

Florida Teacher Certification Examinations  
Test Information Guide  
for  
**Middle Grades Social Science 5–9**



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 Middle Grades Social Science 5–9 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 Middle Grades Social Science 5–9 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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## 2

### 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"
- 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.



4

## Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Middle Grades Social Science 5–9 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)*

*Competency*

Competency/Skill	Approx. %
<b>1 Knowledge of history</b>	<b>33%</b>
1 Identify major historical events and how they are related by cause and effect.	
2 Analyze examples of primary source documents for historical perspective.	
3 Identify cultural, political, social, economic, and technological contributions made by civilizations in Africa, the Americas, Asia (including the Middle East), Europe, and Oceania.	
4 Relate major historical events and movements to physical and human geographic factors.	
5 Identify significant historical leaders and events and their influence on world civilizations.	
6 Analyze the causes and effects of exploration, settlement, and growth in Africa, the Americas, Asia (including the Middle East), Europe, and Oceania.	
7 Identify individuals, ideas, and events that have influenced economic, cultural, social, and political institutions in the United States.	
8 Identify immigration and settlement patterns that have shaped the history of Florida.	
9 Identify significant individuals, events, and social, cultural, political, and economic characteristics of different periods of Florida history.	

*Skills (1-9)*

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

Competency/Skill	Approx. %
<b>1 Knowledge of history</b>	<b>33%</b>
1 Identify major historical events and how they are related by cause and effect.	
2 Analyze examples of primary source documents for historical perspective.	
3 Identify cultural, political, social, economic, and technological contributions made by civilizations in Africa, the Americas, Asia (including the Middle East), Europe, and Oceania.	
4 Relate major historical events and movements to physical and human geographic factors.	
5 Identify significant historical leaders and events and their influence on world civilizations.	
6 Analyze the causes and effects of exploration, settlement, and growth in Africa, the Americas, Asia (including the Middle East), Europe, and Oceania.	
7 Identify individuals, ideas, and events that have influenced economic, cultural, social, and political institutions in the United States.	
8 Identify immigration and settlement patterns that have shaped the history of Florida.	
9 Identify significant individuals, events, and social, cultural, political, and economic characteristics of different periods of Florida history.	

Competency/Skill	Approx. %
<b>2 Knowledge of geography</b>	<b>25%</b>
<ol style="list-style-type: none"> <li>1 Identify essential themes and elements in geography and the terms associated with them.</li> <li>2 Interpret maps and other graphic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.</li> <li>3 Use mental maps to organize information about people, places, and environments.</li> <li>4 Analyze the factors (e.g., topographic, environmental, economic) that influence the selection of a location for a specific activity (e.g., industrial and urban development, agriculture, transportation).</li> <li>5 Interpret statistics that show how places differ in their human and physical characteristics.</li> <li>6 Identify cultural, political, economic, sociological, and technological characteristics that define, link, or divide regions.</li> <li>7 Identify ways in which people adapt to an environment through the production and use of clothing, food, and shelter.</li> <li>8 Evaluate the effects of human activity and technology on the environment.</li> <li>9 Identify physical, cultural, social, economic, and political reasons for the movement of people in the world, nation, or state.</li> <li>10 Analyze factors contributing to the level of economic development in various geographic regions.</li> <li>11 Identify examples of interdependence between regions of the world.</li> </ol>	
<b>3 Knowledge of civics and government</b>	<b>25%</b>
<ol style="list-style-type: none"> <li>1 Identify the structure, functions, and purposes of government.</li> <li>2 Identify major concepts, content, and purposes of the U.S. Constitution and other historical documents.</li> <li>3 Compare and contrast the various political systems in the world (e.g., monarchy, parliamentary system, federal republic, democracy, totalitarianism).</li> <li>4 Identify the characteristics of the U.S. electoral system and the election process.</li> <li>5 Identify the major structures and functions of federal, state, and local governments in the United States.</li> </ol>	

