

# AZTEC SOFTWARE'S ALIGNMENT TO THE GED® TEST





# Aztec's 2014 GED® Prep Series



<b>REASONING THROUGH LANGUAGE ARTS</b>	
<b>RLA Diagnostic Pretest</b>	<b>Analyzing Texts</b>
<b>Central Ideas and Themes</b>	Analyzing Arguments
Main Idea and Theme Development	Comparing Texts
Point of View and Author's Purpose	The Structure of Texts
Supporting Ideas	<b>Writing Skills</b>
<b>Development of Individuals, Events, and Ideas in Texts</b>	The Writing Process
Understanding Relationships	Elements of an Essay
Drawing Conclusions	Evidenced-based Writing
<b>Interpreting Words and Phrases</b>	Scoring Well on the Essay
Interpreting Words and Phrases	Rules for Capitalization and Punctuation
	Rules for Grammar and Usage Part 1
	Rules for Grammar and Usage Part 2
	<b>RLA PRACTICE TESTS</b>
<b>SCIENCE</b>	
<b>Science Diagnostic Pretest</b>	<b>Overview of Science Domains</b>
<b>Science Skills</b>	Overview of Life Science
Introduction to Scientific Thinking	Overview of Physical Science
Understanding Scientific Terms and Content	Overview of Earth and Space Science
Analyzing Data, Research, and Evidence	<b>SCIENCE PRACTICE TESTS</b>
Using Scientific Tools, Statistics, and Probability	
<b>SOCIAL STUDIES</b>	
<b>Social Studies Diagnostic Pretest</b>	
<b>Civics and Government</b>	<b>U.S. History and Economics</b>
Individual Rights and Civic Responsibilities	Fundamental Economic Concepts
The Bill of Rights	Macro, Micro, and Consumer Economics
Government Types and Their Contributing Principles	From Early Exploration to Manifest Destiny
The Structure of the US Government	From the Civil War through the Progressive Era
Political Parties, Interest Groups, and Policy	From the World Wars to the Cold War
<b>Geography and the World</b>	From the 1970s to Today
Geography and the World	<b>SOCIAL STUDIES PRACTICE TESTS</b>
<b>MATHEMATICAL REASONING</b>	
<b>Math Diagnostic Pretest</b>	<b>Algebraic Problem Solving with Expressions</b>
<b>Quantitative Problem Solving with Rational Numbers</b>	Interpreting and Writing Expressions
Numbers	Adding and Subtracting Linear Expressions
Number Properties and Forms	Multiplying and Factoring Linear Expressions
Mathematical Operations	The Unknown Value in Linear Expressions
Math Word Problems	Adding and Subtracting Polynomials
Unit Rates and Scaling	Multiplying and Dividing Polynomials
Ratios and Percentages	Factoring Polynomials
Exponents and Roots	The Unknown Value in Polynomial Expressions
<b>Quantitative Problem Solving in Geometry</b>	Adding and Subtracting Rational Expressions
	Multiplying and Dividing Rational Expressions
Pythagorean Theorem	<b>Algebraic Problem Solving with Equations</b>
Geometric Properties and Operations	Linear Equations
Solid Figures	Systems of Linear Equations
Composite Figures	One Variable Inequalities
<b>Quantitative Problem Solving with Data and Statistics</b>	Solving Quadratic Equations
Plots and Graphs	<b>Algebraic Problem Solving with Graphs and Functions</b>
Determining Probability	Graphing on a Coordinate Plane
Range, Mode, Median, and Mean	Two Variable Linear Equations
Permutations, Combinations, and Counting	Functions
	<b>MATHEMATICAL REASONING PRACTICE TEST</b>



## Aztec's Alignment to GED Standards

<b>REASONING THROUGH LANGUAGE ARTS (RLA)</b>		
<b>Reading Assessment Targets</b>		
<b>Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b>		
<b>Common Core Connection: R.2</b>		
<b>STANDARD</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
R.2.1 Comprehend explicit details and main ideas in text.	1-17	Central Ideas and Themes <ul style="list-style-type: none"> <li>Main Idea and Theme Development</li> </ul>
R.2.2 Summarize details and ideas in text.	5-13	Central Ideas and Themes <ul style="list-style-type: none"> <li>Supporting Ideas</li> </ul>
R.2.3 Make sentence level inferences about details that support main ideas.	14-21	Central Ideas and Themes <ul style="list-style-type: none"> <li>Supporting Ideas</li> </ul>
R.2.4 Infer implied main ideas in paragraphs or whole texts.	12-16	Central Ideas and Themes <ul style="list-style-type: none"> <li>Main Idea and Theme Development</li> </ul>
R.2.5 Determine which detail(s) support(s) a main idea.	22-30	Central Ideas and Themes <ul style="list-style-type: none"> <li>Supporting Ideas</li> </ul>
R.2.6 Identify a theme, or identify which element(s) in a text support a theme.	18-26	Central Ideas and Themes <ul style="list-style-type: none"> <li>Main Idea and Theme Development</li> </ul>
R.2.7 Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.	2-14	Development of Individuals, Events, and Ideas in Text <ul style="list-style-type: none"> <li>Drawing Conclusions</li> </ul>
R.2.8 Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.	15-22	Development of Individuals, Events, and Ideas in Text <ul style="list-style-type: none"> <li>Drawing Conclusions</li> </ul>
<b>Common Core Connection: R.3</b>		
<b>Analyze how individuals, events, and ideas develop and interact over the course of a text.</b>		
<b>STANDARD</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
R.3.1 Order sequences of events in texts.	2-7	Development of Individuals, Events, and Ideas in Text <ul style="list-style-type: none"> <li>Understanding Relationships</li> </ul>
R.3.2 Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.	18-22	Development of Individuals, Events, and Ideas in Text <ul style="list-style-type: none"> <li>Drawing Conclusions</li> </ul>
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.	37-41	Development of Individuals, Events, and Ideas in Text <ul style="list-style-type: none"> <li>Understanding Relationships</li> </ul>
R.3.4 Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).	8-36	Development of Individuals, Events, and Ideas in Text <ul style="list-style-type: none"> <li>Understanding Relationships</li> </ul>
R.3.5 Analyze the roles that details play in complex literary or informational texts.	26-30	Central Ideas and Themes <ul style="list-style-type: none"> <li>Supporting Ideas</li> </ul>





