

Florida Teacher Certification Examinations
Test Information Guide
for
Humanities K–12



FLORIDA DEPARTMENT OF EDUCATION
www.fdoe.org

Third Edition

Developed, produced, and printed under the authority of the
Florida Department of Education

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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 Humanities K–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 Humanities K–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.

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.



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.

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.



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"
- 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 Humanities K–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. %
	1 Knowledge of the vocabulary and concepts basic to the humanities	15%
	1 Identify basic vocabulary used in discussing the arts.	
	2 Identify organizational principles of the arts.	
<i>Skills (1-3)</i>	3 Identify characteristics of various genres of musical, visual, literary, and performing arts.	

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill	Approx. %
1 Knowledge of the vocabulary and concepts basic to the humanities	15%
<ol style="list-style-type: none"> 1 Identify basic vocabulary used in discussing the arts. 2 Identify organizational principles of the arts. 3 Identify characteristics of various genres of musical, visual, literary, and performing arts. 	
2 Knowledge of historical periods, styles, and movements	28%
<ol style="list-style-type: none"> 1 Identify major periods of Western culture. 2 Identify significant artists and characteristics of major art forms and principal genres throughout the different periods of Western culture. 3 Identify prominent philosophers and philosophical ideas throughout the different periods of Western culture. 4 Identify prominent political and economic systems of the major periods of Western culture. 5 Identify significant Egyptian, Greek, Roman, and Byzantine contributions to, and influences on, Western culture. 6 Identify significant Jewish, Christian, and Muslim contributions to, and influences on, Western culture. 7 Identify significant African, Asian, Latin American, and indigenous American contributions to, and influences on, Western culture. 8 Identify the influences of geography and historical events on the arts. 	
3 Knowledge of the interrelatedness of arts and ideas	17%
<ol style="list-style-type: none"> 1 Identify works of art with common themes, symbols, or motifs. 2 Identify the influence of one artistic work, artist, or group of artists on another. 3 Relate a major concept or idea to a representative work or person. 4 Identify the influences popular and fine art forms have on each other. 5 Identify the effects of scientific discoveries and technological advances on the arts. 	

Competency/Skill	Approx. %
4 Knowledge of the relationship between a culture's beliefs and values and their expression in the humanities	26%
<ol style="list-style-type: none"> 1 Identify major works of art that influence a culture. 2 Identify themes, symbols, and motifs that recur over time and across cultures. 3 Identify ways in which different cultures portray and express historical and religious events. 4 Identify the philosophical and religious influences found in significant artistic works. 5 Identify the influences of political, social, or religious institutions on artistic expression. 6 Identify ways in which gender roles are reflected in the arts. 7 Relate artistic styles and techniques to the beliefs and values of different cultures. 	
5 Knowledge of prominent aesthetic principles used by major cultures in evaluating the arts	7%
<ol style="list-style-type: none"> 1 Identify ways in which different aesthetic principles are manifested in significant works of musical, visual, literary, and performing art. 2 Discriminate among aesthetic principles of different eras and cultures. 	
6 Knowledge of instructional techniques, assessment, and resources appropriate to the humanities	7%
<ol style="list-style-type: none"> 1 Identify effective methods of presenting humanities topics. 2 Identify effective teaching strategies for diverse student populations in humanities classes. 3 Identify appropriate evaluation methods for assessing and measuring student progress in humanities classes. 4 Identify appropriate and effective academic, community, and technological resources for teaching the humanities. 	



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Test Format and Sample Questions

The Humanities K–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
<p>Direct question Choose the response option that best answers the question.</p>	<p>Question 1, page 13</p>
<p>Sentence completion Select the response option that best completes the sentence.</p>	<p>Question 5, page 13</p>
<p>Scenario 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.</p>	<p>Question 29, page 19</p>
<p>Command Select the best response option.</p>	<p>Question 30, page 19</p>

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.

DIRECTIONS: Read each question and select the best response.

1. Which of the following is used most often to emphasize dramatic effects in Caravaggio's paintings?
 - A. pointillism
 - B. sfumato
 - C. chiaroscuro
 - D. tint

2. A printmaker plans to distribute the major shapes of a composition evenly around a central point. The design concept that the printmaker is employing is
 - A. radial balance.
 - B. repetition.
 - C. negative space.
 - D. rhythm.

