

**Florida Teacher Certification Examinations  
Test Information Guide  
for  
Social Science 6–12**



FLORIDA DEPARTMENT OF EDUCATION  
[www.fdoe.org](http://www.fdoe.org)

**Fourth Edition**

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## **Test and Test Information Guide Development**

### **Teacher Certification Testing**

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Social Science 6–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

### **Role of the Test Information Guide**

The purpose of this test information guide is to help candidates taking the subject area test in Social Science 6–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

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College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.

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## Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

### Overview

- **Look over the organization of the test information guide.**

Section 1 discusses the development of the test and test information guide.

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

### Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

### Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

### Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

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### **Final preparation**

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.

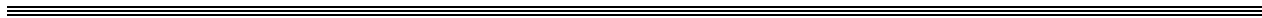
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## Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
  - Admission ticket
  - Proper identification as described in "Identification Policy"
  - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
  - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
  - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
  - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
  - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.



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## Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Social Science 6–12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover the specific competency on the exam.

**Competencies** are broad areas of content knowledge.

**Skills** identify specific behaviors that demonstrate the competencies.

**Percentages** indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

*Approximate percentage of total test questions  
(test blueprint)*

<i>Competency</i>	Competency/Skill	Approx. %
	<b>1 Knowledge of geography</b>	<b>10%</b>
	1 Apply the six essential elements of geography.	
	2 Identify the ways natural processes and human–environment interactions shape the Earth's physical systems and features.	
	3 Identify the ways natural processes and human–environment interactions shape cultural features (e.g., communities, language, technology, political and economic institutions).	
	4 Analyze geographic information from maps, charts, and graphs.	

*Skills (1-4)*

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**Table of Competencies, Skills, and Approximate Percentages of Questions**

Competency/Skill	Approx. %
<b>1 Knowledge of geography</b>	<b>10%</b>
1 Apply the six essential elements of geography. 2 Identify the ways natural processes and human–environment interactions shape the Earth's physical systems and features. 3 Identify the ways natural processes and human–environment interactions shape cultural features (e.g., communities, language, technology, political and economic institutions). 4 Analyze geographic information from maps, charts, and graphs.	
<b>2 Knowledge of economics</b>	<b>15%</b>
1 Analyze how scarcity and opportunity cost influence choices about how to allocate resources. 2 Identify how economic systems (e.g., market, command, traditional) answer the three basic economic questions. 3 Analyze the interaction of supply and demand in determining production, distribution, and consumption. 4 Analyze how macroeconomic factors (e.g., national income, employment, price stability) influence the performance of economic systems. 5 Evaluate the roles of government, central banking systems, and specialized institutions (e.g., corporations, labor unions, banks, stock markets) in market and command economies. 6 Analyze the features of global economics (e.g., exchange rates, terms of trade, comparative advantage, less developed countries) in terms of their impact on national and international economic systems. 7 Evaluate the functions of budgeting, saving, and credit in a consumer economy.	

Competency/Skill	Approx. %
<b>3 Knowledge of political science</b>	<b>15%</b>
<ol style="list-style-type: none"> <li>1 Identify the features and principles of the U.S. Constitution, including its amendments, the separation of powers, checks and balances, and federalism.</li> <li>2 Identify the functions of U.S. political institutions, including the executive, legislative, and judicial branches.</li> <li>3 Identify the effects of voter behavior, political parties, interest groups, public opinion, and mass media on the electoral process in the United States.</li> <li>4 Identify the elements and functions of state and local governments in the United States.</li> <li>5 Analyze the guiding concepts, principles, and effects of U.S. foreign policy.</li> <li>6 Compare various political systems in terms of elements, structures, and functions.</li> <li>7 Analyze the key elements of U.S. citizenship, including rights, privileges, and responsibilities.</li> </ol>	
<b>4 Knowledge of world history</b>	<b>25%</b>
<ol style="list-style-type: none"> <li>1 Identify characteristics of prehistoric cultures and early civilizations (e.g., Mesopotamian, Egyptian, Indus Valley, Chinese).</li> <li>2 Evaluate the influence of ancient civilizations (e.g., Greek, Roman, Indian, Chinese) on the evolution of modern civilization.</li> <li>3 Identify the major contributions of African, Asian, and Mesoamerican societies before 1500.</li> <li>4 Identify the major contributions of the Middle Ages, the Renaissance, and the Reformation period to Western civilization.</li> <li>5 Identify the social, cultural, political, and economic characteristics of African, Asian, and eastern European societies from 1500 to 1900.</li> <li>6 Evaluate the significant scientific, intellectual, and philosophical contributions of the Age of Reason through the Age of Enlightenment.</li> <li>7 Identify the causes, effects, events, and significant individuals associated with the Age of Exploration.</li> <li>8 Assess the social, political, and economic effects of the Industrial Revolution.</li> <li>9 Identify the causes, effects, events, and significant individuals associated with the Age of Revolution.</li> </ol>	

