

**Florida Department of Education
2013-2014 Draft Curriculum Frameworks
GED® Social Studies**

Adult General Education	
Program Title	GED® Preparation Program
Program Number	9900130
Program Length	Varies
Course Title	GED® Social Studies
Course Number	9900132
CIP Number	1532.010207
Grade Level	30, 31
Standard Course Length	Varies
Teacher Certification	Bachelor's degree or higher

PURPOSE

The GED® Preparation Program consists of four content-area assessments: Reasoning through Language Arts, Mathematics Reasoning, Science, and Social Studies. The purpose of the program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma. An additional performance level will certify that the student is career and college ready. This program strives to motivate students not only to obtain a GED® diploma, but to continue their education to earn a postsecondary degree, certificate, or industry certification.

The purpose of the Social Studies component of the GED® program is to prepare students to pass the GED® Social Studies Test. This test will focus on the fundamentals of social studies reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Four major content domains will be addressed: civics and government, United States history, economics, and geography and the world.

THE GED® 2014 ASSESSMENT

Information on the GED® 2014 Assessment and the performance targets and content topics are derived from the Assessment Guide for Educators provided by GED® Testing Service. The manual can be downloaded at <http://gedtestingservice.org>.

Students who are currently enrolled in the GED® 2002 Series must schedule and take tests needed to earn a State of Florida diploma prior to December 31, 2013. Students will not be able to carry forward test scores from the 2002 test if they haven't completed all the required courses. The standards in this framework are based on the knowledge and skills that will be measured on the new assessment which will be launched January, 2014.

The GED® Social Studies test items are based on assessment targets identified by GED® Testing Service and are divided into two sections: the practices and the content topics. Each content topic has been translated into a standard including sub-content areas.

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Each item on the Social Studies Test will be aligned to one social studies practice and one content topic/subtopic. Each Social Studies practice corresponds with the Common Core State Standards (CCSS), found at <http://www.corestandards.org/>, for Literacy in History/Social Studies, the CCSS for Mathematics, the National Curriculum Standards for Social Studies (NCSS), National Standards for History (NSH) and other career-and college-readiness standards.

Instruction on Social Students Content Topics

The content topics are designed to provide context for measuring the skills defined in the social studies practices listed in this framework.

As in the previous version of the GED® Social Studies Assessment Targets, the social studies practices maintain a close relationship with the social studies content topics. More specifically, the primary focus of the GED® Social Studies Test continues to be the measurement of essential reasoning skills applied in social studies context. However, test-takers should still be broadly and generally familiar with each of the basic concepts enumerated in the social studies content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. **Nevertheless, test-takers are not expected to have an in-depth and comprehensive knowledge of each subtopic.** Rather, the stimuli about which each question pertains will provide necessary details about scientific figures, formulas, and other key principles. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

Social Studies Content Topics Matrix

The Matrix below gives a condensed summary of the Social Studies content topics. The tables on the following pages will include the content topics written into student standards along with sub-topics for each standard. The social studies content topics, which are drawn from these four domains, will provide context for measuring a test-taker's ability to apply the reasoning skills described in the practices.

Themes	Social Studies Content Topics			
	Civics & Government 50%*	U.S. History 20%*	Economics 15%*	Geography and the World 15%*
I. Development of Modern Liberties and Democracy	1. Types of modern & historical governments 2. Principles that have	1. Key historical documents that have shaped American constitutional government	1. Key economic events that have shaped American government and policies 2. Relationship	1. Development of classical civilizations

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	contributed to development of American constitutional democracy 3. Structure and design of United States Government 4. Individual rights and civic responsibilities	2. Revolutionary and Early Republic Periods 3. Civil War & Reconstruction 4. Civil Rights Movement	between political and economic freedoms	
II. Dynamic Responses in Societal Systems	e. Political parties, campaigns, and elections in American politics 6. Contemporary public policy	5. European population of the Americas 6. World War I & II 7. The Cold War 8. American foreign policy since 9/11	3. Fundamental economic concepts 4. Microeconomics & macroeconomics 5. Consumer economics 6. Economic causes & impacts of wars 7. Economic drivers of exploration and colonization	2. Relationships between the environment and societal development 3. Borders between peoples and nations 4. Human migration

*Percentage of test questions based on these topics or standards.

