



Georgia Assessments for the Certification of Educators®



# **GACE® Study Companion**

**Special Education  
Reading, English Language Arts,  
and Social Studies Assessment**

For the most up-to-date information, visit the ETS GACE website at [gace.ets.org](http://gace.ets.org).

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# Table of Contents

|   |    |
|---|----|
| About the Assessment.....                                 | 4  |
| Content Specifications.....                               | 5  |
| Test Subareas.....  | 6  |
| Test Objectives.....                                      | 6  |
| Subarea I: Reading and English Language Arts.....         | 6  |
| Subarea II: Social Studies.....                           | 9  |
| Practice Questions.....                                   | 11 |
| Answer Key and Rationales.....                            | 21 |
| Preparation Resources.....                                | 28 |
| Guide to Taking a GACE Computer-delivered Assessment..... | 28 |
| Reducing Test Anxiety.....                                | 28 |
| Study Tips: Preparing for a GACE Assessment.....          | 28 |
| Journals.....   | 28 |
| Other Resources.....                                      | 29 |
| Online Resources.....                                     | 31 |

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## About the Assessment

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|--|---|
| Assessment Name                          | Special Education Reading, English Language Arts, and Social Studies  |
| Grade Level                              | P–8   |
| Test Code                                | 087   |
| Testing Time                             | 2 hours 15 minutes  |
| Test Duration                            | 2 hours 45 minutes  |
| Test Format                              | Computer delivered  |
| Number of Selected-response Questions    | 80  |
| Question Format                          | The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <b><i>Guide to Taking a GACE Computer-delivered Test.</i></b> |
| Number of Constructed-response Questions | 0   |

The GACE Special Education Reading, English Language Arts, and Social Studies assessment is designed to measure the professional knowledge of prospective teachers of Special Education Reading, English Language Arts, and Social Studies in the state of Georgia.

The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

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## Content Specifications

This assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for this assessment on the following pages.

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## Test Subareas

| Subarea                              | Approx. Percentage of Test |
|--------------------------------------|----------------------------|
| I. Reading and English Language Arts | 50%                        |
| II. Social Studies                   | 50%                        |

## Test Objectives

### Subarea I: Reading and English Language Arts

*Objective 1: Understands foundational knowledge and applies it to curriculum development and instructional practices*

The beginning Special Education English Language Arts teacher:

- A. Understands theories and research evidence of reading and writing processes
- B. Demonstrates knowledge of first and second literacy acquisition and the role of learning to read and write in a second language
- C. Explains the research and theory of learning environments that support individual motivation to read and write
- D. Demonstrates understanding of the importance of students' prior knowledge, world experiences, and interests when implementing the curriculum
- E. Evaluates the curriculum to ensure that instructional goals and objectives in reading and writing are met
- F. Collaborates with the team or department to help ensure interdisciplinary connections in traditional print, digital, and online contexts
- G. Selects and implements reading and writing approaches that are evidence-based and meet student needs
- H. Describes instructional approaches to meet students' needs in developing emergent literacy skills; e.g., print concepts, phonological awareness, the alphabetic principle
- I. Describes instructional approaches to meet students' needs in developing word-learning (word recognition) strategies; e.g., sight word recognition, phonics, context clues, syllabication, morphemic analysis, structural analysis, etymology, cognate awareness, use of word reference materials
- J. Describes instructional approaches to meet students' reading and writing needs in learning vocabulary, including academic and domain-specific words/phrases
- K. Describes instructional approaches to meet students' reading and writing needs in comprehension, including literary and informational texts
- L. Describes instructional approaches to meet students' reading and writing needs in fluency

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- M. Describes instructional approaches to meet students' needs in writing
  - N. Provides instruction in the strategic use of traditional print, digital, and online resources as instructional tools to enhance student learning
  - O. Adapts instructional approaches and materials to meet the needs of diverse learners
  - P. Knows a variety of instructional approaches for developing students' listening and speaking skills
  - Q. Demonstrates knowledge of the selection and application of a variety of materials to promote higher order thinking, interpretation, argumentation, and making text connections
  - R. Demonstrates knowledge and importance of selecting diverse literary and informational materials in a variety of genres at varying text complexity levels
  - S. Selects and uses quality traditional print, digital, and online resources
  - T. Uses multiple sources of information to guide instructional planning to improve reading achievement of all students
  - U. Demonstrates knowledge of writing in which the development, organization, and style (writing to support claims, informative, explanatory, etc.) are appropriate to task, purpose, and audience
  - V. Understands the writing process (planning, organizing, revising, editing, etc.)

*Objective 2: Understands and applies knowledge of assessment tools and uses of evaluations*

The beginning Special Education English Language Arts teacher:

- A. Demonstrates an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes
- B. Describes strengths and limitations of assessment tools and their appropriate uses
- C. Recognizes the basic technical adequacy of assessments; e.g., reliability, content, and construct validity
- D. Explains state assessment frameworks, proficiency standards, and student benchmarks
- E. Selects or develops a variety of assessment tools (formal and informal) to monitor student progress and to analyze instructional effectiveness
- F. Administers classroom and school-based assessments using consistent, fair, and equitable assessment procedures
- G. Interprets and uses assessment data to analyze individual, group, and classroom performance and progress
- H. Collaborates with other teachers and support personnel to discuss interpretation of assessment data and their uses in responding to students' needs and strengths
- I. Uses assessment data to evaluate students' responses to plan and adjust instruction systematically according to state standards
- J. Collaborates with other professionals to modify instruction and to plan and evaluate interventions and accommodations based on assessment data

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*Objective 3: Understands and applies knowledge of diversity, the literate environment, and professional learning*

The beginning Special Education English Language Arts teacher:

- A. Demonstrates knowledge of the ways in which diversity can be used to strengthen a literate society, making it more productive, adaptable to change, and equitable
- B. Understands the ways in which different forms of diversity interact with reading and writing development
- C. Demonstrates an understanding of the relationship between first- and second-language acquisition and literacy development
- D. Uses a literacy curriculum and engages in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity
- E. Demonstrates the importance of understanding the various forms of diversity in the school as well as in the surrounding community
- F. Provides differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity
- G. Provides instructional formats that engage students as agents of their own learning
- H. Demonstrates a respectful attitude toward all learners and understands the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments
- I. Demonstrates knowledge of creating supportive environments where English-language learners are encouraged and given many opportunities to use English
- J. Use evidence-based rationales to make and monitor flexible instructional grouping options for students
- K. Uses various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups)
- L. Displays positive reading and writing behaviors and serves as model for students
- M. Understands the families' and community's role in supporting students' reading and writing development and application
- N. Promotes student understanding of the value of reading traditional print, digital, and online resources in and out of school
- O. Demonstrates effective use of technology for improving student learning
- P. Recognizes the importance of and participates in professional development for improving reading and writing in schools and at the district level
- Q. Applies learning from professional development to instructional practices



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## Subarea II: Social Studies

*Objective 1: Understands and applies knowledge of government, civics, and economics concepts and skills*

The beginning Special Education Social Studies teacher:

- A. Demonstrates knowledge of the basic principles that provide the foundation of the United States government, including separation of powers, checks, and balances and federalism
- B. Describes the rights and responsibilities of citizenship in a democracy including voting, volunteering, and communicating with public officials
- C. Demonstrates knowledge of the structure and function of the United States government, including the responsibilities of the three branches of government
- D. Is familiar with the structure and functions of Georgia's government
- E. Demonstrates knowledge of basic economic principles and systems including wants and needs, supply and demand, scarcity, opportunity cost, specialization, and trade
- F. Demonstrates knowledge of personal finance, including personal budget, spending, savings, income, credit, and investing
- G. Demonstrates knowledge of the different types of government systems

*Objective 2: Understands and applies knowledge of geography concepts and processes*

The beginning Special Education Social Studies teacher:

- A. Locates prominent places in the United States and Georgia, including physical features and major cities
- B. Locates prominent places around the world, including physical features and major cities in Latin America, Canada, Europe, Australia, Africa, Southwest Asia (Middle East), and Southern and Eastern Asia
- C. Demonstrates knowledge of the interaction between humans and their environment, including how climate, natural resources, and other environmental factors affect where people settle, as well as cultural and economic development
- D. Demonstrates geographic literacy including interpretation of maps and spatial patterns

*Objective 3: Understands and applies knowledge of United States and Georgia history*

The beginning Special Education Social Studies teacher:

- A. Demonstrates knowledge of indigenous cultures, exploration and colonization, and major developments during the colonial era in the United States and Georgia
- B. Demonstrates knowledge of the causes and consequences of the American Revolution and the challenges faced by the new nation
- C. Demonstrates knowledge of the territorial expansion of the United States and the economic, political, cultural, and environmental impacts

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- D. Demonstrates knowledge of the growth of sectionalism, the Civil War, and Reconstruction
  - E. Demonstrates knowledge of the causes and consequences of major 20th and 21st century developments, including the Great Depression, the New Deal, the First and Second World Wars, the Cold War, the September 11 attacks, and the War in Afghanistan
  - F. Demonstrates knowledge of major social and cultural developments in the United States and Georgia, including the expansion of the electorate and the Civil Rights movement
  - G. Demonstrates knowledge of major economic and technological developments in the United States and Georgia, including developments in transportation and communication technologies and increased globalization

*Objective 4: Understands and applies knowledge of world history*

The beginning Special Education Social Studies teacher:

- A. Demonstrates knowledge of the historical development of Latin America and Canada, including the impact of European Contact, independence movements and contemporary issues
- B. Demonstrates knowledge of the historical development of Europe, including the impact of exploration and colonization, conflicts, and contemporary issues
- C. Demonstrates knowledge of the historical development of Australia, including the impact of European exploration and colonization
- D. Demonstrates knowledge of the historical development of Africa, including impact of European Contact, independence movements, and contemporary issues
- E. Demonstrates knowledge of the historical development of Southwest Asia (Middle East), including impact of European Contact, conflict, and contemporary issues
- F. Demonstrates knowledge of the historical development of Southern and Eastern Asia including the impact of European Contact, conflict, and contemporary issues

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## Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

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**Directions:** Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. As part of an instructional activity, a teacher asks a student the following: “Listen to these word parts: /c/.../a/.../t/. What is the word?” This activity will be most challenging for a student who has difficulty with
  - A. identifying the number of syllables in words
  - B. identifying phonemes in words
  - C. segmenting phonemes in words
  - D. blending phonemes in words

***Answer and Rationale***

2. A kindergarten teacher asks the reading specialist to evaluate a new student. Which of the following assessments is most appropriate to administer to a new kindergarten student?
  - A. A concepts of print assessment
  - B. A developmental spelling test
  - C. A miscue analysis
  - D. A fluency assessment

***Answer and Rationale***

- 
3. Ms. Thompson realizes that her class is made up of students who have had a variety of different experiences and who offer differing perspectives because of their many ethnic, cultural, and linguistic groups. She wants to ensure that all students, regardless of their background, are successful.

For each of the following statements, indicate whether it describes an effective or ineffective strategy for increasing student achievement within a diverse group of students. Select all that apply. [**Note:** In the actual test, you will click in the boxes to select your answer choices.]

| Statement   | Effective | Ineffective |
|---|-----------|-------------|
| Make adjustments to the standards and the level of expectations for students according to their background. |           |             |
| Encourage parents and guardians to actively participate in the students' learning.                          |           |             |
| Connect the learning taking place in the classroom with the students' backgrounds.                          |           |             |

***Answer and Rationale***

4. A sixth-grade teacher plans an activity to promote students' skills in locating specific information in expository text. The teacher creates a set of questions and distributes them to the class. Students are asked to find the information and write the answers. The teacher observes that several students have difficulty answering the questions in the allotted time. These students would benefit most from which of the following instructional strategies?
- A. Skimming and scanning to locate information
  - B. Adjusting the rate of reading to complete the task
  - C. Activating prior knowledge before reading the text
  - D. Interpreting visual graphics in expository text

***Answer and Rationale***

- 
5. Which of the following statements most accurately identifies best practice when using literature selection to build critical literacy?
- A. Reading selections should reflect the values, beliefs, and cultural experiences of the students' parents.
  - B. Reading selections should consider all viewpoints, respect differences, and help students become more self-aware.
  - C. Students gain an appreciation for different types of literature by reading the main types of genres presented in textbooks.
  - D. Students should primarily be exposed to literature from their own country of origin to help them learn more about the country's history.

***Answer and Rationale***

6. Which of the following is a strategy in which students' oral compositions are written down and used as materials for instruction in reading, writing, speaking, and listening?
- A. Guided-reading instruction
  - B. The reciprocal teaching method
  - C. The language experience approach
  - D. Directed reading instruction

***Answer and Rationale***

7. When conducting a comprehensive evaluation of a student who may have a learning disability, the school must primarily ensure that
- A. adaptive behavior assessments are included as measures of achievement
  - B. evidence from multiple sources is examined to determine eligibility
  - C. IEP team members agree on what norm-referenced measures to use
  - D. paraprofessionals are formally trained to administer assessments

***Answer and Rationale***

- 
8. Which of the following classroom activities is the most nonthreatening way to facilitate students' use of formal English, particularly for English-language learners?
- A. Asking students to give a brief speech on a topic of interest to them
  - B. Having students write an essay about their family traditions
  - C. Leading a conversation in which students can build upon comments of others
  - D. Reading a short passage aloud and then asking students questions about it

***Answer and Rationale***

9. Which of the following is a statistical term that indicates the degree to which scores on a norm-referenced test are above or below the mean score?
- A. Percentile rank
  - B. Normal curve equivalent
  - C. Scaled score
  - D. Standard deviation

***Answer and Rationale***

10. After a teacher analyzes the data from a pretest given to students before starting a new unit, it is most important for the teacher to first focus on
- A. evaluating individual student needs
  - B. determining topics for the final assessment
  - C. identifying weak points in the class's performance
  - D. informing parents of students' strengths and weaknesses

***Answer and Rationale***

- 
11. While planning the reading curriculum for the coming school year, a new teacher is looking to develop clear expectations for instruction and assessment. Which of the following are most important for the teacher to read?
- A. Performance standards
  - B. Assessment frameworks
  - C. Student benchmarks
  - D. Educational articles

***Answer and Rationale***

12. Which of the following teacher actions best encourages and sustains students' motivation to engage in literacy tasks?
- A. Providing students with print materials that contain easily decodable vocabulary
  - B. Offering students frequent opportunities to interact with text independently and with peers
  - C. Having students respond to content-based comprehension questions while reading
  - D. Incorporating technology-based resources to develop students' interest in research skills

***Answer and Rationale***

13. Who was the founder of the Georgia Colony?
- A. George Walton
  - B. James Oglethorpe
  - C. King George II
  - D. Elijah Clarke

***Answer and Rationale***



- 
14. Which of the following resulted from President Franklin D. Roosevelt's New Deal?
- A. All large banks were nationalized
  - B. The United States Supreme Court gained two new justices
  - C. The national government grew in size, scope, and responsibility
  - D. Decisions about welfare spending were entrusted to the states

***Answer and Rationale***

15. Which of the following engineering projects were common features of the ancient civilizations of the Indus Valley, Mesopotamia, and Egypt?
- A. Complexes of stone pyramids
  - B. Bridges over major rivers
  - C. Networks of irrigation channels
  - D. Tunnels through mountain ranges

***Answer and Rationale***

16. The buildup of military forces and the formation of a rigid military alliance system were major causes of which of the following wars?
- A. The Spanish-American War
  - B. The First World War
  - C. The Second World War
  - D. The Vietnam War

