



Correlation to the 2002 Series General Educational Development (GED) Tests

Correlation by:

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Overview of Correlation

On Common Ground addresses performance standards that are required by the 2002 Series GED Tests. The GED Tests require students to demonstrate critical thinking and problem-solving skills. These critical thinking skills include comprehension, application, analysis, synthesis, and evaluation. Each lesson in ***On Common Ground*** provides the teacher and student the opportunity to explore information beyond the basic comprehension level. ***On Common Ground*** has been developed in such a manner that it can assist students in building critical thinking skills that will help them on the GED Tests as well as in meeting the challenges of life in their roles as students, parents, workers, and members of the community.

This correlation list of GED competencies and cognitive skills is intended to assist teachers in identifying the content of each episode. Many of the competencies and skills are presented in all episodes, while others appear in one or several episodes. The correlations of ***On Common Ground*** to the GED Tests are based on the content of the videos and all activities in the accompanying Worktexts and the Teacher's Resource Books including all level three activities, extension activities, and the journal writing. Higher-order thinking skills are a major part of the GED Tests so questions should be formatted to cover application, analysis, synthesis, and evaluation.

The ***On Common Ground*** curriculum meets the content and cognitive skills required by the GED Social Studies and Language Arts, Reading Tests plus the critical thinking skills required on all of the GED Tests. In order to incorporate competencies in the areas of writing, science, and mathematics, it is recommended that the teacher incorporate supplementary activities that would cover these skills. An example would be the use of a survey to teach data analysis and basic statistics. Students could be surveyed on a specific issue in civics. The data could then be statistically analyzed for the mean, median, mode, and range and a chart or graphic could be created to display this information. The Casio fx-260 Scientific calculator could be used to calculate the information. To enhance writing skills, topics from each episode could be used to create effective essays – another skill required by the GED Tests. These types of activities could easily be incorporated into the ***On Common Ground*** curriculum and would teach additional cross-content skills.

The use of graphics in ***On Common Ground*** is extensive. However, it is recommended that teachers supplement the text through the use of the different types of graphic displays, such as photographs, editorial cartoons, bar, line, circle, and pictographs, diagrams, maps, charts, and tables in the areas of social studies, science, and mathematics. These graphics are easily located in newspapers that are used in conjunction with activities developed through the ***On Common Ground*** curriculum.

General Educational Development (GED) Objectives
Content and Cognitive Skill Overview - Social Studies Test

| Objective Number | Objective |
|---|---|
| Social Studies (SS) | |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economics. | |
| SS.1 | Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills |
| SS.2 | Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations. |
| SS.3 | Analyze social studies data and use that analysis to explore relationships among ideas. |
| SS.4 | Analyze and evaluate information for validity and make judgments based on that evaluation. |
| SS.5 | Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources. |
| SS.6 | Distinguish facts from opinions and recognize a writer's point of view in a historical account. |
| SS.7 | Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, and landmark Supreme Court cases. |
| SS.8 | Compare and contrast points of view and different interpretations of historical issues. |
| SS.9 | Understand, evaluate, and use practical documents dealing with such topics as taxes, voter registrations, contracts, credit, political communications, business transactions, and advertising. |
| SS.10 | Research and document the use of technology in the local community. |
| SS.11 | Assess local community data (i.e., demographics, natural resources, and geography and its effects on the local industry). |
| SS.12 | Identify barriers to education and employment and propose solutions. |
| SS.13 | Analyze the interrelationships of the employer and employee (i.e., legal and ethical rights and responsibilities in the workplace). |
| SS.14 | Comprehend, apply, analyze, and evaluate information on basic historic concepts, both nationally and globally, such as Conflicts and War, the Industrial Revolution, Global Culture, Early Civilizations. |
| SS.15 | Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations. |
| SS.16 | Comprehend, apply, analyze, and evaluate information on basic concepts of economics, such as the Free Enterprise System, Production, Consumers, Financial Institutions, Global Markets, and Foreign Trade. |
| SS.17 | Comprehend, apply, analyze, and evaluate information on basic concepts of geography including the World in Spatial Terms, Places, Regions, and Physical Systems, Environment and the Society, and Uses of Geography. |
| SS.18 | Recognize logical fallacies in arguments or conclusions. |
| SS.19 | Recognize the role of values, beliefs, and convictions in the decision-making process. |

GED Content and Skill Overview adapted from *Alignment of National and State Standards: A Report by the GED Testing Service* (1999). American Council on Education, GED Testing Service. Washington, DC and the *GED Item Writers' Manuals for Language Arts, Writing, Language Arts, Reading, Science, Social Studies and Math*. (updated 2001). GED Testing Service. Washington, DC.

