



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Subject:</b>	PASS
<b>Course Number:</b>	504
<b>Descriptive Title:</b>	Social Studies
<b>Division:</b>	Library and Learning Resources
<b>Department:</b>	Pathways to Academic Success
<b>Course Disciplines:</b>	Social Science
<b>Catalog Description:</b>	This noncredit open entry/open exit course prepares students for the social studies portion of the General Education Development (GED) exam and the High School Equivalency Test (HiSET). It provides a review of U.S. history, global history, economics, civics and government, and geography using successful test-taking strategies and hands-on online testing practice for multiple-choice and extended response questions. Upon completion and demonstration of competence in the course, students may continue GED or HiSET preparation or advance to develop skills for the workplace and to prepare for future educational opportunities.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	2
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	4
<b>Total Course Hours:</b>	36
<b>Course Units:</b>	0
<b>Grading Method:</b>	Pass/No Pass/SP
<b>Credit Status:</b>	Non Credit
<b>Transfer CSU:</b>	No
<b>Effective Date:</b>	
<b>Transfer UC:</b>	No
<b>Effective Date:</b>	
<b>General Education ECC:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	

<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Basic Social Studies concepts</b></p> <p>Compare basic social studies concepts to answer a broad range of questions about U.S. history, world history, government, geography and economics.</p> <p><b>SLO #2 Source Interpretation</b></p> <p>Interpret political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts and tables from a variety of sources to answer multiple-choice and extended-response questions.</p> <p><b>SLO #3 Social Science Summarization</b></p> <p>Demonstrate ability to summarize social science information.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Explain major concepts of world and U.S. history.</li> <li>2. Apply concepts of world and U.S. history through the use of advanced reading comprehension and visual processing skills.</li> <li>3. Demonstrate and apply concepts of civics and government through the use of advanced reading comprehension and visual processing skills.</li> <li>4. Demonstrate and apply concepts of geography through the use of advanced reading comprehension and visual processing skills.</li> <li>5. Demonstrate and apply concepts of economics through the use of advanced reading comprehension and visual processing skills.</li> <li>6. Interpret and analyze graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts, and tables from a variety of sources and determine effects of presenting visual data in different ways.</li> <li>7. Defend the implications, effects, and the value of a historical document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, landmark Supreme Court cases, and significant historical political speeches.</li> <li>8. Use practical documents dealing with such topics as taxes, voter registrations, contracts, credit applications, political communications, business transactions, and advertising.</li> <li>9. Summarize ideas, make implications, and make inferences from a social studies selection.</li> <li>10. Describe historical context, distinguish fact from fiction, recognize unstated assumptions and logical fallacies, identify cause and effect relationships, compare and contrast points of view, and recognize information designed to persuade an audience in social studies selections.</li> <li>11. Relate generalizations, principles, or strategies in a social studies selection and apply the concepts to new situations.</li> </ol>
<b>Major Topics:</b>	<p><b>I. U.S. History (6 hours, lecture)</b></p> <p>A. European colonization of North America</p> <p>B. The American Revolution</p>

- C. Westward Expansion
- D. The Civil War and Reconstruction
- E. Industrialization: Western expansion and a new economy
- F. The Twentieth Century: United States and the World

**II. Global History (6 hours, lecture)**

- A. Ancient Empires of the World
- B. The Rise of Nations
- C. Global Expansion
- D. The Post-Cold War World

**III. Economics (6 hours, lecture)**

- A. The Foundation
- B. Economic Organization in the U.S.
- C. Role of U.S. Government in the Economy
- D. Consumer's Choice
- E. Labor
- F. World Trade and Finance

**IV. Civics and Government (6 hours, lecture)**

- A. Declaration of Independence and Constitution
- B. Types of Government: Modern Government
- C. Foundations of the U.S. Political System
- D. U.S. Politics and the World
- E. Role of the Citizen in American Democracy

**V. Geography (6 hours, lecture)**

- A. Places, regions and physical systems
- B. Resources: Sustainability and Infrastructure
- C. Environment and society

	D. Interpreting maps, graphics, and charts
	<b>VI. GED Practice Test (6 hours, lecture)</b>
	A. Multiple Choice
	B. Extended Response Questions
<b>Total Lecture Hours:</b>	36
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	36
<b>Primary Method of Evaluation:</b>	3) Skills demonstration
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Complete pages 6-10 in your textbook to identify map components.
<b>Critical Thinking Assignment 1:</b>	Analyze a political cartoon from a newspaper, a magazine, or online. List the objects or people you see in the cartoon. Identify objects that you think might be symbols and list what you think each symbol means. Afterward, answer the following questions:  a. Did the cartoonist exaggerate any of the objects or the physical features of a person or people in the cartoon? If yes, describe how.  b. What effect was the cartoonist trying to achieve by exaggerating these items?  c. What political event or idea is the cartoon referring to?  d. What conclusions can you draw about the cartoonist's opinion?
<b>Critical Thinking Assignment 2:</b>	The United States Constitution is a document that consists of seven articles and twenty-seven amendments and is the basis of American democracy. The purpose of the Constitution, as stated in its preamble, is "to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity."  In an extended response (essay), restate the intention of the Constitution. What, in different terms, is being said in that one phrase?
<b>Other Evaluation Methods:</b>	Completion, Embedded Questions, Essay Exams, Homework Problems, Matching Items, Multiple Choice, Objective Exam
<b>If Other:</b>	
<b>Instructional Methods:</b>	Discussion, Group Activities, Lecture, Multimedia presentations
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	Bowling, Matthew. <i>GED Study Guide: 2023-2024</i> . Mometrix, 2022.
<b>Alternative Textbooks:</b>	

<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite</b>	
<b>Category</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching skill(s): Bold the requisite skill(s), if applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s), if applicable</b>	
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Matthew Kline
<b>Date:</b>	04/14/2023
<b>Original Board Approval Date:</b>	12/18/2023 effective SP 2024