



## FOCUS ON 2014 GED® CONTENT: THE WORLD OF SOCIAL STUDIES



Presenters: Bonnie Goonen  
bv73008@aol.com

Susan Pittman  
skptvs@aol.com

## Session Objectives



- Review content and context of the 2014 GED® Social Studies Module



- Explore essential social studies practices



- Review the social studies writing samples



- Discuss beginning strategies for integrating social studies content and practices

## The 2014 GED® test will . . .



- Provide results leading to the award of a *high school equivalency credential*
- Provide *evidence of readiness* to enter *workforce training programs* or *postsecondary education*
- Provide actionable information about a candidate's *strengths and areas of developmental need*

GED® and GED Testing Service® are registered trademarks of the American Council on Education (ACE). They may not be used or reproduced without the express written permission of ACE or GED Testing Service. The GED® and GED Testing Service® brands are administered by GED Testing Service LLC under license from the American Council on Education.

## What will the 2014 GED® test look like?

Module	Testing Time
Reasoning Through Language Arts	150 minutes in 3 sections: [25 min + 45 min ER] + [10 min. break] + [70 min] ~51 items
Mathematics	90 minutes in 2 sections: [~12 min non-calc] + [~78 min] ~46 items
Science	90 minutes in 1 section ~34 items
Social Studies	90 minutes in 2 sections: [65 min + 25 min ER] ~35 items
Total Battery	~ 7 hours

## Today in History – A Timeline

<b>1860:</b>	Seven-year-old Grace Badet of Westfield, N.Y., wrote a letter to presidential candidate Abraham Lincoln, suggesting he could improve his appearance by growing a beard.
<b>1914:</b>	With the support of President Wilson, the Clayton Antitrust Act, which made it illegal for companies to buy competitors' stock, was passed.
<b>1917:</b>	Mata Hari, World War I spy, was executed by a firing squad in Vincennes, France.
<b>1951:</b>	Love Lucy, starring Lucille Ball and Desi Arnaz, had its television debut.
<b>1964:</b>	It was announced that Nikita Khrushchev was removed from his positions as premier and secretary of the Communist Party of the USSR.
<b>1966:</b>	The U.S. Department of Transportation was created.
<b>1989:</b>	Wayne Gretzky topped Gordie Howe's NHL scoring record.
<b>1991:</b>	Justice Thomas got a narrow (52-48) Senate confirmation of his nomination to the Supreme Court.
<b>1993:</b>	Nelson Mandela and F. W. de Klerk were awarded the Nobel Peace Prize for their work to end apartheid in South Africa.
<b>2003:</b>	China became the third country to launch a stuffed space mission.

"This Day in History – October 15" Infoplease. © 2000–2007 Pearson Education, publishing as Infoplease. <http://www.infoplease.com/dayinhistory>

## EXPLORING THE 2014 GED® TEST SOCIAL STUDIES MODULE

### CONTENT – PRACTICES - THEMES



## 2014 GED® Social Studies Module

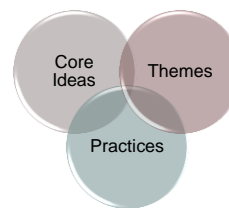
### Content Areas

- 50% - Civics and Government
- 20% - United States History
- 15% - Economics
- 15% - Geography and the World

### Item Types

- Extended Response
- Multiple choice
- Technology-Enhanced Items
  - Fill-in-the-blank
  - Hot-spot
  - Drag-and-drop
  - Drop-down

## Three Dimensions



- Content-based core ideas
- Social Studies practices
- Crosscutting themes

## What's *new* in Social Studies?

- Stronger focus on primary and secondary source documents
- Analyzing relationships between texts
- Writing analytic responses to source texts
- Reading and interpreting graphics
- Deeper understanding of concepts
- Items aligned to a social studies practice, a content area, and a theme