General Educational Development (GED) Objectives
Content and Cognitive Skill Overview – Language Arts, Reading Test

| Objective Number | Objective |
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| Language Arts, Reading (LAR) | |
| Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | |
| LAR.1 | Identify the main idea and supporting details of a reading selection. |
| LAR.2 | Develop inferences and logical conclusions from reading passages including unstated assumptions. |
| LAR.3 | Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community documents. |
| LAR.4 | Critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas. |
| LAR.5 | Comprehend and analyze business documents such as readings from an employee handbook or contract/lease agreements. |
| LAR.6 | Compare and contrast information from reading passages. |
| LAR.7 | Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading. |
| LAR.8 | Identify the properties or conventions of different genres of literature. |
| LAR.9 | Analyze how literary works are constructed and become familiar with the terms and concepts of literary analysis including tone, point of view, style, and purpose of work. |
| LAR.10 | Synthesize background knowledge with textual information through using prior knowledge and experience in interpreting texts, comparing and contrasting texts, and identifying generic conventions of texts. |
| LAR.11 | Identify, analyze, and evaluate cause and effect relationships. |

GED Content and Skill Overview adapted from *Alignment of National and State Standards: A Report by the GED Testing Service* (1999). American Council on Education, GED Testing Service. Washington, DC and the *GED Item Writers' Manuals for Language Arts, Writing, Language Arts, Reading, Science, Social Studies and Math*. (updated 2001). GED Testing Service. Washington, DC.

General Educational Development (GED) Objectives
Content and Cognitive Skill Overview - Critical Thinking Skills

| Objective Number | Objective |
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| Critical Thinking Skills (CT) | |
| Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. | |
| CT.1 | Understand the meaning and intent of written and graphic-based material. |
| CT.2 | Use information and ideas in a new context and to solve problems. |
| CT.3 | Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences. |
| CT.4 | Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions. |
| CT.5 | Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations. |

GED Content and Skill Overview adapted from *Alignment of National and State Standards: A Report by the GED Testing Service* (1999). American Council on Education, GED Testing Service. Washington,

DC and the *GED Item Writers' Manuals for Language Arts, Writing, Language Arts, Reading, Science, Social Studies and Math*. (updated 2001). GED Testing Service. Washington, DC.

On Common Ground – Correlation to the 2002 Series GED Test

| Episode 1 – Domino Effect | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.6 Distinguish facts from opinions and recognize a writer's point of view in a historical account.</p> <p>SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, and landmark Supreme Court cases.</p> <p>SS.13 Analyze the inter-relationships of the employer and employee (i.e., legal and ethical rights and responsibilities in the workplace).</p> <p>SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations.</p> <p>SS.16 Comprehend, apply, analyze, and evaluate information on basic concepts of economics, such as the Free Enterprise System, Production, Consumers, Financial Institutions, Global Markets, and Foreign Trade.</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.3 Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community documents.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

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| <p>SS.17 Comprehend, apply, analyze, and evaluate information on basic concepts of geography including the World in Spatial Terms, Places, Regions, and Physical Systems, Environment and the Society, and Uses of Geography.</p> <p>SS.18 Recognize logical fallacies in arguments or conclusions.</p> <p>SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process.</p> | | |
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On Common Ground – Correlation to the 2002 Series GED Test

| Episode 2 – Like Taking Candy From a Baby | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, landmark Supreme Court cases.</p> <p>SS.8 Compare and contrast points of view and different interpretations of historical issues.</p> <p>SS.13 Analyze the inter-relationships of the employer and employee (i.e., legal and ethical rights and responsibilities in the workplace.</p> <p>SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations.</p> <p>SS.16 Comprehend, apply, analyze, and evaluate information on basic concepts of economics, such as the Free Enterprise System, Production, Consumers. Financial</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.3 Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community document.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.9 Analyze how literary works are constructed and become familiar with the terms and concepts of literary analysis including tone, point of view, style, and purpose of work.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