Competency/Skill	Approx. %
<ul style="list-style-type: none"> <li>6 Analyze relationships between social, cultural, economic, and political institutions and systems.</li> <li>7 Identify the tenets (e.g., rule of law, innocent until proven guilty), institutions, and processes of the U.S. legal system.</li> <li>8 Identify major U.S. Supreme Court cases and their impact on society.</li> <li>9 Evaluate the goals, conduct, and consequences of U.S. foreign policy.</li> <li>10 Identify features and concepts of international relations (e.g., United Nations, Organization of the Petroleum Exporting Countries, Red Cross, Organization of American States, European Union).</li> <li>11 Identify the rights and responsibilities of a U.S. citizen in society.</li> </ul>	
<b>4 Knowledge of economics</b>	<b>10%</b>
<ul style="list-style-type: none"> <li>1 Analyze the effects of scarcity on the choices made by governments and individuals.</li> <li>2 Compare and contrast the characteristics of various economic systems.</li> <li>3 Identify the role of markets in decisions affecting production, distribution, and consumption.</li> <li>4 Evaluate factors to consider when making consumer decisions.</li> <li>5 Identify the advantages and disadvantages of various kinds of credit.</li> <li>6 Identify factors involved in global economic interdependence and trade between nations.</li> <li>7 Identify the purposes and effects of various types of taxes.</li> </ul>	
<b>5 Knowledge of social science curriculum and instruction</b>	<b>7%</b>
<ul style="list-style-type: none"> <li>1 Identify the interdisciplinary relationships of the social sciences.</li> <li>2 Apply nontextbook resources (e.g., technology, media, community) for use in social science instruction.</li> <li>3 Identify how social science content can be integrated with other areas of the curriculum.</li> <li>4 Identify various assessment strategies for the social sciences.</li> <li>5 Select strategies for teaching the social sciences to differentiated populations.</li> <li>6 Identify strategies for teaching the use of social science resources (e.g., primary source documents, charts, maps, graphs).</li> </ul>	

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## Test Format and Sample Questions

The Middle Grades Social Science 5–9 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>Sentence completion</b> Select the response option that best completes the sentence.	Question 1, page 13
<b>Charts, Graphs, or Maps</b> Identify or interpret a diagram by choosing the response option that best answers the question.	Question 11, page 15
<b>Direct question</b> Choose the response option that best answers the question.	Question 18, page 16
<b>Command</b> Select the best response option.	Question 27, page 18

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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. As a result of the Neolithic Revolution, societies became more dependent on
  - A. farming.
  - B. hunting.
  - C. fishing.
  - D. gathering.
  
2. Which of the following events facilitated the rise of fascist governments, thus contributing to the outbreak of the Second World War?
  - A. the Fashoda Incident
  - B. the Great Depression
  - C. the creation of Israel
  - D. the Long March of Mao Zedong
  
3. The Columbian Exchange occurred when people crossed which of the following geographic barriers?
  - A. the Himalayan Mountains
  - B. the Bering Strait
  - C. the Sahara Desert
  - D. the Atlantic Ocean
  
4. The Magna Carta was significant to English society because it
  - A. denied property rights to peasants.
  - B. led to a representative government.
  - C. established religious freedom.
  - D. gave voting rights to male property owners.
  
5. William Penn encouraged self-government by
  - A. adopting a plan of government called the Fundamental Orders of Connecticut.
  - B. creating a formal document called the Mayflower Compact.
  - C. granting settlers the right to elect representatives to the legislative assembly.
  - D. inviting burgesses to an assembly to make local laws for the colony.

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6. People across Africa share many common languages, skills, and religious practices as a result of
- A. the slave trade.
  - B. Bantu migrations.
  - C. the salt trade.
  - D. Berber conquests.
7. W.E.B. Du Bois, a member of the Niagara Movement, led the creation of which of the following civil rights organizations?
- A. Urban League
  - B. Congress of Racial Equality
  - C. Student Nonviolent Coordinating Committee
  - D. NAACP
8. As a result of the attack on Pearl Harbor, the U.S. government
- A. granted statehood to Hawaii.
  - B. interned Japanese American citizens.
  - C. developed the nuclear submarine.
  - D. implemented Fair Deal programs.
9. Which of the following was a result of draining the Everglades?
- A. lawsuits filed by the Seminole Nation
  - B. inability to use land for farming
  - C. protection of animal habitats
  - D. harm to the ecosystem
10. Which mountain range is located between France and Spain?
- A. Carpathian Mountains
  - B. the Pyrenees
  - C. Caucasus Mountains
  - D. the Apennines

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11. Use the table to answer the question that follows.

**Religions of Four Countries**

Country	Total Population	Hindu Population
A	1,130,434,783	780,000,000
B	1,153,846	600,000
C	18,666,667	2,800,000
D	21,348,315	19,000,000

Which of these countries has the greatest percentage of people who practice Hinduism?

- A. Country A
- B. Country B
- C. Country C
- D. Country D

12. The ability of companies to market their products worldwide is a direct result of

- A. assembly line production.
- B. Global Positioning Systems.
- C. e-commerce.
- D. rapid transit.

13. The Celts fled southeastern Britain as a result of an invasion by the

- A. Franks.
- B. Anglo-Saxons.
- C. Magyar Muslims.
- D. Vikings.

14. Which of the following factors most encouraged the migration of Chinese peasants from rural farms to cities and towns during the late 20<sup>th</sup> and early 21<sup>st</sup> centuries?

- A. natural disasters
- B. ethnic cleansing
- C. industrial development
- D. political reorganization

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15. Which of the following U.S. regions has the greatest potential for the production of solar power?
- A. Northeast
  - B. Midwest
  - C. Southwest
  - D. Northwest
16. The agricultural practice of cutting horizontal ridges into steep hillsides to prevent soil loss and to maintain soil fertility is known as
- A. multiple cropping.
  - B. crop rotation.
  - C. land terracing.
  - D. resting the land.
17. In the early 7<sup>th</sup> century, Mecca grew into one of Arabia's largest cities because it was a
- A. haven from tribal persecution.
  - B. place of worship and a trading center.
  - C. region with many natural resources.
  - D. highly industrialized area and an oil-producing center.
18. What part of the U.S. government plays the dominant role in the passage of new federal laws?
- A. executive branch
  - B. Congress
  - C. Department of State
  - D. Supreme Court
19. The main function of lobbyists in a democratic government is to
- A. ensure that senators and representatives obey the rules.
  - B. coordinate the efforts of major political parties in congress.
  - C. influence legislation in favor of special interest groups.
  - D. provide citizens with free access to government documents.

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20. Which of the following political systems involves total control of the economy by the government?
- A. democracy
  - B. communism
  - C. monarchy
  - D. socialism
21. Which of the following political systems of the 20<sup>th</sup> century allowed for free and open elections?
- A. Italian fascism
  - B. British constitutional monarchy
  - C. Soviet socialism
  - D. North Korean communism
22. To be eligible to become president of the United States, an individual must have attained the age of
- A. 30.
  - B. 35.
  - C. 40.
  - D. 45.
23. In the 2000 presidential election, George W. Bush was elected by a majority of the
- A. national popular vote.
  - B. superdelegate vote.
  - C. general runoff vote.
  - D. electoral college vote.
24. The U.S. Constitution gives the power to impeach a U.S. president to the
- A. Supreme Court.
  - B. National Security Council.
  - C. House of Representatives.
  - D. Senate.

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25. An individual who suspects that a corporation is involved in price fixing should contact which of the following government agencies?
- A. Federal Trade Commission
  - B. Securities and Exchange Commission
  - C. Commodity Futures Trading Commission
  - D. Federal Energy Regulatory Commission
26. The concept of legal precedence in the United States is derived from which of the following systems?
- A. the Code of Hammurabi
  - B. Hebrew law
  - C. English common law
  - D. the Justinian Code
27. Select the term that refers to a product sold to another country.
- A. embargo
  - B. export
  - C. import
  - D. deficit
28. Which of the following is most likely to occur as a result of increasing crude oil prices?
- A. Demand for gasoline will decrease.
  - B. Production of large automobiles will increase.
  - C. Federal interest rates will increase.
  - D. State excise taxes will decrease.
29. The decline in value of a new car over time best illustrates which of the following economic concepts?
- A. appreciation
  - B. depreciation
  - C. production
  - D. speculation

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30. A study of urban renewal in the late 20<sup>th</sup> century would best integrate which of the following pairs of subjects?
- A. economics and psychology
  - B. history and sociology
  - C. psychology and anthropology
  - D. sociology and anthropology

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### Answer Key

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



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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. Allen, M. G., & Stevens, R. L. (1998). *Middle grades social studies: Teaching and learning for active and responsible citizenship* (2<sup>nd</sup> ed.). Boston: Pearson Allyn & Bacon.

Incorporates the National Council for Social Studies standards. Geared toward preparing students for active roles as citizens. Addresses the issue of teacher involvement in students' personal development. Useful for review of competency 5.

2. Appleby, J. O., Brinkley, A., Broussard, A. S., McPherson, J. M., & Ritchie, D. A. (2009). *The American journey*. Columbus, OH: Glencoe McGraw-Hill.

Presents American history from pre-exploration to the present. Emphasizes development of skills such as reading maps, analyzing primary and secondary sources, and recognizing the connections between history and geography, economics, government, citizenship, and current events. Useful for review of competency 1.

3. Arreola, D. D., Deal, M. S., Petersen, J. S., & Sanders, R. (2007). *World geography*. Evanston, IL: McDougal Littell.

Addresses physical geography, human geography, and major issues of a specific region of the world in each unit of the text. Includes large maps and numerous charts and graphs. Students are shown how to make comparisons between physical and human geography by exploring similarities and differences across cultures. Useful for review of competency 2.