3. A piece of music usually composed with three contrasting movements for one or more solo instruments and orchestra is a(an)
 - A. overture.
 - B. symphony.
 - C. concerto.
 - D. symphonia.

4. Which dance genre is typically characterized by a focus on natural movement, self-expression, and the downward pull of gravity on the body?
 - A. ballroom
 - B. ballet
 - C. jazz
 - D. modern

5. The Hellenic Age of ancient Greek culture ended with the
 - A. outbreak of the Peloponnesian War.
 - B. defeat of Troy.
 - C. death of Alexander the Great.
 - D. conquests of Rome.

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6. Linear perspective emerged as an important element of Western art during the
- A. Renaissance.
 - B. impressionist period.
 - C. Middle Ages.
 - D. contemporary period.
7. Leitmotifs, used by Richard Wagner in *Der Ring des Nibelungen* to achieve formal coherence, are best described as
- A. arrangements of vocal or recited passages in the same key.
 - B. costumes designed to identify groups of characters.
 - C. key words in the recitative passages that reveal continuity of thought.
 - D. musical themes associated with persons, things, or ideas.
8. A political party supports a program that would provide every citizen of its country an education in morality and the right to vote. Which philosopher would most likely approve of this program?
- A. David Hume
 - B. Jean-Jacques Rousseau
 - C. Thomas Hobbes
 - D. Friedrich Nietzsche
9. The works of the ancient Greek writers Herodotus and Thucydides most influenced the later development of the
- A. epic poem.
 - B. comedic play.
 - C. political satire.
 - D. historical narrative.
10. A scholar studying medieval attempts to reconcile classical rationalism with truths gained through the Christian faith would most likely read
- A. St. Thomas Aquinas's *Summas*.
 - B. Geoffrey Chaucer's *Canterbury Tales*.
 - C. Dante Alighieri's *Divine Comedy*.
 - D. Thomas More's *Utopia*.

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11. A socialist artist who validated the history of Mexico in large public murals was
- A. Francisco Goya.
 - B. Frida Kahlo.
 - C. Andrea Mantegna.
 - D. Diego Rivera.
12. A noted achievement of Tsar Peter the Great was
- A. establishing Orthodox Christianity as Russia's official religion.
 - B. westernizing Russian culture and society.
 - C. abolishing the use of serf labor.
 - D. increasing Slavic influence on Russia's political and social institutions.
13. The landscape of absurdity and despair in T.S. Eliot's *The Waste Land* is mirrored in the setting of
- A. Tennessee Williams's *A Streetcar Named Desire*.
 - B. Oscar Wilde's *The Importance of Being Earnest*.
 - C. William Shakespeare's *A Midsummer Night's Dream*.
 - D. Samuel Beckett's *Waiting for Godot*.
14. The writing styles of Jack Kerouac and Allen Ginsberg were most influenced by which type of music?
- A. folk
 - B. rock
 - C. jazz
 - D. classical
15. Elaborate carvings and sculptures depicting scenes from the Hindu literary saga of the *Ramayana* are incorporated into the structure of which monument?
- A. the Great Stupa at Sanchi
 - B. Angkor Wat
 - C. Taj Mahal
 - D. the Ishtar Gate of Babylon

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16. During the late Renaissance, the size and grandeur of Saint Mark's Cathedral in Venice influenced Venetian composers to write church music that featured
- A. virtuosic solos.
 - B. intricate polyphonic textures.
 - C. dynamic contrasts.
 - D. parts for multiple choruses.
17. During the 1970s, female composers such as Pauline Oliveros, Meredith Monk, and Laurie Anderson helped develop which new genre that is based on receptive, intuitive creativity rather than an analytical mode of thinking?
- A. third-stream jazz
 - B. minimalist music
 - C. performance art
 - D. rhythm-and-blues
18. Films such as *O* and *West Side Story* illustrate the influence of which author's works?
- A. Charles Dickens
 - B. Jane Austen
 - C. William Shakespeare
 - D. Thomas Hardy
19. Roy Lichtenstein incorporated features of which form of popular culture into his paintings?
- A. comic strips
 - B. food packaging
 - C. political pamphlets
 - D. movie posters

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20. Desiderius Erasmus's humanist writings were popularized by the
- A. Protestant Reformation.
 - B. invention of the printing press.
 - C. Catholic Church.
 - D. growth of medieval towns.
21. Joseph Conrad's novella *Heart of Darkness* and Francis Ford Coppola's film *Apocalypse Now* share which of the following themes?
- A. the conflicts that arise between modern and traditional societies
 - B. the inherent decency of common men and women
 - C. the struggles individuals face as they try to overcome self-doubt
 - D. the moral battle against the evil that resides within humanity
22. Which of the following novels embodies the philosophy that African Americans deserve equal justice under the law?
- A. *In Cold Blood* by Truman Capote
 - B. *To Kill a Mockingbird* by Harper Lee
 - C. *The Bluest Eye* by Toni Morrison
 - D. *The Bonfire of the Vanities* by Tom Wolfe
23. A major aim of the *Ramayana* and other Hindu epics was to
- A. ensure domestic peace.
 - B. establish social goals.
 - C. promote artistic achievement.
 - D. teach moral lessons.

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24. In his plays, the Norwegian dramatist Henrik Ibsen often treated gender relations in ways that
- A. challenged conventional family values.
 - B. depicted men as conscientious and caring husbands and fathers.
 - C. reinforced patriarchal norms and values.
 - D. portrayed women as loving and supportive wives and mothers.
25. Ancient Greek statues of Athena that show her as a helmeted goddess carrying a shield and wearing a goatskin breastplate represent the goddess in her role as
- A. helper of heroes.
 - B. queen of the underworld.
 - C. earth mother.
 - D. patroness of the arts.
26. The ancient art of the rock garden is intended to facilitate intense meditation and help individuals free themselves from the material world. This art form is most associated with the beliefs of
- A. Sikhism.
 - B. Confucianism.
 - C. Hinduism.
 - D. Zen Buddhism.
27. The influence of what ancient culture is most apparent in the neoclassical architecture that was popular in the United States throughout the 19th century?
- A. Byzantine
 - B. Persian
 - C. Egyptian
 - D. Greek
28. The haiku of Bashō exemplify which qualities admired in the Japanese aesthetic tradition?
- A. simplicity and understatement
 - B. lushness and ornamentation
 - C. straightforwardness and energy
 - D. emotionalism and passion

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29. A high school humanities teacher is planning a unit on Roman architectural influences for a class in which several students have learning disabilities. Which instructional strategy would most benefit the students with learning disabilities?
- A. assigning additional reading to reinforce information presented in class lectures
 - B. creating small heterogeneous groups of students to work cooperatively on projects
 - C. teaching strategies for memorization of basic facts presented during class lectures
 - D. increasing opportunities for students to ask questions as new material is presented
30. Identify the primary advantage of using Internet-based virtual art museums for humanities instruction.
- A. The teacher could print multiple copies of works without copyright concerns.
 - B. Students could have access to works of art from around the world.
 - C. Students could develop their own instructional units for class.
 - D. The teacher could have access to artists as sources of information for instruction.

Answer Key

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



Annotated Bibliography

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

This bibliography is representative of the most important and most comprehensive texts pertaining to 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. Adams, L.S. (2006). *Exploring the humanities* (combined ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
Encourages students to reflect on the influence of the humanities on their lives. Includes full-color reproductions. Useful for review of competencies 1, 2, 3, 4, 5, and 6.
2. Bishop, P. (2007). *A beginner's guide to the humanities* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
A guide to understanding painting, sculpture, music, and theatre. Teaches students how to observe, enjoy, and analyze the arts. Useful for review of competencies 1, 2, 3, 4, 5, and 6.
3. Burkholder, P., Grout, D., & Palisca, C. (2005). *A history of Western music* (7th ed.). New York: W.W. Norton.
Explores genres and styles in Western music from antiquity to the present. Emphasizes social and historical context. Useful for review of competencies 1, 3, 4, and 5.