Competency/Skill	Approx. %
<p>10 Evaluate the impact of imperialism and nationalism on global social, political, geographic, and economic development.</p> <p>11 Analyze the causes and effects of political transformations and military conflicts in the 20<sup>th</sup> century.</p> <p>12 Analyze major contemporary global political, social, economic, and geographic issues and trends.</p> <p>13 Identify major world religions and ideologies.</p>	
<b>5 Knowledge of U.S. history</b>	<b>25%</b>
<p>1 Evaluate the impact of the Age of Exploration on the Americas.</p> <p>2 Analyze the social, cultural, political, and economic development of the Americas during the colonial period.</p> <p>3 Identify the causes, significant individuals, and effects of the events associated with the Revolutionary era.</p> <p>4 Identify the causes, significant individuals, and effects of the events associated with the Constitutional era and the early republic.</p> <p>5 Evaluate the impact of westward expansion on the social, cultural, political, and economic development of the emerging nation.</p> <p>6 Identify the social, cultural, political, and economic characteristics of the antebellum period.</p> <p>7 Identify the causes, significant individuals, and effects of the events associated with the American Civil War and Reconstruction eras.</p> <p>8 Evaluate the impact of agrarianism, industrialization, urbanization, and reform movements on social, cultural, political, and economic development in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p> <p>9 Evaluate the impact of immigration on social, cultural, political, and economic development in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p> <p>10 Identify the causes, significant individuals, and effects of the events associated with the World War I era.</p> <p>11 Identify social, cultural, political, and economic developments (e.g., Roaring Twenties, Harlem Renaissance, Great Depression, New Deal) between World War I and World War II.</p> <p>12 Identify the causes, significant individuals, and effects of the events associated with the World War II era.</p> <p>13 Identify the causes, significant individuals, and effects of the events associated with domestic and foreign affairs during the Cold War era.</p>	

Competency/Skill	Approx. %
<p>14 Identify the causes, significant individuals, and effects of the events associated with movements for equality, civil rights, and civil liberties in the 19<sup>th</sup> and 20<sup>th</sup> centuries.</p> <p>15 Identify the causes, significant individuals, and effects of the events associated with contemporary domestic and foreign affairs.</p> <p>16 Identify key individuals, events, and issues related to Florida history.</p>	
<b>6 Knowledge of social science and its methodology</b>	<b>10%</b>
<p>1 Identify social science disciplines (e.g., anthropology, psychology, sociology).</p> <p>2 Identify social science concepts (e.g., culture, class, technology, race, gender).</p> <p>3 Analyze the interrelationships between social science disciplines.</p> <p>4 Interpret tabular and graphic representations of information related to the social sciences.</p> <p>5 Identify appropriate strategies, methods, tools, and technologies for the teaching of social science.</p> <p>6 Evaluate examples of primary (e.g., letters, photographs, political cartoons) and secondary (e.g., historical texts, encyclopedias) sources.</p>	



## 5

## Test Format and Sample Questions

The Social Science 6–12 subject area test consists of approximately 120 multiple-choice questions. You will have two and one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

Type of Question	Sample Question
<b>Charts, Graphs, and Maps</b> Identify or interpret a diagram by choosing the response option that best answers the question.	Question 6, page 16
<b>Sentence completion</b> Select the response option that best completes the sentence.	Question 8, page 16
<b>Direct question</b> Choose the response option that best answers the question.	Question 9, page 17
<b>Scenario</b> Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 10, page 17
<b>Command</b> Select the best response option.	Question 11, page 17

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## **Sample Questions**

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

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**DIRECTIONS: Read each question and select the best response.**

1. Which of the following geographic elements does the following statement exemplify?

People who live in the Sahel wrap their heads with heavy material to keep the hot sun and sand out of their faces.

