

CCR Standards and Social Studies in GED® Classes

What's assessed and the types and layout of questions

Factors that influence instruction

- 2014 GED® Social Studies Assessment targets (what students need to know and be able to do to pass the test)
<http://www.gedtestingservice.com/uploads/files/d8bef199afb6e69eda035cb4643cf9d2.pdf>
- 2013 College and Career Readiness Standards (ELA/Literacy)
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- C3 (College, Career, Civic Life) Framework (2010) <http://www.socialstudies.org/c3>
- National Curriculum Standards for Social Studies & National Standards for History (2010)
- Common Core State Standards for ELA & Literacy (2010)
<http://www.corestandards.org/ELA-Literacy/>

Shifts / Advances

- ELA/Literacy/Reading Standards Advances
 - Complexity
 - Evidence
 - Knowledge/informational reading
- Social Studies Standards Advances
 - Interdisciplinary
 - Inquiry
 - Questioning
 - Informed action

Depth of Knowledge

- Level 1: Recall of information
 - Recall, recognize, identify people/places, identify information from maps/charts/tables
 - Who, what, when, where
- Level 2: Basic reasoning
 - Cause/effect, explain why, points of view, categorize, summarize, fact/opinion, compare/contrast, examples/non-examples
- Level 3: Complex reasoning
 - Generalize, connect ideas, make & support inferences, draw conclusions, analyze, propose solutions, similarities & differences
- Level 4: Extended reasoning

What is the DOK level?

- Explain how the U.S. government uses monetary policy to control inflation.
- How did the entry of the U.S. into World War II impact the economy?
- How will an El Nino pattern impact the United States?
- Who were the “founding fathers”?
- What is a renewable resource?

Primary source documents

- Artifacts, documents or other information created by someone with direct knowledge of an issue or in the time period being studied (GED Testing Service, 2010. Assessment Guide for Educators, 2.39)
- Essential part of the assessment
- Require close reading skills due to text complexity
- Since students will see primary sources on the GED, they need scaffolded instructional experiences to develop strategies to evaluate documents and respond to questions

Let's read a primary source

- The Gettysburg Address, Abraham Lincoln (1863)
<http://teachingamericanhistory.org/library/document/gettysburg-address/>
- What is the background?
- What are the Tier 2 and Tier 3 vocabulary words?
- What is the level of text complexity?
- What help would students need in translating, paraphrasing or summarizing?

GED® Assessment Guide for Educators

- Your one stop shop for references
 - Overview
 - Item types
 - Item layouts
 - Item samplers
 - DOK
 - Assessment Targets for all content areas
 - Scoring and reporting information

<http://www.gedtestingservice.com/uploads/files/8c13f2e71e85447c9c4caff12b4cf943.pdf>

Civics and Government

- 50% and provides topic for extended response
- Types of modern and historical governments*
- Principles that contributed to American Constitutional Democracy*
 - Popular sovereignty, checks and balances, federalism, individual rights
- Structure and design of US government*
- Individual rights and civic responsibilities*
- Political parties, campaigns and elections^

*Development of Modern Liberties & Democracy

^Dynamic Responses in Societal Systems

How to make government come alive

- Voter registration <http://www.dmv.org/ct-connecticut/voter-registration.php>
- Mock election <http://wiumpe.com/> (Western Illinois University)
- Constitutional Law debates
<http://constitutioncenter.org/experience/programs-initiatives/constitutional-spotlight-series/>

United States History

- 20% of items
- Key historical documents*
- Revolutionary and early republic*
- Civil war and Reconstruction*
- Civil rights*
- World Wars I & II^
- The Cold War^
- American foreign policy since 9/11^

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Compacting Information

- Consider this format for teaching United States History:
- https://www.youtube.com/watch?v=dsH7Z_4osos
- Do you think the producer of the video got the highlights right?
- How can you use images, music and narration of primary sources to teach an overview course?

Economics

- 15% of test content
- Fundamental Economic Concepts^
 - Markets, labor, capital, specialization, opportunity cost, comparative advantage
- Micro and Macroeconomics^
 - supply & demand, fiscal & monetary policy, investment, inflation, GDP
- Consumer economics^
 - Credit and banking
- Economics as cause of conflicts*
 - Imperialism, industrial revolution

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^Dynamic Responses in Societal Systems

How can games/simulations like these help students master economic concepts?

- Council for Economic Education: A Market in Wheat (supply & demand)
http://www.councilforeconed.org/lesson-resources/lessons/sample-lessons/Econ_in_Action_Lesson_7.pdf
- SIMFA: stock market game <http://www.stockmarketgame.org/>
- National Credit Union Foundation: Financial Reality Fairs
<https://www.ncuf.coop/how-we-help/real-solutions/experiential/reality-fairs.cmsx>

Geography

- 15% of test content
- Development of classical civilizations*
- Relationship between society and environment^
 - Nationhood, technology, natural resources, human impact
- Borders between peoples and nations^
 - Region and place, cultural diversity, geographic tools
- Human migration^
 - Immigration, rural & urban, population trends

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What are some relevant Geography issues?

- Overpopulation <http://www.conserve-energy-future.com/causes-effects-solutions-of-overpopulation.php>
- Climate Change <http://climate.nasa.gov/>
- Immigration <http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>

That's a lot of content!!

- How to pull it all together
- Focusing themes
 - Development of Modern Liberties and Democracy
 - Dynamic Responses in Societal Systems
- Social Studies Practices and High Impact Indicators

Focusing themes

- Designed to represent a wide range of important concepts and ideas
- Focus on a distinct sub-set of ideas within each content topic
- Development of Modern Liberties and Democracy
 - How we got to current views about democracy and rights
 - Forces and thinkers that shape our values
- Dynamic Responses in Societal Systems
 - Systems, structures and policies
 - Influence of geography, natural events, governmental policy, change

Focusing Themes sort

Types of modern & historical government

Relationship between political & economic freedoms

Consumer economics

Political parties, campaigns, elections

Key historical documents

Structure & design of government

Human migration

The Cold War

The Civil Rights Movement

Individual rights & responsibilities

Fundamental economic concepts

The Practices (High Impact Indicators)

^^^also in RLA test

-
- Determining central ideas, hypotheses, conclusion^^^
 - Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.
 - Describe people, places, environments, processes, and events, and the connections between and among them.
 - Analyzing events and ideas^^^
 - Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas
 - Analyzing purpose and point of view^^^
 - Analyze how a historical context shapes an author's point of view.
 - Analyzing relationships between texts^^^
 - Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

SSP.5: Analyzing Purpose & Point of View

How could you craft an activity/task/discussion to understand point of view?

- Declaration of Independence (Loyalist versus Patriot)
- Westward Expansion (Native American/Mexican versus settlers)
- Civil Rights Movement (Jim Crow segregationist versus African-Americans)
- 21st Century Immigration Policy (open versus secure borders)
- 2nd Amendment (rights versus control)

SSP.8: Analyzing Relationships Between Texts

- Look at these two articles about climate change. Where are there agreements and discrepancies?
 - “America Has Been Duped on Climate Change” *Washington Post*, 1/6/2016
<https://www.washingtonpost.com/news/in-theory/wp/2016/01/06/america-has-been-lied-to-about-climate-change/>
 - “Why Some Conservatives Can’t Accept Climate Change.” *Huffington Post*, 11/23/2015
http://www.huffingtonpost.com/entry/climate-change-denial-psychology_56438664e4b045bf3ded5ca5

The other Practices

^^^also in RLA test
###also in Math test

-
- Drawing conclusions and making inferences^^^
 - Interpreting meaning of symbols, words or phrases
 - Integrating content presented in different ways
 - Evaluating reasoning and evidence^^^
 - Writing an analytic response to source texts^^^
 - Reading and interpreting graphs, charts and other data representations###
 - Measuring the center of a statistical set###

SSP.4: Interpreting Meaning of Symbols, Words, Phrases

- In each of these primary sources, analyze and interpret the phrases and imagery used by the speaker:
 - “The only thing we have to fear is fear itself.” F.D. Roosevelt
https://www.youtube.com/watch?v=6EuAZsz_z_U
 - “We choose to go to the moon not because it is easy but because it is hard.” J.F. Kennedy
<https://www.youtube.com/watch?v=3nWfT2UDkIg>
 - “Mr. Gorbachev, tear down this wall.” R. Reagan
<https://www.youtube.com/watch?v=YtYdjbpBk6A>

SSP.6: Integrating Content Presented in Different Ways

- How do these different formats contribute to your knowledge of Westward Expansion?
 - Map of Louisiana Purchase
<http://www.worldatlas.com/aatlas/infopage/louisianapurchaset.htm>
 - Art depicting the Lewis & Clark Expedition
<https://franceshunter.wordpress.com/2009/12/09/charlie-russells-lewis-clark-art/>
 - An audio clip of reading from the journals of Lewis & Clark

Bang for your buck

- Test items always align a practice with content
- With so much content to choose from, limited class time is well spent equipping students with skills and strategies (practices) that will be used across all content
- Half of the test items will have a textual or graphic stimulus to inform two or three items (GED Testing Service, 2010. Assessment Guide for Educators, 2.40)

Instructional implications

- Instruction needs to be more than read the content and answer questions.
- Look for opportunities for inquiry: open-ended questions with multiple possible answers.
- Set up learning stations to help cover more content and have students share what they learned.

A few parting hints

- Spend some time on the Social Studies Practices in each lesson.
- Use the content to provide a context.
- Model and scaffold to build student confidence and skills so that each student is equipped with strategies to tackle a question even if their content knowledge is weak.
- Use Social Studies (or Science) content regularly when teaching Reading objectives.

Questions?

- I will respond to any of the questions that were entered into the chat box feature during the presentation

- Please take an evaluation survey on this presentation:

<https://www.surveymonkey.com/r/ECAAdultEd1516>