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4. Campbell, P.S., & Scott-Kassner, C. (2006). *Music in childhood: From preschool through the elementary grades* (3rd ed.). New York: Schirmer.

Presents contemporary theories and practices of music education, including strategies for developing pitch, vocal, rhythmic, instrumental, listening, movement, and creative responses in children. Includes chapters on technology, multiculturalism, motivation and management, special learners, assessment, and curriculum integration and development. Useful for review of competencies 1, 3, 4, and 5.
 5. Crawford, R. (2001). *An introduction to America's music*. New York: W.W. Norton.

The story of music in the United States, beginning with Native Americans and continuing with traditions introduced by European colonizers and Africans brought here as slaves. Useful for review of competencies 1, 3, 4, and 5.
 6. Cuddon, J.A., & Preston, C. (1998). *A dictionary of literary terms and literary theory* (4th ed.). Oxford, England: Blackwell Publishing.

Covers all aspects of literary theory. Explains critical jargon, literary forms, and genres. Examines artifacts, historic locales, archetypes, and origins of well-known phrases. Useful for review of competencies 1 and 5.
 7. Felner, M., & Orenstein, C. (2006). *The world of theatre: Tradition and innovation*. Boston: Pearson Allyn & Bacon.

Presents theatre as a global and multicultural form that reflects both traditional and evolving worldviews. Compares and contrasts American and European commercial theatre with alternative forms. Useful for review of competencies 1, 2, 3, 4, and 5.
 8. Fichner-Rathus, L. (2007). *Understanding art* (8th ed.). Belmont, CA: Wadsworth.

A comprehensive presentation of the visual elements, principles of design, and media. Useful for review of competencies 1, 2, 3, 4, and 5.

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9. Guillaume, A. (2008). *K–12 classroom teaching: A primer for the new professionals* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
Explores finding a personal educational stance and growing professionally. Includes classroom management, instructional strategies, planning, and assessment. Useful for review of competency 6.

 10. Honour, H., & Fleming, J. (2006). *The visual arts: A history* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
An authoritative resource on the essential role of art in the development of humankind. Encompasses the arts of Asia, Africa, Oceania, Europe, and the Americas from the primitive to the most controversial art forms of today. Useful for review of competencies 1, 2, 3, 4, and 5.

 11. Janaro, R., & Altschuler, T. (2005). *The art of being human* (8th ed.). New York: Pearson Longman.
Covers myth, literature, art, music, television, cinema, and the theatre. Discusses religion, morality, happiness, death, freedom, and other provocative issues. Useful for review of competencies 1, 2, 3, 4, and 5.

 12. Jonas, G. (1992). *Dancing: The pleasure, power and art of movement*. New York: Harry N. Abrams.
An illustrated, international survey of dancing. Covers dance as a form of social, cultural, and religious expression. Useful for review of competencies 1, 3, 4, and 5.

 13. Kantor, M., & Maslon, L. (2004). *Broadway: The American musical*. New York: Bulfinch Press.
Key musicals, revivals, and their historical context. Includes significant shows, a selected bibliography, and maps of the New York theatre district. Useful for review of competencies 1, 3, 4, and 5.

 14. Kishlansky, M., Geary, P., & O'Brien, P. (2008). *Civilization in the West* (7th ed.). New York: Pearson Longman.
Explores the changing contours of Western civilization through social and political history. Features maps and images to make the material accessible. Useful for review of competencies 2, 4, and 5.

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15. Mitchell, G. (2005). *The essentials of teaching in secondary classrooms*. Upper Saddle River, NJ: Pearson Prentice Hall.
Incorporates pertinent research and ties practice to national standards. Useful for review of competency 6.

 16. Nagle, B. (2006). *The ancient world: A social and cultural history* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
Fascinating insights into family, gender relations, class structures, slavery, popular culture, religion, art, architecture, leisure styles, philosophy, science, and education—and their complex relationships to ideology and political events. Useful for review of competencies 1, 2, 3, 4, and 5.

 17. Ocvirk, O.C. (2006). *Art fundamentals: Theory and practice* (10th ed.). New York: McGraw-Hill.
A classic text focusing on the essential elements of art and art history. Useful for review of competencies 1, 3, 4, and 5.