Note: The content topics for the Social Studies Test focus on two main themes, each applied across the four domains in the social studies topics. Content that falls outside the parameters of these themes will not be included in the Social Studies Test.

Webb's Depth of Knowledge (DOK) Model

Bloom's Taxonomy was used to guide the development of test items for the GED® 2002 series. The GED Testing Service is using Webb's Depth of Knowledge model to give test item development for the GED® 2014 assessment. In Bloom's Taxonomy, different verbs represent six levels of cognitive processes. However, unlike Bloom's system, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions.

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The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

PROGRAM STRUCTURE

The GED® Preparation Program is non-graded and characterized by open-entry/open-exit and/or managed enrollment, self-paced instructional modules, differentiated instruction, flexible schedules, and performance-based evaluation. Agencies are awarded one LCP (A-D) per test passed by the student. An agency will be awarded a bonus LCP E (for a total of five) for each student who successfully passes the entire battery of tests and earns a State of Florida High School Diploma.

Program procedures include the following:

- A. Determining eligibility for enrollment:
 - 1. Must be 16 years of age or older.
 - 2. Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
 - 3. Student does not have a State of Florida diploma.
 - 4. Student must be functioning at or above a 9.0 grade level
- B. Diagnosing learning difficulties as necessary.
- C. Prescribing individualized instruction.
- D. Managing learning activities.
- E. Evaluating student progress.

Note: F.S. 1003.435 (4) states that “ a candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board.....a candidate may take the examination after reaching the age of 16.”

Course Number	Course Title	Length	LCP Level
9900132	GED® Prep Social Studies	Varies	B

ACCOMMODATIONS

When a student with a disability is enrolled in an adult education class with modifications to the curriculum framework, the particular accommodations must be specified in the student’s

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Section 504 Accommodation Plan or any other accommodation plan. Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Students with disabilities in adult education programs must self-identify, provide documentation, and request accommodations, if needed. It is recommended that accommodations be identified on a Transition Individual Educational Plan (TIEP), a Section 504 Accommodations Plan, or the development of a plan with their service provider. Accommodations received in secondary education may differ from those received in adult education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands, and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Special Notes:

Career Development Standards

The Adult Career Pathways System includes the following career development standards for students to achieve in their career exploration and planning. Students can access Florida CHOICES or a comparable system for career exploration and planning activities. Agencies determine if the career plan is developed at intake or integrated into classroom instruction. If the student is preparing for all four GED® tests, agencies determine in which course the career plan should be developed.

The following is the list of career development standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

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Connections: CCSS, NCSS and NSH*	Social Studies Practices LCP B
R.1, R.8	SSP.1 Draw Conclusions and Make Inferences
	<p>SSP.1.a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.</p> <p>SSP.1.b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.</p>
R.2, NCSS Literacy Skills	SSP.2 Determine Central Ideas, Hypotheses and Conclusions
	<p>SSP.2.a. Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.</p> <p>SSP.2.b. Describe people, places, environments, processes, and events, and the connections between and among them.</p>
R.3, R.8	SSP.3 Analyze Events and Ideas
	<p>SSP.3.a. Identify the chronological structure of a historical narrative and sequence steps in a process.</p> <p>SSP.3.b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.</p> <p>SSP.3.c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p>SSP.3.d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.</p>
R.4.2, L.4.2	SSP.4 Interpret Meaning of Symbols, Words and Phrases
	<p>SSP.4.a. Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.</p>
R.6, NSH 3.F	SSP.5 Analyze Purpose and Point of View
	<p>SSP.5.a. Identify aspects of a historical document that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)</p> <p>SSP.5.b. Identify instances of bias or propagandizing.</p> <p>SSP.5.c. Analyze how a historical context shapes an author's point of view.</p>

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	SSP.5.d. Evaluate the credibility of an author in historical and contemporary political discourse.
R.9.1, R.7.1, R.7.2, Q7: 7.RP, 3.MD.3, S-ID.1, 8.SP.1, S-ID.6, S-ID.7, NSH 2	SSP.6 Integrate Content Presented in Different Ways
	SSP.6.a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
	SSP.6.b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.
	SSP.6.c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.
R.8, NSH 3.E	SSP.7 Evaluate Reasoning and Evidence
	SSP.7.a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document
	SSP.7.b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.
R.9, R.7	SSP.8 Analyze Relationships between Texts
	SSP.8.a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.
R.1, W.1, W.2, W.4, W.5, L.1, L.2, L.4	SSP.9 Write Analytic Response to Source Texts **
	SSP.9.a. Produce writing that develops the idea(s), claim(s) and/or argument(s) thoroughly and logically, with well-chosen examples, facts, or details from primary and secondary source documents.
	SSP.9.b. Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus.
	SSP.9.c. Write clearly and demonstrate sufficient command of standard English conventions.
Q7: 7.RP, 3.MD.3, S-ID.1, 8.SP.1, S-ID.6, S-ID.7	SSP.10 Read and Interpret Graphs, Charts and Other Data Representation
	SSP.10.a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).

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	<p>SSP.10.b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.</p> <p>SSP.10.c. Distinguish between correlation and causation.</p>
Q8: 6.SP.3, S-MD.2, 6.SP.2, 6.SP.5, S-ID.2, S-ID.3, S-ID.4, S-ID.9	SSP.11 Measure the Center of a Statistical Dataset
	<p>SSP.11.a. Calculate the mean, median, mode, and range of a dataset.</p>

*The GED® social studies practices are derived from the Common Core State Standards for ELA and Literacy (2010), Common Core State Standards for Mathematics (2010), National Curriculum Standards for Social Studies: A Framework for Teaching Learning, and Assessment (2010), and National Standards for History Revised Edition (1996).

**The Extended Response writing task will require test-takers to apply a range of Social Studies Practices; however, the practices under SSP.9 will be of primary importance in the writing task, and these practices will only be assessed through the writing task.

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Social Studies Standards – LCP B	
Civics and Government	
CG.1	Describe types of modern and historical governments that contributed to the development of American constitutional democracy. CG.1.a. direct democracy CG.1.b. representative democracy CG.1.c. parliamentary democracy CG.1.d. presidential democracy CG.1.e. monarchy and other types
CG.2	Describe the principles that have contributed to the development of American constitutional democracy. CG.2.a. natural rights philosophy CG.2.b. popular sovereignty and consent of the governed CG.2.c. constitutionalism CG.2.d. majority rule and minority rights CG.2.e. checks and balances CG.2.f. separation of powers CG.2.g. rule of law CG.2.h. individual rights CG.2.i. federalism
CG.3	Analyze the structure and design of United States Government. CG.3.a. Structure, powers, and authority of the federal executive, judicial, and legislative branches CG.3.b. Individual governmental positions (e.g., president, speaker of the house, cabinet secretary, etc.) CG.3.c. Major powers and responsibilities of the federal and state governments CG.3.d. Shared powers CG.3.e. Amendment process CG.3.f. Governmental Departments and Agencies
CG.4	Describe individual rights and civic responsibilities. CG.4.a. The Bill of Rights CG.4.b. Personal and civil liberties of citizens
CG.5	Describe political parties, campaigns, and elections in American politics. CG.5.a. Political parties CG.5.b. Interest groups CG.5.c. Political campaigns, elections and the electoral process

