

**SWEETWATER UNION HIGH SCHOOL DISTRICT**  
**DIVISION OF ADULT EDUCATION**  
 High School Subjects

<u>VI</u>	<u>High School Equivalency Test Preparation</u> <u>–Social Studies</u>	<u>9085</u>
Level	2015	Code

**DURATION:** Approximately 60 hours

**GRADE LEVEL:** Ungraded Adult

**PREREQUISITES:** A recommended minimum seventh grade reading level or a minimum score of 560 on the TABE

**CREDIT:** None

**PROGRAM DESCRIPTION:**

This course reflects the secondary school curriculum standards in social studies and reviews the core academic courses of history, geography, civics and government, and economics. Students are required to read, process information, and problem solve. A special feature of the High School Equivalency Test Preparation course is its emphasis on critical thinking, study, and test-taking skills so that students are prepared to take standardized tests which require application of knowledge acquired in high school.

**STUDENT LEARNER OUTCOMES:**

- Students will establish personal, academic and/or workforce goals and demonstrate progress toward them
- Students will solve problems
- Students will communicate clearly and collaborate with others
- Students will use resources, including technology, to research, organize and communicate information

**GOALS:**

Through the principles and practice presented in this course, students will

- 1.0 Understand and use social studies information.
- 2.0 Develop reading and critical thinking skills in social studies.
- 3.0 Improve study skills.
- 4.0 Develop test-taking skills.

**OBJECTIVES:**

Students who successfully complete this course will be able to:

- 1.0 With respect to understanding and using social studies information,
  - 1.1 Assess the historical influences or the development of U.S. government traditions, ideas, and institutions.
  - 1.2 Interpret information from historical documents, i.e., excerpt from the

*U.S. Constitution.*

- 1.3 Compare global patterns of urban and rural development over time.
- 1.4 Explain the effect of economic decisions on the achievement of economic goals: goods and services, production, marketing, and use.
- 1.5 Analyze the role of competition in a free-market economy.
- 1.6 Discuss the purposes, organization and operation of the U.S. government.
- 1.7 Examine the role of citizens in the running of the country.
- 1.8 Predict possible worldwide effects of decisions made by individuals communities, and nations.
- 1.9 Relate information from practical documents to other text.
- 1.10 Evaluate relationships between the locations of human activities and the environment.
- 1.11 Evaluate influences of individuals and culture on and from the natural environment
- 1.12 Locate continents, oceans, biomes, and major regions and population centers of the world and of the U.S. and apply this information to text.
- 2.0 With respect to developing reading and critical thinking skills in social studies,
  - 2.1 Read and process information from visuals: maps, graphs, diagrams, charts, tables, political cartoons, advertisements, photographs, and excerpts from practical documents such as manuals, forms, almanacs, atlases, web sites, and statistical reports.
  - 2.2 Use information from a variety of sources – graphic and prose - to reach conclusions, make comparisons, and predict outcomes about public policy issues, historical developments, and economic trends.
  - 2.3 Comprehend questions by recognizing a restatement, paraphrasing, or summary and by identifying what is implied in the text.
  - 2.4 Employ application skills by using information from one situation in a new context. Identify an illustration of a generalization, principle, or strategy and apply the appropriate abstraction to a new problem.
  - 2.5 Analyze text by breaking down information in order to draw a conclusion, make an inference, distinguish fact from opinion and conclusions from supporting detail, identify cause-and-effect relationships, and recognize unstated assumptions.

- 2.6 Assess the validity or accuracy of both written and graphic information, make judgments, draw conclusions, recognize faulty logic, detect bias, and identify values and beliefs.
  
- 3.0 With respect to improving study skills,
  - 3.1 Set a study schedule.
  - 3.2 Organize materials.
  - 3.3 Read regularly.
  - 3.4 Take notes.
  - 3.5 Make a list of unfamiliar words, look them up in the dictionary, and write down the meanings.
  
- 4.0 With respect to developing test-taking skills,
  - 4.1 Read directions carefully.
  - 4.2 Analyze test questions: read each question carefully to know what is being asked; read all answer options carefully to determine best answer.
  - 4.3 Recognize the requirements of the GED/HiSet Test: age limitations, required identification, costs, retake policies, time allotment, scoring.
  - 4.4 Prepare for taking actual test by using as many pre-tests/practice tests as are available.
  - 4.5 Control test anxiety through adequate preparation, positive thinking, and relaxation techniques.
  - 4.6 Plan for the physical requirements for test-taking, including adequate sleep, appropriate eating before the test, and arriving with adequate time to complete the necessary paperwork and avoid stress.

**INSTRUCTIONAL STRATEGIES AND TIMES:**

Teacher lecture and demonstration	25%
Individual work in textbooks or computer software	30%
Class discussions	10%
Teacher supervision of student practice	15%
Timed pre-testing testing	15%
Evaluation	05%

**EVALUATION:**

1. Satisfactory completion of assignments as evaluated by the instructor.
2. Satisfactory completion of teacher-made and/or standardized test as evaluated by the instructor.
3. Satisfactory progress and participation in classroom activities as evaluated by the instructor.

**CONDITIONS FOR REPETITION:**

Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course.

Approved:  
BOARD OF TRUSTEES  
August 27, 1987

Revised:  
May 20, 2002  
May 9, 2006  
November 20, 2014  
May 26, 2015  
October 26, 2015