



وزارة التربية والتعليم
MINISTRY OF EDUCATION



ترخيص المهن التعليمية
Educational Professions Licensure

Social Studies

Study Guide - Specialization Test
(Grade 3 – Grade 12) Teachers

Year 2021



Table of Contents

Test Overview	2
Test Specifications	3
1. History	3
2. Civics	4
3. Geography	5
4. Sociology	5
5. Economics	6
6. Information Literacy and processing	7
7. Moral Education	7
8. UAE Culture and Heritage	8
9. Social Science Integration, Interpretation, and Expression	9
Sample Questions	9
Multiple Choice Questions	10
Multiple Choice Text-based Questions	12
MCQ Answer Key	14
Constructed Response Question	15



Educational Professional Licensure

Social Studies Test Guide

The Teacher Licensing System in the Ministry of Education of the United Arab Emirates is one of the educational priorities that aim at optimizing investment in teachers in order to help them to achieve the objectives of the ministry and to improve educational outcomes.

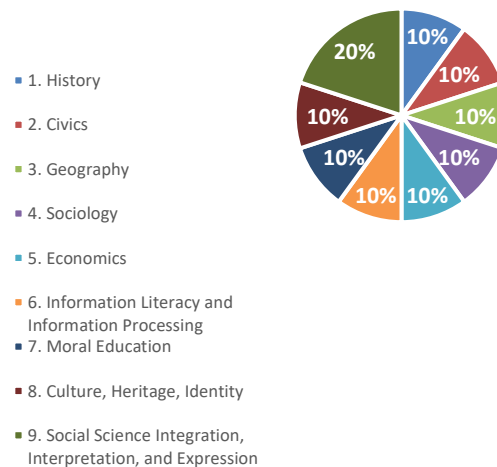
The Social Test for teachers is one of the Professional teacher's license requirements for Social Studies teachers of grade 3 through grade 12.

Test Overview

Test Name	Social Studies Test
Number of Questions	81
Test Duration	2 hours and 45 minutes
Format of Questions	80 Multiple Choice questions and 1 Constructed response questions
Test Delivery	Computer delivered

Content Domains	Percentage of Test	Number of Questions
1. History	10%	10
2. Civics	10%	10
3. Geography	10%	10
4. Sociology	10%	10
5. Economics	10%	10
6. Information Literacy and Information Processing	10%	10
7. Moral Education	10%	10
8. Culture, Heritage, Identity	10%	10
9. Social Science Integration, Interpretation, and Expression	20%	1

Approximate percentages of test domains





Test Specifications

1. History

1.1. Ancient to Classical

1. Significant people and events: Examine the impact of significant people or events in the Classic period (China, Greece, Rome or Egypt)
2. Significant ideological or technological developments: Examine the impact of significant ideological or technological developments in Ancient to Classical Period (Sumer, Hitite, Egypt, China)

1.2. Golden Age of Islamic Civilization

1. Significant people and events: Explain how significant people and events during the Golden Age of Islamic Civilization advanced scientific development
2. Significant ideological or technological developments: Compare significant ideological or technological develops during the Golden Age of Islamic Civilization with preceding civilizations

1.3. Middle Ages to pre-Colonial Period

1. Significant people and events: Explain how the European Renaissance built upon the achievements of the Golden Age of Islamic Civilization
2. Significant ideological or technological developments: Examine how the need for land, resources, and labor promoted European governments to establish colonies

1.4. Industrial Revolution and Colonial Expansion

1. Significant people and events: Identify milestones in development marking the beginning of the Industrial Revolution
2. Significant ideological or technological developments: Explain how the industrial Revolution changed society in Europe, North America, and elsewhere

1.5. Modern Era

1. Significant people and events: Identify the causes and consequences of WWI
2. Significant ideological or technological developments: Explain how the Cold War emerged from the consequences of WWII



2. Civics

2.1. Social Responsibilities

1. Responsibilities of citizens and residents in the UAE: Explain how the responsibilities of a citizen or resident of the UAE (observing laws, contributing to society, serving in the military, paying tax) is part of the dual social contract
2. Responsibilities of being a global citizen: Explain how being an irresponsible global citizen in the global community can disadvantage others in different regions of the world (pollution, trade balance, international relations, poverty, global bully)

2.2. Social Rights, Privileges, and Shaping a Nation

1. Rights and privileges of citizens and residents in the UAE: Compare the standards of living in the UAE in terms of safety, security, organization, high standard of health care, education, infrastructure, etc. with other developed and underdeveloped nations
2. Rights and privileges of being a global citizen: Explain how good global citizens benefit from their positive contributions to the global community
3. Shaping a nation: Explain how symbols of a country, traditions, customs, etc. reflect the nationhood and/or development of the country
4. Cooperation and Conflict: Explain how cooperative efforts unite people or how conflict situations contribute in people division

2.3. National and International Governance

1. UAE Constitution: Explain how the constitution outlines the federal governance structures of the UAE
2. Federal governance structures in the UAE: Explain the role of federal institutions in the federal governance structures of the UAE in practice
3. Local governance structures in the UAE: Explain the role of institutions in the emirate-level governance structures in practice.
4. International governance: Explain the role of the UN Agencies and other international organizations in facilitating collaboration among nations



3. Geography

3.1. Natural features

1. Land features: Explain how prominent land features have influenced human settlement patterns
2. Water Features: Explain how important water features have influenced human settlement patterns
3. Underground features: Explain how important underground features have influenced human settlement patterns

3.2. Impact of natural resources on human development

1. Scarcity: Explain how scarcity of natural resources has influenced human development
2. Competition: Explain how competition for natural resources has affected human contact with each other, i.e. cooperation, conflict

3.3. Impact of humans on environment

1. Depleting resources: Explain the consequences of humans depleting the earth's finite resources, i.e. fossil fuels, mineral, animal..
2. Pollution: Identify the short term and longer term consequences of humans polluting the land, sea, air
3. Settlement patterns: Describe how humans have adapted to their environment or how climate has encouraged or discouraged human settlement
4. Climate change: Explain how human activities affect the climate, i.e. green house gases, etc.
5. Technology: Describe ways that humans have used technology to cope with or control their environment (climate)

4. Sociology

4.1. Forming social groups

1. Communities: Explain factors leading people to form communities
2. Societies: Explain ways that communities combine for larger societies and analyze the formation of societies to uncover reasons for their formation

4.2. Social change

1. **Factors:** Explain the factors leading to a given social change
2. **Consequences:** Analyze a social change to determine consequences



4.3 Population migrations

1. **Factors for migration:** Explain why populations migrate across regions on earth
2. **Consequences of migrations:** Analyze a population migrations across regions to determine consequences

4.4 Social transitions

1. **Factors for social transitions:** Determine factors for social transitions over a specified time period
2. **Consequences of social transitions:** Explain the consequences of social transitions over a specific time period

5. Economics

5.1. Microeconomic principles

1. **Concept of scarcity:** Describe the importance of scarcity of resources in understanding economic principles
2. **Laws of economics:** Explain the founding concepts of economics (supply, demand, equilibrium price, producers, consumers, etc.) in a given scenario

5.2. Macroeconomic principles

1. **National output:** Explain macro economic indicators and functions of national economic stability (GDP, Consumer Price Index, etc.) in a given scenario
2. **Unemployment:** Explain the causes and consequences of unemployment in a given scenario

5.3 Markets

1. **Market economy:** Describe a market economy
2. **Types of markets:** Distinguish between different markets (perfect competition, pure monopoly, monopolistic competition, oligopoly)

5.4 Economic systems and economies

1. **Characteristics:** Describe the characteristics of economic systems
2. **Types of economic systems:** Compare given economic systems (i.e. capitalism with socialism)
3. **National economies:** Explain the role of the government in developing national economies