***Answer and Rationale***

- 
17. Which of the following is an example of the constitutional system of checks and balances?
- A. A Supreme Court ruling that upholds a state law
  - B. An interest group that lobbies Congress to reject proposed legislation
  - C. A state that lobbies Congress for increased federal funding
  - D. The impeachment and removal of a federal official

***Answer and Rationale***

18. Which of the following will increase the demand for teachers?
- A. Increasing the salaries of teachers
  - B. Raising the retirement age for teachers
  - C. Lowering the student-teacher ratio
  - D. Consolidating school districts

***Answer and Rationale***

19. Which of the following types of maps shows the boundaries of countries, states, or municipalities?
- A. Thematic
  - B. Topographic
  - C. Political
  - D. Meteorological

***Answer and Rationale***

- 
20. Which of the following is a feature of physical geography that Japan, the Philippines, and Indonesia share?
- A. Location in the center of tectonic plates
  - B. Semiarid grassland vegetation
  - C. A humid tropical climate
  - D. Land composed of an archipelago

***Answer and Rationale***

21. Which of the following best describes the importance of Atlanta during the Civil War?
- A. It was the government center of the Confederacy.
  - B. It was the population center of the Confederacy.
  - C. It was a railroad transportation center of the Confederacy.
  - D. It was a folk culture center of the Confederacy.

***Answer and Rationale***

22. Which TWO of the following were a result of the collapse of the Soviet Union in 1991?
- A. Independence for Ukraine
  - B. Transition to free markets in Russia
  - C. Solidarity movement in Poland
  - D. Reunification of East and West Germany

***Answer and Rationale***

- 
23. As a country, the People's Republic of China can best be classified as a
- A. multiethnic state.
  - B. stateless nation.
  - C. supranational organization.
  - D. special autonomous region.

***Answer and Rationale***

24. According to the Constitution, when making decisions regarding national security and the defense of the United States, the president is exercising power as the
- A. chief executive.
  - B. head of state.
  - C. commander in chief.
  - D. chief justice.

***Answer and Rationale***

## Answer Key and Rationales

| Question Number | Correct Answer   | Rationale  |
|-----------------|--|--|
| 1               | D  | <p><b>Option D is correct.</b> The task would be most difficult for a student who has difficulty blending phonemes into words because the task requires the student to blend the sounds (/c/, /a/, /t/) in order to say the word “cat.”</p> <p><b><i>Back to Question</i></b></p>  |
| 2               | A  | <p><b>Option A is correct.</b> The most developmentally appropriate test a reading specialist should administer is a concepts of print assessment. This tool evaluates a student’s knowledge about books, letters, words, directionality, punctuation, and other prereading skills that are essential for becoming a successful reader.</p> <p><b><i>Back to Question</i></b></p>  |
| 3               | Statement 1 is Ineffective<br>Statement 2 is Effective<br>Statement 3 is Effective | <p>Statement 1: The statement describes a strategy that is ineffective because teachers should have the same high expectations and standards for all students in the class and expectations should not be based on student background. Statement 2: The statement describes a strategy that is effective because children learn their first language at home. The more interaction parents and guardians have, the better students learn. Statement 3: The statement describes a strategy that is effective because students’ motivation is increased when teachers validate what students have to share, and students become more engaged in lessons that include information they are familiar with.</p> <p><b><i>Back to Question</i></b></p> |

