
ILLINOIS LICENSURE TESTING SYSTEM

FIELD 247: SOCIAL SCIENCE: POLITICAL SCIENCE TEST FRAMEWORK

January 2017

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FIELD 247: SOCIAL SCIENCE: POLITICAL SCIENCE
TEST FRAMEWORK

January 2017

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Social Science Foundational Skills
Social Science Foundational Knowledge
Foundations of Political Science and the Development of Government in the
United States and Illinois
Government and Citizenship in the United States and Illinois

SUBAREA I—SOCIAL SCIENCE FOUNDATIONAL SKILLS

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

For example:

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

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

For example:

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

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

For example:

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

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SUBAREA II—SOCIAL SCIENCE FOUNDATIONAL KNOWLEDGE

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

For example:

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

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

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

For example:

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

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

For example:

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

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

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

For example:

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

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

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

For example:

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

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

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

For example:

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

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

SUBAREA III—FOUNDATIONS OF POLITICAL SCIENCE AND THE DEVELOPMENT OF GOVERNMENT IN THE UNITED STATES AND ILLINOIS

0010 Understand political science concepts, terms, skills, structures, and theories.

For example:

- Demonstrate knowledge of political science concepts, terms, structures, and theories (e.g., representation, sovereignty, legitimacy, authority, balance of power, politics, political socialization, political culture, interest group theory, social contract theory).
- Apply knowledge of skills used in political science (e.g., opinion polling, using analysis, constitutional interpretation) to historical and contemporary issues and events.
- Demonstrate knowledge of major subjects of study in political science (e.g., constitutional law, political history, political philosophy, political sociology).
- Demonstrate knowledge of the contributions of major political philosophers (e.g., Machiavelli, Thomas Hobbes, Jean-Jacques Rousseau, John Locke, James Madison, Susan B. Anthony, Karl Marx, Mao Zedong, Mahatma Gandhi, Martin Luther King Jr., Cesar Chavez) and analyze excerpts from their writings.
- Apply knowledge of the multiple perspectives associated with political science and political philosophy.
- Apply knowledge of approaches for teaching students about political science concepts, terms, skills, structures, and theories, including using various modes of inquiry, grade-level appropriate literature and resources, instructional resources and technologies, simulations of democratic practices, discussion of current and controversial issues, and assessment instruments and approaches that meet the diverse needs of learners.

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0011 Understand the origins and purposes of government and types of governmental systems.

For example:

- Demonstrate understanding of the origins of government, the purposes of government (e.g., to regulate territory, to manage conflict, to establish order and security), and how governments acquire and justify authority.
- Demonstrate knowledge of how the world is politically aligned (e.g., trade agreements, political alliances, international organizations) and ways in which governments attempt to achieve domestic and foreign policy goals.
- Analyze ways in which government influences human activity at the local, national, and international levels.
- Demonstrate knowledge of the development and characteristics of historical and modern political systems (e.g., democratic, authoritarian, totalitarian).
- Demonstrate knowledge of federal, confederate, and unitary systems of government, including their strengths and limitations.
- Demonstrate knowledge of the nature and purposes of constitutions in various political systems.
- Demonstrate knowledge of types of law (e.g., common, civil, criminal) and landmark documents and events in the development of the law.
- Apply knowledge of approaches for teaching students about the origins and purposes of government and types of governmental systems, including using various modes of inquiry; grade-level appropriate literature and resources; political science processes, skills, and concepts; instructional resources and technologies; simulations of democratic practices; discussion of current and controversial issues; and assessment instruments and approaches that meet the diverse needs of learners.

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0012 Understand the historical development of government in the United States and the U.S. and Illinois Constitutions.