 18. Randel, D.M. (1999). *Harvard concise dictionary of music*. Cambridge, MA: Harvard University Press.
Core biographical material for more than 2,000 composers from the Middle Ages to the present. Defines musical forms, instruments, and terms, as well as specific musical works. Useful for review of competencies 1, 3, 4, and 5.

 19. Roberts, P., & Kellough, R. (2008). *A guide to developing interdisciplinary thematic units* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
Demonstrates the step-by-step process of developing an interdisciplinary thematic unit. Offers examples on writing objectives in the cognitive, affective, and psychomotor domains. Useful for review of competencies 3 and 6.

 20. Sadie, S., & Tyrell, J. (2001). *The new Grove dictionary of music and musicians* (2nd ed.). London: Oxford University Press.
Presents the music, theory, instruments, and musicians that have helped define music around the world, from major influences such as Latin American culture to less examined Asian, sub-Saharan African, and Pacific Islander contributions. Useful for review of competencies 1, 2, 3, 4, and 5.

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- 21.** Sporre, D.J. (2006). *The creative impulse: An introduction to the arts* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
An overview of the arts in the Western tradition within the contexts of philosophy, religion, aesthetic theory, economics, and politics. Provides a historical introduction to major styles and their implications. Useful for review of competencies 1, 2, 3, 4, and 5.
 - 22.** Stearns, P., Adas, M., Schwartz, S., & Gilbert, M.J. (2007). *World civilizations: The global experience* (5th ed.). New York: Pearson Longman.
Examines social, cultural, political, and economic aspects of key civilizations in world history. Useful for review of competencies 1, 2, 3, 4, and 5.
 - 23.** Stokstad, M. (2006). *Art: A brief history* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
A global approach with an emphasis on the Western tradition. Encompasses women and minorities and a range of media and techniques. Useful for review of competencies 1, 2, 3, and 4.
 - 24.** Strickland, C. (2007). *The annotated Mona Lisa: A crash course in art history from prehistoric to post-modern* (2nd ed.). Kansas City, MO: Andrews McMeel Publishing.
An illustrated tutorial of prehistoric to postmodern art from cave paintings to video art installations to digital and Internet media. Features succinct essays, instructive sidebars, and more than 300 photographs. Useful for review of competencies 1, 2, 3, 4, 5, and 6.
 - 25.** Titon, J.T., Fujie, L., Locke, D., McAllester, D.P., et al. (2004). *Worlds of music: An introduction to the music of the world's people* (2nd ed.). New York: Schirmer.
A case-study approach exploring the music of several cultures. Useful for review of competencies 1, 2, 3, 4, and 5.

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26. Waincott, R., & Fletcher, K. (2007). *Theatre: Collaborative acts* (2nd ed.). Boston: Pearson Allyn & Bacon.
Emphasizes the diversity of purpose and effect of theatre as entertainment and art. Useful for review of competencies 1, 2, 3, 4, and 5.
27. Wickham, G. (1992). *A history of the theatre* (2nd ed.). Oxford, England: Phaidon.
Outlines the development of drama during the last 3,000 years, from theatre's origins in primitive dance rituals to the present day. Useful for review of competencies 1, 3, 4, and 5.
28. Wilike, B., & Hurt, J. (2001). *Literature of the Western world, Vol. II: Neoclassicism through the modern period* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
Introductions to six literary periods with extensive analysis and historical notes. Useful for review of competencies 1, 3, 4, and 5.
29. Witt, M., Brown, C., Dunbar, R., Tirro, F., & Witt, R. (2005). *The humanities: Cultural roots and continuities, Vol. I*. Boston: Houghton Mifflin.
An overview of literature, art, music, philosophy, and history covering early civilizations, medieval cultures, and Eastern cultures. Useful for review of competencies 1, 2, 3, 4, 5, and 6.
30. Witt, M., Brown, C., Dunbar, R., Tirro, F., & Witt, R. (2005). *The humanities: Cultural roots and continuities, Vol. II*. Boston: Houghton Mifflin.
An overview of Western literature, art, music, philosophy, and history spanning the 15th through 20th centuries. Useful for review of competencies 1, 2, 3, 4, 5, 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.

www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/