| Question Number | Correct Answer | Rationale   |
|-----------------|----------------|---|
| 4               | A              | <p><b>Option A is correct.</b> Skimming is a technique used to quickly identify main ideas in text. Scanning is a technique in which the reader’s eyes move quickly on a page to locate specific words or phrases. Both of these strategies are useful in finding specific information in expository text.</p> <p><i><b>Back to Question</b></i></p>  |
| 5               | B              | <p><b>Option B is correct.</b> The best practice is to use literature selection to build critical literacy, which is defined as building thinking skills that enable students to consider all viewpoints, to respect differences, and to become more self-aware. The goal of critical literacy is to help students see the world through someone else’s eyes, to learn to understand other people’s circumstances and perspectives, and to empathize with them.</p> <p><i><b>Back to Question</b></i></p> |
| 6               | C              | <p><b>Option C is correct.</b> The language experience approach is used to develop oral language vocabulary. In this approach, students share an experience with the teacher, who writes the students’ words on paper. Reading, writing, speaking, and listening skills are taught using the transcribed story.</p> <p><i><b>Back to Question</b></i></p>   |

| Question Number | Correct Answer | Rationale  |
|-----------------|----------------|--|
| 7               | B              | <p><b>Option B is correct.</b> Under IDEA, no single procedure or assessment should be used to determine whether a student meets the criteria for the presence of a learning disability and thereby qualifies for special education services.</p> <p><i><b>Back to Question</b></i></p>  |
| 8               | C              | <p><b>Option C is correct.</b> Leading a conversation in which students can build upon the comments of others is particularly helpful for ELL students, who may lack facility with the English language but can succeed with support.</p> <p><i><b>Back to Question</b></i></p>  |
| 9               | D              | <p><b>Option D is correct.</b> Many scores for norm-referenced tests are based on the concept of the normal curve. According to this concept, if a large number of people took a test and the scores were shown graphically, most of the scores would fall in the middle (mean score). In addition to having a mean score, scores have a standard deviation, which is the degree to which scores on a standardized test are above or below the mean.</p> <p><i><b>Back to Question</b></i></p> |

| Question Number | Correct Answer | Rationale  |
|-----------------|----------------|--|
| 10              | C              | <p><b>Option C is correct.</b> The first step is to identify weak points for the class as a whole.</p> <p><i>Back to Question</i></p>  |
| 11              | A              | <p><b>Option A is correct.</b> Performance standards provide clear expectations for instruction, assessment, and student work.</p> <p><i>Back to Question</i></p>  |
| 12              | B              | <p><b>Option B is correct.</b> In classrooms in which students routinely interact with text and discuss text with peers, motivation and engagement in learning literacy skills are increased.</p> <p><i>Back to Question</i></p> |
| 13              | B              | <p><b>Option B is correct.</b> James Oglethorpe conceived of and implemented the plan to establish the colony of Georgia.</p> <p><i>Back to Question</i></p>   |



| Question Number | Correct Answer | Rationale   |
|-----------------|----------------|---|
| 14              | C              | <p><b>Option C is correct.</b> Roosevelt’s New Deal established a wide range of new federal agencies concerned with issues including financial regulation of the economy, social welfare, and economic development, thereby expanding the size, scope, and responsibility of the national government.</p> <p><i><b>Back to Question</b></i></p>   |
| 15              | C              | <p><b>Option C is correct.</b> The agricultural civilizations of the Indus Valley, Mesopotamia, and Egypt were situated in arid environments with limited rainfall. Large networks of carefully constructed irrigation canals were needed to divert water from major rivers to the surrounding farmland.</p> <p><i><b>Back to Question</b></i></p>  |
| 16              | B              | <p><b>Option B is correct.</b> The buildup of military forces by European powers and the formation of a rigid military alliance system pitting the Allies (primarily Great Britain, France, and Russia) against the Central Powers (primarily Germany, Austria-Hungary, and Serbia) is a common explanation for the origins of the First World War.</p> <p><i><b>Back to Question</b></i></p> |

| Question Number | Correct Answer | Rationale  |
|-----------------|----------------|--|
| 17              | D              | <p><b>Option D is correct.</b> Impeachment is part of the system of checks and balances that allows for the removal of a federal official who has acted unlawfully.</p> <p><i><b>Back to Question</b></i></p>  |
| 18              | C              | <p><b>Option C is correct.</b> Lowering the student-teacher ratio requires the creation of many sections of a class. Since additional teachers need to be hired to accomplish the task, the demand for teachers will increase.</p> <p><i><b>Back to Question</b></i></p> |
| 19              | C              | <p><b>Option C is correct.</b> A political map shows boundaries of countries, states, or municipalities.</p> <p><i><b>Back to Question</b></i></p>   |
| 20              | D              | <p><b>Option D is correct.</b> Japan, the Philippines, and Indonesia are countries composed of several islands that are considered archipelagos.</p> <p><i><b>Back to Question</b></i></p>   |