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| Institutions, Global Markets, and Foreign Trade. | | |
| SS.18 Recognize logical fallacies in arguments or conclusions. | | |
| SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process. | | |

On Common Ground – Correlation to the 2002 Series GED Test

| Episode 3 – For the Greater Good | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.6 Distinguish facts from opinions and recognize a writer's point of view in a historical account.</p> <p>SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, landmark Supreme Court cases.</p> <p>SS.9 Compare and contrast points of view and different interpretations of historical issues.</p> <p>SS.11 Assess local community data (i.e., demographics, natural resources, and geography and its effects on the local industry).</p> <p>SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations.</p> <p>SS.18 Recognize logical fallacies in arguments or conclusions.</p> <p>SS.19 Recognize the role of values.</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.3 Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community document.</p> <p>LAR.4 Critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.7 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading.</p> <p>LAR.10 Synthesize background knowledge with textual information through using prior knowledge and experience in interpreting texts, comparing and contrasting, texts, and identifying generic conventions of texts.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

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| beliefs, and convictions in the decision-making process. | | |
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On Common Ground – Correlation to the 2002 Series GED Test

| Episode 4 – Between a Rock and a Hard Place | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, landmark Supreme Court cases.</p> <p>SS.13 Analyze the inter-relationships of the employer and employee (i.e., legal and ethical rights and responsibilities in the workplace).</p> <p>SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations.</p> <p>SS.16 Comprehend, apply, analyze, and evaluate information on basic concepts of economics, such as the Free Enterprise System, Production, Consumers, Financial Institutions, Global Markets, and Foreign Trade</p> <p>SS.18 Recognize logical fallacies in arguments or conclusions.</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.3 Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community documents.</p> <p>LAR.4 Critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.7 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading.</p> <p>LAR.9 Analyze how literary works are constructed and become familiar with the terms and concepts of literary analysis including tone, point of view, style, and purpose of work.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

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| SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process. | | |
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On Common Ground – Correlation to the 2002 Series GED Test

| Episode 5 – Collision Course, Part 1 | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.6 Distinguish facts from opinions and recognize a writer's point of view in a historical account.</p> <p>SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U. S. Constitution, Federalist Papers, landmark Supreme Court cases.</p> <p>SS.8 Compare and contrast points of view and different interpretations of historical issues.</p> <p>SS.9 Understand, evaluate, and use practical documents dealing with such topics as taxes, voter registrations, contracts, credit, political communications, business transactions, and advertising.</p> <p>SS.11 Assess local community data (i.e., demographics, natural resources, and geography) and its effects on the local industry.</p> <p>SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.3 Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community documents.</p> <p>LAR.4 Critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.7 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading.</p> <p>LAR.9 Analyze how literary works are constructed and become familiar with the terms and concepts of literary analysis including tone, point of view, style, and purpose of work.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

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| <p>Democracy, and the Global Relationship of the U. S. to Other Nations.</p> <p>SS.16 Comprehend, apply, analyze, and evaluate information on basic concepts of economics, such as the Free Enterprise System, Production, Consumers, Financial Institutions, Global Markets, and Foreign Trade.</p> <p>SS.18 Recognize logical fallacies in arguments or conclusions.</p> <p>SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process.</p> | | |
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On Common Ground – Correlation to the 2002 Series GED Test

| Episode 6 – Collision Course, Part 2 | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.6 Distinguish facts from opinions and recognize a writer's point of view in a historical account.</p> <p>SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U. S. Constitution, Federalist Papers, landmark Supreme Court cases.</p> <p>SS.8 Compare and contrast points of view and different interpretations of historical issues.</p> <p>SS.9 Understand, evaluate, and use practical documents dealing with such topics as taxes, voter registrations, contracts, credit, political communications, business transactions, and advertising.</p> <p>SS.11 Assess local community data (i.e., demographics, natural resources, and geography) and its effects on the local industry.</p> <p>SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.3 Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community documents.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.7 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

