideas that influenced the development of U.S. constitutional government, the evolution of the two-party system, and the development of government and political institutions in Illinois.
- Demonstrate knowledge of the evolution of U.S. foreign policy, relationships between foreign policy and domestic affairs, the emergence of the United States as a world power, and the role of the United States in world affairs (e.g., wars, trade, human rights, alliances, peacekeeping) in the twentieth and twenty-first centuries.
- Analyze the social, economic, and political tensions that led to various conflicts and examine the effects of these conflicts on the United States.
- Analyze causes and effects of major social, political, and economic policies and movements (e.g., abolition, woman's suffrage, immigration, labor, civil rights, Native American rights) in U.S. history.
- Analyze examples of continuity and change in U.S. society, culture, arts, literature, education, religion, and values.
- Demonstrate knowledge of the development of the U.S. and Illinois economies, including the agricultural, industrial, and service sectors; the relationship between geography and economic developments in the United States and Illinois; and the changing role of corporations and labor.
- Demonstrate knowledge of the role of economic and technological change in the transformation of U.S. society, the impact of capitalism and urbanization, and the changing role of the U.S. economy within the global economy.

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- Apply knowledge of approaches for teaching students about major developments and patterns of continuity and change in U.S. and Illinois history, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

0008 Understand tools, concepts, and processes of human and physical geography.

For example:

- Demonstrate knowledge of geographic representations, tools, and technologies (e.g., mental and other maps, aerial photography, satellite images, geographic information system [GIS]) and their use in obtaining information about people, places, and environments; making decisions about location; forming public policy; posing and answering questions about spatial distributions and patterns; and solving problems.
- Analyze how culture, cultural change, experience, and technology influence human perceptions and use of places and regions and how places and regions serve as cultural symbols.
- Demonstrate knowledge of the human and physical characteristics of places and regions, the role of human and physical processes in creating different types of places and regions, the effects of changes in places and regions over time, and connections among places and regions.
- Analyze how physical processes and human activities influence spatial distributions, including world population trends, issues, and patterns; the effects of human migration on physical and human systems; and the influence of cooperation and conflict on spatial patterns.
- Analyze the role of science and technology in expanding the human capacity to modify physical and human environments; the functions and spatial arrangements of cities and other human environments; factors influencing spatial patterns and interactions within and among urban, suburban, and rural regions; changes affecting physical and human environments; and the global impact of human action on the physical environment.
- Demonstrate knowledge of the causes and effects of increased global interdependence, including how the spatial distribution of resources affects the location of economic activities and contributes to conflict and cooperation and how international economic issues, opportunities, and problems result from increased global interdependence.

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- Apply knowledge of approaches for teaching students about tools, concepts, and processes of human and physical geography, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

0009 Understand concepts, terms, and theories related to human behavior and development, the study of cultures, the structure and organization of human societies, and the processes of social interaction.

For example:

- Demonstrate knowledge of basic psychological concepts (e.g., cognition, development, personality, behavior); psychological perspectives and methods of inquiry; fundamental theories of learning, motivation, and development; cognitive, physiological, emotional, and motivational influences on behavior; and applications of psychological knowledge.
- Demonstrate knowledge of major theories of personality (e.g., psychoanalytic, trait, behaviorist, humanist, social-cognitive); types of psychological disorders; and the physical, cognitive, social, emotional, and moral changes associated with different stages of life.
- Demonstrate knowledge of basic sociological and anthropological concepts (e.g., acculturation, ethnocentrism, cultural relativism, institutions), sociological and anthropological perspectives, and methods of inquiry, and how to apply a behavioral science point of view to general social phenomena and specific social situations.
- Demonstrate knowledge of social organization in various time periods (e.g., ancient, preindustrial, industrial, postindustrial) and how social institutions (e.g., educational, religious), social relationships, social class, social customs, cultural values, and norms influence behavior and life decisions.
- Analyze how common values and beliefs develop within societies; the nature and significance of human unity and cultural diversity; and the roles of tradition, the arts, and social institutions in the development and transmission of culture.
- Demonstrate knowledge of sociological approaches to and perspectives on conformity and deviancy.