| Question Number | Correct Answer | Rationale   |
|-----------------|----------------|---|
| 21              | C              | <p><b>Option C is correct.</b> Atlanta was the intersection of four major railways that connected different parts of the South. Atlanta became a strategic target of the Union army during the war.</p> <p><i><b>Back to Question</b></i></p> |
| 22              | A, B           | <p><b>Options A and B are correct.</b> After the government of the Soviet Union collapsed, Ukraine became an independent country and Russia moved from communism to a free-market economy.</p> <p><i><b>Back to Question</b></i></p>          |
| 23              | A              | <p><b>Option A is correct.</b> China's population is composed of over 50 ethnic groups who speak over 270 separate languages.</p> <p><i><b>Back to Question</b></i></p>   |
| 24              | C              | <p><b>Option C is correct.</b> Under Article II of the Constitution, the civilian president of the United States serves as the commander in chief of the country's military.</p> <p><i><b>Back to Question</b></i></p>                        |

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## Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

### Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare) for this free download.

### Journals

*Georgia Social Studies Journal*, University of Georgia

*Journal of Adolescent and Adult Literacy*, International Reading Association

*Journal of Economic Teaching*, Eastern Illinois University

*Language Arts*, National Council of Teachers of English

*Reading Research Quarterly*, International Reading Association

*The Geography Teacher*, National Council for Geographic Education

*The History Teacher*, Society for History Education

*The Reading Teacher*, International Reading Association

*Voices from the Middle*, National Council of Teachers of English

*History Matters!*, National Council for History Education

*Journal of Geography*, National Council for Geographic Education

*Social Education*, National Council for the Social Studies

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## Other Resources

- Adams, M. J. (1990). *Beginning to Read: Thinking and Learning About Print*. Cambridge, Mass.: MIT Press.
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- Every Child Reading: A Professional Development Guide: A Companion to Every Child Reading: An Action Plan of the Learning First Alliance*. (November 2000). Washington, D.C.: ASCD Pub. No. 300303.
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- Fritzer, Penelope J. (2009). *Social Studies Content for Elementary and Middle School Teacher*, Second Edition. Upper Saddle River, N.J.: Pearson.
- Getis, Arthur and Mark Bjelland (2013). *Introduction to Geography*, Fourteenth Edition. New York, N.Y.: McGraw-Hill.
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- Wepner, S. B., Valmont, W., and Thurlow, R. (Eds.). (2000) *Linking Literacy and Technology: A Guide for K–8 Classrooms*. Newark, Del.: International Reading Association.

## Online Resources

- Best of History Websites — [besthistorysites.net](http://besthistorysites.net)
- Education Resources Information Center (ERIC) — [www.eric.ed.gov](http://www.eric.ed.gov)
- Foundation for Teaching Economics — [www.fte.org](http://www.fte.org)
- Historyteacher.net — [www.historyteacher.net](http://www.historyteacher.net)
- International Reading Association — [www.reading.org](http://www.reading.org)
- National Center for History in the Schools — [www.nchs.ucla.edu](http://www.nchs.ucla.edu)
- National Council for Geographic Education — [www.ncge.org](http://www.ncge.org)
- National Council for History Education — [www.nche.net](http://www.nche.net)
- National Council for the Social Studies — [socialstudies.org](http://socialstudies.org)
- National Council of Teachers of English — [www.ncte.org](http://www.ncte.org)
- readwritethink — [www.readwritethink.org](http://www.readwritethink.org)
- State of Georgia, Department of Education — [www.gadoe.org](http://www.gadoe.org)