4. International economies: Explain the role of the governments in developing international economies

6. Information Literacy and processing

6.1. Sources

- 1. Finding sources:** Identify ways to access digital information
- 2. Analyzing sources:** and evaluate the quality and applicability of digital and physical sources

6.2. Data collection

- 1. Data collection techniques:** Identify the best data collection techniques in a given scenario
- 2. Data analysis:** Evaluate the best data analysis techniques in a given scenario
- 3. Presenting research:** Demonstrate the parts of a research paper

6.3. Data processing

- 1. Supporting evidence:** Provide evidence to support claims using appropriate sources.
- 2. Appropriate use of data:** Explain how to use data collection methods, including digital and technology-based applications in a given scenario

6.4. Communication skills

- 1. Argumentation and explanation:** Explain how to prepare arguments and explanations and arrive at conclusions
- 2. Critique:** Critique conclusions in a given scenario

7. Moral Education

7.1. Fairness and tolerance

- 1. Equality, sameness, fairness:** Demonstrate the difference sameness, equality, and fairness
- 2. Ways to be fair:** Identify ways to behave fairly in a given scenario
- 3. Tolerance in Society:** Examine the benefits and challenges of promoting tolerance in a multicultural society

7.2. Empathy and compassion

- 1. Charity:** Demonstrate how charity work can be an expression of empathy and compassion



2. Caring for family members: Explain how caring for parents, family members, and others can be an expression of empathy and compassion

7.3. Treatment of others

1. Fairness with others: Apply dealing with others fairly to a real life type of scenario

2. Empathy and compassion toward others: Apply demonstrating empathy and compassion toward others to a real life type scenario

3. Respecting toward others: Identify ways of showing respect toward others in a real life type scenario

8. UAE Culture and Heritage

8.1. Symbols and customs

1. Symbols: Demonstrate how the symbols of the UAE (national anthem, flag, national bird, national pastimes, etc.) reflect the culture of the UAE

2. Customs and traditions: Identify customs and traditions of the UAE (offering coffee and dates, greetings, national dress, etc.)

8.2. Modern context

1. Tribal structure: Explain how the traditional tribal social structure has been modernized and incorporated into the UAE vision in which all emirates and emiratis are perceived as one big family

2. Basis of constitution: Identify elements of the UAE constitution that are derived from Islamic principles and/or codes of conduct

8.3. Heritage preservation

1. Founding fathers: Explain the roles of the founding fathers and HH Shaikh Zayed as the father of the UAE in forming the UAE federation

2. Value for education: Explain how the high value placed on education is reflected in establishing educational institutions at all levels and places of learning such as museums, libraries, etc. in all of the emirates

3. Economic tool: Explain how demonstrations, festivals, events featuring traditional foods, entertainment, speakers, etc. help to preserve traditions and heritage for the next generation of people living in or visiting the UAE



9. Social Science Integration, Interpretation, and Expression

9.1. Demonstrating knowledge and integrating concepts

- 1. Demonstrating knowledge:** Demonstrate knowledge of the facts, concepts, principles and perspectives that shape the social studies disciplines.
- 2. Integrating concepts:** Integrate content and concepts in multiple social studies disciplines, including the disciplines of history, geography, economics, civics, sociology, moral education, UAE culture, and information literacy and processing.

9.2. Complex situations and contexts

- 1. Linking contents and concepts:** Linking social studies content and concepts with other disciplines
- 2. Relating past, present and future:** Relate knowledge of past people, events and civilizations to present and future challenges.
- 3. Complex situations and contexts:** Apply social studies knowledge to complex situations and contexts.

Sample Questions

The social science test has three types of questions. Multiple choice questions testing social science knowledge and concepts, as well as short texts with multiple choice questions testing the ability of candidates to interpret and apply social science concepts. In addition, the test includes constructed response question testing the ability of candidates to integrate the social science domains, think critically and creatively, and express concepts clearly and logically using evidence based on arguments and/or rationales.



Multiple Choice Questions

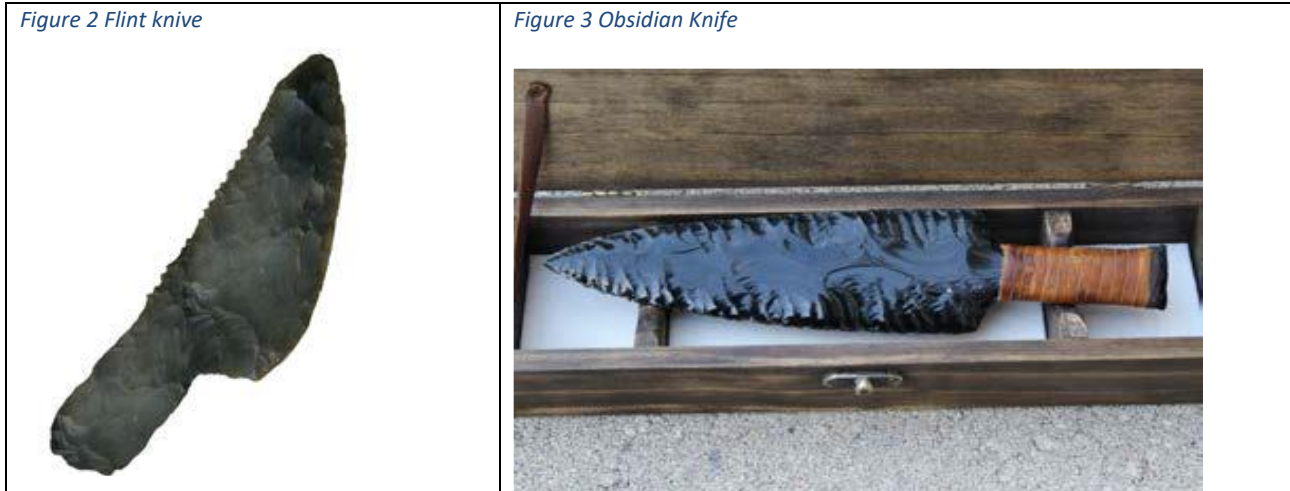
Use Figure 1 to answer Question 1.

Figure 1



- 1) The artifact in Figure 1 could most reasonably be interpreted as
 - a) Illustrating the most common sport of a prehistoric society
 - b) Depicting an important economic activity for a prehistoric society
 - c) Demonstrating how animals were domesticated to benefit humans in the society
 - d) Exemplifying ancient graffiti of a society with members who had time to express themselves by creating cave art

Use images of cutting tool artifacts in Figure 2 and Figure 3 to answer question 2.



- 2) Which statement is the most accurate?
- Flint tools were rarely used by Stone Age societies because flint is hard to find and difficult to work with.
 - Obsidian was most commonly used to make decorative questions because it was beautiful but could not hold a sharp edge.
 - Finding obsidian tools in the remains of an ancient village could indicate trade because of its rarity.
 - By the Neolithic period, most societies had stopped using flint and obsidian to make tools.

Use the text to answer question 3.

The continuum of human development is divided into stages, (i.e. Stone, Bronze, Iron, etc.) by archeologists and historians based on the main materials that were used for tools and artifacts.

- 3) Which of the following statements is most accurate about the classifications?
- Human societies developed in a linear progression with time periods having fixed starting and ending dates.
 - Humans used natural resources from their localities so their societies passed through the stages of development when they migrated to new locations with new resources.
 - The quality of life for all members of society improved as the society moved from one stage to the next.
 - Contact among societies through trade or war promoted awareness of new technologies, which societies adapted and improved upon in different time periods.
- 4) Early and middle Stone Age societies were mostly hunter-gatherers. This means that they did all of the following **except**:
- Plant grains to harvest seasonally.
 - Form temporary settlements, usually near a water source.
 - Follow herds of grazing animals from place to place.
 - Collect edible plants to supplement their dietary intake.



- 5) As a teacher of social sciences, which connection would it be the most accurate and important for students to make between societies of the past and present?
- Expressions of humanity, intelligence, and the search for the meaning of life can only be created using technology and modern practices.
 - The natural environment affects human societies and human societies affect their natural environments.
 - Technology has evolved gradually through human history but has not affected the way that people relate to themselves or their environment.
 - Arts and humanities came into existence after societies developed written language since that is the time that humans started to express themselves.

Use the text in the box to answer question 6.

In 1876, General Custer lost the Battle of Little Big Horn when he attacked a group of Native Americans who refused to move from their traditional lands on which gold was found. He perceived the group to be mostly women and children; however, a hidden force of warriors appeared and defeated the American army. Even though Custer's actions were reprehensible, newspaper articles portrayed him as a fallen hero.

- 6) What is the best interpretation of why the newspapers of the time portrayed Custer as a hero?
- The media of the time promoted an idea that furthered the aims of the government.
 - Custer's family was rich and the newspaper did not want to embarrass them.
 - Social norms of the time did not perceive murdering women and children as reprehensible.
 - The military controlled the press and would not allow any story to represent military men in a negative way.

Multiple Choice Text-based Questions

The test has a section of multiple choice questions that correspond to a written text. Candidates will read the text and answer the corresponding multiple choice questions. The texts don't provide direct answers but are meant to set up concepts for application in the corresponding questions.

Sample Question

Instructions: Read the text in the box and answer the questions 7 – 10 based on information or concepts in the text.



Interpreting Past Events

Ramses II, the Egyptian Pharaoh who ruled from 1292 – 1190 BCE, is considered one of the most prolific builders of ancient times. His buildings were adorned with carvings and hieroglyphs depicting his military victories and virtuous attributes. In one example, his battle with the Hittites in a region called Kadesh in the area now known as Syria and Lebanon, large columns relate the total defeat of the Hittite army and Ramses' victorious return to Egypt.

However, other sources depict the battle a different way. As Ramses advanced on Kadesh he captured two Hittites who were really spies who allowed themselves to be captured to give false information. Following the false information Ramses led his army to a small garrison of soldiers who were easily defeated. Feeling confident, he continued on to find the majority of the force concealed behind the city. Ramses did not have time to send messengers for reinforcements.

At the time the Egyptians used chariots which had axels in the center of the platform and could hold two men, one driver and one archer. They were surprised by the advanced technology of the Hittites who had chariots with the wheels at the back of the platform that could support 3 men, one driver, one archer, and one infantry man. The infantry man jumped off when needed to defend the chariot and archer which was a great military advantage. All seemed lost for Ramses until a nearby force of Ramses' men appeared and saved the Egyptian army from absolute defeat. A peace treaty signed in which both parties declared that they would exchange captives and not extract retribution from each other. In other words, a stalemate.

Copies of the peace treaty have survived to today, one carved hieroglyphics on a stela in Karnak and one written on a clay tablet in the Akkadian language which was found in Turkey in 1906. Yet, Ramses had accounts carved in the hieroglyphs of columns in temples across Egypt showing a great victory over the Hittites and in some cases he portrayed himself as single handedly defeating his enemies.

- 7) Which of the statements is the best interpretation of the discrepancy in which Ramses II carved scenes in public places depicting Egyptian victory over the Hittites while there is evidence that confirms that Egyptian and Hittite armies reached a stalemate resulting in a peace treaty?
- The carvings on the columns were done before the battle anticipating the victory.
 - Travel was difficult in ancient times so Ramses thought that people would not be able to discover the truth.
 - Having carvings of victorious military campaigns visible in public areas helped to promote confidence and loyalty of his subjects.
 - The carvings were done to honor Ramses after his death so his descendants changed the story so that he would be remembered as victorious.