## 2014 GED® Social Studies\*\*

\*\*Based on CDT Standards and the National Standards for History



Analyze how two or more texts address similar themes or topics

Assess how point of view or purpose shapes content

Identify and evaluate the argument and specific claims

Determine central ideas or themes

Read closely, make logical inferences from text, cite specific textual evidence

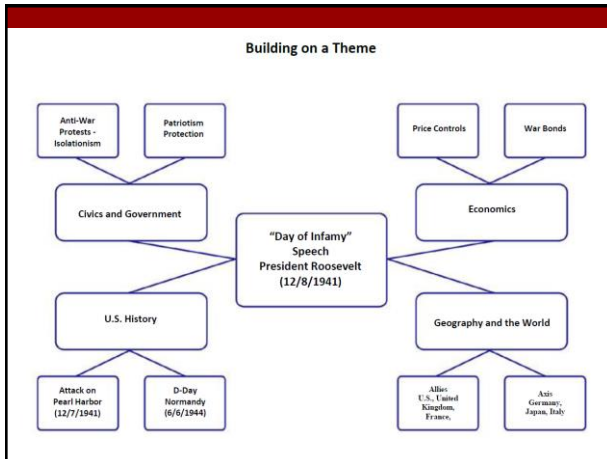
## Social Studies Themes

	Social Studies Example Topics			
	Civics & Gov't (50%)	US History (20%)	Economics (20%)	Geography & World (15%)
<b>Focusing Themes</b> <i>Development of Modern Liberties and Democracy</i>	<ul style="list-style-type: none"> <li>Types of modern and historical governments</li> <li>Structure and design of U.S. government</li> </ul>	<ul style="list-style-type: none"> <li>Key historical documents</li> <li>Civil War and Reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>Key economic events that shape American government and policies</li> </ul>	<ul style="list-style-type: none"> <li>Development of classical civilizations</li> </ul>
<i>Dynamic Responses in Societal Systems</i>	<ul style="list-style-type: none"> <li>Political parties, campaigns, and elections</li> <li>Contemporary public policy</li> </ul>	<ul style="list-style-type: none"> <li>World War I &amp; II</li> <li>Cold War</li> </ul>	<ul style="list-style-type: none"> <li>Fundamental economic concepts</li> <li>Economic causes and impacts of war</li> </ul>	<ul style="list-style-type: none"> <li>Borders between peoples and nations</li> <li>Human migration</li> </ul>

## Building on a Theme

"Day of Infamy" Speech  
December 8, 1941  
President Franklin D. Roosevelt





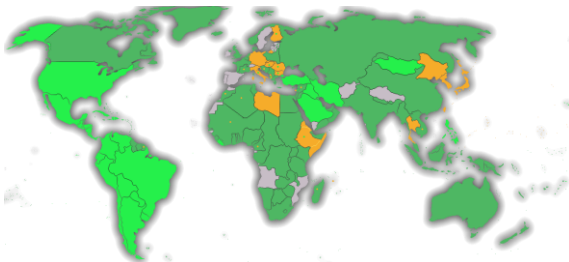
## Great Depression to High Employment

Table 3: Civilian Employment and Unemployment during World War II  
(Numbers in thousands)

		1940	1941	1942	1943	1944	1945
All Non-institutional Civilians		99,840	99,900	98,640	94,640	93,220	94,090
Civilian Labor Force	Total	55,640	55,910	56,410	55,540	54,630	53,860
	% of Population	55.7%	56%	57.2%	58.7%	58.6%	57.2%
Employed	Total	47,520	50,350	53,790	54,470	53,960	52,820
	% of Population	47.6%	50.4%	54.5%	57.6%	57.9%	56.1%
	% of Labor Force	85.4%	90.1%	95.3%	98.1%	98.8%	98.1%
Unemployed	Total	8,120	5,560	2,660	1,070	670	1,040
	% of Population	8.1%	5.6%	2.7%	1.1%	0.7%	1.1%
	% of Labor Force	14.6%	9.9%	4.7%	1.9%	1.2%	1.9%

Source: Bureau of Labor Statistics, "Employment status of the civilian noninstitutional population, 1940 to date." Available at <http://www.bls.gov/cps/cpsaat1.pdf>.

## Allies versus Axis



Green – Allied powers (before & after Pearl Harbor)  
Orange – Axis powers  
Grey – Neutral countries

## Changing Public Policy



## From Outrage to Determination



## Integrating Writing and Reading



## Multi-dimensional Scoring Rubric – It's Not Just About RLA

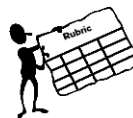
Candidate responses will be scored based on three dimensions:

- Trait 1: Creation of arguments and use of evidence
- Trait 2: Development of ideas and structure
- Trait 3: Clarity and command of standard English conventions