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

Focuses on key concepts, themes, and patterns of interaction found throughout history. Includes first-hand accounts of history and document-based questions to help students develop and improve critical-thinking skills. Useful for review of competency 1.

5. Bentley, J. H., & Ziegler, H. F. (2009). *Traditions and encounters: A global perspective on the past*. (4<sup>th</sup> ed.). New York: McGraw-Hill.

Explores the historical record of cross-cultural interactions and exchanges to provide a historical context for contemporary globalization. Helps students understand the world's major societies and shows how the interactions of these societies affect history. Useful for review of competency 1.

6. Bergman, E., & Renwick, W. H. (2008). *Introduction to geography: People, places, and environment* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Emphasizes that events are determined increasingly by interactions among people in various regions, and mapped patterns can be understood only by understanding the patterns of movement that create and continuously rearrange these regions. Introduces the major tools, techniques, and methodological approaches of the discipline and presents a wide range of positions on current issues. Useful for review of competency 2.

7. Berman, L. & Murphy, B. (2007). *Approaching democracy* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

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

8. Boehm, R. G., Armstrong, D. G., Hunkins, F. P., Reinhartz, D., & Lobrecht, M. (2005). *The world and its people* (Florida edition). New York: Glencoe McGraw-Hill.

A middle school program co-authored by National Geographic, which introduces students to an enriched view of the interrelationships of geography, history, economics, government, citizenship, and current events. Useful for review of competency 2.

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9. Brummett, P. J., Edgar, R. R., Hackett, N. J., Jewsbury, G. F., & Molony, B. S. (2006). *Civilization past and present* (11<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Examines social, political, economic, religious, cultural, and geographic aspects of world history. Uses images and documents to trace connections across cultures and introduce various avenues of historical interpretation. Useful for review of competency 1.
  10. Center for Civic Education. (2007). *We the people: The citizen and the Constitution*. Calabasas, CA: Author.

Focuses on the history and principles of the U.S. Constitution and Bill of Rights and is aligned with the National Standards for Civics and Government. Includes six units with 29 lessons that use critical-thinking exercises, cooperative learning practices, and a culminating authentic performance assessment. Useful for review of competency 3.
  11. Clawson, D. L., Johnson, M. L., Johnson, D., Haarman, V., Airriess, C. A., Argenbright, R. L., et al. (2007). *World regional geography* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Covers the world's regions with narratives from 11 experts in their respective fields who are intimately familiar with their material through research, fieldwork, and teaching. Each author employs the central theme of human development to present an issues-oriented overview of the topic. Useful for review of competency 2.
  12. Clayton, G. E. (2008). *Economics: Principles and practices*. New York: Glencoe McGraw-Hill.

Covers the new economy and the impact of the digital revolution. Correlated to national standards and includes current statistics and news events as well as updated diagrams, charts, maps, photographs, and illustrations. Useful for review of competency 4.
  13. Colburn, D. R., & DeHaven-Smith, L. (2002). *Florida megatrends: Critical issues in Florida*. Gainesville, FL: University Press of Florida.

Presents an overview of the forces that shaped Florida in the 20th century, the trends projected for the first quarter of this century, and how both will affect its future development. Covers politics, economics, history, sociology, and environmental issues. Useful for review of competencies 1, 3, and 4.

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14. Danzer, G. (2005). *The Americans*. Evanston, IL: McDougal Littell.

Examines daily life in different eras and emphasizes the influence of the past on the present. Includes reflections from people who experienced U.S. history firsthand. Useful for review of competency 1.
  15. deBlij, H. J., & Muller, P. O. (2005). *Geography: Realms, regions, and concepts* (12<sup>th</sup> ed.). New York: Wiley & Sons.

Reflects major developments in the world as well as in the discipline, ranging 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 competency 2.
  16. Dye, T. R., & Sparrow, B. H. (2009). *Politics in America* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Focuses on competition for resources and uses Harold Laswell's definition of politics—"Who gets what, when, and how"—as a framework for introducing the American political system. Useful for review of competency 3.
  17. 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. The authors seek to convey the breadth of human geography and to provide insight into the nature and intellectual challenges of the field of geography itself. Useful for review of competency 2.
  18. Gannon, M. (Ed.). (1996). *The new history of Florida*. Gainesville, FL: University Press of Florida.

Each of this book's 22 chapters, which form a continuous narrative, was written especially for this work. The authors present not only political, economic, military, and religious information, but also social history and personal experiences. Each chapter includes endnotes and a bibliography. Useful for review of competency 1.
  19. Gannon, M. (2003). *Florida: a short history* (Rev. ed.). Gainesville, FL: University Press of Florida.