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CG.6	Define contemporary public policy
United States History	
USH.1	Explain the ideas and significance of key historical documents that have shaped American constitutional government. USH.1.a. Magna Carta USH.1.b. Mayflower Compact USH.1.c. Declaration of Independence USH.1.d. United States Constitution USH.1.e. Martin Luther King’s Letter from the Birmingham Jail USH.1.f. Landmark decisions of the United States Supreme Court and other Key documents)
USH.2	Describe the causes and consequences of the wars during the Revolutionary and Early Republic Periods. USH.2.a. Revolutionary War USH.2.b. War of 1812 USH.2.c. George Washington USH.2.d. Thomas Jefferson USH.2.e. Articles of Confederation USH.2.f. Manifest Destiny USH.2.g. U.S. Indian Policy
USH.3	Examine causes and consequences of the Civil War and Reconstruction and its effects on the American people. USH.3.a. Slavery USH.3.b. Sectionalism USH.3.c. Civil War Amendments USH.3.d. Reconstruction policies
USH.4	Identify the expansion of civil rights by examining the principles contained in primary documents and events. USH.4.a. Jim Crow laws USH.4.b. Women’s suffrage USH.4.c. Civil Rights Movement USH.4.d. Plessy vs. Ferguson and Brown vs. Board of Education USH.4.e. Warren court decisions
USH.5	Describe the impact of European settlement on population of the America’s.
USH.6	Explain the significant causes, events, figures, and consequences of World Wars I & II. USH.6.a. Alliance system USH.6.b. Imperialism, nationalism, and militarism USH.6.c. Russian Revolution USH.6.d. Woodrow Wilson

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	USH.6.e. Treaty of Versailles and League of Nations USH.6.f. Neutrality Acts USH.6.g. Isolationism USH.6.h. Allied and Axis Powers USH.6.i. Fascism, Nazism, and totalitarianism USH.6.j. The Holocaust USH.6.k. Japanese-American internment USH.6.l. Decolonization USH.6.m. GI Bill
USH.7	Describe the significant events and people from the Cold War era. USH.7.a Communism and capitalism USH.7.b. NATO and the Warsaw Pact USH.7.c. U.S. maturation as an international power USH.7.d. Division of Germany, Berlin Blockade and Airlift USH.7.e. Truman Doctrine USH.7.f. Marshall Plan USH.7.g. Lyndon B. Johnson and The Great Society USH.7.h. Richard Nixon and the Watergate scandal USH.7.i. Collapse of U.S.S.R. and democratization of Eastern Europe
USH.8	Analyze the impact of the September 11, 2001 attacks on the United States foreign policy.

Economics	
E.1	Describe key economic events that have shaped American government and policies.
E.2	Explain the relationship between political and economic freedoms
E.3	Describe common economic terms and concepts. E.3.a Markets E.3.b. Incentives E.3.c. Monopoly and competition E.3.d. Labor and capital E.3.e. Opportunity cost E.3.f. Profit E.3.g. Entrepreneurship E.3.h. Comparative advantage E.3.i. Specialization E.3.j. Productivity E.3.k. interdependence
E.4	Describe the principles of Microeconomics and Macroeconomics. E.4.a. Supply, demand and price E.4.b. Individual choice E.4.c. Institutions

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	E.4.d. Fiscal and monetary policy E.4.e. Regulation and costs of government policies E.4.f. Investment E.4.g. Government and market failures E.4.h. Inflation and deflation E.4.i. Gross domestic product (GDP) E.4.j. Unemployment E.4.k. Tariffs
E.5	Describe consumer economics E.5.a. Types of credit E.5.b. Savings and banking E.5.c. Consumer credit laws
E.6	Examine the economic causes and impact on wars.
E.7	Describe the economic drivers of exploration and colonization in the Americas.
E.8	Explain the relationship between the Scientific and Industrial Revolutions.

Geography	
G.1	Describe how geography affected the development of classical civilizations.
G.2	Describe the relationships between the environment and societal development. G.2.a. Nationhood and statehood G.2.b. Sustainability G.2.c. Technology G.2.d. Natural resources G.2.e. Human changes to the environment
G.3	Describe the concept of borders between peoples and nations. G.3.a. Concepts of region and place G.3.b. Natural and cultural diversity G.3.c. Geographic tools and skills
G.4	Describe the forms of human migration. G.4.a. Immigration, emigration and Diaspora G.4.b. Culture, cultural diffusion and assimilation G.4.c. Population trends and issues G.4.d. Rural and urban settlement

Notes:

- Information on the GED® tests is based on the *Assessment Guide for Educators*, GED® Testing Service.
- Proposed Program, Course and CIP Numbers are subject to State Board Rule approval of 2013-2014 Course Code Directory and Curriculum Frameworks