- 8) Which technology appears to have given the Hittite military an advantage over the Egyptians?
- Using spies who allowed themselves to be captured to give false information.
 - Concealing themselves behind the city to ambush the advancing Egyptian army.
 - Having a backup army who could come and join the battle.
 - Developing a chariot which could hold 3 men, a driver, an archer, and a defender.
- 9) How did the peace treaty established with the Hittites help the Egyptian economy?
- It gave them new lands and resources.
 - Trade increased and new products were available in Egyptian markets.
 - Hittite citizens were banned from entering Egypt.
 - The Hittites were forced to pay tax to the Egyptians as a punishment for losing the war.
- 10) Why would archeologists and historians believe the accounts of the Battle of Kadesh presented in the peace treaties rather than the account depicted on the temple columns?
- Egyptian pharaohs sometimes rubbed out the names of their predecessors on temple walls and monuments and overwrote with their own names to claim credit indicating that carvings need to be verified by an additional historical source.
 - Two versions of the peace treaties were found in different locations and in different languages with essentially the same content.
 - The temple wall carvings were exaggerated and portrayed Ramses II as single handedly vanquishing hordes of opponents.
 - All of the above.

MCQ Answer Key

Answer Key MCQ	
1	b
2	c
3	d
4	a
5	b
6	a
7	c
8	d
9	b
10	d



Constructed Response Question

The essay question tests the candidates' ability to integrate the social science sub-domains.

For this part of the assessment, you are going to:

- Demonstrate knowledge of the facts, concepts, principles and perspectives that shape the social studies disciplines.
- Integrate content and concepts in multiple social studies disciplines, including the disciplines of history, geography, economics, civics, sociology, moral education, UAE culture, and information literacy and processing.
- Link social studies content and concepts with other disciplines.
- Provide evidence to support claims using appropriate sources.
- Relate knowledge of past people, events and civilizations to present and future challenges.
- Explain how to prepare arguments and explanations and arrive at conclusions
- Critique conclusions in a given scenario

Plan an Integrated Social Studies Unit

You are required to demonstrate their ability to formulate a guided inquiry in the context of lesson planning. To do this, you will answer a series of questions describing how to set up a unit that starts with giving students an inquiry question then guides students through a process of discovery to gather data, analyze the data, and draw appropriate conclusions.

The question should guide students through a thought process to understand and relate a past person, event, movement, concept from the list to positive /negative consequences in the present and/or future. In the unit, you must incorporate at least two other sub-disciplines of social science to assure that students understand the dynamic processes that affect human beings.

Examples of List of People, Events, and Movements

- WWI and its effects on Modern geography
- Emperor Qin Shi Huang of China and the Great Wall
- Civil Rights Movements around the world
- Fourth Industrial Revolution

You are **not being assessed** on the pedagogy of setting up a lesson. You **are being assessed** on your:

- knowledge of social studies and social studies sub-domains,
- understanding of the interconnectedness of social studies sub-discipline,
- ability to express your ideas
- skills related to how to use sources related to social science to enhance student learning
- understanding of most appropriate ways to critique student work



Complete the tasks on the following checklist:

1. State the sub-discipline of social science around which you will frame your question.
2. State the grade level of the students and what students would have learned prior to the unit that prepares them for the unit you are developing.
3. State at least two other sub-disciplines that you will incorporate into the unit to show the interrelated and dynamic processes that affect human beings.
4. State the question that you will pose to the students to guide them to understand the (person, event, movement, concept), the consequences or effects of the (person, event, movement, concept) and the relation to the subdisciplines that you stated previously?
5. Describe the content about person, event, movement, concept that should be learned by the students by:
 - listing at least three important pieces of information about it
 - listing two important effects and consequences
6. Select three specific sources of information that you will use to introduce the topic to your students. Briefly justify each selection and state it is a primary or secondary resource.
7. Describe the type of project or activity that your students will create to respond to your question with targeted conclusions, and briefly justify your selection.

Important Note: Please address each question on the checklist in a separate paragraph with the checklist number.