

**Florida Department of Education
Adult General Education
Curriculum Frameworks**

GED® SOCIAL STUDIES	
Program Title	GED® Preparation Program
Program Number	9900130
Program Length	Varies
Course Title	GED® Social Studies
Course Number	9900132
CIP Number	1532.020207
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Recommended Length	Varies (See Program Structure)

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 State of Florida High School Diploma via passage of the four GED® subject area tests, 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.

PLACEMENTS

Students who have taken and passed the Reasoning through Language Arts GED® subtest but have not yet taken and passed either the science or social studies subtests should be tested on an approved assessment and demonstrate a level 5 or higher on Reading in order to take GED® Preparation courses in either of these subject areas. Students who have passed the Social Studies and or Science test(s), but not passed the RLA test, should also be tested on a state approved assessment and placed appropriately in either ABE Reading or GED® RLA Preparation courses.

THE GED® ASSESSMENT

Information on the GED® 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 https://ged.com/educators_admins/teaching/teaching_resources/. 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. Each item on the Social Studies Test will be aligned to one social studies practice and one content topic/subtopic.

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Instruction on Social Studies 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. 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 contributed to development of American constitutional democracy 3. Structure and design of United States Government 4. Individual rights and civic responsibilities	1. Key historical documents that have shaped American constitutional government 2. Revolutionary and Early Republic Periods 3. Civil War & Reconstruction 4. Civil Rights Movement	1. Key economic events that have shaped American government and policies 2. Relationship between political and economic freedoms	1. Development of classical civilizations
II. Dynamic Responses in Societal Systems	e. Political parties, campaigns, and elections in American politics	5. European population of the Americas 6. World War I & II	3. Fundamental economic concepts 4. Microeconomics & macroeconomics	2. Relationships between the environment and societal

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	6. Contemporary public policy	7. The Cold War 8. American foreign policy since 9/11	5. Consumer economics 6. Economic causes & impacts of wars 7. Economic drivers of exploration and colonization	development 3. Borders between peoples and nations 4. Human migration
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*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

The GED Testing Service® is using Webb’s Depth of Knowledge model to give test item development for the GED® 2014 assessment. Unlike the Bloom’s Taxonomy system that was used for the GED® Test Series, 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.

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 (V-Y) per test passed by the student. While the course length can vary, the recommended length for social studies is approximately 75 hours. **Students initial placement into the Social Studies GED® Preparation course should be based on a state approved assessment score at the 9th grade level or higher.**

Course Number	Course Title	Recommended Length*	LCP Level
9900132	GED® Prep Social Studies	Varies*	W

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

SPECIAL NOTES:

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Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in areas such 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.

Adult Education Instructor Certification Requirements

As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

Career and Adult Education Planning

The following career development standards are designed to be integrated into the GED® frameworks to assist students with career exploration and planning.

Standards

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

Digital Literacy (Technology)

Computer skills have become essential in today’s world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated in the GED® instruction.

Standards

- DL.GED.01 Develop basic keyboarding and numerical keypad skills.
- DL.GED.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
- DL.GED.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
- DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

Workforce Preparation Activities

The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

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The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group’s goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

Social Studies Practices
SSP.1 Draw Conclusions and Make Inferences
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.
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.
SSP.2 Determine Central Ideas, Hypotheses and Conclusions
SSP.2.a. Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.
SSP.2.b. Describe people, places, environments, processes, and events, and the connections between and among them.
SSP.3 Analyze Events and Ideas
SSP.3.a. Identify the chronological structure of a historical narrative and sequence steps in a process.

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<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>
<p>SSP.4 Interpret Meaning of Symbols, Words and Phrases</p>
<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>
<p>SSP.5 Analyze Purpose and Point of View</p>
<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> <p>SSP.5.d. Evaluate the credibility of an author in historical and contemporary political discourse.</p>
<p>SSP.6 Integrate Content Presented in Different Ways</p>
<p>SSP.6.a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>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.</p> <p>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.</p>
<p>SSP.7 Evaluate Reasoning and Evidence</p>
<p>SSP.7.a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document</p> <p>SSP.7.b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.</p>
<p>SSP.8 Analyze Relationships between Texts</p>
<p>SSP.8.a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p>
<p>SSP.9 Write Analytic Response to Source Texts **</p>
<p>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.</p> <p>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.</p> <p>SSP.9.c. Write clearly and demonstrate sufficient command of standard</p>

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English conventions.
SSP.10 Read and Interpret Graphs, Charts and Other Data Representation
<p>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).</p> <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>
SSP.11 Measure the Center of a Statistical Dataset
SSP.11.a. Calculate the mean, median, mode, and range of a dataset.

*The GED® social studies practices are derived from the Florida standards for social studies, 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.

Social Studies Standards	
Civics and Government	
CG.1	<p>Describe types of modern and historical governments that contributed to the development of American constitutional democracy.</p> <p>CG.1.a. direct democracy</p> <p>CG.1.b. representative democracy</p> <p>CG.1.c. parliamentary democracy</p> <p>CG.1.d. presidential democracy</p> <p>CG.1.e. monarchy and other types</p>
CG.2	<p>Describe the principles that have contributed to the development of American constitutional democracy.</p> <p>CG.2.a. natural rights philosophy</p> <p>CG.2.b. popular sovereignty and consent of the governed</p> <p>CG.2.c. constitutionalism</p> <p>CG.2.d. majority rule and minority rights</p> <p>CG.2.e. checks and balances</p> <p>CG.2.f. separation of powers</p> <p>CG.2.g. rule of law</p> <p>CG.2.h. individual rights</p> <p>CG.2.i. federalism</p>
CG.3	<p>Analyze the structure and design of United States Government.</p> <p>CG.3.a. Structure, powers, and authority of the federal executive, judicial, and</p>

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	<p>legislative branches</p> <p>CG.3.b. Individual governmental positions (e.g., president, speaker of the house, cabinet secretary, etc.)</p> <p>CG.3.c. Major powers and responsibilities of the federal and state governments</p> <p>CG.3.d. Shared powers</p> <p>CG.3.e. Amendment process</p> <p>CG.3.f. Governmental Departments and Agencies</p>
CG.4	<p>Describe individual rights and civic responsibilities.</p> <p>CG.4.a. The Bill of Rights</p> <p>CG.4.b. Personal and civil liberties of citizens</p>
CG.5	<p>Describe political parties, campaigns, and elections in American politics.</p> <p>CG.5.a. Political parties</p> <p>CG.5.b. Interest groups</p> <p>CG.5.c. Political campaigns, elections and the electoral process</p>
CG.6	<p>Define contemporary public policy</p>
<p>United States History</p>	
USH.1	<p>Explain the ideas and significance of key historical documents that have shaped American constitutional government.</p> <p>USH.1.a. Magna Carta</p> <p>USH.1.b. Mayflower Compact</p> <p>USH.1.c. Declaration of Independence</p> <p>USH.1.d. United States Constitution</p> <p>USH.1.e. Martin Luther King’s Letter from the Birmingham Jail</p> <p>USH.1.f. Landmark decisions of the United States Supreme Court and other Key documents)</p>
USH.2	<p>Describe the causes and consequences of the wars during the Revolutionary and Early Republic Periods.</p> <p>USH.2.a. Revolutionary War</p> <p>USH.2.b. War of 1812</p> <p>USH.2.c. George Washington</p> <p>USH.2.d. Thomas Jefferson</p> <p>USH.2.e. Articles of Confederation</p> <p>USH.2.f. Manifest Destiny</p> <p>USH.2.g. U.S. Indian Policy</p>
USH.3	<p>Examine causes and consequences of the Civil War and Reconstruction and its effects on the American people.</p> <p>USH.3.a. Slavery</p> <p>USH.3.b. Sectionalism</p> <p>USH.3.c. Civil War Amendments</p> <p>USH.3.d. Reconstruction policies</p>

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USH.4	<p>Identify the expansion of civil rights by examining the principles contained in primary documents and events.</p> <ul style="list-style-type: none"> 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	<p>Describe the impact of European settlement on population of the America’s.</p>
USH.6	<p>Explain the significant causes, events, figures, and consequences of World Wars I & II.</p> <ul style="list-style-type: none"> USH.6.a. Alliance system USH.6.b. Imperialism, nationalism, and militarism USH.6.c. Russian Revolution USH.6.d. Woodrow Wilson 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	<p>Describe the significant events and people from the Cold War era.</p> <ul style="list-style-type: none"> 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	<p>Analyze the impact of the September 11, 2001 attacks on the United States foreign policy.</p>

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	<p>Describe common economic terms and concepts.</p> <ul style="list-style-type: none"> E.3.a Markets E.3.b. Incentives

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	<p>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</p>
E.4	<p>Describe the principles of Microeconomics and Macroeconomics. E.4.a. Supply, demand and price E.4.b. Individual choice E.4.c. Institutions 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</p>
E.5	<p>Describe consumer economics E.5.a. Types of credit E.5.b. Savings and banking E.5.c. Consumer credit laws</p>
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	<p>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</p>
G.3	<p>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</p>
G.4	<p>Describe the forms of human migration. G.4.a. Immigration, emigration and Diaspora G.4.b. Culture, cultural diffusion and assimilation</p>

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	G.4.c. Population trends and issues G.4.d. Rural and urban settlement
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Notes:

- Information on the GED® test standards is based on the *Assessment Guide for Educators*, GED® Testing Service.