Relates the history of Florida, from indigenous peoples to modern environmentalists, in a chronological narrative. Includes sections on "in-migration," restoration of the Everglades, education, the work force, and the role of Florida in the 2000 presidential election. Useful for review of competency 1.

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20. Henretta, J. A., Brody, D., & Dumenil, L. (2009). *America: A concise history* (4<sup>th</sup> ed.). Boston: Bedford St. Martin's.
- Highlights the crucial turning points in U.S. history and explores the dynamic forces shaping each period. Emphasizes the student's need to understand both continuity and change in the history of the United States. Useful for review of competency 1.
21. Irvin, J. L., Lunstrum, J. P., Lynch-Brown, C., & Shepard, M. F. (1995). *Enhancing social studies through literacy strategies* (NCSS Bulletin 91). Washington, DC: National Council for the Social Studies.
- Presents approaches and strategies for integrating literacy acquisition into social studies content and processes, for deepening student understanding of the social sciences, and for motivating students to read and write in the area of social studies. Useful for review of competency 5.
22. Krugman, P., & Wells, R. (2006) *Economics* (1<sup>st</sup> ed.). New York: Worth.
- Takes a story-driven approach that focuses on real-world economics at work. Offers the hallmark clarity and engaging writing style. Useful for review of competency 4.
23. Magleby, D. B., O'Brien, D. M., Light, P. C., Peltason, J. W., & Cronin, T. E. (2008). *Government by the people* (basic) (22<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- An introduction to U.S. government and the discipline of political science. Seeks to make students effective participants in U.S. political culture by making them informed consumers of that culture. Useful for review of competency 3.
24. Maxim, G. W. (2006). *Dynamic social studies for constructivist classrooms* (8<sup>th</sup> ed.). Boston: Pearson Allyn & Bacon.
- Illustrates the creation of a dynamic social studies classroom with a constructivist framework, key instructional approaches, and literacy-based pedagogy, text sets, activities, and classroom vignettes. Useful for review of competency 5.

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25. McClenaghan, W. A., & Magruder, F. A. (2008). *Magruder's American government*. Boston: Pearson Prentice Hall.
- Updated annually to meet the changing needs of high school students and teachers. The narrative is enhanced with numerous primary sources, political cartoons, charts, graphs, and photos. Useful for review of competency 3.
26. McConnell, C. R., & Brue, S. L. (2008): *Economics* (17<sup>th</sup> ed.). New York: Worth.
- Helps the beginning student master the principles essential for understanding the economizing problem, specific economic issues, and the policy alternatives; helps the student understand and apply the economic issues and policy alternatives; helps the student understand and apply the economic perspective and reason accurately and objectively about economic matters; and promotes a lasting student interest in economics and the economy. Useful for review of competency 4.
27. O'Connor, K., & Sabato, L. J. (2008). *American government: Continuity and change* (9<sup>th</sup> ed.). New York: Pearson Longman.
- Focuses on the idea that students must first understand how U.S. government developed to fully understand the issues facing the United States today. Covers both history and current events. Useful for review of competency 3.
28. Rubenstein, J. M. (2008). *The cultural landscape: An introduction to human geography* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Introduces geography as a social science by emphasizing the relevance of geographic concepts to human problems. The relationship between globalization and cultural diversity underlies the material. Useful for review of competency 2.
29. Spielvogel, J. J. (2007). *Journey across time: Early ages*. New York: Glencoe McGraw-Hill School.
- A middle school world history program organized chronologically from the first humans and ancient civilizations to the present. Useful for review of competency 1.

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30. Spielvogel, J. J. (2009). *Western civilization* (7<sup>th</sup> ed., vol. 2: Since 1500). Belmont, CA: Wadsworth Thomson Learning.
- Weaves the political, economic, social, religious, intellectual, cultural, and military aspects of history into a narrative of that includes a variety of pedagogical tools. Includes multiple maps and excerpts of primary documents. Useful for review of competency 1.
31. Stearns, P. N., Adas, M., Schwartz, S. B., & Gilbert, M. J. (2007). *World civilizations: The global experience* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Aims to present a truly global history, from the development of agriculture and herding to the present. The main periods of human history are divided according to changes in the nature and extent of global contacts. Useful for review of competency 1.
32. Welton, D. A. (2005). *Children and their world: Strategies for teaching social studies* (7<sup>th</sup> ed.). Boston: Houghton Mifflin College Division.
- Designed for preservice teachers, consolidates social studies content into a framework for practical instruction and lesson planning. Places social studies in a modern context and explores how such factors as language diversity and standards at the local, state, and national level affect teachers. Useful for review of competency 5.







## **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/](http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/)