- A. uses of geography
- B. human systems
- C. environment and society
- D. physical systems

2. Landform changes from the flow of lava are best associated with which essential element of geography?

- A. environment and society
- B. physical systems
- C. human systems
- D. places and regions

3. The natural process of erosion can best explain a gradual change in which of the following?

- A. global climate
- B. mountain elevation
- C. ocean depth
- D. population distribution

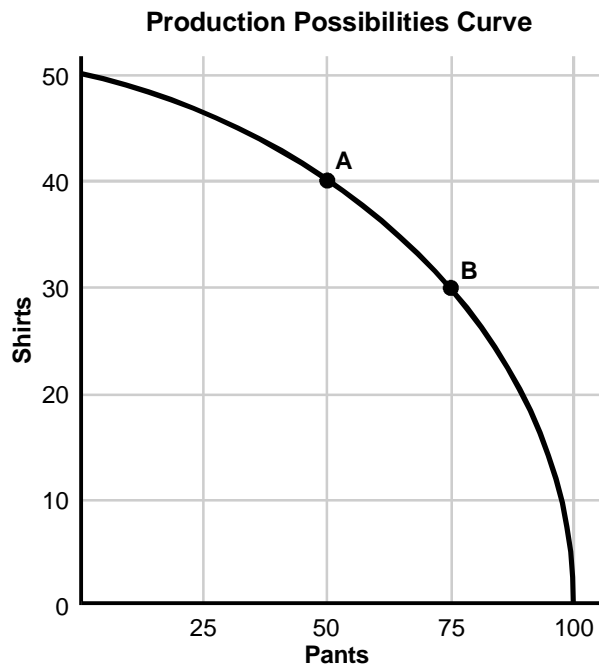
4. Astronomical observations most influenced which of the following cultural aspects of early civilizations?

- A. architecture
- B. language
- C. religion
- D. technology

5. During the Scientific Revolution, who was placed under house arrest and forced by the church to publicly deny his work?

- A. Galileo Galilei
- B. Isaac Newton
- C. Francis Bacon
- D. Johannes Kepler

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6. What would be the firm's opportunity cost if it moved production from Point A to Point B along the following production possibilities curve?



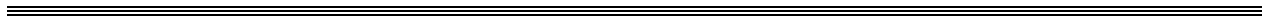
- A. 10 shirts  
B. 25 shirts  
C. 10 pants  
D. 25 pants
7. Entrepreneurship and private property rights are most commonly associated with what type of economy?
- A. communist  
B. command  
C. traditional  
D. market
8. As a cartel, the Organization of Petroleum Exporting Countries is most likely to
- A. restrict the supply of petroleum on the world market to influence its price.  
B. advertise the benefits of petroleum to increase the demand for its product.  
C. build infrastructure to increase the availability of petroleum to its customers.  
D. educate the public about the importance of petroleum conservation.

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9. What is the primary purpose of the North American Free Trade Agreement?
- A. promoting trade by improving North American roads and highways
  - B. establishing a common currency among North America's trading partners
  - C. eliminating trade restrictions between North American countries
  - D. preventing the trade of defective goods within North America
10. A consumer uses a credit card that charges 10% annual interest to make a \$1,000 purchase. What is the total cost of the purchase if the consumer pays 1 year from the date of purchase?
- A. \$ 100
  - B. \$ 900
  - C. \$1,000
  - D. \$1,100
11. Identify a concurrent power of the federal and state governments.
- A. regulating interstate commerce
  - B. coining money
  - C. establishing courts
  - D. taxing imports
12. What is the function of the judicial branch of the federal government?
- A. making laws
  - B. interpreting laws
  - C. enforcing laws
  - D. amending laws
13. Establishing the minimum age for driver licenses is a responsibility of what level of government in the United States?
- A. state
  - B. federal
  - C. city
  - D. county
14. In the U.S. system of government, which of the following powers is reserved exclusively for the states?
- A. establishing a court system
  - B. collecting income taxes
  - C. regulating interstate commerce
  - D. conducting elections for political office