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| <p>Other Nations.</p> <p>SS.16 Comprehend, apply, analyze, and evaluate information on basic concepts of economics, such as the Free Enterprise System, Production, Consumers, Financial Institutions, Global Markets, and Foreign Trade.</p> <p>SS.18 Recognize logical fallacies in arguments or conclusions.</p> <p>SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process.</p> | | |
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On Common Ground – Correlation to the 2002 Series GED Test

| Episode 7 – A Delicate Balance | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.6 Distinguish facts from opinions and recognize a writer's point of view in a historical account.</p> <p>SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, landmark Supreme Court cases.</p> <p>SS.8 Compare and contrast points of view and different interpretations of historical issues.</p> <p>SS.13 Analyze the interrelationships of the employer and employee (i.e., legal and ethical rights and responsibilities in the workplace).</p> <p>SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations.</p> <p>SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process.</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.3 Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community documents.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.7 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

On Common Ground – Correlation to the 2002 Series GED Test

| Episode 8 - Rules of the Game | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.6 Distinguish facts from opinions and recognize a writer's point of view in a historical account.</p> <p>SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, landmark Supreme Court cases.</p> <p>SS.8 Compare and contrast points of view and different interpretations of historical issues.</p> <p>SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations.</p> <p>SS.18 Recognize logical fallacies in arguments or conclusions.</p> <p>SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process.</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.4 Critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

On Common Ground – Correlation to the 2002 Series GED Test

| Episode 9 – Sticks and Stones, Part 1 | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills. | LAR.1 Identify the main idea and supporting details of a reading selection. | CT.1 Understand the meaning and intent of written and graphic-based material. |
| SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations. | LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions. | CT.2 Use information and ideas in a new context and to solve problems. |
| SS.3 Analyze social studies data and use that analysis to explore relationships among ideas. | LAR.3 Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community documents. | CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences. |
| SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation. | LAR.6 Compare and contrast information from reading passages. | CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions. |
| SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources. | LAR.11 Identify, analyze, and evaluate cause and effect relationships | CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations. |
| SS.6 Distinguish facts from opinions and recognize a writer's point of view in a historical account. | | |
| SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, landmark Supreme Court cases. | | |
| SS.8 Compare and contrast points of view and different interpretations of historical issues | | |
| SS.14 Comprehend, apply, analyze, and evaluate information on basic historic concepts, both nationally and globally, such as Conflicts and War, the Industrial Revolution, Global Culture, Early Civilizations. | | |
| SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations. | | |
| SS.19 Recognize the role of values. | | |

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| beliefs, and convictions in the decision-making process. | | |
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On Common Ground – Correlation to the 2002 Series GED Test

| Episode 10 – Sticks and Stones, Part 2 | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.6 Distinguish facts from opinions and recognize a writer's point of view in a historical account.</p> <p>SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, landmark Supreme Court cases.</p> <p>SS.8 Compare and contrast points of view and different interpretations of historical issues.</p> <p>SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations.</p> <p>SS.18 Recognize logical fallacies in arguments or conclusions.</p> <p>SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process.</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.3 Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community documents.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.10 Synthesize background knowledge with textual information through using prior knowledge and experience in interpreting texts, comparing and contrasting texts, and identifying generic conventions of texts.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

On Common Ground – Correlation to the 2002 Series GED Test

| Episode 11 – A House Divided | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, landmark Supreme Court cases.</p> <p>SS.8 Compare and contrast points of view and different interpretations of historical issues.</p> <p>SS.9 Understand, evaluate, and use practical documents dealing with such topics as taxes, voter registrations, contracts, credit, political communications, business transactions, and advertising.</p> <p>SS.12 Identify barriers to education and employment and propose solutions.</p> <p>SS.13 Analyze the interrelationships of the employer and employee (i.e., legal and ethical rights and responsibilities in the workplace).</p> <p>SS.14 Comprehend, apply, analyze, and evaluate information on basic historic concepts, both nationally and globally, such as Conflicts and War, the Industrial Revolution, Global Culture, Early Civilizations.</p> <p>SS.15 Comprehend, apply, analyze.</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.7 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading.</p> <p>LAR.10 Synthesize background knowledge with textual information through using prior knowledge and experience in interpreting texts, comparing and contrasting texts, and identifying generic conventions of texts.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