## Trait 1: Creation of Arguments and Use of Evidence

Score	Description
<b>Trait 1: Creation of Arguments and Use of Evidence</b>	
2	<ul style="list-style-type: none"> <li>• generates a text-based argument that demonstrates a clear understanding of the relationships among ideas, events, and figures as presented in the source text(s) and the historical contexts from which they are drawn</li> <li>• cites relevant and specific evidence from primary and secondary source text(s) that adequately supports an argument</li> <li>• is well-connected to both the prompt and the source text(s)</li> </ul>
1	<ul style="list-style-type: none"> <li>• generates an argument that demonstrates an understanding of the relationships among ideas, events, and figures as presented in the source text(s)</li> <li>• cites some evidence from primary and secondary source texts in support of an argument (may include a mix of relevant and irrelevant textual references)</li> <li>• is connected to both the prompt and the source text(s)</li> </ul>
0	<ul style="list-style-type: none"> <li>• may attempt to create an argument but demonstrates minimal or no understanding of the ideas, events and figures presented in the source texts or the contexts from which these texts are drawn</li> <li>• cites minimal or no evidence from the primary and secondary source texts; may or may not demonstrate an attempt to create an argument</li> <li>• lacks connection either to the prompt or the source text(s)</li> </ul>
<b>Non-scoring Responses (Score of 0 Condition Codes)</b> Response exclusively contains text copied from source text(s) or prompt Response demonstrates that the test-taker has read neither the prompt nor the source text(s) Response is incomprehensible Response is not in English Response has not been attempted (blank)	



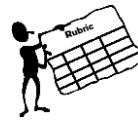
## Trait 2: Development of Ideas and Organizational Structure

Trait 2: Development of Ideas and Organizational Structure	
1	<ul style="list-style-type: none"> <li>Contains a sensible progression of ideas with understandable connections between details and main ideas</li> <li>Contains ideas that are developed and generally logical; multiple ideas are elaborated upon</li> <li>Demonstrates appropriate awareness of the task</li> </ul>
0	<ul style="list-style-type: none"> <li>Contains an unclear or no apparent progression of ideas</li> <li>Contains ideas that are insufficiently developed or illogical; just one idea is elaborated upon</li> <li>Demonstrates no awareness of the task</li> </ul>
<b>Non-scorable Responses (Score of 0/Condition Codes)</b> Response exclusively contains text copied from source text(s) or prompt Response demonstrates that the test-taker has read neither the prompt nor the source text(s) Response is incomprehensible Response is not in English Response has not been attempted (blank)	



## Trait 3: Clarity and Command of Standard English Conventions

Trait 3: Clarity and Command of Standard English Conventions	
1	<ul style="list-style-type: none"> <li>demonstrates adequate applications of conventions with specific regard to the following skills:               <ol style="list-style-type: none"> <li>1) frequently confused words and homonyms, including contractions</li> <li>2) subject-verb agreement</li> <li>3) pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and possessive case</li> <li>4) placement of modifiers and correct word order</li> <li>5) capitalization (e.g., proper nouns, titles, and beginnings of sentences)</li> <li>6) use of apostrophes with possessive nouns</li> <li>7) use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause expansions)</li> </ol> </li> <li>demonstrates largely correct sentence structure with variance from sentence to sentence, is generally fluent and clear with specific regard to the following skills:               <ol style="list-style-type: none"> <li>1) correct subordination, coordination and parallelism</li> <li>2) avoidance of wordiness and awkward sentence structures</li> <li>3) usage of transitional words, conjunctive adverbs and other words that support logic and clarity</li> <li>4) avoidance of run-on sentences, fused sentences, or sentence fragments</li> <li>5) standard usage at a level of formality appropriate for the demand, task setting</li> </ol> </li> <li>may contain some errors in mechanics and conventions, but they do not interfere with understanding</li> </ul>
0	<ul style="list-style-type: none"> <li>demonstrates minimal control of basic conventions with specific regard to skills 1–7 as listed in the first bullet under Trait 3, Score Point 1 above</li> <li>demonstrates consistently flawed sentence structure, minimal or no variance such that meaning may be obscured; demonstrates minimal control over skills 1–5 as listed in the second bullet under Trait 3, Score Point 1 above</li> <li>contains severe and frequent errors in mechanics and conventions that interfere with comprehension</li> <li>OR</li> <li>response is insufficient to demonstrate level of mastery over conventions and usage</li> </ul>
<b>Non-scorable Responses (Score of 0/Condition Codes)</b> Response exclusively contains text copied from source text(s) or prompt Response demonstrates that the test-taker has read neither the prompt nor the source text(s) Response is incomprehensible Response is not in English Response has not been attempted (blank)	



## Integrating Primary Sources



## What are primary sources?

Primary sources include:

- Official documents
- Letters, diaries, journals
- Photographs
- Newspapers, magazines, and other news sources

Primary sources can help students:

- engage with and relate to events of the past;
- develop critical thinking skills; and
- construct knowledge based on evidence.