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Common Core Connection: R.4.2 and L4.2		
<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 word choices shape meaning or tone.</b>		
STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
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.	18-22	Interpreting Words and Phrases <ul style="list-style-type: none"> <li>• Interpreting Words and Phrases</li> </ul>
R.4.2/L.4.2 Analyze how meaning or tone is affected when one word is replaced with another.	15-17	Interpreting Words and Phrases <ul style="list-style-type: none"> <li>• Interpreting Words and Phrases</li> </ul>
R.4.3/L.4.3 Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.	2-14	Interpreting Words and Phrases <ul style="list-style-type: none"> <li>• Interpreting Words and Phrases</li> </ul>
Common Core Connection: R.5		
<b>Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b>		
STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
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.	2-14	Development of Individuals, Events, and Ideas in Text <ul style="list-style-type: none"> <li>• The Structure of Texts</li> </ul>
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).	2-14	Development of Individuals, Events, and Ideas in Text <ul style="list-style-type: none"> <li>• The Structure of Texts</li> </ul>
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, emphasize certain ideas, or reinforce an author's purpose.	21-38	Development of Individuals, Events, and Ideas in Text <ul style="list-style-type: none"> <li>• Understanding Relationships</li> </ul>
R.5.4 Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.	15-30	Development of Individuals, Events, and Ideas in Text <ul style="list-style-type: none"> <li>• The Structure of Texts</li> </ul>
Common Core Connection: R.6		
<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>		
STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
R.6.1 Determine an author's point of view or purpose of a text.	2-9	Central Ideas and Themes <ul style="list-style-type: none"> <li>• Point of View and Author's Purpose</li> </ul>
R.6.2 Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or	10-16	Central Ideas and Themes <ul style="list-style-type: none"> <li>• Point of View and Author's Purpose</li> </ul>





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viewpoints.		
STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
R.6.3 Infer an author's implicit as well as explicit purposes based on details in text.	3-9	Central Ideas and Themes <ul style="list-style-type: none"> <li>Point of View and Author's Purpose</li> </ul>
R.6.4 Analyze how an author uses rhetorical - techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).	17-28	Central Ideas and Themes <ul style="list-style-type: none"> <li>Point of View and Author's Purpose</li> </ul>
<b>Common Core Connection: R.8</b>		
<b>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>		
STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
R.8.1 Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.	2-7	Analyzing Texts <ul style="list-style-type: none"> <li>Analyzing Arguments</li> </ul>
R.8.2 Identify specific pieces of evidence an author uses in support of claims or conclusions.	6-14	Analyzing Texts <ul style="list-style-type: none"> <li>Analyzing Arguments</li> </ul>
R.8.3 Evaluate the relevance and sufficiency of evidence offered in support of a claim.	6-14	Analyzing Texts <ul style="list-style-type: none"> <li>Analyzing Arguments</li> </ul>
R.8.4 Distinguish claims that are supported by reasons and evidence from claims that are not.	15-29	Analyzing Texts <ul style="list-style-type: none"> <li>Analyzing Arguments</li> </ul>
R.8.5 Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.	15-29	Analyzing Texts <ul style="list-style-type: none"> <li>Analyzing Arguments</li> </ul>
R.8.6 Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.	30-44	Analyzing Texts <ul style="list-style-type: none"> <li>Analyzing Arguments</li> </ul>
<b>Common Core Connection: R.7 and R.9</b>		
<b>Analyze how two or more texts address similar themes or topics.</b>		
STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
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).	19-24	Analyzing Texts <ul style="list-style-type: none"> <li>Comparing Texts</li> </ul>
R.9.2 Compare two passages in 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.	4-19	Analyzing Texts <ul style="list-style-type: none"> <li>Comparing Texts</li> </ul>
R.9.3 Compare two argumentative passages on the same topic that present opposing claims (either main or	25-39	Analyzing Texts





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supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.		<ul style="list-style-type: none"> <li>Comparing Texts</li> </ul>
STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
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.	19-24	Analyzing Texts <ul style="list-style-type: none"> <li>Comparing Texts</li> </ul>
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.	4-19	Analyzing Texts <ul style="list-style-type: none"> <li>Comparing Texts</li> </ul>
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.	4-19	Analyzing Texts <ul style="list-style-type: none"> <li>Comparing Texts</li> </ul>

### Writing Assessment Targets

#### Common Core Connection: R.1

STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence.	7-16, 25-30	Writing Skills <ul style="list-style-type: none"> <li>The Writing Process</li> </ul>

#### Common Core Connection: W.1, W.2, and W.4

STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
W.2 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.	2-31	Writing Skills <ul style="list-style-type: none"> <li>Elements of an Essay</li> </ul>

#### Common Core Connection: W.5 and L.1, L.2 and L.3

STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
W.3 Write clearly and demonstrate sufficient command of standard English conventions.	15-28	Writing Skills <ul style="list-style-type: none"> <li>Scoring Well on an Essay</li> </ul>