For example:

- Demonstrate understanding of the historical origins of key ideals of the democratic republican form of government (e.g., liberty, equality, the rule of law).
- Analyze historical documents reflecting the principles of representative government in the United States.
- Analyze major political developments of the Revolutionary period and the political principles, major events, and significant individuals associated with the writing and ratification of the U.S. Constitution.
- Demonstrate knowledge of basic elements of the U.S. Constitution and the Bill of Rights (e.g., separation of powers, checks and balances, federalism, limited government, democratic republic).
- Apply knowledge of how amendments and other historical events since the ratification of the U.S. Constitution and the Bill of Rights have affected basic principles (e.g., popular sovereignty, federalism, judicial review, rights of individuals).
- Demonstrate knowledge of basic principles contained in the Illinois Constitution.
- Demonstrate knowledge of amendments and other developments since the ratification of the Illinois Constitution, including changes made in the Illinois Constitution in 1970.
- Apply knowledge of approaches for teaching students about the historical development of government in the United States and the U.S. and Illinois Constitutions, including using various modes of inquiry; grade-level appropriate literature and resources; political science processes, skills, and concepts; instructional resources and technologies; simulations of democratic practices; discussion of current and controversial issues; and assessment instruments and approaches that meet the diverse needs of learners.

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SUBAREA IV—GOVERNMENT AND CITIZENSHIP IN THE UNITED STATES AND ILLINOIS

0013 Understand the structure, organization, and operation of government in the United States and Illinois.

For example:

- Demonstrate understanding of the structure, functions, powers, and responsibilities of the legislative, executive, and judicial branches of the federal government and Illinois state government.
- Demonstrate knowledge of how power and responsibility are distributed, shared, and limited in the federal government and Illinois state government.
- Demonstrate knowledge of the organization and financing of governmental functions at the federal, state, and local levels and the role of government in society and the economy.
- Demonstrate knowledge of the organization and function of courts at all levels in the United States and the effects of their rulings on national, state, and local governments.
- Demonstrate knowledge of the major responsibilities of federal, state, and local governments and how these governments affect the governed.
- Analyze relations between federal, state, and local governments and the sharing of governmental functions.
- Compare and contrast the U.S. political system with the political systems of other nations (e.g., the roles of executive, legislative, and judicial bodies).
- Apply knowledge of approaches for teaching students about the structure, organization, and operation of government in the United States and Illinois, including using various modes of inquiry; grade-level appropriate literature and resources; political science processes, skills, and concepts; instructional resources and technologies; simulations of democratic practices; discussion of current and controversial issues; and assessment instruments and approaches that meet the diverse needs of learners.

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0014 Understand the legislative process and the factors that shape public policy in the United States.

For example:

- Demonstrate knowledge of how public policy is formulated and carried out at the national, state, and local levels as a means of addressing public problems.
- Analyze elements of the policy process in terms of basic principles (e.g., representation, democracy, the public interest).
- Demonstrate knowledge of the roles of the U.S. president and state governors in setting public policy and the policy role of courts at all levels.
- Demonstrate understanding of major steps in the U.S. legislative process; the role of legislatures and their committees; and interactions among interest groups, lobbyists, bureaucrats, and legislators and their staff in the legislative process.
- Demonstrate knowledge of the basic elements and processes associated with federal fiscal and monetary policy (e.g., budget development, expenditure, taxation).
- Analyze the functions of federal and state regulatory agencies; the role of governmental agencies in implementing and developing public policy; and events (e.g., political, economic, social) that changed significantly the regulatory, welfare, and other functions of government.
- Analyze the role of public opinion and mass media in legislative and policymaking processes and the influence of civic engagement, interest groups, political parties, and political partisans on the formation of policy.
- Compare legislative and policymaking processes in the United States with those that shape public policy in other nations.
- Apply knowledge of approaches for teaching students about the legislative process and the factors that shape public policy in the United States, including using various modes of inquiry; grade-level appropriate literature and resources; political science processes, skills, and concepts; instructional resources and technologies; simulations of democratic practices; discussion of current and controversial issues; and assessment instruments and approaches that meet the diverse needs of learners.