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15. The United States joined the North Atlantic Treaty Organization primarily to achieve which of the following goals?
- A. guaranteeing the security of Western Europe
  - B. protecting international trade agreements
  - C. promoting human rights and liberties
  - D. encouraging greater economic interdependence
16. Countries that sign an armistice agree to
- A. trade goods with one other.
  - B. open the doors for immigration.
  - C. stop fighting one another.
  - D. create a political alliance.
17. Which of the following individuals from ancient Greece is best known for significant contributions to science?
- A. Euripides
  - B. Thucydides
  - C. Hippocrates
  - D. Homer
18. Who initiated the Protestant Reformation by nailing his 95 theses to a church door?
- A. John Calvin
  - B. Martin Luther
  - C. Ulrich Zwingli
  - D. John Knox
19. Which of the following terms best describes the government in Russia during the period from 1500 to 1900?
- A. absolutist rule by a czar
  - B. limited constitutional monarchy
  - C. representative democracy
  - D. dictatorship by the proletariat
20. The ideas of John Locke, Thomas Hobbes, and Jean-Jacques Rousseau most impacted the development of which of the following areas of knowledge?
- A. mathematics
  - B. political science
  - C. economics
  - D. science

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21. Which European nation dominated the exploration and colonization of Central and South America during the 16<sup>th</sup> century?
- A. Spain
  - B. Portugal
  - C. England
  - D. France
22. Which of the following developments was a primary cause for the decline of Native American populations during the 16<sup>th</sup> century?
- A. the destruction of natural environments
  - B. the eradication of the food supply
  - C. the introduction of European diseases
  - D. the expansion of the slave trade
23. Which of the following divided Korea into two separate countries: North Korea and South Korea?
- A. Yalu River
  - B. line of control
  - C. Altai Mountains
  - D. 38<sup>th</sup> parallel
24. Which of the following did the early English settlers tend to settle near in North America?
- A. French-claimed lands
  - B. bodies of water
  - C. Spanish forts
  - D. mountainous regions
25. Which of the following significant battles of the American Revolution resulted in the final surrender of British forces in the colonies?
- A. Lexington
  - B. Yorktown
  - C. Ticonderoga
  - D. Camden

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26. The desire to have a nation that spreads "from sea to shining sea" can best be linked to the
- A. idea of popular sovereignty.
  - B. Missouri Compromise.
  - C. doctrine of Manifest Destiny.
  - D. concept of states' rights.
27. The United States entered into World War I in response to which of the following developments?
- A. end of commercial relations with post-revolutionary Russia
  - B. French invasion and conquest of neutral Dutch territory
  - C. formation of an alliance between Great Britain and Austria-Hungary
  - D. German resumption of unrestricted submarine warfare
28. The Supreme Court under the leadership of Earl Warren is best known for its activism in which of the following areas?
- A. establishing national supremacy
  - B. expanding civil rights and liberties
  - C. promoting economic growth
  - D. interpreting election guidelines
29. The actions of Henry Flagler helped lead to the expansion of which of the following segments of the Florida economy?
- A. citrus production
  - B. cattle ranching
  - C. railroad development
  - D. offshore fishing
30. Sources such as the Declaration of Independence, *Common Sense*, the Declaration of Rights of Man and Citizen, and the Magna Carta would be most relevant to researchers in the field of
- A. geography.
  - B. political science.
  - C. anthropology.
  - D. economics.



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### Answer Key

Question Number	Correct Response	Competency
1.	C	1
2.	B	1
3.	B	1
4.	C	1
5.	A	4
6.	A	2
7.	D	2
8.	A	2
9.	C	2
10.	D	2
11.	C	3
12.	B	3
13.	A	3
14.	D	3
15.	A	3
16.	C	3
17.	C	4
18.	B	4
19.	A	4
20.	B	4
21.	A	4
22.	C	4
23.	D	4
24.	B	5
25.	B	5
26.	C	5
27.	D	5
28.	B	5
29.	C	5
30.	B	6

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## Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is keyed to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts as reflected in the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. Ahmad, I., Brodsky, H., Crofts, M. S., & Ellis, E. G. (2004). *World cultures: A global mosaic*. Upper Saddle River, NJ: Pearson Prentice Hall.

Uses the lives of real people as a framework for understanding the importance of each region's geography, history, traditions, economics, daily life, literature, and arts, as well as the role of each region in the world today. Useful for review of competencies 1 and 6.

2. Beal, C. M., Mason-Bolick, C. H., & Martorella, P. H. (2008). *Teaching social studies in middle and secondary schools* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Comprehensive introduction to social studies teaching for middle and secondary grades. Examines the origins and evolving state of social studies and citizenship across the United States. Provides hands-on guidelines for applying theory to classroom practice. Features multiple instructional models. Useful for review of competency 6.