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<b>Language Assessment Targets</b>		
<b>Common Core Connection: L.1</b>		
<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>		
<b>STANDARD</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
L.1.1 Edit to correct errors involving frequently confused words and homonyms, including contractions (e.g., passed, past; two, too, to; there, their, they're; knew, new; it's, its).	36-64	Writing Skills <ul style="list-style-type: none"> <li>Rules for Grammar and Usage Part 1</li> </ul>
L.1.2 Edit to correct errors in straightforward subject-verb agreement.	24-41	Writing Skills <ul style="list-style-type: none"> <li>Rules for Grammar and Usage Part 2</li> </ul>
<b>STANDARD</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
L.1.3 Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.	20-35	Writing Skills <ul style="list-style-type: none"> <li>Rules for Grammar and Usage Part 1</li> </ul>
L.1.4 Edit to eliminate nonstandard or informal usage (e.g., correctly use "try to win the game" instead of "try and win the game").	2-11	Writing Skills <ul style="list-style-type: none"> <li>Rules for Grammar and Usage Part 2</li> </ul>
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").	2-10	Writing Skills <ul style="list-style-type: none"> <li>Rules for Grammar and Usage Part 1</li> </ul>
L.1.6 Edit to ensure parallelism and proper subordination and coordination.	11-19	Writing Skills <ul style="list-style-type: none"> <li>Rules for Grammar and Usage Part 1</li> </ul>
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).	20-35	Writing Skills <ul style="list-style-type: none"> <li>Rules for Grammar and Usage Part 1</li> </ul>
L.1.8 Edit to eliminate wordiness or awkward sentence construction.	2-11	Writing Skills <ul style="list-style-type: none"> <li>Rules for Grammar and Usage Part 2</li> </ul>
L.1.9 Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.	12-23	Writing Skills <ul style="list-style-type: none"> <li>Rules for Grammar and Usage Part 2</li> </ul>
<b>Common Core Connection: L.2</b>		
<b>Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</b>		
<b>STANDARD</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
L.2.1 Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).	39-53	Writing Skills <ul style="list-style-type: none"> <li>Rules for Capitalization and Punctuation</li> </ul>
L.2.2 Edit to eliminate run-on sentences, fused sentences, or sentence fragments.	54-59	Writing Skills <ul style="list-style-type: none"> <li>Rules for Capitalization and Punctuation</li> </ul>
L.2.3 Edit to ensure correct use of apostrophes with possessive nouns.	18-28	Writing Skills <ul style="list-style-type: none"> <li>Rules for Capitalization and Punctuation</li> </ul>





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L.2.4 Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other nonessential elements, end marks, and appropriate punctuation for clause separation).	2-17, 29-38	Writing Skills <ul style="list-style-type: none"><li>• Rules for Capitalization and Punctuation</li></ul>
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## Aztec's Alignment to GED Standards

<b>Quantitative Problem Solving Assessment Targets</b>			
<b>CCSSR<sup>1</sup></b>	<b>STANDARD</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
<b>Q.1 Order and compute with rational numbers; simplify numerical expressions</b>			
4.NF.2 6.NS.6c 6.NS.7	Q.1.a Order fractions and decimals, including on a number line.	15-29	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Numbers</li> </ul>
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.	4-14	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Number Properties and Forms</li> </ul>
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.	10-25, 3-38	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Exponents and Roots</li> </ul> Algebraic Problem Solving with Expressions <ul style="list-style-type: none"> <li>Multiplying and Dividing Polynomials</li> </ul>
6.NS.7c 7.NS.1c	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 difference.	30-38	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Numbers</li> </ul>
<b>Q.2 Quantitative reasoning to solve problems involving rational numbers</b>			
7.NS.1d 7.NS.2c	Q.2.a Perform addition, subtraction, multiplication, and division on rational numbers.	3-34	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Mathematical Operations</li> </ul>
8.EE.2 N-RN.2	Q.2.b Perform computations and write numerical expressions with squares and square roots of positive, rational numbers.	26-35, 40-42	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Exponents and Roots</li> </ul>
8.EE.2 N-RN.2	Q.2.c Perform computations and write numerical expressions with cubes and cube roots of rational numbers.	43-45	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Exponents and Roots</li> </ul>
7.NS.2b	Q.2.d Determine when a numerical expression is undefined.	15-17	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Number Properties and Forms</li> </ul>
7.NS.3 7.EE.3 8.EE.4 N-Q.1	Q.2.e Solve single-step or multistep real-world arithmetic problems involving the four operations with rational numbers.	2-16	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Math Word Problems</li> </ul>
7.NS.3 7.EE.3 8.EE.4 N-Q.1	Q.2.e Solve single-step or multistep real-world arithmetic problems involving scientific notation.	22-25	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Exponents and Roots</li> </ul>





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<b>Q.3 Solving problems involving a proportional relationship</b>			
6.RP.3 7.RP.1 G-MG.2	Q.3.a Compute unit rates. Examples include (but are not limited to) unit pricing, constant speed, people per square mile, and BTUs per cubic foot.	2-12	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Unit Rates and Scaling</li> </ul>
7.G.1	Q.3.b Use scale factors to determine the magnitude of a size change. Convert between actual drawings and scale drawings.	13-22	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Unit Rates and Scaling</li> </ul>
<b>CCSSR<sup>2</sup></b>	<b>STANDARD</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
6.RP.3 7.RP.1-3 N-Q.1	Q.3.c Solve multistep real-world arithmetic problems using ratios or proportions including those that require converting units of measure.	5-14	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Ratios and Percentages</li> </ul>
7.RP.3	Q.3.d Solve two-step real-world arithmetic problems involving percentages. Examples include (but are not limited to) simple interest, tax, markups and markdowns, gratuities and commissions, and percent increase and decrease.	34-48	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>Ratios and Percentages</li> </ul>
<b>Q.4 Computing perimeter, circumference, and area of plane figures</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.	7-10, 18, 26-30, 39- 44	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>Geometric Properties and Operations</li> </ul>
7.G.4	Q.4.b Compute the area and circumference of circles. Determine the radius or diameter when given area or circumference.	33-37, 44	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>Geometric Properties and Operations</li> </ul>
6.EE.2c 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.	11-18, 44	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>Geometric Properties and Operations</li> </ul>
6.EE.2c 7.G.6 8.G.9	Q.4.d Compute perimeter and area of 2D composite geometric figures, which could include circles, given geometric formulas as needed.	2, 15-29, 40-50	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>Composite Figures</li> </ul>
8.G.7	Q.4.e Use the Pythagorean theorem to determine unknown side lengths in a right triangle.	2-15	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>Pythagorean Theorem</li> </ul>
<b>Q.5 Computing volume and surface area of prisms and cylinders</b>			
6.EE.2c 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 area.	6-19	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>Solid Figures</li> </ul>
6.EE.2c 7.G.6	Q.5.b When given geometric formulas, compute volume and surface area of cylinders. Solve for height,	33-41	Quantitative Problem Solving in Measurement