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| <p>and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations.</p> <p>SS.18 Recognize logical fallacies in arguments or conclusions.</p> <p>SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process.</p> | | |
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On Common Ground – Correlation to the 2002 Series GED Test

| Episode 12 – Fall from Grace, Part 1 | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.6 Distinguish facts from opinions and recognize a writer's point of view in a historical account.</p> <p>SS.8 Compare and contrast points of view and different interpretations of historical issues.</p> <p>SS.9 Understand, evaluate, and use practical documents dealing with such topics as taxes, voter registrations, contracts, credit, political communications, business transactions, and advertising.</p> <p>SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations.</p> <p>SS.18 Recognize logical fallacies in arguments or conclusions.</p> <p>SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process.</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.4 Critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.7 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading.</p> <p>LAR.10 Synthesize background knowledge with textual information through using prior knowledge and experience in interpreting texts, comparing and contrasting texts, and identifying generic conventions of texts.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

On Common Ground – Correlation to the 2002 Series GED Test

| Episode 13 – Fall from Grace, Part 2 | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills. | LAR.1 Identify the main idea and supporting details of a reading selection. | CT.1 Understand the meaning and intent of written and graphic-based material. |
| SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations. | LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions. | CT.2 Use information and ideas in a new context and to solve problems. |
| SS.3 Analyze social studies data and use that analysis to explore relationships among ideas. | LAR.4 Critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas. | CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences. |
| SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation. | LAR.6 Compare and contrast information from reading passages. | CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions. |
| SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources. | LAR.7 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading. | CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations. |
| SS.6 Distinguish facts from opinions and recognize a writer's point of view in a historical account. | LAR.8 Identify the properties or conventions of different genres of literature. | |
| SS.8 Compare and contrast points of view and different interpretations of historical issues. | LAR.9 Analyze how literary works are constructed and become familiar with the terms and concepts of literary analysis including tone, point of view, style, and purpose of work. | |
| SS.9 Understand, evaluate, and use practical documents dealing with such topics as taxes, voter registrations, contracts, credit, political communications, business transactions, and advertising. | LAR.10 Synthesize background knowledge with textual information through using prior knowledge and experience in interpreting texts, comparing and contrasting texts, and identifying generic conventions of texts. | |
| SS.11 Assess local community data (i.e., demographics, natural resources, and geography) and its effects on the local industry. | LAR.11 Identify, analyze, and evaluate cause and effect relationships. | |
| SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations. | | |
| SS.18 Recognize logical fallacies in arguments or conclusions. | | |

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| SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process. | | |
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On Common Ground – Correlation to the 2002 Series GED Test

| Episode 14 – Skin Deep | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| <p>SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills.</p> <p>SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations.</p> <p>SS.3 Analyze social studies data and use that analysis to explore relationships among ideas.</p> <p>SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation.</p> <p>SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources.</p> <p>SS.6 Distinguish facts from opinions and recognize a writer's point of view in a historical account.</p> <p>SS.8 Compare and contrast points of view and different interpretations of historical issues.</p> <p>SS.9 Understand, evaluate, and use practical documents dealing with such topics as taxes, voter registrations, contracts, credit, political communications, business transactions, and advertising.</p> <p>SS.10 Research and document the use of technology in the local community.</p> <p>SS.12 Identify barriers to education and employment and propose solutions.</p> <p>SS.13 Analyze the interrelationships of the employer and employee (i.e., legal and ethical rights and responsibilities in the workplace).</p> <p>SS.14 Comprehend, apply, analyze, and evaluate information on basic historic concepts, both nationally and globally, such as Conflicts and War, the Industrial Revolution, Global Culture, Early Civilizations.</p> <p>SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the</p> | <p>LAR.1 Identify the main idea and supporting details of a reading selection.</p> <p>LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions.</p> <p>LAR.3 Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community documents.</p> <p>LAR.5 Comprehend and analyze business documents such as readings from an employee handbook or contract/lease agreements.</p> <p>LAR.6 Compare and contrast information from reading passages.</p> <p>LAR.7 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading.</p> <p>LAR.10 Synthesize background knowledge with textual information through using prior knowledge and experience in interpreting texts, comparing and contrasting texts, and identifying generic conventions of texts.</p> <p>LAR.11 Identify, analyze, and evaluate cause and effect relationships.</p> | <p>CT.1 Understand the meaning and intent of written and graphic-based material.</p> <p>CT.2 Use information and ideas in a new context and to solve problems.</p> <p>CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences.</p> <p>CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions.</p> <p>CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations.</p> |