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- Apply knowledge of approaches for teaching students about concepts, terms, and theories related to human behavior and development, the study of cultures, the structure and organization of human societies, and the processes of social interaction, including using various modes of inquiry; grade-level-appropriate literature and resources; social science processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

SUBAREA III—HISTORICAL CONCEPTS AND WORLD HISTORY

0010 Understand historical concepts, perspectives, and interpretations.

For example:

- Demonstrate knowledge of the various and changing definitions of history and differentiate among these definitions.
- Demonstrate knowledge of the origins and interpretive frameworks of major approaches to history (e.g., social history, political history) and use various interpretive frameworks to analyze historical events.
- Demonstrate knowledge of the tentative nature of historical interpretation and major debates among historians.
- Demonstrate knowledge of purposes and methods of comparative history and similarities and differences within and between cultures.
- Analyze the effects of broad historical developments (e.g., industrialization, modernization, imperialism, globalization) on global cultures and the different meanings and implications of these developments.
- Analyze continuity and change within and across generations in the same culture.
- Apply knowledge of approaches for teaching students about historical concepts, perspectives, and interpretations, including using various modes of inquiry; grade-level-appropriate literature and resources; history processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0011 Understand the prehistory of human civilization and the development of world civilizations from 1000 BCE to 1500 CE, including patterns of continuity and change.

For example:

- Demonstrate knowledge of the populating of major world regions by human communities; the Neolithic revolution and the emergence of early civilizations; and important economic, social, and cultural characteristics of early human civilizations.
- Demonstrate knowledge of the development and evolution of classical civilizations from 1000 BCE to 500 CE, the contributions of Greek and Roman civilizations, and factors contributing to the breakup of the Roman Empire.
- Demonstrate knowledge of the development, evolution, distinctive characteristics, and contributions of major civilizations and empires of the ancient world.
- Demonstrate knowledge of the origins, central ideas, moral codes, and institutions of major religious and philosophical traditions (e.g., Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism).
- Demonstrate knowledge of the fragmentation and interaction of civilizations from 500 to 1000 CE and the centralization of power in different regions of the world from 1000 to 1500 CE.
- Demonstrate knowledge of major social, cultural, and religious developments in Europe and Asia during the Middle Ages, including the role of feudalism in the growth of monarchies and city-states.
- Demonstrate knowledge of the causes and contributions of the Italian Renaissance, the spread of Renaissance ideas, and their influence on later social, intellectual, and artistic developments.
- Apply knowledge of approaches for teaching students about major developments and patterns of continuity and change during prehistory and the development of world civilizations from 1000 BCE to 1500 CE, including using various modes of inquiry; grade-level-appropriate literature and resources; history processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0012 Understand major social, intellectual, economic, and geopolitical developments and patterns of continuity and change in world history from 1450 to 1850, including the First Global Age, the Age of Revolution, and the Industrial Revolution.

For example:

- Analyze the factors that encouraged European expansion at the beginning of the First Global Age and the origins and consequences of encounters between Europeans and peoples of Africa, Asia, and the Americas (e.g., transatlantic slave trade, negative impacts upon indigenous peoples).
- Demonstrate knowledge of major explorers and explorations of the fifteenth and sixteenth centuries and the territorial empires that dominated much of Eurasia between the sixteenth and eighteenth centuries.
- Analyze the ideas of leading religious reformers of the sixteenth and seventeenth centuries and the influence of the Protestant Reformation on later social and religious developments.
- Analyze major ideas of the European Enlightenment and the economic, cultural, and religious significance of the scientific revolution.
- Demonstrate knowledge of the political, economic, and social environments in which the English, American, and French Revolutions took place, including similarities and differences among these three revolutions.
- Demonstrate knowledge of the political, economic, and social environments in which Latin American countries achieved independence during the early nineteenth century.
- Demonstrate knowledge of major scientific and technological advances that contributed to industrialization, the special role England played in the industrializing process, and the relationship between political and industrial revolutions and social and cultural change in different regions.
- Apply knowledge of approaches for teaching students about major social, intellectual, economic, and geopolitical developments and patterns of continuity and change in world history from 1450 to 1850, including using various modes of inquiry; grade-level appropriate literature and resources; history processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0013 Understand major political, geopolitical, social, cultural, and economic developments and patterns of continuity and change in world history since 1850.