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8.G.9	radius, or diameter when given volume or surface area.		<ul style="list-style-type: none"> <li>• Solid Figures</li> </ul>
6.EE.2c 7.G.6 8.G.9	Q.5.c When given geometric formulas, compute volume and surface area of right prisms. Solve for side lengths or height, when given volume or surface area.	4-20	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>• Solid Figures</li> </ul>
6.EE.2c 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.	43-63	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>• Solid Figures</li> </ul>
6.EE.2c 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.	21-31	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>• Solid Figures</li> </ul>
<b>CCSSR<sup>3</sup></b>	<b>STANDARD</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
6.EE.2c 7.G.6 8.G.9	Q.5.f Compute surface area and volume of composite 3D geometric figures, given geometric formulas as needed.	2, 30-38	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>• Composite Figures</li> </ul>
<b>Q.6 Interpret and create data displays</b>			
7.RP.2 3.MD.3	Q.6.a Represent and display categorical data in bar graphs or circle graphs. Interpret categorical data displayed in bar graphs or circle graphs.	2-6	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>• Plots and Graphs</li> </ul>
S-ID.1	Q.6.b Represent and display data involving one variable plot on the real number line, including dot plots, histograms, and box plots. Interpret one-variable data displayed in dot plots, histograms, and box plots.	7-12  23-26	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>• Plots and Graphs</li> </ul> Quantitative Problem Solving with Data and Statistics <ul style="list-style-type: none"> <li>• Range, Mode, Median, and Mean</li> </ul>
8.SP.1	Q.6.c Represent and display data involving two variables in tables and the coordinate plane, including scatter plots and graphs. Interpret two-variable data displayed in tables and scatter plots and graphs.	13-16	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>• Plots and Graphs</li> </ul>
<b>Q.7 Calculate and use mean, median, mode and weighted average</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	2-20	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>• Range, Mode, Median, and Mean</li> </ul>
6.SP.3 S-MD.2	Q.7.a Calculate the mean, median, mode, and range. Calculating the average, given the frequency counts of all the data values, and calculating a weighted average. Know the effect of outliers.	11-12, 14-21	Science <ul style="list-style-type: none"> <li>• Using Scientific Tools, Statistics, and Probability</li> </ul>
<b>Q.8 Utilize counting techniques and determine probabilities</b>			
S-CP.9	Q.8.a Use counting techniques to solve problems and determine combinations and permutations.	2-17	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>• Permutation, Combinations and Counting Techniques</li> </ul>
7.SP.7 7.SP.8 S-CP.1	Q.8.b Determine the probability of simple and compound events.	2-36	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>• Determining Probability</li> </ul>





## Aztec's Alignment to GED Standards

Algebraic Problem Solving Assessment Targets			
CCSSR	STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
<b>A.1 Simplifying, evaluating, and writing linear expressions</b>			
7.EE.1	A.1.a Add, subtract, factor, multiply, and expand linear expressions with rational coefficients.	9-24 8-22, 25-29	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• Adding and Subtracting Linear Expressions</li> <li>• Multiplying and Factoring Linear Expressions</li> </ul>
6.EE.2c	A.1.b Evaluate linear expressions by substituting integers for unknown quantities.	4-22	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• The Unknown Value in Linear Expressions</li> </ul>
CCSSR	STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
6.EE.2a 6.EE.6	A.1.c Write linear expressions as part of word-to-symbol translations or to represent common settings.	8-17 5-18	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• Interpreting and Writing Expressions</li> <li>• The Unknown Value in Linear Expressions</li> </ul>
A-APR.1	A.1.d Add, subtract, and multiply polynomials, including multiplying two binomials, or divide factorable polynomials.	9-24 3-46	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• Adding and Subtracting Polynomials</li> <li>• Multiplying and Dividing Polynomials</li> </ul>
6.EE.2c	A.1.e Evaluate polynomial expressions by substituting integers for unknown quantities.	4-16	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• The Unknown Value in Polynomial Expressions</li> </ul>
A.SSE.2 A.SSE.3a A.SSE.4	A.1.f Factor polynomial expressions.	7-32	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• Factoring Polynomials</li> </ul>
6.EE.2a 6.EE.6	A.1.g Write polynomial expressions as part of word-to-symbol translations or to represent common settings.	8-15 17-25	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• Interpreting and Writing Expressions</li> <li>• The Unknown Value in Polynomial Expressions</li> </ul>
6.EE.3	A.1.h Add, subtract, multiply and divide rational expressions.	16-30 3-28	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• Adding and Subtracting Rational Expressions</li> <li>• Multiplying and Dividing Rational Expressions</li> </ul>





## Aztec's Alignment to GED Standards

6.EE.2c	A.1.i Evaluate rational expressions by substituting integers for unknown quantities.	5-6, 13, 15	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>The Unknown Value in Linear Expressions</li> </ul>
6.EE.2a 6.EE.6	A.1.j Write rational expressions as part of word-to-symbol translations or to represent common settings.	8-15 5-18	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>Interpreting and Writing Expressions</li> <li>The Unknown Value in Linear Expressions</li> </ul>
<b>A.2 Write, manipulate, and solve linear equations</b>			
7.EE.4a 8.EE.7 A-REI.3	A.2.a Solve one-variable linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms or equations with coefficients represented by letters. Includes solving routine first-degree equations.	3-17	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>Linear Equations</li> </ul>
7.EE.4 A-CED.1 A-CED.2	A.2.b Solve real-world problems involving linear equations.	18-24	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>Linear Equations</li> </ul>