3. Beck, R. B. (2005). *World history: Patterns of interaction*. Evanston, IL: McDougal Littell.

Focuses on key concepts, themes, and patterns of interaction throughout history, connecting students to the events and ideas of the past and helping them see global connections. Useful for review of competency 4.

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4. Bergman, E. F., & Renwick, W. H. (2002). *Introduction to geography: People, places, and environment* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Covers the relationships between humans and their environment and focuses on thinking critically about contemporary issues. Useful for review of competency 1.

5. Berman, L., & Murphy, B. A. (2009). *Approaching democracy* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Addresses the evolving nature of the American experiment in democratic government while teaching students the theory and the basics of U.S. political science, the political history of the nation, and the critical-thinking skills needed to analyze these evolving relationships. Useful for review of competency 3.

6. Boyes, W., & Melvin, M. (2008). *Economics* (7<sup>th</sup> ed.). Boston: Houghton Mifflin.

Covers the principles of economics, including both micro and macro theories; the implications of economic principles for business strategy; and topics affecting global competitiveness, such as resource pricing and foreign exchange markets. Explicitly connects the study of economics with real-world business decisions. Useful for review of competency 2.

7. Brummett, P., Edgar, R. R., Hackett, N. J., Jewsbury, G. F., & Molony, B. (2007). *Civilization past & present* (11<sup>th</sup> ed.). New York: Pearson Longman.

Delivers a strong narrative of world history using images and documents to enhance the text's content. Traces connections across cultures and examines social, political, economic, religious, cultural, and geographic aspects of world history. Useful for review of competency 4.

8. Christopherson, R. W. (2009). *Geosystems: An introduction to physical geography* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Offers current examples and modern science within an Earth systems organization, combining student-friendly writing, art, and a multimedia program. Useful for review of competency 1.

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9. Colburn, D. R., & deHaven-Smith, L. (2002). *Florida's megatrends: Critical issues in Florida*. Gainesville, FL: University Press of Florida.

Provides an overview of the critical and conflicting trends that have shaped and will continue to shape Florida in the 21<sup>st</sup> century. Useful for review of competency 5.

10. Craig, A. M., Graham, W. A., Kagan, D., Ozment, S., & Turner, F. M. (2009). *The heritage of world civilizations* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

A concise narrative that includes abundant illustrations, focused study tools, and critical-thinking questions. Useful for review of competency 4.

11. De Blij, H. J., & Muller, P. O. (2006). *Geography: Realms, regions, and concepts* (12<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons.

Offers authoritative content, outstanding cartography, currency, and comprehensive coverage. Reflects major developments in the world, from the collapse of Russia's post-Soviet transformation to the impact of globalization, and from the rise of Asia's Pacific Rim to the war in Iraq. Useful for review of competencies 1 and 6.

12. Dye, T. K., Sparrow, B. H., Gibson, L. T., & Robison, C. (2009). *Politics in America* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Examines the struggle for power in U.S. politics—the participants, the stakes, the processes, and the institutions—while exploring timely issues, drawing cross-cultural comparisons, promoting critical thinking, and provoking thoughtful opinions. Useful for review of competency 3.

13. Faragher, J. M., Czitrom, D., Buhle, M. J., & Armitage, S. H. (2006). *Out of many: A history of the American people* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

A two-volume text that considers the complex social, political, and historical interactions that shape U.S. history while celebrating the differences that define the United States. Useful for review of competency 5.

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14. Fellman, J. D., Getis, A., & Getis, J. (2008). *Human geography* (10<sup>th</sup> ed.). Boston: McGraw-Hill Higher Education.

Introduces students to human geography and its relevance to their lives by conveying the breadth of human geography and providing insight into the nature and intellectual challenges of the field of geography. Pays special attention to gender issues. Useful for review of competency 1.

15. Gannon, M. (2003). *Florida: A short history* (Rev. ed.). Gainesville, FL: University Press of Florida.

Provides a complete and entertaining history of Florida, from the indigenous tribes before Ponce de Leon's arrival to contemporary Florida. Useful for review of competency 5.