For example:

- Demonstrate knowledge of the emergence and effects of nationalism in the nineteenth century.
- Demonstrate knowledge of the causes and effects of European and Asian imperial expansion, including the effect of imperialism on the global balance of power.
- Demonstrate knowledge of the transformations in African, Asian, and Polynesian societies during the era of the "new imperialism" and decolonization and independence movements in different world regions.
- Analyze the causes and effects of twentieth-century revolutions and the nature and significance of the Russian and Chinese revolutions.
- Analyze the causes and effects of World War I, the Holocaust, World War II, and other twentieth- and twenty-first-century conflicts (e.g., genocide, civil war, ethnic conflict, global terrorism).
- Analyze the causes and global effects of economic development since 1850, including the effects of the Great Depression on the social, economic, and political development of the modern world.
- Demonstrate knowledge of the major cultural developments of the twentieth and twenty-first centuries.
- Apply knowledge of approaches for teaching students about major political, geopolitical, social, cultural, and economic developments and patterns of continuity and change in world history since 1850, including using various modes of inquiry; grade-level-appropriate literature and resources; history processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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SUBAREA IV—U.S. AND ILLINOIS HISTORY

0014 Understand the development of colonial settlements in North America, the Revolutionary War, and the creation of the U.S. government, including patterns of continuity and change.

For example:

- Demonstrate knowledge of major features of precontact Native American societies.
- Demonstrate knowledge of the effects of the Columbian Exchange and the interactions between Native Americans and Europeans.
- Demonstrate knowledge of events and developments related to the European exploration and settlement of North America.
- Demonstrate knowledge of the development of political, religious, and socioeconomic institutions in the North American colonies.
- Demonstrate knowledge of the development of slavery in North America.
- Demonstrate understanding of the social, economic, and political tensions that led to the American Revolution and major events and key factors influencing the course and outcome of the Revolutionary War.
- Analyze the effects of the American Revolution on social, economic, and political developments and relations in the new nation, including the status of women, Native Americans, African Americans, and other groups.
- Analyze the differences between societies in the New England, Middle, and Southern states.
- Analyze the political ideas that influenced the development of U.S. constitutional government, central issues surrounding the creation and ratification of the U.S. Constitution, and the evolution of the two-party system.
- Apply knowledge of approaches for teaching students about major developments and patterns of continuity and change regarding the colonial era in North America, the Revolutionary War, and the creation of the U.S. government, including using various modes of inquiry; grade-level-appropriate literature and resources; history processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0015 Understand major developments of the early national and Jacksonian periods, westward expansion, the Civil War, and Reconstruction, including patterns of continuity and change.

For example:

- Demonstrate knowledge of major economic, social, political, and diplomatic developments in U.S. society from 1789 to 1877.
- Demonstrate knowledge of major territorial acquisitions; the concept of Manifest Destiny; the causes and results of the Mexican-American War; the effects of geographic factors, the removal of indigenous populations, and government land policies on western settlement; and the impact of westward expansion on regional and national development.
- Demonstrate knowledge of major reform movements of the antebellum period (e.g., abolitionism, utopianism, women's rights, temperance, public education).
- Analyze the role of the institution of slavery in U.S. history.
- Analyze factors that accounted for sectional differences and conflicts during the antebellum period.
- Analyze the factors and events that contributed to the Civil War and major political developments and military campaigns of the war years.
- Analyze the effects of the Civil War and Reconstruction policies on U.S. society and the role of Reconstruction in rebuilding the nation.
- Apply knowledge of approaches for teaching students about major developments and patterns of continuity and change regarding the early national and Jacksonian periods, westward expansion, the Civil War, and Reconstruction, including using various modes of inquiry; grade-level-appropriate literature and resources; history processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0016 Understand major political, social, economic, diplomatic, and military developments and patterns of continuity and change in the United States from the end of Reconstruction until 1914.

For example:

- Analyze the significance and effects of industrialization and urbanization in the United States.
- Demonstrate knowledge of key technological innovations during the period between the end of Reconstruction and 1914 and their significance for industry, agriculture, transportation, and communication.
- Analyze the role of business interests in the transformation of U.S. society in the late nineteenth century and the relationship between business and labor.
- Demonstrate knowledge of the nature and significance of immigration during the late nineteenth and early twentieth centuries, the obstacles and opportunities faced by immigrants, and contributions by immigrants to U.S. society.
- Demonstrate knowledge of political, social, cultural, and economic developments during the period between the end of Reconstruction and 1914 (e.g., disenfranchisement and segregation in the South, the woman suffrage movement) and their effects on U.S. society.
- Analyze the influence of Populism and Progressivism in the late nineteenth and early twentieth centuries.
- Analyze the causes and effects of U.S. imperialism and the role of the United States in world affairs before World War I (e.g., Spanish-American War).
- Apply knowledge of approaches for teaching students about major developments and patterns of continuity and change in the United States from the end of Reconstruction until 1914, including using various modes of inquiry; grade-level-appropriate literature and resources; history processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0017 Understand political and diplomatic developments, economic trends, social movements, and patterns of continuity and change in the United States from World War I to the present.

For example:

- Demonstrate knowledge of the reasons for and effects of U.S. involvement in World War I.
- Demonstrate knowledge of major social, political, and economic developments in U.S. society between 1914 and 1945 (e.g., Prohibition, woman suffrage, the Roaring Twenties, the Harlem Renaissance, the Great Migration).
- Demonstrate knowledge of the causes of the Great Depression and its effects on the United States, the components of the New Deal, and the New Deal as a response to the Great Depression.
- Demonstrate knowledge of reasons for U.S. participation in World War II, the role of the United States in the war, and the effect of World War II on the United States.
- Analyze the social transformation of the United States after World War II and the origins and course of post-1945 social and political movements (e.g., civil rights movement, women's movement, environmental movement).
- Analyze the origins of the Cold War and its effect on the United States.
- Demonstrate knowledge of major developments in foreign and domestic policy after World War II, the relationship between U.S. foreign and domestic policies, and the significance of policy developments for the United States.
- Demonstrate knowledge of U.S. military involvement throughout the world since World War II (e.g., Korean, Vietnam, and Persian Gulf wars; global terrorism).
- Apply knowledge of approaches for teaching students about political and diplomatic developments, economic trends, social movements, and patterns of continuity and change in the United States from World War I to the present, including using various modes of inquiry; grade-level-appropriate literature and resources; history processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.

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0018 Understand major developments and patterns of continuity and change in Illinois history.

For example:

- Demonstrate knowledge of characteristics of Native American cultures in the Illinois region.
- Demonstrate knowledge of major political ideas, institutions, and practices in Illinois and significant events that shaped Illinois's political development.
- Analyze the influence of geography, technology, agriculture, transportation, urbanization, industry, and labor on the development of the Illinois economy.
- Demonstrate knowledge of how the migration of peoples and diverse cultures and religious traditions have shaped Illinois.
- Demonstrate knowledge of how state and local history in Illinois relate to U.S. and world history.
- Apply knowledge of approaches for teaching students about major developments and patterns of continuity and change in Illinois history, including using various modes of inquiry; grade-level-appropriate literature and resources; history processes, skills, and concepts; instructional resources and technologies; and assessment instruments and approaches that meet the diverse needs of learners.