## Aztec's Alignment to GED Standards

CCSSR	STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
6.EE.6 A-CED.1 A-CED.2	A.2.c Write one-variable and multi-variable linear equations to represent context.	3-24	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• Linear Equations</li> </ul>
8.EE.8 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.	2-18	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• Systems of Linear Equations</li> </ul>
<b>A.3 Write, manipulate, solve, and graph linear inequalities</b>			
A-REI.3	A.3.a Solve linear inequalities in one variable with rational number coefficients.	4-19	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• One Variable Inequalities</li> </ul>
6.EE.8 7.EE.4b	A.3.b Identify or graph the solution to a one-variable linear inequality on a number line.	20-27	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• One Variable Inequalities</li> </ul>
7.EE.4 A-CED.1 A-CED.2	A.3.c Solve real-world problems involving inequalities.	28-30	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• One Variable Inequalities</li> </ul>
6.EE.2a A-CED.1 A-CED.2	A.3.d Write linear inequalities in one variable to represent context.	28-29	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• One Variable Inequalities</li> </ul>
<b>A.4 Write, manipulate, and solve quadratic equations</b>			
A-REI.4	A.4.a Solve quadratic equations in one variable with rational coefficients and real solutions, using appropriate methods (e.g., quadratic formula, completing the square, factoring, inspection).	9-33	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• Solving Quadratic Equations</li> </ul>
A-CED.1	A.4.b Write one-variable quadratic equations to represent context.	31-33	Algebraic Problem Solving with Expressions and Equations <ul style="list-style-type: none"> <li>• Solving Quadratic Equations</li> </ul>
<b>A.5 Connect and interpret graphs and functions</b>			
6.NS.6c	A.5.a Locate points in the coordinate plane.	7-19	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Graphing on the Coordinate Plane</li> </ul>
8.F.4	A.5.b Determine the slope of a line from a graph, equation, or table.	24-43, 48	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Graphing on the Coordinate Plane</li> </ul>
8.EE.5	A.5.c Interpret unit rate as the slope in a proportional relationship.	54-57	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Graphing on the Coordinate Plane</li> </ul>
A-CED.2 F-IF.7a	A.5.d Graph two-variable linear equations.	2-17	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Two Variable Linear Equations</li> </ul>





## Aztec's Alignment to GED Standards

<b>Algebraic Problem Solving Assessment Targets Content Indicators</b>		
<b>STANDARD</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
<b>MP.1 Building Solution Pathways and Lines of Reasoning</b>		
MP.1.a Search for and recognize entry points for solving a problem.	3, 16 39 – 41 4 – 7, 11 – 15	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>• Math Word Problems</li> </ul> Quantitative Problem Solving in Geometry <ul style="list-style-type: none"> <li>• Geometric Properties and Operations</li> </ul> Algebraic Problem Solving with Expressions <ul style="list-style-type: none"> <li>• The Unknown Value in Linear Expressions</li> </ul>
MP.1.b Plan a solution pathway or outline a line of reasoning.	2, 4 – 6	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>• Math Word Problems</li> </ul>
MP.1.c Select the best solution pathway, according to given criteria.	39 – 41	Quantitative Problem Solving in Geometry <ul style="list-style-type: none"> <li>• Geometric Properties and Operations</li> </ul>
MP.1.d Recognize and identify missing information that is required to solve a problem.	7 – 12 4 – 7, 11 – 15	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>• Math Word Problems</li> </ul> Algebraic Problem Solving with Expressions <ul style="list-style-type: none"> <li>• The Unknown Value in Linear Expressions</li> </ul>
MP.1.e Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.	7 – 12 4 – 7, 11 – 15	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>• Math Word Problems</li> </ul> Algebraic Problem Solving with Expressions <ul style="list-style-type: none"> <li>• The Unknown Value in Linear Expressions</li> </ul>
<b>MP.2 Abstracting Problems</b>		
MP.2.a Represent real world problems algebraically.	10 – 14, 34 – 42 10-12, 16 – 18 7 – 12  14 – 15  18 – 25	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>• Ratios and Percentages</li> <li>• Unit Rates and Scaling</li> <li>• Math Word Problems</li> </ul> Quantitative Problem Solving in Geometry <ul style="list-style-type: none"> <li>• Pythagorean Theorem</li> </ul> Algebraic Problem Solving with Expressions <ul style="list-style-type: none"> <li>• The Unknown Value in Polynomial Expressions</li> </ul> Algebraic Problem Solving with Equations <ul style="list-style-type: none"> <li>• Linear Equations</li> </ul>





## Aztec's Alignment to GED Standards

	3 – 6, 19 – 24 17 – 18 28 – 30 31 – 33  55 – 58	<ul style="list-style-type: none"> <li>• Systems of Linear Equations</li> <li>• One Variable Inequalities</li> <li>• Solving Quadratic Equations</li> </ul> Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Graphing on a Coordinate Plane</li> </ul>
MP.2.b Represent real world problems visually.	11 – 13 39 – 41 40 – 50  18 – 24	Quantitative Problem Solving in Geometry <ul style="list-style-type: none"> <li>• Pythagorean Theorem</li> <li>• Geometric Properties and Operations</li> <li>• Composite Figures</li> </ul> Algebraic Problem Solving with Expressions <ul style="list-style-type: none"> <li>• The Unknown Value in Polynomial Expressions</li> </ul>
MP.2.c Recognize the important and salient attributes of a problem.	17-19	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>• Math Word Problems</li> </ul>
<b>MP.3 Furthering Lines of Reasoning</b>		
MP.3.a Build steps of a line of reasoning or solution pathway, based on previous step or givens.	20-22	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>• Math Word Problems</li> </ul>
MP.3.b Complete the lines of reasoning of others.	16 51  21	Quantitative Problem Solving in Geometry <ul style="list-style-type: none"> <li>• Pythagorean Theorem</li> <li>• Composite Figures</li> </ul> Quantitative Problem Solving with Data and Statistics <ul style="list-style-type: none"> <li>• Range, Mode, Median, and Mean</li> </ul>
MP.3.c Improve or correct a flawed line of reasoning.	15	Quantitative Problem Solving with Rational Numbers <ul style="list-style-type: none"> <li>• Math Word Problems</li> </ul>
<b>MP.4 Mathematical Fluency</b>		
MP.4.a Manipulate and solve arithmetic expressions.	9 – 15	Algebraic Problem Solving with Expressions <ul style="list-style-type: none"> <li>• Adding and Subtracting Rational Expressions</li> </ul>
MP.4.b Transform and solve algebraic expressions.	9 – 24 10 – 22, 25 – 29 9 – 13, 15 – 24 3 – 24, 26 – 43 13 – 18, 23 – 41 16 – 24, 26 – 27	Algebraic Problem Solving with Expressions <ul style="list-style-type: none"> <li>• Adding and Subtracting Linear Expressions</li> <li>• Multiplying and Factoring Linear Expressions</li> <li>• Adding and Subtracting Polynomial Expressions</li> <li>• Multiplying and Dividing Polynomial Expressions</li> <li>• Factoring Polynomial Expressions</li> <li>• Adding and Subtracting Rational</li> </ul>







## Aztec's Alignment to GED Standards

	2 – 20	<p>Expressions</p> <ul style="list-style-type: none"> <li>• Multiplying and Dividing Rational Expressions</li> </ul>
MP.4.c Display data or algebraic expressions graphically.	<p>2 – 16</p> <p>31 – 35</p> <p>25 – 33</p>	<p>Quantitative Problem Solving with Data and Statistics</p> <ul style="list-style-type: none"> <li>• Plots and Graphs</li> <li>• Determining Probability</li> </ul> <p>Algebraic Problem Solving with Graphs and Functions</p> <ul style="list-style-type: none"> <li>• Functions</li> </ul>
<b>MP.5 Evaluating Reasoning and Solution Pathways</b>		
MP.5.a Recognize flaws in others' reasoning.	11 – 12	<p>Algebraic Problem Solving with Expressions</p> <ul style="list-style-type: none"> <li>• The Unknown Value in Polynomial Expressions</li> </ul>
MP.5.b Recognize and use counterexamples.	<p>18</p> <p>45-46</p>	<p>Quantitative Problem Solving with Rational Numbers</p> <ul style="list-style-type: none"> <li>• Number Properties and Forms</li> </ul> <p>Quantitative Problem Solving in Geometry</p> <ul style="list-style-type: none"> <li>• Geometric Properties and Operations</li> </ul>
MP.5.c Identify the information required to evaluate a line of reasoning.	<p>17</p> <p>52</p> <p>22</p>	<p>Quantitative Problem Solving in Geometry</p> <ul style="list-style-type: none"> <li>• Pythagorean Theorem</li> <li>• Composite Figures</li> </ul> <p>Quantitative Problem Solving with Data and Statistics</p> <ul style="list-style-type: none"> <li>• Range, Mode, Median, and Mean</li> </ul>





## Aztec's Alignment to GED Standards

CCSSR <sup>4</sup>	STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
	A.5.e For a function that models a linear or nonlinear relationship between two quantities, interpret key features of graphs and tables in terms of quantities, and sketch graphs showing key features of graphs and tables in terms of quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior, and periodicity.	19-28, 34-41	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Functions</li> </ul>
<b>A.6 Connect coordinates, lines, and equations</b>			
A-CED.2	A.6.a Write the equation of a line with a given slope through a given point.	47-50	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Graphing on a Coordinate Plane</li> </ul>
A-CED.2	A.6.b Write the equation of a line passing through two given distinct points.	38-43, 49	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Graphing on a Coordinate Plane</li> </ul>
G-GPE.5	A.6.c Use slope to identify parallel and perpendicular lines and to solve geometric problems.	44-46	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Graphing on a Coordinate Plane</li> </ul>
<b>A.7 Compare, represent, and evaluate functions</b>			
8.EE.5	A.7.a Compare two different proportional relationships represented in different ways. Examples include but are not limited to comparing a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed.	32-33	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Functions</li> </ul>
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).	4-8, 11-12	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Functions</li> </ul>
F-IF.2	A.7.c Evaluate linear and quadratic functions for values in their domain when represented using function notation.	17-18	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Functions</li> </ul>
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 the following: 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.	32-33	Algebraic Problem Solving with Graphs and Functions <ul style="list-style-type: none"> <li>• Functions</li> </ul>





## Aztec's Alignment to GED Standards

Science Practices			
CCSSR <sup>5</sup>	STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
<b>Reporting Category 1: Analyzing scientific and technical arguments, evidence and text-based information</b>			
	SP.1.a Understand and explain a textual scientific presentation.	21-34, 37-45	Science Skills <ul style="list-style-type: none"> <li>Introduction to Scientific Thinking</li> </ul>
	SP.1.b Determine the meaning of symbols, terms and phrases as they are used in scientific presentations.	2-17	Science Skills <ul style="list-style-type: none"> <li>Understanding Scientific Terms and Content</li> </ul>
	SP.3.a Cite specific textual evidence to support a finding or conclusion.	5-12, 41, 45	Science Skills <ul style="list-style-type: none"> <li>Introduction to Scientific Thinking</li> </ul>
	SP.5.a Reconcile multiple findings, conclusions or theories.	37-39, 43	Science Skills <ul style="list-style-type: none"> <li>Analyzing Data, Statistics, and Research</li> </ul>
	SP.6.c Express scientific information or findings verbally.	2-16	Science Skills <ul style="list-style-type: none"> <li>Understanding Scientific Terms and Content</li> </ul>
<b>Reporting Category 2: Applying scientific processes and procedural concepts</b>			
	SP.2.a Identify possible sources of error and alter the design of an investigation to ameliorate that error.	27-28	Science Skills <ul style="list-style-type: none"> <li>Analyzing Data, Statistics, and Research</li> </ul>
	SP.2.b Identify and refine hypotheses for scientific investigations.	19-20, 39-40, 43, 45	Science Skills <ul style="list-style-type: none"> <li>Introduction to Scientific Thinking</li> </ul>
	SP.2.c Identify the strength and weaknesses of one or more scientific investigation (i.e., experimental or observational) designs.	34-45	Science Skills <ul style="list-style-type: none"> <li>Analyzing Data, Statistics, and Research</li> </ul>
	SP.2.d Design a scientific investigation.	15-26, 30-33	Science Skills <ul style="list-style-type: none"> <li>Analyzing Data, Statistics, and Research</li> </ul>
	SP.2.e Identify and interpret independent and dependent variables in scientific investigations.	23 15-18	Science Skills <ul style="list-style-type: none"> <li>Introduction to Scientific Thinking</li> <li>Understanding Scientific Terms and Content</li> </ul>
	SP.3.b Reason from data or evidence to a conclusion.	14-15, 30-34, 41, 45	Science Skills <ul style="list-style-type: none"> <li>Introduction to Scientific Thinking</li> </ul>
	SP.3.c Make a prediction based upon data or evidence.	7-8, 21-22, 29	Science Skills <ul style="list-style-type: none"> <li>Understanding Scientific Terms and Content</li> </ul>

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References to Common Core State Standards and Framework for K-12 Science Education

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Aztec Software's GED® 2014 Test Correlation

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## Aztec's Alignment to GED Standards

