



# Pace Learning Systems

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## **CORRELATION**

**2014 GED to**

**Pace Learning Systems'**

**Accelerated Learning Lab**

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**Pace Learning Systems/GED 2014 Correlation, Key:**

GED 2014® Assessment Targets:

Reading	R
Language	L
Writing	W
Quantitative Problem Solving	Q
Algebraic Problem Solving	A
Science (Life, Physical, Earth & Space)	L, P, ES
Social Studies (Civics and Government, History, Economics, Geography)	CG, USH, E, G

Pace Learning Systems Subject Areas:

Reading	R
Language	L
Writing	W
Writing Clusters	WC
Spelling	Sp
Basic Math	BM
Advanced Math	AM
Science	Sc
Social Studies	SS

Assessment Target	PLS Prescription
<b>Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas. CC Connection: R.2<sup>1</sup></b>	Reading System (R) <sup>2</sup>
R.2.1. Comprehend explicit details and main ideas in text.	<b>R221, R222, R223</b>
R.2.2. Summarize details and ideas in text.	<b>R201, R202</b>
R.2.3. Make sentence level inferences about details that support main ideas.	<b>R221, R222, R223</b>
R.2.4. Infer implied main ideas in paragraphs/whole texts.	<b>R222, R223</b>
R.2.5. Determine which detail(s) support(s) a main idea.	<b>R221, R222, R223</b>
R.2.6. Identify a theme, or identify which element(s) in a text support a theme.	<b>R600, R610, R625, R630</b>
R.2.7. Make evidence based generalizations or hypotheses based on details, including clarifications, extensions, or applications of main ideas to new situations.	<b>R201, R202, R223, R230 R241, R242</b>
R.2.8. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.	<b>R223, R230</b>

<sup>1</sup> See Common Core State Standards at [www.corestandards.org](http://www.corestandards.org) for more information on CCSS connections.

<sup>2</sup> All lessons referenced in this correlation are from self-contained subject areas in the Accelerated Learning Lab Curriculum. References include all subject areas: Reading, Language, Spelling, Writing, Basic Math, Advanced Math, Science and Social Studies.

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Assessment Target	PLS Prescription
<p><b>Analyze how individuals, events, and ideas develop and interact over the course of a text.</b> CC Connection: <b>R.3</b></p>	<p>Reading (<b>R</b>), Writing (<b>W</b>)</p>
<p>R.3.1. Order sequences of events in texts.</p> <p>R.3.2. Make inferences about plot/sequence of events, characters/people settings, or ideas in texts.</p> <p>R.3.3. Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.</p> <p>R.3.4. Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship.)</p> <p>R.3.5. Analyze the roles that details play in complex literary or informational texts.</p>	<p><b>R210</b></p> <p><b>R210, R260, R600, R610, R615</b></p> <p><b>R600, R610, R615, R630</b></p> <p><b>R130, R201, R202, R230, R241, R242</b></p> <p><b>R201, R202, R222, R223, R260, R460, R470, R620, R625, W230, W240</b></p>
<p><b>Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific words choices shape meaning or tone.</b> CC Connection: <b>R.4</b></p>	
<p>R.4.1/L.4.1 Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p>R.4.2/L.4.2 Analyze how meaning or tone is affected when one word is replaced with another.</p> <p>R.4.3/L.4.3 Analyze the impact of specific words, phrases, or figurative language in a text, with a focus on an author's internet to convey information or construct an argument.</p>	<p><b>R120, R125, R130, R605</b></p> <p><b>R260, R605, R610, R620, W420</b></p> <p><b>R120, R251, R252, R260, R605, R610, R620, W230, W240, W420</b></p>

Assessment Target	PLS Prescription
<p><b>Analyze the structure of texts, including how specific sentences/paragraphs relate to each other and the whole.</b> CC Connection: <b>R.5</b></p>	<p>Reading (R), Language (L)</p>
<p>R.5.1 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>R.5.2 Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another.)</p> <p>R.5.3 Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasizes key ideas, or supports an author's purpose.</p> <p>R.5.4 Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p>	<p><b>R201, R202, R223, R130, L300, L310</b></p> <p><b>R201, R202, R223, L310, L320, W520, W530</b></p> <p><b>R260, R620, L310, L320, W240</b></p> <p><b>R201, R202, R260, R620, L300, L310, L320</b></p>
<p><b>Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b> CC Connection: <b>R.6</b></p>	
<p>R.6.1 Determine an author's point of view or purpose of a text.</p> <p>R.6.2 Analyze how an author distinguishes their position from others or how an author acknowledges/responds to conflicting evidence or viewpoints.</p> <p>R.6.3 Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>R.6.4 Analyze rhetorical techniques used to advance a point of view or achieve a specific purpose (e.g. analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p>	<p><b>R260, R620</b></p> <p><b>R222, R223, R251, R252, R260, R620, W240</b></p> <p><b>R140, R230, R251, R252, R260, R620, W130, W420</b></p>

Assessment Target	PLS Prescription
<p><b>Delineate and evaluate the argument and specific claims in a text, including validity of the reasoning as well as relevance and sufficiency of evidence.</b> CC Connection: <b>R.8</b></p>	<p>Reading (R), Writing (W)</p>
<p>R.8.1 Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.</p> <p>R.8.2 Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p>R.8.3 Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p>R.8.4 Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>R.8.5 Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.</p> <p>R.8.6 Identify an underlying premise or assumption in an argument; evaluate the logical support/evidence provided.</p>	<p><b>R222, R223, R230, R251, R252, W240, L310, Sc100</b></p> <p><b>R201, R202, R251, R252, R260, W240</b></p> <p><b>R251, R252, R260, W240</b></p> <p><b>R230, R251, R252, R260, Sc100</b></p>
<p><b>Analyze how two or more texts address similar themes or topics</b> CC Connection: <b>R.7/R.9</b></p>	<p><b>PLS Prescription</b> Reading (R)</p>
<p>R.9.1/R.7.1 Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).</p> <p>R.9.2 Compare two passages in a similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p> <p>R.9.3 Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>	<p><b>R600, R605, R610, R615, R620, R625/R630/R635</b></p> <p><b>R605, R610, R620, R625, R630, R635</b></p>

Reading Assessment Targets

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Assessment Target	PLS Prescription
<p><b>Analyze how two or more texts address similar themes or topics</b> CC Connection: <b>R.7/R.9</b></p>	<p>Reading (R), Writing (W), Science (Sc)</p>
<p>R.7.2 Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>R.7.3. Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>R.7.4 Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p>	<p><b>R440, R445, R460, R470, Sc100, Sc211</b></p> <p><b>R230, R260, R620, W240, R400, R435, R460, R465, R470, Sc100, R605, R610, R620, R625/R630/R635</b></p> <p><b>R222, R223, R230, R241, R242, R400, R435, R460, R465, R470, Sc100, R605, R610, R620, R625/R630/R635</b></p>
<p><b>Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence.</b> CC Connection: <b>R.1</b></p>	<p><b>R201, R202, R221, R222, R223, R230, R241, R242, R460, R470, W240</b></p>

Assessment Target	PLS Prescription: Reading(R), Language(L), Writing(W), Spelling(Sp)
<p>Produce an extended analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus. CC Connection: <b>W.1,W.2,W.4</b></p>	<p><b>L300, L310, L320, W210, W230, W240, W400, W420, W500, W510, W520, W530, W540, L800</b> <sup>3</sup>WC1.4, 1.5, 1.6, 1.8 WC2.2, 2.3, 2.8 WC3.1, 3.2, 3.8</p>
<p><b>W.3 Write clearly and demonstrate sufficient command of standard English conventions.</b> CC Connection: <b>W.5, L.1, L.2, L.3</b> <b>See Also: L.1.1-9; L.2.1-4</b></p>	<p><b>Language Standards:</b> 1: Grammatically Correct Sentences 2: Structurally Correct Sentences 6: Punctuation 7:Capitalization <b>Writing Standards:</b> 1: Grammatically Correct Writing 2: Clear and Concise Writing 3: Sentence Combining 4: Competent Writing</p>
<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> CC Connection: <b>L.1</b></p>	<p><b>PLS Prescription: Reading(R), Language(L), Writing(W), Spelling(Sp)</b></p>
<p>L.1.1 Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's, its)</p> <p>L.1.2 Edit to correct errors in straightforward subject verb agreement.</p> <p>L.1.3 Edit to correct errors in pronoun usage, pronoun-antecedent agreement, unclear pronoun references, and pronoun case.</p> <p>L.1.4 Edit to eliminate non-standard or informal usage (e.g., correctly use try to win the game instead of try and win the game).</p> <p>L.1.5 Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements.)</p> <p>L.1.6 Edit to ensure parallelism and proper subordination and coordination.</p>	<p><b>Sp170, Sp230, L 640, R325, W200</b></p> <p><b>L130, W120</b></p> <p><b>L110, W140</b></p> <p><b>L240, W410, W420</b></p> <p><b>W150, W180</b></p> <p><b>L210, L220, W130, W300</b></p>

<sup>3</sup> “WC1.4” = “Writing Applications Cluster 1, Activity 4”

Assessment Target	PLS Prescription
<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> CC Connection: <b>L.1</b></p>	<p>Language (L), Writing (W)</p>
<p>L.1.7 Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns.)</p> <p>L.1.8 Edit to eliminate wordiness or awkward sentence construction.</p> <p>L.1.9 Edit to ensure effective use of transitional words, conjunctive adverbs, and the other words and phrases that support logic and clarity.</p>	<p><b>L130, L110, W120, W140</b></p> <p><b>L210, L220 , W210, W230, W250</b></p> <p><b>L220, L310, L320 , W230, W300, W310, W320, W330, W400, W520</b></p>
<p><b>Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</b> CC Connection: <b>L.2</b></p>	<p>Pace Learning Systems Prescription: Language (L), Writing (W)</p>
<p>L.2.1 Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences.)</p> <p>L.2.2 Edit to eliminate run-on sentences, fused sentences, to sentence fragments.</p> <p>L.2.3 Edit to ensure correct use of apostrophes with possessive nouns.</p> <p>L.2.4 Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation.)</p>	<p><b>L700</b></p> <p><b>L200, L210, L630, 660, W110</b></p> <p><b>L640</b></p> <p><b>L600, L610, L620, L630, L650, L660, L670, W170</b></p>

NOTE: **L230: Sentences: Revising** focuses on revising sentences for unity, clarity, and coherence. **L800: Proofreading** focuses on reviewing writing for errors in grammar, sentence structure, punctuation, capitalization, spelling. **W540: Revising** teaches students to review a drafted text (e.g. revising an essay). These three lessons teach students to review their writing critically and should be prescribed to all students preparing for the GED®.

Quantitative Problem Solving Assessment Targets

CCSS Connections	GED Target	<b>Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents</b>	PLS Prescription: Basic Math ( <b>BM</b> ), Advanced Math ( <b>AM</b> )
	<b>Q.1</b>		
4.NF.2; 6.NS.6; 6.NS.7	Q.1.a	Order fractions and decimals, including on a number line.	<b>BM210, BM300, AM100</b>
6.NS.4	Q.1.b	Apply number properties involving multiples and factors, such as using the least common multiple, greatest common factor, or distributive property to rewrite numeric expressions.	<b>BM200, BM210, BM220, BM230, BM240, BM250</b>
8.EE.1; N-RN.2	Q.1.c	Apply rules of exponents in numerical expressions with rational exponents to write equivalent expressions with rational exponents.	<b>AM140</b>
6.NS.7; 7.NS.1	Q.1.d	Identify absolute value or a rational number as its distance from zero on the number line and determine the distance between two rational numbers on the number line, including using the absolute value of their differences.	<b>AM100</b>
CCSS Connections	GED Target	<b>Add, subtract, multiply, divide, and use exponents and roots of rational, fraction, and decimal numbers</b>	PLS Prescription Basic Math ( <b>BM</b> ), Advanced Math ( <b>AM</b> )
	<b>Q.2</b>		
7.NS.1; 7.NS.2	Q.2.a	Q.2.a Perform addition, subtraction, multiplication, and division on rational numbers.	<b>BM140, BM150, BM160, BM170, BM180, BM200, BM210, BM220, BM230, BM240, BM250, AM110, AM120</b>
8.EE.2; N-RN.2	Q.2.b	Q.2.b Perform computations and write numerical expressions with squares and square roots of rational numbers.	<b>AM130, AM140</b>

Quantitative Problem Solving Assessment Targets

CCSS Connections	GED Target	<b>Add, subtract, multiply, divide, and use exponents and roots of rational, fraction, and decimal numbers</b>	<b>PLS Prescription</b> Basic Math ( <b>BM</b> ), Advanced Math ( <b>AM</b> )
	<b>Q.2</b>		
8.EE.2; N-RN.2	Q.2.c	Q.2.c Perform computations and write numerical expressions with cubes and cube roots of rational numbers.	<b>AM130, AM140</b>
6.NS.7; 7.NS.2	Q.2.d	Q.2.d Determine when a numerical expression is undefined	<b>AM110</b>
7.NS.3; 7.EE.3; 8.EE.4; N-Q.1	Q.2.e	Q.2.e Solve one-step or multi-step arithmetic, real world problems involving the four operations with rational numbers, including those involving scientific notation	<b>AM130, BM190, BM260</b>
CCSS Connections	GED Target	<b>Calculate and use ratios, percents, and scale factors</b>	<b>PLS Prescription</b> Basic Math ( <b>BM</b> ), Advanced Math ( <b>AM</b> )
	<b>Q.3</b>		
6.RP.3; 7.RP.1; GMG.2	Q.3.a	Compute unit rates. Examples include but are not limited to: unit pricing, constant speed, persons per square mile, BTUs (British thermal units) per cubic foot.	<b>BM540, BM580</b>
7.G.1	Q.3.b	Use scale factors to determine the magnitude of a size change. Convert between actual drawings and scale drawings.	<b>AM260</b>
6.RP.3; 7RP.1	Q.3.c	Solve multistep, real-world arithmetic problems using ratios or proportions including those that require converting units of measure.	<b>BM410, BM600, BM610 BM620</b>
7.RP.2; 7.RP.3; NQ.1	Q.3.d	Solve two-step, real-world arithmetic problems involving percents. Examples include but are not limited to: simple interest, tax, markups and markdowns, gratuities and commissions, percent increase and decrease.	<b>BM550, BM560, BM570</b>

Quantitative Problem Solving Assessment Targets

CCSS Connections	GED Target	<b>Calculate dimensions, perimeter, circumference, and area of two-dimensional figures</b>	<b>PLS Prescription Advanced Math (AM)</b>
	<b>Q.4</b>		
7.G.6	Q.4.a	Compute the area and perimeter of triangles and rectangles. Determine side lengths of triangles and rectangles when given area or perimeter.	<b>AM220, AM230</b>
7.G.4	Q.4.b	Compute the area and circumference of circles. Determine the radius or diameter when given area or circumference.	<b>AM230</b>
6.EE.2; 7.G.6	Q.4.c	Compute the perimeter of a polygon. Given a geometric formula, compute the area of a polygon. Determine side lengths of the figure when given the perimeter or area.	<b>AM230</b>
6.EE.2; 7.G.6; 8.G.9	Q.4.d	Compute perimeter and area of 2-D composite geometric figures, which could include circles, given geometric formulas as needed.	<b>AM230</b>
8.G.7	Q.4.e	Use the Pythagorean theorem to determine unknown side lengths in a right triangle.	<b>AM271</b>
CCSS Connections	GED Target	<b>Calculate dimensions, surface area, and volume of three dimensional figures</b>	<b>PLS Prescription Advanced Math (AM)</b>
	<b>Q.5</b>		
6.EE.2; 7.G.6; 8.G.9	Q.5.a	When given geometric formulas, compute volume and surface area of rectangular prisms. Solve for side lengths or height, when given volume or surface areas.	<b>AM240</b>
6.EE.2; 7.G.6; 8.G.9	Q.5.b	When given geometric formulas, compute volume and surface area of cylinders. Solve for height, radius, or diameter when given volume or surface area.	<b>AM240</b>

Quantitative Problem Solving Assessment Targets

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CCSS Connections	GED Target	<b>Calculate dimensions, surface area, and volume of three dimensional figures</b>	PLS Prescription Advanced Math ( <b>AM</b> )
	<b>Q.5</b>		
6.EE.2; 7.G.6; 8.G.9	Q.5.a	When given geometric formulas, compute volume and surface area of rectangular prisms. Solve for side lengths or height, when given volume or surface areas.	<b>AM240</b>
6.EE.2; 7.G.6; 8.G.9	Q.5.b	When given geometric formulas, compute volume and surface area of cylinders. Solve for height, radius, or diameter when given volume or surface area.	<b>AM240</b>
6.EE.2; 7.G.6; 8.G.9	Q.5.c	Use geometric formulas to compute volume and surface area of right prisms. Solve for side lengths or height, when given volume or surface area.	
6.EE.2; 7.G.6; 8.G.9	Q.5.d	When given geometric formulas, compute volume and surface area of right pyramids and cones. Solve for side lengths, height, radius, or diameter when given volume or surface area.	
6.EE.2; 8.G.9	Q.5.e	When given geometric formulas, compute volume and surface area of spheres. Solve for radius or diameter when given the surface area.	
6.EE.2; 8.G.9	Q.5.f	Compute surface area and volume of composite 3-D geometric figures, given geometric formulas as needed.	<b>AM240</b>

Quantitative Problem Solving Assessment Targets

CCSS Connections	GED Targets	<b>Interpret and create data displays; Calculate and use mean, median, mode, and weighted average</b>	PLS Prescription Reading (R), Basic Math (BM)
	<b>Q.6/Q.7</b>		
7.RP.2; 3.MD.3	Q.6.a	Represent, display, and interpret categorical data in bar graphs or circle graphs	<b>BM450, BM510, R440</b>
S-ID.1	Q.6.b	Represent, display, and interpret data involving one variable plots on the real number line including dot plots, histograms, and box plots.	<b>BM450, BM510, R440</b>
8.SP.1	Q.6.c	Represent, display, and interpret data involving two variables in tables and the coordinate plane including scatter plots and graphs.	<b>BM450, BM510, BM520, R440</b>
6.SP.3; S-MD.2	Q.7.a	Calculate the mean, median, mode and range. Calculate a missing data value, given the average and all the missing data values but one, as well as calculating the average, given the frequency counts of all the data values, and calculating a weighted average.	
CCSS Connections	GED Target	<b>Utilize counting techniques and determine probabilities</b>	PLS Prescription Basic Math (BM)
	<b>Q.8</b>		
S-CP.9	Q.8.a	Use counting techniques to solve problems and determine combinations and permutations.	
7.SP.7; 7.SP.8; S-CP.1; S-CP.2	Q.8.a	Determine the probability of simple and compound events.	<b>BM420, BM430</b>

CCSS Connections	GED Target	<b>Write, evaluate, and compute with expressions and polynomials</b>	PLS Prescription Advanced Math ( <b>AM</b> )
	<b>A.1</b>		
7.EE.1	A.1.a	Add, subtract, factor, multiply, and expand linear expressions with rational coefficients.	<b>AM150, AM160, AM170</b>
6.EE.2	A.1.b	Evaluate linear expressions by substituting integers for unknown quantities.	<b>AM150</b>
6.EE.2; 6.EE.6	A.1.c	Write linear expressions as part of word-to-symbol translations or to represent common settings.	<b>AM300</b>
A-APR.1	A.1.d	Add, subtract, multiply polynomials, including multiplying two binomials, or divide factorable polynomials	<b>AM400, AM410, AM420, AM430</b>
6.EE.2	A.1.e	Evaluate polynomial expressions by substituting integers for unknown quantities.	<b>AM130, AM150, AM160, AM170, AM400</b>
A-SSE.2; A-SSE.3; A-SSE.4	A.1.f	Factor polynomial expressions.	<b>AM420</b>
6.EE.2; 6.EE.6	A.1.g	Write polynomial expressions as part of word-to-symbol translations or to represent common settings	<b>AM130, AM150, AM160, AM400, AM410, AM450</b>
6.EE.3	A.1.h	Add, subtract, multiply and divide rational expressions.	<b>AM150, AM160, AM170</b>
6.EE.2	A.1.i	Evaluate rational expressions by substituting integers for unknown quantities.	<b>AM150, AM160, AM170, AM300</b>
6.EE.2; 6.EE.6	A.1.j	Write rational expressions as part of word-to-symbol translations or to represent common settings.	<b>AM150, AM300</b>

CCSS Connections	GED Target	<b>Write, evaluate, and compute with expressions and polynomials</b>	<b>PLS Prescription</b> Basic Math (BM), Advanced Math (AM)
	<b>A.2</b>		
7.EE.4; 8.EE.7; A-REI.3	A.2.a	Solve one-variable linear equations with rational number coefficients, including equations for which solutions require expanding expressions using the distributive property and collecting like terms or equations with coefficients represented by letters.	<b>AM150, AM160, AM170 AM300, AM310, AM320</b>
7.EE.4; A- CED.1; A-CED.2	A.2.b	Solve real-world problems involving linear equations.	<b>BM580, AM360, AM370, AM380, AM450</b>
6.EE.6; A- CED.1; A-CED.2	A.2.c	Write one-variable and multi-variable linear equations to represent context.	<b>BM580, AM150, AM300, AM380, AM390, AM450</b>
8.EE.6; A-REI.6	A.2.d	Solve a system of two simultaneous linear equations by graphing, substitution, or linear combination. Solve real-world problems leading to a system of linear equations.	<b>AM360, AM370, AM380, AM390, AM450</b>
CCSS Connections	GED Target	<b>Write, manipulate, solve, and graph linear inequalities</b>	<b>PLS Prescription</b> Advanced Math (AM)
	<b>A.3</b>		
A-REI.3	A.3.a	Solve linear inequalities in one variable with rational number coefficients.	<b>AM340</b>
6.EE.8; 7.EE.4	A.3.b	Identify or graph the solution to a one variable linear inequality on a number line.	<b>AM340</b>
7.EE.4; A- CED.1; A-CED.2	A.3.c	Solve real-world problems involving inequalities.	<b>AM340</b>
6.EE.2; A- CED.1; A-CED.2	A.3.d	Write linear inequalities in one variable to represent context.	

CCSS Connections	GED Target	<b>Connect coordinates, lines, and equations</b>	PLS Prescription Advanced Math ( <b>AM</b> )
	<b>A.6</b>		
A-CED.2	A.6.a	Write the equation of a line with a given slope through a given point.	<b>AM360, AM370, AM380</b>
A-CED.2	A.6.b	Write the equation of a line passing through two given distinct points.	<b>AM360, AM370, AM380</b>
G-GPE.5	A.6.c	Use slope to identify parallel and perpendicular lines and to solve geometric problems.	
CCSS Connections	GED Target	<b>Compare, represent, and evaluate functions</b>	
	<b>A.7</b>		
8.EE.5	A.7.a	Compare two different proportional relationships represented in different ways. Examples include but are not limited to: compare a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed.	
8.F.1; F-IF.1	A.7.b	Represent or identify a function in a table or graph as having exactly one output (one element in the range) for each input (each element in the domain).	
F-IF.2	A.7.c	Evaluate linear and quadratic functions for values in their domain when represented using function notation.	
8.F.2; F-IF.9	A.7.d	Compare properties of two linear or quadratic functions each represented in a different way (algebraically, numerically in tables, graphically or by verbal descriptions). Examples include but are not limited to: given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	

<b>Science Content Topic<sup>4</sup>: Life Science</b>	<b>PLS Prescription: Science(Sc)</b>
<p><b>Life Science – Health and the Human Body</b></p> <p>L.a.1 Body systems (e.g. muscular endocrine, nervous system) and how they work together to perform a function (muscular and skeletal work to move the body)</p> <p>L.a.2 Homeostasis, feedback methods that maintain homeostasis (e.g. sweating to maintain internal temperature), and effects of changes in the external environment on living things (e.g. hypothermia, injury)</p> <p>L.a.3 Sources of nutrients (e.g. foods, symbiotic organisms) and concepts in nutrition (e.g. calories, vitamins, minerals)</p> <p>L.a.4 Transmission of disease and pathogens (e.g. airborne, blood borne), effects of disease or pathogens on populations (e.g. demographics change, extinction), and disease prevention (e.g. vaccination, sanitation)</p>	<p><b>Sc540, Sc541, Sc542</b></p> <p><b>Sc501, Sc540, Sc542</b></p> <p><b>Sc532, Sc540, Sc542</b></p> <p><b>Sc120, Sc150, Sc542</b></p>
<p><b>Life Science – Relationship Between Life Functions</b></p> <p>L.b.1 Energy for life functions (e.g. photosynthesis, respiration, fermentation)</p>	<p><b>Sc500, Sc501, Sc532</b></p>
<p><b>Life Science – Energy Flows in Ecologic Networks</b></p> <p>L.c.1 Flow of energy in ecosystems (e.g. energy pyramids), conservation of energy in an ecosystem (e.g. energy lost as heat, energy passed on to other organisms) and sources of energy (sunlight, producers, lower level)</p> <p>L.c.2 Flow of matter in ecosystems (e.g. food webs and chains, positions of organisms in the web or chain) and the effects of change in communities or environment of food webs</p> <p>L.c.3 Carrying capacity, changes in carrying capacity based on changes in populations /environmental effects and limited resources for growth</p> <p>L.c.4 Symbiosis (e.g. mutualism, parasitism, commensalism) and predator/prey relationships (changes in population X affecting Y)</p>	<p><b>Sc500, Sc530, Sc531, Sc532</b></p> <p><b>Sc530, Sc531, Sc532</b></p> <p><b>Sc531</b></p> <p><b>Sc532</b></p>

<sup>4</sup> The GED® Science Content Topics are informed by the National Research Council's *A Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core Ideas 2011*.

L.c.5 Disruption of ecosystems (e.g. invasive species, flooding, habitat destruction, desertification) and extinction (e.g. causes {human and natural} and effects)	<b>Sc532, Sc630, Sc640</b>
<b>Life Science – Organization of Life (Structure and Function)</b>	
L.d.1 Essential functions of life (e.g. chemical reactions, reproduction, metabolism) and cellular components that assist the functions of life (e.g. cell membranes, enzymes, energy)	<b>Sc500, Sc501, Sc541</b>
L.d.2 Cell theory (e.g. cells come from cells, cells are the smallest unit of living things), specialized cells and tissues (e.g. muscles, nerve, etc.) and cellular levels of organization (e.g. cells, tissues, organs, systems)	<b>Sc501</b>
L.d.3 Mitosis and Meiosis (process and purpose)	<b>Sc501</b>
<b>Life Science – Molecular Basis for Heredity</b>	
L.e.1 Central dogma of molecular biology, the mechanism of inheritance (e.g. DNA) and chromosomes (e.g. description, chromosome splitting during Meiosis)	<b>Sc120, Sc501, Sc510</b>
L.e.2 Genotypes, phenotypes and the probability of traits in close relatives (e.g. Punnett Squares, pedigree charts)	<b>Sc510</b>
L.e.3 New alleles, assortment of alleles (e.g. mutations, crossing over), environmental altering of traits, and expression of traits (e.g. epigenetics, color-points of Siamese cats)	<b>Sc510</b>
<b>Life Science – Evolution</b>	
L.f.1 Common ancestry (e.g. evidence) and cladograms (e.g. drawing, creating, interpreting)	
L.f.2 Selection (e.g. natural selection, artificial selection, evidence) and the requirements for selection (e.g. variation in traits, differential survivability)	<b>Sc511</b>
L.f.3 Adaptation, selection pressure ,and speciation	<b>Sc511</b>

<b>Science Content Topics: Physical Science</b>	<b>PLS Prescription: Science (Sc)</b>
<b>Physical Science – Conservation, Transformation, and Flow of Energy</b>	
P.a.1 Heat, temperature, the flow of heat results in work and the transfer of heat (e.g. conduction, convection)	<b>Sc440</b>
P.a.2 Endothermic and exothermic reactions	<b>Sc301</b>
P.a.3 Types of energy (e.g. kinetic, chemical, mechanical) and transformations between types of energy (e.g. chemical energy {sugar} to kinetic energy {motion of a body})	<b>Sc320, Sc340, Sc410, Sc440</b>
P.a.4 Sources of energy (e.g. sun, fossil fuels, nuclear) and the relationships between different sources (e.g. levels of pollutions, amt. energy produced)	<b>Sc312, Sc400, Sc640</b>
P.a.5 Types and parts of waves (frequency, wavelength), types of electromagnetic radiation, transfer of energy by waves, and the uses/dangers of electromagnetic radiation (radio transmission, UV light/sunburns)	<b>Sc301, Sc420, Sc430</b>
<b>Physical Science – Work, Motion and Forces</b>	
P.b.1 Speed, velocity, acceleration, momentum, and collisions (e.g. inertia in a car accident, momentum transfer between two objects)	<b>Sc400</b>
P.b.2 Force, Newton's Laws, gravity, acceleration due to Gravity (e.g. freefall, law of gravitational attraction), mass and weight	<b>Sc400</b>
P.b.3 Work, simple machines (types and functions), mechanical advantages (force, distance, and simple machines), and power	<b>Sc410</b>
<b>Physical Science –Chemical Properties/Reactions Related to Living Systems</b>	
P.c.1 Structure of Matter	<b>Sc300, Sc301, Sc310</b>
P.c.2 Physical and chemical properties, changes of state, and density	<b>Sc300, Sc301</b>
P.c.3 Balancing chemical equations and different types of chemical equations, conservation of mass in balanced chemical equations and limiting reactants	<b>Sc320, Sc321, Sc330, Sc340</b>
P.c.4 Parts in solutions, general rules of solubility (e.g. hotter solvents allow more solute to dissolve), saturation and the differences between weak and strong solutions	<b>Sc341</b>

<b>Science Content Topic: Earth and Space Science</b>	<b>PLS Prescription: Science (Sc)</b>
<b>Earth and Space – Interactions Between Earth’s Systems and Living Things</b>	
ES.a.1 Interactions of matter between living and non-living things (e.g. cycles of matter) and the location, uses and dangers of fossil fuels	<b>Sc630, Sc640</b>
ES.a.2 Natural Hazards (e.g. earthquakes, hurricanes, etc.) their effects (e.g. frequency, severity, and short- and long-term effects), and mitigation thereof (e.g. dikes, storm shelters, building practices)	<b>Sc611, Sc621, Sc630</b>
ES.a.3 Extraction and use of natural resources, renewable vs. non-renewable resources and sustainability	<b>Sc630, Sc640</b>
<b>Earth and Space – Earth and its System Components and Interactions</b>	
ES.b.1 Characteristics of the atmosphere, including its layers, gases and their effects on the Earth and its organisms, including climate changes	<b>Sc611, Sc621</b>
ES.b.2 Characteristics of the oceans (e.g. salt water, currents, coral reefs) and their effects on Earth and organisms	<b>Sc620</b>
ES.b.3 Interactions between Earth's systems (e.g. weathering caused by wind or water on rock, wind caused by high/low pressure and Earth rotation, etc.)	<b>Sc612</b>
ES.b.4 Interior structure of the Earth (e.g. core, mantle, crust, tectonic plates) and its effects (e.g. volcanoes, earth quakes, etc.) and major landforms of the Earth (e.g. mountains, ocean basins, continental shelves, etc.)	<b>Sc611</b>
<b>Earth and Space– Structures and Organization of the Cosmos</b>	
ES.c.1 Structures in the universe (e.g. galaxies, stars, constellations, solar systems), and the age and development of the universe, and the age and development of Stars (e.g. main sequence, stellar development, deaths of stars {black hole, white dwarf})	<b>Sc601</b>
ES.c.2 Sun, planets, and moons (e.g. types of planets, comets, asteroids), the motion of the Earth's motion and the interactions within the Earth's solar system (e.g. tides, eclipses)	<b>Sc602</b>
ES.c.3 The age of the Earth, including radiometrics, fossils, and landforms	<b>Sc610</b>

<b>Social Studies Content Topics: Civics and Government</b>	<b>PLS Prescription: Social Studies (SS)</b>
<p><b>Civics and Gov't - Types of modern and historical governments</b></p> <p>CG.a.1 Direct democracy, representative democracy, parliamentary democracy, presidential democracy, monarchy and other government types that contributed to development of American constitutional democracy</p> <p><b>Civics and Government Principles that have contributed to development of American constitutional democracy</b></p> <p>CG.b.1 Natural rights philosophy</p> <p>CG.b.2 Popular sovereignty and consent of the governed</p> <p>CG.b.3 Constitutionalism</p> <p>CG.b.4 Majority rule and minority rights</p> <p>CG.b.5 Checks and balances</p> <p>CG.b.6 Separation of Powers</p> <p>CG.b.7 Rule of law</p> <p>CG.b.8 Individual Rights</p> <p>CG.b.9 Federalism</p> <p><b>Civics and Government - Structure and Design of U.S. Government</b></p> <p>CG.c.1 Structure, powers and authority of the federal executive, judicial, and legislative branches</p> <p>CG.c.2 Individual governmental positions (e.g. president, speaker of the house, cabinet secretary, etc.)</p> <p>CG.c.3 Major powers/responsibilities of the federal and state governments</p> <p>CG.c.4 Shared powers</p> <p>CG.c.5 The amendment process</p> <p>CG.c.6 Governmental departments and agencies</p>	<p><b>SS500, SS510, SS520</b></p> <p><b>SS500, SS520</b></p> <p><b>SS500, SS520</b></p> <p><b>SS520</b></p> <p><b>SS510, SS520</b></p> <p><b>SS510, SS520</b></p> <p><b>SS520</b></p> <p><b>SS430, SS440, SS480, SS530</b></p> <p><b>SS520</b></p> <p><b>SS510, SS520</b></p> <p><b>SS510</b></p> <p><b>SS510</b></p> <p><b>SS500</b></p>

<p><b>Social Studies Content Topic: Individual Rights and Civic Responsibilities</b></p> <p>CG.d.1 The Bill of Rights</p> <p>CG.d.2 Personal and civil liberties of citizens</p> <p><b>Political parties, campaigns, and elections in American politics (CG.e); contemporary public policy (CG.f)</b></p> <p>CG.e.1 Political parties</p> <p>CG.e.2 Interest groups</p> <p>CG.e.3 Political campaigns</p> <p>CG.f Contemporary public policy</p>	<p><b>SS500</b></p> <p><b>SS530</b></p> <p><b>SS420</b></p> <p><b>SS530</b></p>
<p><b>Social Studies Content Topics: History</b></p>	<p><b>PLS Prescription: Social Studies (SS)</b></p>
<p><b>History - Key Historical Documents</b></p> <p>USH.a Key documents and the context and ideas that they signify (e.g. Magna Carta, Mayflower Compact, Declaration of Independence, United States Constitution, Martin Luther King's Letter from the Birmingham Jail, landmark decisions of the United States Supreme Court, and other key documents)</p> <p><b>History - Revolutionary and Early Republic Periods</b></p> <p>USH.b.1 Revolutionary War</p> <p>USH.b.2 War of 1812</p> <p>USH.b.3 George Washington</p> <p>USH.b.4 Thomas Jefferson</p> <p>USH.b.5 Articles of Confederation</p> <p>USH.b.6 Manifest Destiny</p> <p>USH.b.7 U.S. Indian Policy</p>	<p><b>SS311, SS400, SS410, SS500</b></p> <p><b>SS400, SS410</b></p> <p><b>SS430</b></p> <p><b>SS420</b></p> <p><b>SS430</b></p> <p><b>SS420</b></p> <p><b>SS430</b></p> <p><b>SS430</b></p>

<p><b>History - Civil War and Reconstruction</b></p> <p>USH.c.1 Slavery</p> <p>USH.c.2 Sectionalism</p> <p>USH.c.3 Civil War Amendments</p> <p>USH.c.4 Reconstruction Policies</p>	<p><b>SS420, SS430, SS450</b></p> <p><b>SS441, SS450</b></p> <p><b>SS450</b></p> <p><b>SS450</b></p>
<p><b>History - Civil Rights</b></p>	<p><b>PLS Prescription Social Studies (SS)</b></p>
<p>USH.d.1 Jim Crow laws</p> <p>USH.d.2 Women's Suffrage</p> <p>USH.d.3 Civil Rights Movement</p> <p>USH.d.4 Plessy vs. Ferguson and Brown vs. Board of Education.</p> <p>USH.d.5 Warren court decisions</p> <p><b>History - European Settlement and Population of the Americas (USH.e); World War 1 and 2 (USH.f)</b></p> <p>USH.e European settlement and population of the Americas</p> <p>USH.f.1 Alliance system</p> <p>USH.f.2 Imperialism, nationalism, and militarism</p> <p>USH.f.3 Russian Revolution</p> <p>USH.f.4 Woodrow Wilson</p> <p>USH.f.5 Treaty of Versailles and League of Nations</p> <p>USH.f.6 Neutrality Acts</p> <p>USH.f.7 Isolationism</p> <p>USH.f.8 Allied and Axis Powers</p>	<p><b>SS460</b></p> <p><b>SS440</b></p> <p><b>SS480</b></p> <p><b>SS460, SS480</b></p> <p><b>SS210, SS330, SS400</b></p> <p><b>SS341, SS350</b></p> <p><b>SS350, SS470</b></p> <p><b>SS350</b></p> <p><b>SS350, SS470</b></p> <p><b>SS350, SS470</b></p> <p><b>SS471, SS480</b></p> <p><b>SS351, SS471</b></p> <p><b>SS351, SS471</b></p>

<b>History - World War 1 and 2 (USH.f)</b>	
USH.f.9 Fascism, Nazism, and totalitarianism	<b>SS351, SS471, SS520</b>
USH.f.10 The Holocaust	
USH.f.11 Japanese-American internment	<b>SS471</b>
USH.f.12 Decolonization	<b>SS360</b>
USH.f.13 GI Bill	
<b>History - The Cold War (USH.g); American foreign policy since 9.11 (USH.h)</b>	
USH.g.1 Communism and Capitalism	<b>SS360, SS470, SS480, SS610</b>
USH.g.2 NATO and the Warsaw Pact	<b>SS480</b>
USH.g.3 U.S. maturation as an international power	<b>SS360, SS470, SS480</b>
USH.g.4 Division of Germany, Berlin Blockade and Airlift	<b>SS480</b>
USH.g.5 Truman Doctrine	<b>SS480</b>
USH.g.6 Marshall Plan	<b>SS480</b>
USH.g.7 Lyndon B. Johnson and the Great Society	
USH.g.8 Richard Nixon and the Watergate scandal	<b>SS480</b>
USH.g.9 Collapse of U.S.S.R and democratization of Eastern Europe	<b>SS480</b>
USH .h American foreign policy since 9/11	<b>SS490</b>

<b>Social Studies Content Topics - Economics</b>	<b>PLS Prescription Social Studies (SS)</b>
E.a Key economic events that have shaped American government and policies	<b>SS470, SS471, SS480, SS620</b>
E.b Relationship between political and economic freedoms	<b>SS620</b>
<b>Economics – Fundamental Economic Concepts</b>	
E.c.1 Markets	<b>SS600</b>
E.c.2 Incentives	<b>SS610</b>
E.c.3 Monopoly and competition	<b>SS610</b>
E.c.4 Labor and capital	<b>SS600, SS610</b>
E.c.5 Opportunity cost	<b>SS600, SS610</b>
E.c.6 Profit	<b>SS600, SS610</b>
E.c.7 Entrepreneurship	<b>SS600, SS610</b>
E.c.8 Comparative advantage	<b>SS600</b>
E.c.9 Specialization	<b>SS600, SS610</b>
E.c.10 Productivity	<b>SS600</b>
E.c.11 Interdependence	<b>SS600</b>
<b>Economics - Microeconomics and Macroeconomics</b>	
E.d.1 Supply, demand and price	<b>SS600</b>
E.d.2 Individual choice	<b>SS600</b>
E.d.3 Institutions	<b>SS620</b>
E.d.4 Fiscal and monetary policy	<b>SS620</b>
E.d.5 Regulation and costs of government policies	
E.d.6 Investment	
E.d.7 Government and market failures	<b>SS620</b>

<p>E.d.8 Inflation and deflation</p> <p>E.d.9 GDP</p> <p>E.d.10 Unemployment</p> <p>E.d.11 Tariffs</p> <p><b>Economics - Consumer Economics (E.e)</b></p> <p>E.e.1 Types of credit</p> <p>E.e.2 Savings and banking</p> <p>E.e.3 Consumer credit laws</p> <p>E.f Economic causes and impacts of wars</p> <p><b>Economics - Scientific and Industrial Revolution (E.h)</b></p> <p>E.g Economic drivers of exploration and colonization</p> <p>E.h Scientific and Industrial Revolution</p>	<p><b>SS620</b></p> <p><b>SS350, SS360, SS361, SS362, SS410, SS470, SS351, SS471, SS450</b></p> <p><b>SS330, SS400</b></p> <p><b>SS321, SS341, SS430</b></p>
<p><b>Social Studies Content Topics: Geography</b></p>	<p><b>PLS Prescription:</b> Social Studies (SS)</p>
<p>G.a Development of classical civilizations</p> <p>G.b Relationships between the environment and societal development</p> <p>G.c Borders between peoples and nations</p> <p>G.d Human migration</p>	<p><b>SS300, SS310</b></p> <p><b>SS140</b></p> <p><b>SS110</b></p> <p><b>SS300, SS310, SS311, SS330</b></p>