## Four Reads for Primary Documents

- Reading for Origins and Context
- Reading for Meaning
- Reading for Argument
- Reading Like a Historian



## Integrating Timed Readings



## Let's Start with Reading

### Questions:

- Who is Susan B. Anthony?
- Why is she important in history?

<http://www.marshalladulthoodeducation.org/reading-skills-for-todays-adult>



## Integrating Close Reading



## Complexity

Shift 1 – Complexity: Regular practice with complex text and its academic language

- Complexity of text that students can read is the greatest predictor of success
- Gap between complexity of college and high school texts is huge (four grade levels)
- Too many students are reading at too low a level (less than 50% of graduates can read sufficiently complex texts)
- Focus needed on addressing academic vocabulary of students

## Features of Text Complexity

- Quantitative measures or readability formulas stand as proxies for semantic and syntactic complexity:
  - Word length
  - Word frequency/familiarity
  - Sentence length and text length
- Qualitative measures complement and sometimes correct quantitative measures:
  - Purpose(s)
  - Text structures
  - Language features
  - Knowledge demands



**Let's look at  
Lincoln's  
Gettysburg  
Address**

## Evidence

Shift 2 – Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational

- Priority placed on textual evidence based on national assessment data
- Focus is on students' ability to cite evidence from text in order to present
  - Careful analyses
  - Well-defended claims
  - Clear information

## Which are text-dependent questions?

1. What are the people who are assembled at Gettysburg there to do?
2. Have you ever been to a funeral? Compare your experience to that at Gettysburg.
3. What is the unfinished work that Lincoln asks those listening to commit themselves to at the end of the speech?
4. Lincoln says that the nation is dedicated to the proposition that "all men are created equal." Why is equality an important value to promote?
5. Did Lincoln think that the North was going to "pass the test" that the civil war posed?
6. Why did Lincoln give this speech? Why does Lincoln shift the focus of his speech from what he says is the purpose at the end of the second paragraph?
7. Explain the logical progression of Lincoln's argument.

## Knowledge

Shift 3 – Knowledge: Building knowledge through content-rich nonfiction

- Focus not limited to English language arts, but also literacy across the disciplines of
  - Science
  - Social studies
  - Technical subjects
- Focus shifts to nonfiction text that constitutes the majority of what people read in college and the workplace

## Knowledge – Why is reading non-fiction text important?

- Non-fiction makes up the vast majority of required reading in college/workplace.
- Informational text is harder for students to comprehend than narrative text.
- Males lag females in reading; however, research shows males prefer reading informational texts over stories.

## Follow-Up Activities

- Compare Lincoln's five drafts of the Gettysburg Address
- Compare reactions to the Gettysburg Address:
  - a Chicago Times editorial written shortly after Lincoln delivered his speech
  - a historical study of Lincoln's speech written some one hundred and thirty years after (Garry Wills)
- What words might one expect Lincoln to use that don't appear? (slavery/slave, North/South, soldier, blood)

### 5 Drafts 273 Words to a New America

Each draft was named for the person to whom it was presented.

John George  
*Nicolay*  
John Hay  
Edward Everett  
George Bancroft  
Colonel Alexander  
*Bliss*

#### Draft 1

We are met on a great **battle field** of that war. We have come to dedicate a portion of it, as a final resting place for those who **died here, that** the nation might live. **This we may, in all propriety do.**

#### Draft 2

We are met **here** on a great **battlefield** of that war. We have come to dedicate a portion of it as a final resting place for those who **here gave their lives that** that nation might live. **It is altogether fitting and proper that we should do this.**

## Recognizing Patterns of Organization for Nonfiction



## Types of Text Structure



- Description



- Sequence and Order



- Compare and Contrast



- Cause and Effect



- Problem and Solution

Effective readers use text structure to . . .

- Predict what is to be read
- Comprehend/understand text
- Observe the way the author has organized the text
- Look for key words and concepts
- Note the different headings and subheadings
- Notice and interpret graphics



Building Academic Vocabulary



Narrative Chains



Integrating Summarization



## Somebody-Wanted-But-So

Somebody	Wanted	But	So
Christopher Columbus	To sail to India to buy spices	He ran into the Caribbean Islands	He claimed the area for Spain.
Anne Frank	To hide from the Nazis	Someone turned her in	She died in a concentration camp.
Adolf Hitler	To control all of Europe	The Allies fought against him	He killed himself when Germany was defeated.
Thomas Edison	To invent the incandescent light bulb	His light bulb blackened (the Edison effect)	It later led to the electron tube, the basis of the electronics industry
British	?	?	?

## Integrating Visual Literacy



## QARs with Visuals



## Teaching Big Ideas through Graphics



## Where in the United States is...?

Geography – Interactive Map of the U.S.  
[http://www.sheppardsoftware.com/states\\_experiment\\_drag-drop\\_Intermed\\_State15s\\_500.html](http://www.sheppardsoftware.com/states_experiment_drag-drop_Intermed_State15s_500.html)



## Economics is Boring!

### Use Videos

<http://www.youtube.com/watch?v=e601moNCA7Q>

### Use the Online Resources

<http://www.minneapolisfed.org/index.cfm>



## A Few Strategies to Get Started

**strat-e-gy**  
 (strat-e-jee)  
 11 Plan of action  
 designed to achieve  
 a particular goal.

- Build students' close reading skills
- Connect social studies to everyday life
- Construct and interpret graphs, charts, tables, diagrams
- Use social studies texts to help students build their reading comprehension skills
- Work on students' writing skills by having them summarize the texts they read

# FloridaTechNet

A project of the Institute for the Professional Development of Adult Educators

Home About Us CHOICES DOE e-Library Handouts Training Calendar

## Upcoming Events

**ACE of Florida Conference**  
 September 30 - October 2, 2013  
 Orlando, Florida  
[Learn More >](#)

**San Antonio 2013**  
 October 13-15 (Tue-Thurs)  
 Grand Hyatt San Antonio, Texas  
NATIONAL CAREER PATHWAYS NETWORK CONFERENCE

### Explore!

Resources for College and Career Readiness

Click the arrow to open each resource

- > e-Book (Packing Your Suitcase for Re-Entry) Coming soon!
- > Florida Instructor's Handbook for GED® 2014
- > Math MOOC (username AND pw are lpdas)
- > Self-Assessment PD Diagnostic Tool
- > Student Career Pathways Flow Chart ([Read](#))

### Engage!

Stay Engaged with Online PD and Other Fun Resources

Click the arrow to open each resource

- > "Accountability in Florida" Podcasts
- > GED® 2014 Grab and Go Videos
- > Join in on Group Discussions
- > Online PD Training (Moodle Courses)
- > Recorded Webinars

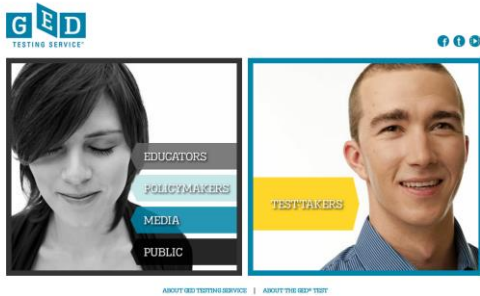
### Expand!

Expand Your Professional Learning Network

Click the arrow to open each resource

- > Education Week's Digital Directions
- > FlatechGirl's Twitter Feed
- > Join the UNCS Communities
- > National Activities from OVAE
- > Teaching Tech Daily News

www.GEDtestingservice.com



## Two Practice Products

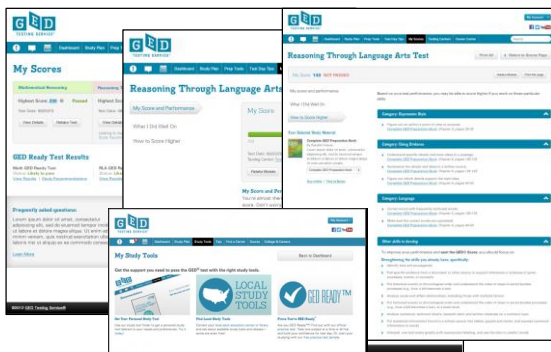
### Online Tutorial

- Focus on test content and testing experience
- See item types
- Practice on technology-enhanced items/tools
- Get feedback on right or wrong answers and why the answers are right or wrong

### GED READY™ The Official Practice Test

- Focus on readiness for GED® test
- Timed ½-length test
- Same user experience as the official test
- Generalized and focused feedback
- Same registration process and login as for GED® test

## MyGED™ - December 2013



**Thank you for being with us today!**

**Bonnie Goonen**  
**bv73008@aol.com**

**Susan Pittman**  
**skptvs@aol.com**

*The IPDAE project is supported with funds provided through the Adult and Family Literacy Act, Division of Career and Adult Education, Florida Department of Education.*