	SP.4.a Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.	14-15, 30-34, 41, 45	Science Skills <ul style="list-style-type: none"> <li>Introduction to Scientific Thinking</li> </ul>
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CCSSR <sup>6</sup>	STANDARD	SCREEN NUMBERS	AZTEC ASSIGNMENT
	SP.7.a Understand and apply scientific models, theories and processes.	2-45	Science Skills <ul style="list-style-type: none"> <li>Analyzing Data, Statistics, and Research</li> </ul>
<b>Reporting Category 3: Reasoning quantitatively and interpreting data in scientific contexts</b>			
	SP.1.c Understand and explain a non-textual scientific presentation.	18-19, 21-22, 24-29, 35-42	Science Skills <ul style="list-style-type: none"> <li>Understanding Scientific Terms and Content</li> </ul>
	SP.3.d Use sampling techniques to answer scientific questions.	23-47	Science Skills <ul style="list-style-type: none"> <li>Using Scientific Tools, Statistics, and Probability</li> </ul>
	SP.6.a Express scientific information or findings visually.	47-57	Science Skills <ul style="list-style-type: none"> <li>Analyzing Data, Statistics, and Research</li> </ul>
	SP.6.b Express scientific information or findings numerically.	32-42	Science Skills <ul style="list-style-type: none"> <li>Understanding Scientific Terms and Content</li> </ul>
	SP.7.b Apply formulas from scientific theories.	48-55	Science Skills <ul style="list-style-type: none"> <li>Using Scientific Tools, Statistics, and Probability</li> </ul>
	SP.8.a Describe a data set statistically.	23-47	Science Skills <ul style="list-style-type: none"> <li>Using Scientific Tools, Statistics, and Probability</li> </ul>
	SP.8.b Use counting and permutations to solve scientific problems.	30-37	Science Skills <ul style="list-style-type: none"> <li>Using Scientific Tools, Statistics, and Probability</li> </ul>
	SP.8.c Determine the probability of events.	38-44	Science Skills <ul style="list-style-type: none"> <li>Using Scientific Tools, Statistics, and Probability</li> </ul>
<b>SCIENCE CONTENT TOPICS AND SUBTOPICS</b>		<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
<b>Life Science</b>			
<b>L.a Human body and health</b>			
	L.a.1 Body systems (e.g., muscular, endocrine, nervous systems) and how they work together to perform a function (e.g., muscular and skeletal work to move the body)	5-6, 37-38, 52	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
	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)	7-8	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
	L.a.3 Sources of nutrients (e.g., foods, symbiotic organisms) and	9-10, 52-53	Overview of Science Domains





## Aztec's Alignment to GED Standards

concepts in nutrition (e.g., calories, vitamins, minerals)		<ul style="list-style-type: none"> <li>Life Science</li> </ul>
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 methods (e.g., vaccination, sanitation)	11-12, 54	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>

SCIENCE CONTENT TOPICS AND SUBTOPICS	SCREEN NUMBERS	AZTEC ASSIGNMENT
<b>L.b Relationship between life functions and energy intake</b>		
L.b.1 Energy for life functions (e.g., photosynthesis, respiration, fermentation)	15-18, 55-56	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
<b>L.c Energy flows in ecologic networks (ecosystems)</b>		
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 (e.g., sunlight, producers, lower-level consumer)	21-22, 56	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
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 environments on food webs	23-24, 56	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
L.c.3 Carrying capacity, changes in carrying capacity based on changes in populations and environmental effects, and limiting resources to those necessary for growth	25-26, 57	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
L.c.4 Symbiosis (e.g., mutualism, parasitism, commensalism) and predator/prey relationships (e.g., changes in one population affecting another population)	27-28, 53, 57	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
L.c.5 Disruption of ecosystems (e.g., invasive species, flooding, habitat destruction, desertification) and extinction (e.g., causes [human and natural] and effects)	20, 58	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
<b>L.d Organization of life (structure and function of life)</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)	31-32, 59	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
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, and systems)	33-34	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
L.d.3 Mitosis, meiosis (e.g., process and purpose)	35-36	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
<b>L.e 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)	41-42, 60	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
	<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
L.e.2 Genotypes, phenotypes, and the probability of traits in close relatives (e.g., Punnett squares, pedigree charts)	43-44, 61	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>





## Aztec's Alignment to GED Standards

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)	41-42, 61-62	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
<b>L.f Evolution</b>		
L.f.1 Common ancestry (e.g., evidence) and cladograms (e.g., drawing, creating, interpreting)	47-48, 63	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
L.f.2 Selection (e.g., natural selection, artificial selection, evidence) and the requirements for selection (e.g., variation in traits, differential survivability)	45-46, 62-64	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
L.f.3 Adaptation, selection pressure, and speciation	49-50, 63-65	Overview of Science Domains <ul style="list-style-type: none"> <li>Life Science</li> </ul>
<b>Physical Science</b>		
<b>SCIENCE CONTENT TOPICS AND SUBTOPICS</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ASSIGNMENT</b>
<b>P.a 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)	5-6	Overview of Science Domains <ul style="list-style-type: none"> <li>Physical Science</li> </ul>
P.a.2 Endothermic and exothermic reactions	7-8	Overview of Science Domains <ul style="list-style-type: none"> <li>Physical Science</li> </ul>
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])	35	Overview of Science Domains <ul style="list-style-type: none"> <li>Physical Science</li> </ul>
P.a.4 Sources of energy (e.g., sun, fossil fuels, nuclear) and the relationships between different sources (e.g., levels of pollutions, amount of energy produced)	36	Overview of Science Domains <ul style="list-style-type: none"> <li>Physical Science</li> </ul>
P.a.5 Types of waves, parts of waves (e.g., frequency, wavelength), types of electromagnetic radiation, transfer of energy by waves, and the uses and dangers of electromagnetic radiation (e.g., radio transmission, UV light and sunburns)	13-14	Overview of Science Domains <ul style="list-style-type: none"> <li>Physical Science</li> </ul>
<b>P.b 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)	17-18, 37-38	Overview of Science Domains <ul style="list-style-type: none"> <li>Physical Science</li> </ul>
P.b.2 Force, Newton's Laws, gravity, acceleration due to gravity (e.g., free fall, law of gravitational attraction), mass, and weight	19-20, 23-24	Overview of Science Domains <ul style="list-style-type: none"> <li>Physical Science</li> </ul>
P.b.3 Work, simple machines (types and functions), mechanical advantages (force, distance, and simple machines), and power	21-22, 25-28, 39-40	Overview of Science Domains <ul style="list-style-type: none"> <li>Physical Science</li> </ul>
<b>P.c Chemical properties and reactions related to living systems</b>		
P.c.1 Structure of matter		