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0015 Understand political parties; the electoral process; and the role of public opinion, media, and popular participation in U.S. politics.

For example:

- Demonstrate knowledge of the major characteristics of U.S. political parties and the ways in which parties create opportunities for participation in government and politics.
- Demonstrate knowledge of the history of political parties in the United States; important events, groups, and individuals in the evolution of U.S. political parties; and the role of third parties in U.S. political history.
- Demonstrate knowledge of various types of elections (e.g., primaries, caucuses, general, local, state, national) and their characteristics.
- Demonstrate knowledge of laws and practices affecting registration, voting, redistricting, and campaign finance and factors that influence the outcome of elections.
- Analyze motivations for participation and nonparticipation in civic affairs and the influence of individuals and groups on U.S. politics.
- Analyze how public opinion is formed, measured, used in public debate, and sometimes influenced, including the role of mass media.
- Apply knowledge of approaches for teaching students about political parties; the electoral process; and the role of public opinion, media, and popular participation in U.S. politics, including using various modes of inquiry; grade-level appropriate literature and resources; political science processes, skills, and concepts; instructional resources and technologies; simulations of democratic practices; discussion of current and controversial issues; and assessment instruments and approaches that meet the diverse needs of learners.

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0016 Understand international relations and the role of the United States in world affairs.

For example:

- Demonstrate knowledge of the history, basic principles, and functions of U.S. diplomacy and the structure, functions, and goals of major international organizations (e.g., UN, NATO, European Union, World Court).
- Analyze how various conditions and needs (e.g., environmental crises, emerging technologies, economic challenges, natural resource issues) contribute to global conflict and cooperation and affect the policies of governments and international organizations.
- Demonstrate knowledge of the constitutional powers of the president and Congress in foreign affairs and how U.S. foreign policy is developed and implemented.
- Demonstrate knowledge of major historical and contemporary U.S. foreign policies, initiatives, and doctrines.
- Analyze the influence of domestic politics on U.S. foreign policy.
- Demonstrate knowledge of the emergence of the United States as a world leader and the changing role of the United States in world affairs during the twentieth and twenty-first centuries.
- Apply knowledge of approaches for teaching students about international relations and the role of the United States in world affairs, including using various modes of inquiry; grade-level appropriate literature and resources; political science processes, skills, and concepts; instructional resources and technologies; simulations of democratic practices; discussion of current and controversial issues; and assessment instruments and approaches that meet the diverse needs of learners.

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0017 Understand the rights and responsibilities of U.S. citizenship.

For example:

- Demonstrate understanding of the rights and responsibilities of citizens in a democratic society.
- Apply knowledge of the political, legal, and personal rights guaranteed to U.S. citizens by historical documents (e.g., Declaration of Independence, U.S. Constitution, state constitutions and bills of rights), laws, and events.
- Demonstrate knowledge of ways in which citizens' rights have been upheld or expanded by constitutional means, including major U.S. Supreme Court decisions.
- Analyze historical and current issues regarding the balance between rights and responsibilities and between personal freedom and community needs and laws.
- Analyze historical and contemporary efforts to reduce discrepancies between founding ideals and the realities of U.S. social and political life (e.g., abolitionism, woman suffrage movement, civil rights movements).
- Apply knowledge of the principles, competencies, and values (e.g., equality, cultural awareness, respect for others' rights, tolerance of diverse views, deliberation) that enable citizens to participate and cooperate effectively in civic life and institutions.
- Apply knowledge of skills for accessing, analyzing, synthesizing, and evaluating information from multiple perspectives about public issues to reach reasoned conclusions.
- Apply knowledge of approaches for teaching students about the rights and responsibilities of U.S. citizenship, including using various modes of inquiry; grade-level appropriate literature and resources; political science processes, skills, and concepts; instructional resources and technologies; simulations of democratic practices; discussion of current and controversial issues; service learning; and assessment instruments and approaches that meet the diverse needs of learners.