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| <p>Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations.</p> <p>SS.16 Comprehend, apply, analyze, and evaluate information on basic concepts of economics, such as the Free Enterprise System, Production, Consumers, Financial Institutions, Global Markets, and Foreign Trade.</p> <p>SS.17 Comprehend, apply, analyze, and evaluate information on basic concepts of geography including the World in Spatial Terms, Places, Regions, and Physical Systems, Environment and the Society, and Uses of Geography.</p> <p>SS.18 Recognize logical fallacies in arguments or conclusions.</p> <p>SS.19 Recognize the role of values, beliefs, and convictions in the decision-making process.</p> | | |
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On Common Ground – Correlation to the 2002 Series GED Test

| Episode 15 – Hidden Agenda | | |
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| Social Studies | Language Arts, Reading | Critical Thinking Skills |
| Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and World History, geography, civics, government, and economic. | Demonstrate and apply advanced reading skills, using selections in various literary genres including fiction, nonfiction, poetry, and drama literary forms as well as nonfiction prose and business documents. | Demonstrate the higher-order thinking and problem solving skills required in today's society, including application, analysis, synthesis, and evaluation. |
| SS.1 Interpret and apply social studies information through the use of advanced reading comprehension and visual processing skills. | LAR.1 Identify the main idea and supporting details of a reading selection. | CT.1 Understand the meaning and intent of written and graphic-based material. |
| SS.2 Apply general social studies knowledge to a wide range of situations including the application of ideas to new situations. | LAR.2 Develop inferences and logical conclusions from reading passages including unstated assumptions. | CT.2 Use information and ideas in a new context and to solve problems. |
| SS.3 Analyze social studies data and use that analysis to explore relationships among ideas. | LAR.3 Apply reading comprehension, interpretation, evaluation, and appreciation skills using a wide range of literature, art, nonfiction prose, and workplace and community documents. | CT.3 Break down information and explore relationship among ideas including identifying patterns, distinguishing fact from opinion, recognizing unstated meaning, identifying cause and effect relationships, and making inferences. |
| SS.4 Analyze and evaluate information for validity and make judgments based on that evaluation. | LAR.5 Comprehend and analyze business documents such as readings from an employee handbook or contract/lease agreements. | CT.4 Bring together pieces of information to create new ideas or thoughts, make generalizations, relate knowledge from a number of areas, and make predictions. |
| SS.5 Understand, interpret, analyze, evaluate, and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources. | LAR.6 Compare and contrast information from reading passages. | CT.5 Make judgments about the validity and reliability of information based on criteria that is either assumed or provided in written or graphic-based format in order to make choices, compare and contrast among ideas, and assess value of theories, evidence, and presentations. |
| SS.7 Determine the implications, effects, and the value of a historic document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, landmark Supreme Court cases. | LAR.7 Relate knowledge from several areas through synthesizing a piece of information from another source with the information from a provided reading. | |
| SS.8 Compare and contrast points of view and different interpretations of historical issues. | LAR.10 Synthesize background knowledge with textual information through using prior knowledge and experience in interpreting texts, comparing and contrasting texts, and identifying generic conventions of texts. | |
| SS.12 Identify barriers to education and employment and propose solutions. | LAR.11 Identify, analyze, and evaluate cause and effect relationships. | |
| SS.13 Analyze the interrelationships of the employer and employee (i.e., legal and ethical rights and responsibilities in the workplace). | | |
| SS.15 Comprehend, apply, analyze, and evaluate information on basic concepts of civics and government, such as the Foundations of the American Political System, the American Government, the Roles of Citizens in American Democracy, and the Global Relationship of the U. S. to Other Nations. | | |
| SS.18 Recognize logical fallacies in arguments or conclusions. | | |
| SS.19 Recognize the role of values. | | |

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| beliefs, and convictions in the decision-making process. | | |
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