16. Goldsmith, E. B. (2009). *Consumer economics: Issues and behaviors* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Provides an up-to-date look at the consumer movement and the intricacies of consumer behavior, addressing who buys what, how, when, and why, while also looking at the forces that impact consumer choice. Useful for review of competency 2.

17. Henretta, J. A., Brody, D., & Dumenil, L. (2006). *America: A concise history* (3<sup>rd</sup> ed.). New York: Bedford St. Martin's.

Covers U.S. history from 1450 through 2004. Useful for review of competencies 5 and 6.

18. Hockenbury, D. H., & Hockenbury, S. E. (2008). *Psychology* (5<sup>th</sup> ed.). New York: Worth Publishers.

Covers the basic issues of psychology, including case studies. Combines scientific authority with narrative to relate the science of psychology to the lives of students. Useful for review of competency 6.

19. Kennedy, D., Cohen, L., & Bailey T. (2006). *The American pageant* (13<sup>th</sup> ed.). Evanston, IL: McDougal Littell.

Focuses on important public issues in U.S. history and on people whose contributions were overlooked by past historians. Covers issues such as immigration, the political participation of women, the environmental movement, the treatment of Native Americans, and the experiences of Americans of non-European background. Useful for review of competencies 5 and 6.

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20. Krugman, P. R., & Wells, R. (2005). *Economics*. New York: Worth Publishers.
- Takes a story-driven approach to U.S. and global economics. Covers both macro and micro concepts. Includes detailed graphs and charts. Useful for review of competency 2.
21. Magleby, D. B., & Light, P. C. (2009). *Government by the people* (23<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Emphasizes the importance of politics, encouraging and motivating students to become effective and informed citizens. Useful for review of competency 3.
22. Mormino, G. R. (2008). *Land of sunshine, state of dreams*. Gainesville, FL: University Press of Florida.
- Explains the explosive growth of Florida from 2.7 million inhabitants in 1950 to 15.9 million in 2000, focusing on the diverse people who migrated to the state; the developers of tourism, beaches, shopping malls, and gated communities; new technology (from air conditioning to the space age); and the impact of this growth and development on the environment. Useful for review of competency 5.
23. Newman, J. J., & Schmalbach, J. M. (2004). *United States history: Preparing for the Advanced Placement examination*. New York: Amsco School Publishing.
- Designed as a review text for students preparing for the Advanced Placement examination in U.S. history. Also useful as a guide to accompany a year-long course in AP or honors U.S. history. Useful for review of competency 5.
24. Rubenstein, J. M. (2007). *The cultural landscape: An introduction to human geography* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Covers basic concepts such as population and migration, folk and popular culture, language, religion, ethnicity, political geography, agriculture, and industry. Useful for review of competencies 1 and 6.
25. Schmidt, S. W., Shelley, M. C., & Bardes, B. A. (2008). *American government and politics today*. Belmont, CA: Thomson Wadsworth Learning.
- Provides comprehensive and up-to-date coverage of constitutional, governmental, political, social, and economic structures and processes. Useful for review of competency 3.

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26. Spodek, H. (2006). *The world's history, combined volume* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Shows the value of other disciplines in understanding history and helps students begin to assess their own place in the ongoing history of the world. Includes eight units, each of which emphasizes a single theme: origins, cities, empires, religion, trade, migrations, revolutions, and technology. Useful for review of competency 4.

27. Stearns, P. N., Adas, M., Schwartz, S. B., & Gilbert, M. J. (2007). *World civilizations: The global experience* (5<sup>th</sup> ed.). New York: Pearson Longman.

Emphasizes the major stages in the interactions among different peoples and societies and assesses the development of major societies in world history. Presents social, cultural, political and economic aspects. Useful for review of competency 4.

28. Strahler, A. H., & Strahler, A. (2005). *Introducing physical geography* (4<sup>th</sup> ed.). Hoboken, NJ: Wiley.

Focuses on both content and pedagogy and includes current examples of environmental phenomena. Includes excellent illustrations and diagrams. Useful for review of competency 1.

29. Wilson, J. Q., & Dilulio, J. J. (2003). *American government: Institutions and policies* (9<sup>th</sup> ed.). Clifton Park, NJ: Cengage.

Includes discussions of the U.S. Constitution, federalism, political culture and participation, political parties, elections, interest groups, the media, Congress, the presidency and judiciary, civil rights and liberties, and other related topics. Useful for review of competencies 3 and 6.



## **Additional Information**

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>



