

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION 1

SUBJECT AREA AND COURSE NUMBER

HSEP 407

COURSE TITLE

HSEP FOR SOCIAL STUDIES

TYPE COURSE

NON-FEE

BASIC SKILLS

CATALOG COURSE DESCRIPTION

High school equivalency preparation (HSEP) for Social Studies is offered as an alternative instructional approach to the High School Diploma Program; and is designed to prepare students to pass a high school equivalency examination in social studies. (FT)

LECTURE/LABORATORY HOURS

90

ADVISORY

HSEP FOR READING 1

RECOMMENDED SKILL LEVEL

Grade level equivalent in reading of 8.0 or above

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.
3. Critical Thinking

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Develop understanding of the cognitive skills comprehension, application, analysis, and evaluation
2. Learn the major concepts within the following areas: U.S. history, world history, geography, civics and government, and economics
3. Learn to evaluate types of source materials such as: excerpts from narratives, editorials, speeches, articles, and historical documents
4. Learn to evaluate visual aids such as: maps, charts, diagrams, and political cartoons
5. Gain the knowledge and skills needed to pass an HSE social studies practice exam

COURSE OBJECTIVES

1. Analyze historical sources and recognize perspectives
2. Understand specific eras in U.S. and world history
3. Understand the role of the citizen in a democratic society, including rights and responsibilities, and informed participation
4. Recognize the structure and functions of different levels of government in the United States
5. Understand the purposes and characteristics of various governance systems, with particular emphasis on the U.S. government
6. Recognize fundamental economic concepts
7. Understand concepts and know terminology of physical and human geography
8. Use geographic concepts to analyze spatial phenomena and discuss economic, political, and social factors
9. Interpret maps and other visual and technological tools, and analyze case studies

COURSE CONTENT AND SCOPE

1. Cognitive Levels
 - 1.1. Comprehension, application, analysis, and evaluation
2. U.S. History
 - 2.1. Colonization, revolution and new nation
 - 2.2. Western expansion, Civil War, rise of industrialism

COURSE CONTENT AND SCOPE

- 2.3. Emerging world power: imperialism, World Wars I and II, the Great Depression, post-war U.S. (Cold War), contemporary U.S., enduring issues
- 3. World History
 - 3.1. Beginnings and early civilizations
 - 3.2. Age of Revolution
 - 3.3. Twentieth century to present
- 4. Geography
 - 4.1. World in spatial terms
 - 4.2. Places, regions, and physical systems
 - 4.3. Human systems, the environment and society
 - 4.4. Uses of geography
- 5. Civics and Government
 - 5.1. Civic life, politics, and government
 - 5.2. Foundations of the American political system
 - 5.3. American government
 - 5.4. Relationship of the U.S. to other nations
 - 5.5. Role of citizens in American democracy
- 6. Economics
 - 6.1. Economic reasoning and choice
 - 6.2. Comparison of modern economic systems
 - 6.3. Financial institutions
 - 6.4. Government's role in the economy
 - 6.5. Labor and the economy
 - 6.6. Global markets and foreign trade
- 7. Types of source materials
 - 7.1. Excerpts
 - 7.1.1. Narratives
 - 7.1.2. Editorials
 - 7.1.3. Speeches
 - 7.1.4. News articles
 - 7.1.5. Historical documents
 - 7.2. Visual aids
 - 7.2.1. Maps
 - 7.2.2. Graphs
 - 7.2.3. Charts
 - 7.2.4. Political cartoons
 - 7.2.5. Photographs
 - 7.2.6. Works of art

APPROPRIATE READINGS

Reading assignments may include, but are not limited to, assigned readings, textbooks, articles, and online resources regarding high school equivalencies. An example of an assignment would be analyzing a political cartoon and making inferences to answer test questions.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, critical note-taking as well as appropriate written practice and justification of inferences, based on a text or visual analyses.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, studying classroom topics, practicing test items, and using supplemental materials such as web based sites as appropriate.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, practicing critical thinking skills (analysis, synthesis, evaluation) to succeed on tests. An example of an appropriate assignment would be analyzing a historical event and making inferences as to outcomes or motives underlining the event.

EVALUATION

1. Pre-and post-tests
2. Informal evaluation based upon observation
3. Official HSE practice tests (current version) proctored by the course instructor, or designee; or documented proof of a passing score obtained on an official HSE exam.

Upon successful completion of the course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Lectures are supplemented with individualized instruction, class discussion, small group work and a variety of practice, including online materials, and field trips.

This course, or sections of the course, may be offered through distance education.

TEXT AND SUPPLIES

Official Guide to the HiSet® Exam, Educational Testing Service, McGraw-Hill
Education, current edition
Contemporary GED series, McGraw Hill, current edition
GED Skills Books, Steck-Vaughn, current edition
GED 21st Century, Steck-Vaughn, current edition

PREPARED BY Natalie Lindenberg DATE _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog