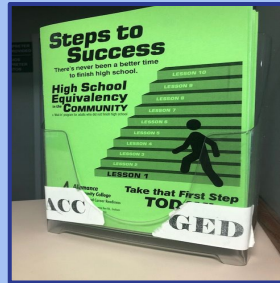


# HSE in the Community 2.0 Webinar

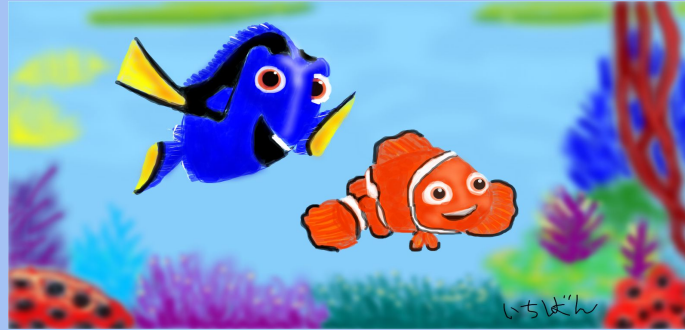


Presented by: Jennifer Mock Director of Literacy at Alamance CC  
Doreen Tuck Coordinator of Adult Basic Education at  
Alamance CC  
September 2020

# Topics for Today's Webinar

## Remember.... just keep swimming!

- Welcome!
- Quick Reminders
- Agenda:
  - HSE in the Community Review
  - FAQ's
  - Open Question and Answer
  - Everyone share





## Quick Review...

- Developed by ACC, underwent proxy study, and is an approved for use throughout the state.
- Based on content standards.
- This is a paper based distance program.
- Intended to be both an instructional tool to offer prep for official HSE tests as well as a tangible recruiting piece in the community (lesson one only).
- Not everyone is suited for this program, may have to refer to class. That is still a win.
- Provides equity to our students who are rural, have a variety of barriers, and or lack access to WiFi.

## FAQ's we have heard.

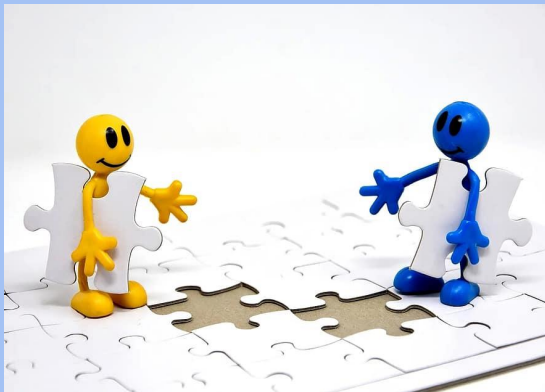


- Can I...? **If you need guidance please contact the state office. We will share best practices and “lessons learned”.**
- Will there be supplemental lessons available? **Coming soon!!!**
- How do I code this class? **It is coded distance - online. No other option available.**
- Can I talk through implementing and consult with you? **Yes, but please give us time. We want to help you. We do however have limitations of time especially during this challenging time. Please submit questions in writing to Jennifer Mock. Please appoint one person per college preferably a coordinator or director. *Please review slides and recording first.***
- Difference between packets vs lessons? **We will explain.**
- Is each lesson 8 hours? **Each booklet is 8 hours.**
- How do you keep organized/have documentation? **Google Excel sheet or Access database. Name, date received work, any communication notes etc.**

# More questions?....



## Please share....



Thank you for attending today's webinar.  
We know how busy you are!

Please contact us at:  
Jennifer Mock  
[jennifer.mock@alamancecc.edu](mailto:jennifer.mock@alamancecc.edu)

Doreen Tuck  
[doreen.tuck@alamancecc.edu](mailto:doreen.tuck@alamancecc.edu)

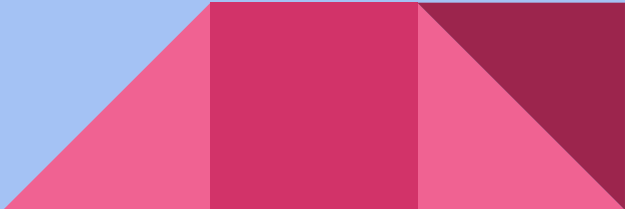
Next presentation for reference



# Implementing HSE in the Community Webinar

Presented by: Jennifer Mock Director of Literacy at Alamance CC  
Doreen Tuck Coordinator of Adult Basic Education at  
Alamance CC  
January 2020

# Topics of today's webinar

- Welcome!
  - How we got here today
  - Overview and Steps to Consider:
    - You will have to use all lessons, answer keys, and implementation guide
    - Community Partnerships and Distribution within your community: **you will only be distributing Lesson 1** - A look inside Lesson 1
    - How to begin a student in the HSE in the community program/How the program works
    - The Lesson Booklets
    - Helpful Tips for documenting work and recording time
    - Addressing WIOA and NRS testing
    - Tips to think about to begin this program
    - Q&A
- 



# How We Got Here Today

There are several key factors when planning to implement the High School in the Community(HSE) program that should be considered before implementing the program. This webinar/guide is meant to outline those factors and give ideas, or suggestions, on how to have a successful program.

Keep in mind that each NC community college is different in the area that it serves and some of the suggestions may not apply to your specific area. Your program area will most likely need to meet and customize certain parts of the program to meet your program needs. Certain aspects that can not be changed in the program will be noted as it is further discussed in this guide.

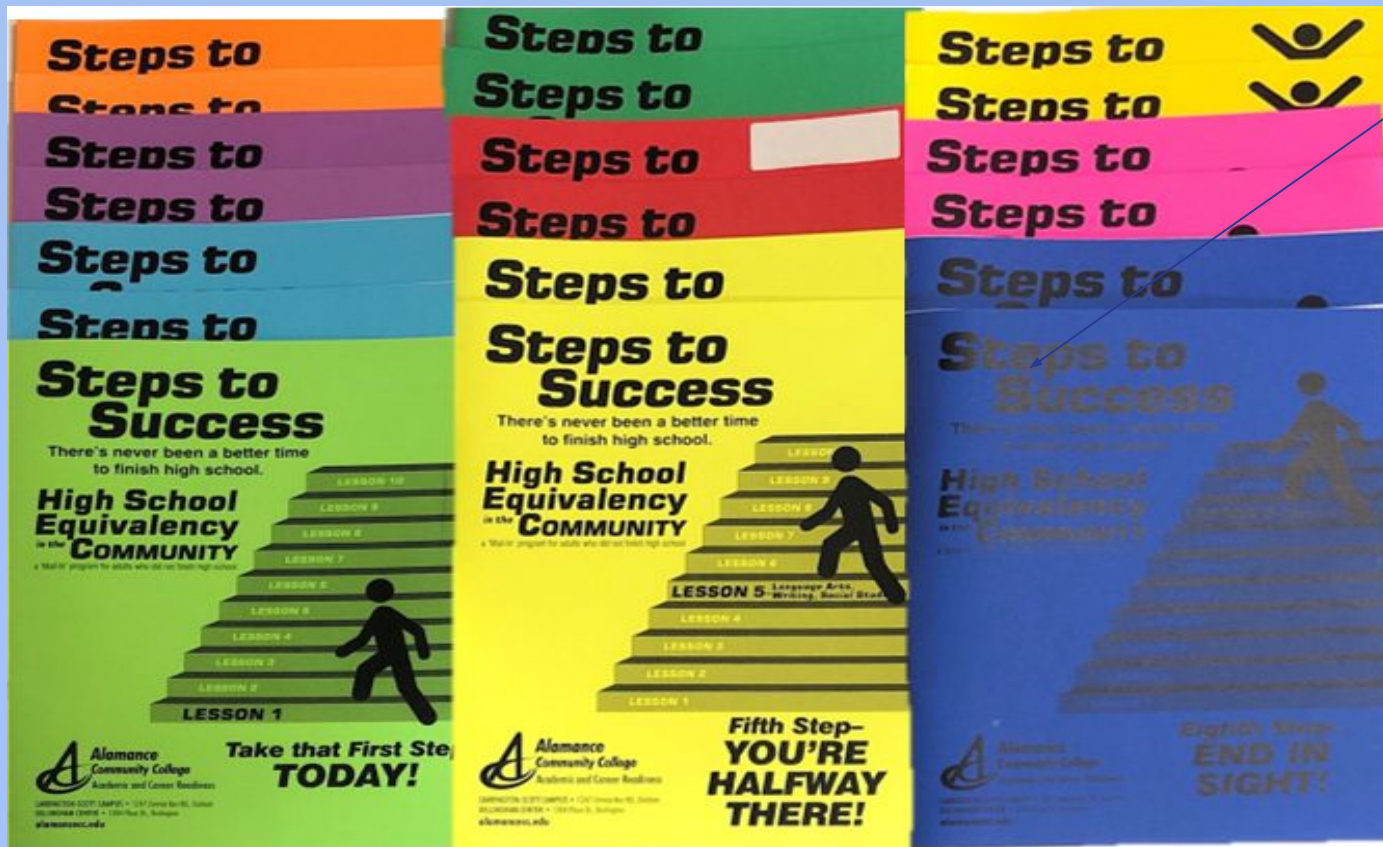
# The Lessons in this program

- Each of these lesson booklets has been developed with the North Carolina College and Career Readiness Standard.
- The lessons are meant to highlight a majority of standards focused on NRS levels 4, 5, and 6.
- **The lessons in each booklet are not to be changed since these lessons were approved by the system office.**
- It is recommended based on the increasingly advanced nature of the lessons that students be around an NRS level 4 to be successful in reading and completing the work in each booklet.

# The Lessons in this program

- Lesson Sets have two books in each lesson set (excluding lesson 1). One book will have a math focus and the second will have a combination of language arts, science or social studies.
- At the end of the implementation guide, you will see a list of the standards that are highlighted by using these lesson books.
- Please remember these lessons are meant to be review and not necessarily introduction to new concepts.

There are 19 lesson booklets in total. Lessons 2 through 10, have 2 booklets in each lesson. One booklet focuses on math the other is a combination of RLA,SCI/or SS, in each lesson set.



Lesson 8, both booklets will be viewed in this webinar so that you can see some lesson content.

Lesson 1 booklet will be used for placement in the community. We will show the pages of this booklet in the webinar.

Lesson 1 is the first lesson that is distributed to community partners. This is the only lesson that is distributed in the community.

**Steps to Success**

There's never been a better time to finish high school.

**High School Equivalency**  
in the **COMMUNITY**

a 'Mail-In' program for adults who did not finish high school

LESSON 10  
LESSON 9  
LESSON 8  
LESSON 7  
LESSON 6  
LESSON 5  
LESSON 4  
LESSON 3  
LESSON 2  
LESSON 1

**Alamance Community College**  
Academic and Career Readiness

**Take that First Step TODAY!**

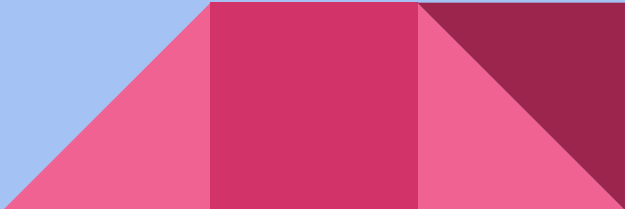
CARRINGTON-SCOTT CAMPUS • 1247 Jimmie Kerr Rd., Graham  
DILLINGHAM CENTER • 1304 Plaza Dr., Burlington  
alamancecc.edu

- We intentionally chose a bright color for this lesson
- Our own college uses this booklet to help promote the program

This arrow indicates that this portion of the PDF file will be blank so that any program can insert their information.

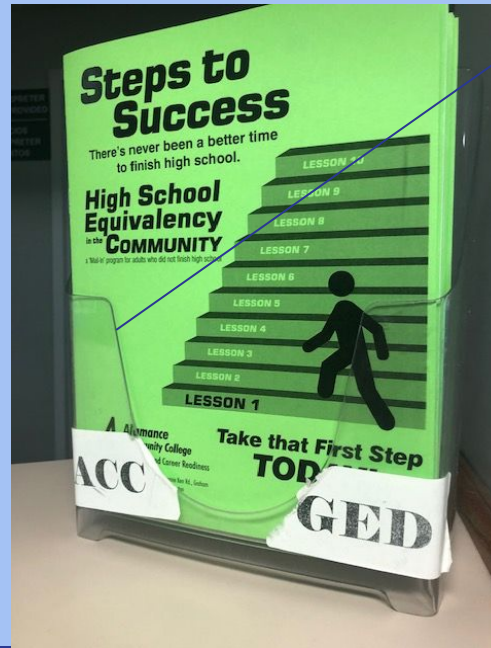
# Community Partnerships and Distribution within your Community

Collaboration among your college's programs and community partners is key to marketing the HSE in the community program.

- Look for at-risk populations for low literacy and poverty
  - Communication between community partners is instrumental in promoting the Lesson 1 booklet within their agency.
  - Most of our partnering agencies found this mutually beneficial because they could use this as a resource for their clients as well.
- 

## Here is a list of ideas where you could partner to display the first lesson.

- Student Service Main Campus of your college
- Libraries
- Local Clinics
- Department of Social Services(this is a high traffic area for our program)
- McDonald's or any local restaurants
- Women's Resource Centers
- Any Parent/Student Partnership for Children
- Churches
- The Salvation Army
- Goodwill Resource
- The Family Justice Center
- Family Abuse Services
- Walmart break rooms
- Temporary Agencies
- Food Banks
- Grocery Stores
- Peer Support/Mental Health Facilities
- NC Works
- Vocational Rehab.
- School Social Workers
- Non-profits



We provide these clear plastic holders for our community agencies to display lesson booklet 1. Monthly we have someone(instructor, retention specialist) go and refill them at the different agencies.

# A Closer Look inside Lesson 1

## HSE in the Community Program INFORMATION



### Is the GED® or HiSet Testing Program for you?

- Are you 18 years old or older?
- Would you like to finish your high school education?
- Would you like to study and prepare in the comfort of your home?
- Are you willing to commit four to six hours a week to this process?

If you answered 'yes' to these questions, you are ready to participate in the High School Equivalency (HSE) in the Community Program.

### Purpose of the HSE Test Preparation Course

The purpose is for adults 18 years old or older without a high school diploma to prepare themselves for the required parts of the Official GED® test or the HiSET test. Both the GED® and HiSET diplomas certify that the graduate has achieved a credential of high school equivalency.

### Steps in the HSE in the Community Program

To enroll in the HSE in the Community Program, you must:

- Complete this first lesson and mail answer form in the back to Alamance Community College.
- Attend orientation, register, and take pre-assessment before receiving any other lessons.
- Complete lessons 2 through 10 by mail.

**GED** and GED Testing Service® are registered trademarks of the American Council on Education (ACE). They may not be used or reproduced without the express written permission of ACE or GED Testing Service. The GED® and GED Testing Service® brands are administered by GED Testing Service LLC under license from the American Council on Education.

### Costs of the

#### HSE in the Community Program

Lessons are FREE, but the Official GED and HiSET tests require a fee. Qualified students enrolled in any of Alamance Community College's GED preparation programs may be eligible to receive test fee scholarships funded by the United Way of Alamance County.

#### Home Study Requirements

- Register in the program with a coordinator at Alamance Community College.
- Complete pre- and post-assessments at the ACC campus.
- Keep copies of all lessons for future reference.
- Complete the lessons each week by mail.

#### Available Help with the HSE in the Community Program

- Help line/tutoring assistance
- Optional classes on the ACC campus and at other sites as well as online Adult High School Equivalency courses
- Teacher assistance
- Free reference materials

### **FREE** OTHER PROGRAMS

- Adult High School Classes
- Adult High School Online
- English as a Second Language (ESL) Classes
- Basic Reading and Math

For more information, contact  
**ACC Academic and Career Readiness**  
at (336) 506-4376

or visit the web  
**www.alamancecc.edu**  
and click on GED/Adult High School

This first page in the Lesson 1 book will have multiple spots for any program to enter their information.

We have found this to be a good place to explain our programs and promote other programs as well.

The following pages in the book contain a math section, RLA section, science section, social studies section, and a writing section. These problems/passages are meant to be completed by the prospective students and returned.



# A Closer Look inside Lesson 1 Continued

**HSE in the Community Program**  
**REGISTRATION FORM**

Remove this entire page and mail—see instructions on reverse side.  
Please print clearly your information below.

1. Name \_\_\_\_\_  
2. Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
3. County of Residence \_\_\_\_\_ 4. Date of Birth \_\_\_\_\_  
5. Home Telephone ( ) \_\_\_\_\_ 6. Cell Phone ( ) \_\_\_\_\_  
7. E-mail \_\_\_\_\_  
8. Sex  Male  Female  
9. Employment Status  Unemployed  Full Time  Part Time  
10. Last School Attended \_\_\_\_\_ Last Grade Completed \_\_\_\_\_  
11. Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
12. I am also interested in:  Online Program  Traditional Classes  
 English as a Second Language (ESL) Information

**LESSON 1 ANSWER FORM**

- Carefully remove this page from booklet.
- Follow instructions for folding/mailling on reverse side.
- Tape flap.
- Mail.

We will correct your answers and return them to you.  
Save your copy of the lesson for reference. Some lesson material will be needed in later lessons.

NAME \_\_\_\_\_

MATH	
1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

LANGUAGE ARTS	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

SOCIAL STUDIES	
1. _____	3. _____
2. _____	

Cut along dotted line and follow instructions for mailing on reverse side.

Please follow step-by-step instructions!

**1. FOLD BACK ON LINES**

NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

**BUSINESS REPLY MAIL**  
FIRST-CLASS MAIL PERMIT NO. 9912 GRAHAM, NC  
POSTAGE WILL BE PAID BY ADDRESSEE

Alamance Community College  
ATTN: HSE in the Community Program  
P.O. Box 8000  
Graham, NC 27253-9907

**2. FOLD BACK ON LINES**

*Be sure this opening is at the TOP of the envelope!*

**3. TAPE FLAP HERE**

The registration page is filled out by the student and answers from the sections are placed on that page. The back cover of the Lesson 1 booklet is designed for students to fold and send back.

We have a bulk rate for all of our Lesson 1 booklets and subsequent envelopes for correspondence.

# How to begin a student in the HSE in the community program

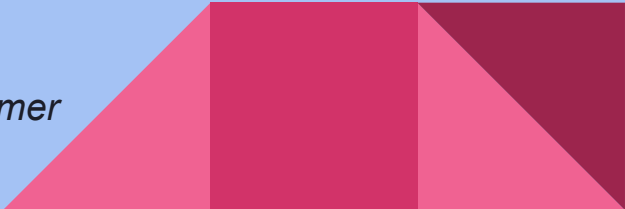
*This will be unique to each college's intake process, but consider using this "not as managed enrollment"*

- Lesson booklet 1 is received by the HSE in the community instructor, the instructor will mail back to the student a welcome letter and the orientation information a student needs to enter the program. For example, the instructor will send a welcome letter and a number to contact to schedule orientation to take an NRS approved test and complete paperwork. Since each program enrolls students differently this will need to be addressed within your program.

OR

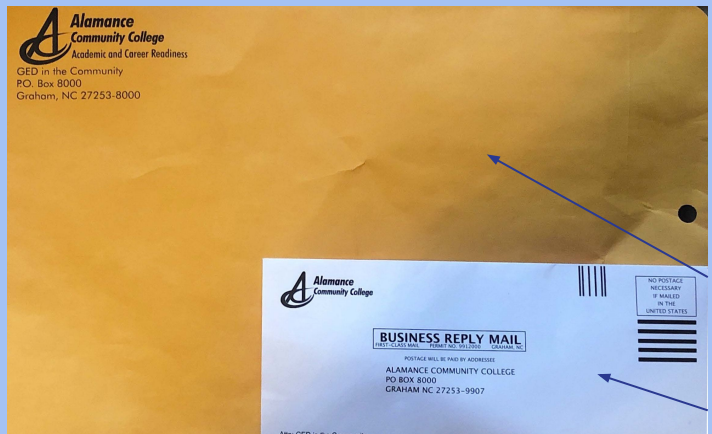
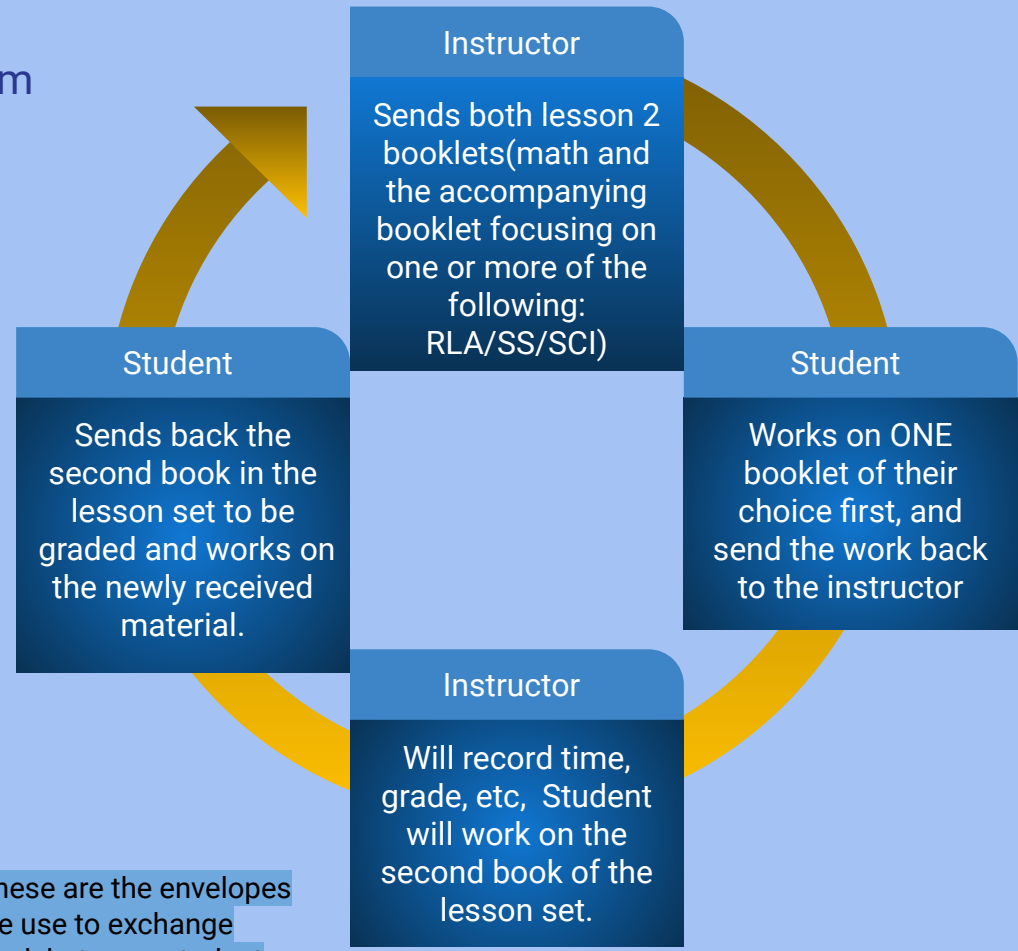
- A program could have students that are already identified as not being able to attend class or can't meet online requirements, these students could be transferred to this particular class.

*We have several students transfer to this particular class during the summer months when school is out.*



Once a student is enrolled through, the college's process this is how the program may look.

This process continues throughout the program, so that the student always has work to be working on while other lessons booklets/supplemental materials are being reviewed by the instructor.



These are the envelopes we use to exchange work between student and instructor.

# Math Lesson Example

## LESSON 9 Mathematical Reasoning



2. This is the final year in which she will collect data. When her data collection is complete, she will predict future red maple tree growth.

The scientist creates an equation that models her data for each tree so that she can predict the diameter in the future. Complete a linear equation that fits the data for tree 1, where 'x' is the year and 'y' is the trunk diameter, in inches.

Choose from the variables and numbers listed below to complete the equation.

-0.6	18.0	-0.3	18.3	0.3	18.6	0.6	x
------	------	------	------	-----	------	-----	---

$$y = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

(HINT: Use the slope formula,  $m = \frac{(y_2 - y_1)}{(x_2 - x_1)}$ )

and the slope intercept form,  $y = mx + b$ .)

### ASSIGNMENT 3

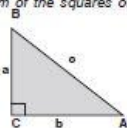
The Pythagorean Theorem is as follows:

In a right triangle the sum of the squares of the lengths of the legs is equal to the square of the length of the hypotenuse.

The hypotenuse is the side opposite to the right angle (AB) and the legs (BC and CA) are the sides containing the right angle.

The legs of a right triangle (the two sides of the triangle that meet at the right angle) are customarily labelled as having lengths "a" and "b," and the hypotenuse (the long side of the triangle, opposite the right angle) is labelled as having length "c." Note that the right triangle is denoted by a square in the corner. The lengths are related by the following equation:

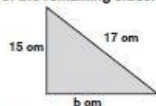
$$a^2 + b^2 = c^2 \text{ or } \sqrt{(a^2 + b^2)} = c$$



This equation allows you to find the length of a side of a right triangle when they've given you the lengths for the other two sides, and, going in the other direction, allows you to determine if a triangle is a right triangle when they've given you the lengths for all three sides.

#### EXAMPLE A

Given the right triangles displayed, find the lengths of the remaining sides.



- Write down the Pythagorean Theorem.  
 $a^2 + b^2 = c^2$
- Substitute in the values you have been given.  
 $15^2 + b^2 = 17^2$
- Using your knowledge of solving equations and the Order of Operations, solve for b.

$$\begin{aligned} 15^2 + b^2 &= 17^2 \\ 225 + b^2 &= 289 \\ b^2 &= 289 - 225 \\ b^2 &= 64 \\ \sqrt{b^2} &= \sqrt{64} \\ b &= 8 \text{ cm} \end{aligned}$$

## LESSON 9 Mathematical Reasoning



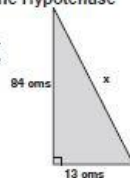
#### EXAMPLE B

Finding the Length of the Hypotenuse

Find the length 'x.'

'x' is the length of the hypotenuse corresponding to the value 'c' in the formula.

$$\begin{aligned} c^2 &= a^2 + b^2 \\ c^2 &= 84^2 + 13^2 \\ c^2 &= 7056 + 169 \\ \sqrt{c^2} &= \sqrt{7225} \\ c &= \sqrt{7225} = 85 \end{aligned}$$

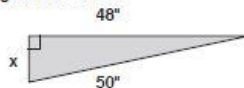


The length of the hypotenuse = 85 cms

#### EXAMPLE C

Finding the Length of a Leg

Find the length of the unknown leg in the diagram below.



We can take  $a = x$ ,  $b = 48$  and  $c = 50$ .

$$\begin{aligned} a^2 + b^2 &= c^2 \\ a^2 + 48^2 &= 50^2 \\ a^2 &= 50^2 - 48^2 \\ x^2 &= 2500 - 2304 = 196 \\ x &= \sqrt{196} = 14 \end{aligned}$$

The length of the leg = 14".

You can also determine if a triangle is a right triangle using the Pythagorean Theorem:

If the square of the length of the longest side of a triangle is equal to the sum of the squares of the lengths of the other two sides, then the triangle is a right triangle.

#### EXAMPLE D

If in triangle ABC,  $c^2 = a^2 + b^2$  where  $AB = c$ ,  $BC = a$  and  $CA = b$ , then triangle ABC is a right triangle.

Let's see if the above ABC triangle is a right triangle. If side  $a = 6$ , side  $b = 8$ , and side  $c$  (the hypotenuse) = 10, you can determine if it is a right triangle by substituting the numbers into the formula:  $a^2 + b^2 = c^2$ .

$$\begin{aligned} a^2 + b^2 &= c^2 \\ 6^2 + 8^2 &= 10^2 \\ 36 + 64 &= 100 \\ 100 &= 100 \end{aligned}$$

Triangle ABC is a Right Triangle!

The Pythagorean Theorem is used to find the lengths, distances and heights using right triangles which model real life situations.

When fire occurs in high rise buildings, the fire fighting men cannot use the regular stairs or lifts. They can reach some floors using ladders. In order to determine the ladder length, they apply the Pythagorean Theorem as they can estimate the height of the floor affected and the horizontal distance they can use to keep the ladder in position.



www.mathcaptain.com

If you own a square plot and propose to construct a diagonal path along the path, the distance of the path can be found using Pythagorean Theorem as the diagonal separates the square or a rectangle into two congruent right triangle and forms the hypotenuse for each of the triangle.



# Science Lesson Example

## LESSON 7 Science



3. Always leave hydrogen and oxygen for last.

This means that you will need to balance the carbon atoms first.

4. Add a coefficient to the single carbon atom on the right of the equation to balance it with the 3 carbon atoms on the left of the equation.



- The coefficient 3 in front of carbon on the right side indicates 3 carbon atoms just as the subscript 3 on the left side indicates 3 carbon atoms.
- In a chemical equation, you can change coefficients, but you should never alter the subscripts.

5. Balance the hydrogen atoms next.

You have 8 on the left side. So you'll need 8 on the right side.



- On the right side, you now added a 4 as the coefficient because the subscript showed that you already had 2 hydrogen atoms.
- When you multiply the coefficient 4 times by the subscript 2, you end up with 8.

6. Balance the oxygen atoms.

- Because you've added coefficients to the molecules on the right side of the equation, the number of oxygen atoms has changed. You now have 4 oxygen atoms in the water molecule and 6 oxygen atoms in the carbon dioxide molecule. That makes a total of 10 oxygen atoms.

- Add a coefficient of 5 to the oxygen molecule on the left side of the equation. You now have 10 oxygen molecules on each side.



- The carbon, hydrogen, and oxygen atoms are balanced. Your equation is complete.

### DIRECTIONS

Balance the following chemical equations.

- $\text{Fe} + \text{O}_2 \rightarrow \text{Fe}_2\text{O}_3$
- $\text{Sr} + \text{O}_2 \rightarrow \text{SrO}$
- $\text{Sn} + \text{NaOH} \rightarrow \text{Na}_2\text{SnO}_2 + \text{H}_2$
- $\text{K} + \text{Br}_2 \rightarrow \text{KBr}$
- $\text{C}_2\text{H}_6 + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$
- $\text{Sb} + \text{I}_2 \rightarrow \text{SbI}_3$
- $\text{COCl}_2 + \text{H}_2\text{O} \rightarrow \text{HCl} + \text{CO}_2$
- $\text{CS}_2 + \text{O}_2 \rightarrow \text{CO}_2 + \text{SO}_2$

## LESSON 7 Science



9.  $\text{H}_2\text{SO}_4 + \text{NaCN} \rightarrow \text{HCN} + \text{Na}_2\text{SO}_4$

10.  $\text{KClO}_3 \rightarrow \text{KCl} + \text{O}_2$

11.  $\text{H}_2 + \text{F}_2 \rightarrow \text{HF}$

12.  $\text{BaCl}_2 + \text{KIO}_3 \rightarrow \text{Ba}(\text{IO}_3)_2 + \text{KCl}$

13.  $\text{Mg} + \text{HCl} \rightarrow \text{MgCl}_2 + \text{H}_2$

### DIRECTIONS

Answer the following questions.

14. Which of the following is true for balancing equations?

- There must be an equal number of atoms of each element on both sides of the equation.
- The number of products should be equal to number of reactants.
- The properties of the products should be the same as the properties of the reactants.
- There must be an equal number of compounds on both sides of the equation.

15. Which is the next logical step in balancing the given equation?



- Place the coefficient 2 in front of oxygen and nitrogen dioxide.
- Place the coefficient 3 in front of oxygen and nitrogen dioxide.
- The equation is already balanced.
- Change the subscript of the nitrogen molecule 1.

16. In this equation, what should be the coefficients of the reactants and products?



- The coefficient of iodine is 2, oxygen is 9, and the product is 2
- The coefficient of iodine is 4, oxygen is 4, and the product is 2
- The coefficient of iodine is 4, oxygen is 9, and the product is 2
- The coefficient of iodine is 2, oxygen is 9, and the product is 1.

17. What is the basic unit of all matter?

- Neutron
- Atom
- Electron
- Proton
- Nucleus

18. Water is a colorless and odorless liquid. It can exist in solid, liquid, and gas states. It boils at 100 degrees C and melts at 0 degrees C. Which option best describes this information?

- These are the physical properties of water.
- These are the chemical properties of water.
- These are the physical changes water undergoes.
- These are the chemical changes water undergoes.
- These are the molecular changes water undergoes.

# RLA Lesson Example

## LESSON 8

### Reasoning through Language Arts



#### ASSIGNMENT 6

Metaphors can be seen in all different types of literature and are important in demonstrating and understanding relationships and situations.

A **metaphor** is one kind of figurative language. "She is the apple of my eye" is a phrase that we have all heard once or twice. But is there really an apple in a person's eye? No, this is just a metaphor to demonstrate how dear a person is to the one speaking. A **metaphor** makes a direct comparison of two unlike things. You can tell the difference between a metaphor and a simile because a simile uses the words "like" or "as", and a metaphor does not. Metaphors often use a form of the verb "to be". The verb can be in the past tense (was, were), the present tense (am, is, are), or future tense (will be).

#### DIRECTIONS

Read each sentence below. Underline the metaphor. Circle the people or objects that the metaphor is being used to compare.

1. The calm lake was a mirror, reflecting the mountains in the distance.
2. When my dad makes up his mind he is a rock, not budging an inch.
3. The lava was a blanket of fire that scorched all the plants in its path.
4. Spinning contentedly, the spider was an artist preparing a masterpiece

#### ASSIGNMENT 7

##### PART I. DIRECTIONS

Match each phrase to the correct type of figurative language by writing the correct letter in the blank.

TYPE	PHRASE
1. ____ alliteration	A. His heart was a block of ice.
2. ____ simile	B. open secret
3. ____ metaphor	C. pink and purple popsicles
4. ____ onomatopoeia	D. The cup danced joyfully across the table
5. ____ oxymoron	E. heavy as a rock
6. ____ hyperbole	F. She was humming a song.
7. ____ personification	G. Everyone knows that!

##### PART II. DIRECTIONS

Answer each question.

8. "Cathy is as cute as a kitten" is an example of what two types of figurative language?  
A. \_\_\_\_\_  
B. \_\_\_\_\_
9. "Ribbitt! the frog said to the snake. 'You must let me pass!'" is an example of what two types of figurative language?  
A. \_\_\_\_\_  
B. \_\_\_\_\_

## LESSON 8

### Reasoning through Language Arts



#### ASSIGNMENT 8

##### Vocabulary to Know

**Theme**—The subject of a talk, a piece of writing, a person's thoughts

**Literary text**—Pertaining to or of the nature of books and writings, especially those classed as literature

**Context**—the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood and assessed

**Connotative**—When you look up a word in the dictionary, you will find its *literal (denotative)* meaning. However, the emotions and associations connected to a word is known as its connotative meaning. Depending on our experiences, certain words have a positive, negative, or neutral connotation.

**Literal**—The exact or primary meaning of a word or words. Word for word; verbatim; a literal translation.

##### In the following passage:

- You will analyze a **theme** in a **literary text**, as well as identifying specific details supporting the development of the theme. In order to determine the theme, consider the ways that the author illustrates the separation between expectations and reality. How this is made apparent in the thoughts and actions of the main character in the story?
- The responses to this passage will also require you to analyze how an author introduces and develops characters in a story. You will need to look at word choices and identify what an author is trying to evoke through description of a character's thoughts and actions.
- You will use **context** as a clue to determine the **connotative** meaning of a word or phrase. You will need to think about the overall meaning of a sentence, or a paragraph; how is a word being used. Consider how strict **literal** interpretation of words lead to misinterpretation.

#### DIRECTIONS

Read the following passage and choose the correct answer by circling the letter.

##### Excerpt from *Main Street* by Sinclair Lewis

Main Street is a novel about a girl who grew up in the big city. She has married a physician who moves them to the small town in the Midwest in which he grew up. She is reluctant to move from the city she knows, but goes along with her husband thinking that perhaps she can bring big-city life to the small town

That one word—home—it terrified her. Had she really bound herself to live, inescapably, in this town called Gopher Prairie? And this thick man beside her, who dared to define her future, he was a stranger! She turned in her seat, stared at him. Who was he? Why was he sitting with her? He wasn't of her kind! His neck was heavy; his speech was heavy; he was twelve or thirteen years older than she; and about him was none of the magic of shared adventures and eagerness. She could not believe that she had ever slept in his arms. That was one of the dreams which you had but did not officially admit.

She told herself how good he was, how dependable and understanding. She touched his ear, smoothed the plane of his solid jaw, and, turning away again, concentrated upon liking his town. It wouldn't be like these barren settlements. It couldn't be! Why, it had three thousand population. That was a great many people. There would be six hundred houses or more. And—The lakes near it would be so lovely. She'd seen them in the photographs. They had looked charming... hadn't they?

A mile from Gopher Prairie the track mounts a curving low ridge, and she could see the town as a whole. With a passionate jerk she pushed

# Social Study Lesson Example

## LESSON 8 Social Studies



### ASSIGNMENT 12

#### Economics—What is it?

##### Key Words

**Capitalism**—an economic system based on private ownership of property

**Commodities**—goods and services for which ownership can be traded or exchanged

**Market economy**—a system of free enterprise where buyers and sellers, not the government, determine prices and output

**Socialism**—an economic system that is based on government control of the market

**Economics**—the science that deals with the production, distribution, and consumption of goods and services, or human welfare.

An economy is the organized way in which a society produces, distributes, and consumes goods and services. In other words, the economy is the way people make things, ship them, sell them, and use them. Economics is the study of how these systems work.

Economists study the history of economics as well as the economies of today. Knowing how economics formed and changed over time helps them better predict the effects of current events.

Today, there are three main types of economic systems: capitalism, socialism, and mixed. **Capitalist**, or market, economies are based on private ownership and market competition.

**Socialism** is based on government control of the market. The government controls production, distribution and profit. The goal of socialism is to ensure that all members of society benefit from economic activity, not just those who compete the most successfully.

**Mixed economies** combine capitalism and socialism. Certain industries, like transportation or mining, may be controlled by the government. Other industries may be allowed to operate in a market economy.

No country's economy is purely of one type. The United States is capitalist, but many controls have been placed on the market. Sweden is a mixed economy. Once there were many socialist economies, such as those of the former Soviet Union and of China. Now most of the socialist economies have been changed to market or mixed economies.

### DIRECTIONS

Write "true" if the statement is true, or "false" if the statement is false.

- Under capitalism, labor is controlled by the government.
- The U.S. economy will probably not change much but will remain a pure capitalist economy.
- If the US economy changed, it would probably lead to changes in the political system as well.
- A socialist economy gives private business owners an unfair advantage
- In a market economy, workers can take a job with a new company whenever they think they will be better off.

## LESSON 8 Social Studies

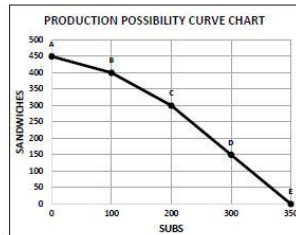


### DIRECTIONS

Use the Production Possibilities Table and Production Possibility Curve Chart to answer these questions.

Sam can produce subs or sandwiches in his deli. With his current resources, his daily production of subs and sandwiches is shown in the table.

Product	Points				
	A	B	C	D	E
Sandwiches	450	400	300	150	0
Subs	0	100	200	300	350



### DIRECTIONS

Choose the one best answer to each question.

- Why does the economic problem of scarcity exist?
    - The Industrial Revolution created sweatshop working conditions
    - Societies have created different types of economic systems.
    - Businesses, consumers, and governments face opportunity costs.
    - People have limited resources but unlimited wants and needs.
  - What does a production possibilities curve demonstrate?
    - Consumers must make choices between competing goods.
    - When suppliers produce more of one item, they must determine how much of each item to produce.
    - Governments do not face opportunity cost because tax dollars are used to supply needed services.
    - Scarcity applies to modern economies but did not apply to ancient economies.
1. How many sandwiches could Sam produce if all his resources are used to make sandwiches? \_\_\_\_\_
2. At point D, how many sandwiches could Sam's Deli produce? How many subs? \_\_\_\_\_
3. What is the opportunity cost at point B, stated in terms of sandwiches? \_\_\_\_\_
4. What is the opportunity cost at point C, stated in terms of subs? \_\_\_\_\_

### References

Contemporary's Pre-GED  
www.readworks.org

# Documenting Time for FTE and Communication

Each of the lesson books has been calculated to represent 8 hours of attendance.

If a student is struggling with a concept reviewed in one of the lesson books the instructor should send supplemental materials for the student to do and return, along with the corrected booklet so that a student can work on reviewing notes from the instructor and work from the booklet

Remember to document any face to face time that the HSE instructor has with the student. Such as time during testing sessions, or face to face tutoring.

Every time a student returns work the HSE instructor needs to date the work and envelope when it was received, and log that time into their college's attendance system.

Our instructor will make a daily attendance sheet and place any hours students earn by receiving materials the student has returned.



# Documenting Time for FTE and Communication continued...

Having a database to record the following:

Dates of material received and sent

(making copies of materials sent to avoid excuses of "it was lost in the mail or I didn't receive it")

Keeping a list of phone calls made with notes entered about the phone call. It helps to record date, length of time, reason for call.

Email exchanges between instructor and student

Just because this is a mail in program you will spend more time corresponding by phone and face to face meetings, probably more than you may think.

Giving encouragement to students to submit work and keeping communication going is vital to this program. We use Remind App to help with communication.

# Addressing WIOA and NRS Progress Testing

## WIOA

To address incorporation of WIOA considerations, we invite all of our distance learners to our WIOA Weekly series. We have scheduled speakers, at various times to try to reach all of our students.

After each speaker we send a summary of that speakers information as another way to help reach our distance students.

When our HSE in the Community instructor speaks with students, especially during face to face tutoring she will review career goals and objectives with the student.

## Testing

When a student is enrolled in the HSE program the instructor will give that student progress testing material for the students level.

During the course of the weeks the HSE instructor will assign lessons for that student to work on out of the workbook. Students write their answers on paper and not in the book itself.

Students are made aware that even though this program is for students who can not attend traditional classes, they will have to come to campus to test, for progress testing or official testing.

# Tips to think about to begin this program

- Who is going to distribute the books and check-in within these locations to fill them back up? How often will you check in to refill? Attaching that person's card to the holder is good so that an agency can contact that person directly to get more.
- Having a dedicated phone number to the HSE instructor so that students can leave messages and be able to have conferences by phone with the instructor.
- Who will be the best to be the instructor for this program. Having someone with good administration skills is vital in this role.
- Who will handle getting the books printed and budgeting for the cost of printing materials, envelopes, postage, etc.?  
*At Alamance Community College we have a postage code that is printed on the back of lesson 1 so that students can mail it in at no charge. We provide prepaid postage envelopes when sending work to students so that they can easily return the work once they are enrolled in our program.*
- At times you may have students that are not being successful in the program which will lead them to recognize the need for a traditional class option.

# Q&A

All Lessons, answer key, and implementation guide is an PDF format and can be shared with participants.

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