## Aztec's Alignment to GED Standards

	42	Overview of Science Domains • Physical Science
P.c.2 Physical and chemical properties, changes of state, and density	33-34, 43	Overview of Science Domains • Physical Science
P.c.3 Balancing chemical equations and different types of chemical equations, conservation of mass in balanced chemical equations and limiting reactants	31-32, 43	Overview of Science Domains • Physical Science
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	33-34, 44	Overview of Science Domains • Physical Science

### Earth and Space Science

SCIENCE CONTENT TOPICS AND SUBTOPICS	SCREEN NUMBERS	AZTEC ASSIGNMENT
<b>ES.a Interactions between Earth's systems and living things</b>		
ES.a.1 Interactions of matter between living and nonliving things (e.g., cycles of matter) and the location, uses, and dangers of fossil fuels	4-5, 32, 35	Overview of Science Domains • Earth and Space Science
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)	6-7, 12-13, 34, 35	Overview of Science Domains • Earth and Space Science
ES.a.3 Extraction and use of natural resources, renewable vs. nonrenewable resources, and sustainability	8-9, 36	Overview of Science Domains • Earth and Space Science
<b>ES.b Earth and its system components and interactions</b>		
ES.b.1 Characteristics of the atmosphere, including its layers; gases and their effects on Earth and its organisms, including climate change	15-16, 33	Overview of Science Domains • Earth and Space Science

SCIENCE CONTENT TOPICS AND SUBTOPICS	SCREEN NUMBERS	AZTEC ASSIGNMENT
ES.b.2 Characteristics of the oceans (e.g., salt water, currents, coral reefs) and their effects on Earth and its organisms	10-11, 21-22, 37	Overview of Science Domains • Earth and Space Science
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's rotation, etc.)	12-13, 17-18, 38	Overview of Science Domains • Earth and Space Science
ES.b.4 Interior structure of Earth (e.g., core, mantle, crust, tectonic plates) and its effects (e.g., volcanoes, earthquakes, etc.) and major landforms of Earth (e.g., mountains, ocean basins, continental shelves, etc.)	30-31, 39	Overview of Science Domains • Earth and Space Science
<b>ES.c Structures and organization of the cosmos</b>		
ES.c.1 Structures in the universe (e.g., galaxies, stars, constellations, solar systems), 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])	19-20, 24-25, 28-29, 40, 41	Overview of Science Domains • Earth and Space Science
ES.c.2 Sun, planets, and moons (e.g., types of planets, comets, asteroids), the motion of Earth's motion and the interactions within	21-22, 26-27, 42, 43	Overview of Science Domains • Earth and Space Science





## Aztec's Alignment to GED Standards

Earth's solar system (e.g., tides, eclipses)		
ES.c.3 The age of Earth, including radiometrics, fossils, and landforms	30-31, 44	Overview of Science Domains <ul style="list-style-type: none"><li>• Earth and Space Science</li></ul>







## Aztec's Alignment to GED Standards

Social Studies Practices			
CCSSR <sup>7</sup>	STANDARD	SCREEN NUMBERS	AZTEC ALIGNMENT
<b>SSP.1 Drawing Conclusions and Making Inferences</b>			
R.1, R.8	SSP.1.a. Determine the details of what is explicitly stated in primary and secondary sources, and make logical inferences or valid claims based on evidence.	20-22 41-43	Civics and Government <ul style="list-style-type: none"> <li>Individual Rights and Civic Responsibilities</li> <li>Bill of Rights</li> </ul>
	b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.	23, 25-30	Civics and Government <ul style="list-style-type: none"> <li>Individual Rights and Civic Responsibilities</li> </ul>
<b>SSP.2 Determining central ideas, hypotheses, and conclusions</b>			
R.2, NCSS Literacy Skills	a. Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.	13-17 32	Civics and Government <ul style="list-style-type: none"> <li>Individual Rights and Civic Responsibilities</li> </ul> U.S. History and Economics <ul style="list-style-type: none"> <li>From Early Exploration to Manifest Destiny</li> </ul>
	b. Describe people, places, environments, processes, and events and the connections between and among them.	16, 23, 24 24	U.S. History and Economics <ul style="list-style-type: none"> <li>From the 1970s to Today</li> </ul> Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul>
<b>SSP.3 Analyzing events and ideas</b>			
R.3, R.8	a. Identify the chronological structure of a historical narrative and sequence steps in a process.	12, 13, 15, 16, 21	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
	b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.	7-9	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
	c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.	2-5 30-31	U.S. History and Economics <ul style="list-style-type: none"> <li>From Early Exploration to Manifest Destiny</li> </ul>
	d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.	23-27, 32 13-15	U.S. History and Economics <ul style="list-style-type: none"> <li>From Early Exploration to Manifest Destiny</li> <li>From the Civil War through the Progressive Era</li> </ul>
<b>SSP.4 Interpreting meaning of symbols, words, and phrases</b>			
R.4.2, L.4.2	a. Determine the meaning of words and phrases as they are used in context, including vocabulary that describes	23 & 26	Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul>

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References to Common Core State Standards, NCSS, and NSH





## Aztec's Alignment to GED Standards

	historical, political, social, geographic, and economic aspects of social studies.	21  30	Civics and Government <ul style="list-style-type: none"> <li>Political Parties, Interest Groups, and Contemporary Policy</li> </ul> U.S. History and Economics <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> </ul>
R.6, NSH 3.F	<b>SSP.5 Analyzing purpose and point of view</b>		
	a. Identify aspects of a historical document that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	17-19, 34-35  13-15	Civics and Government <ul style="list-style-type: none"> <li>Government Types and Their Contributing Principles</li> </ul> U.S. History and Economics <ul style="list-style-type: none"> <li>From the Civil War through the Progressive Era</li> </ul>
	b. Identify instances of bias or propagandizing.	20	Civics and Government <ul style="list-style-type: none"> <li>Political Parties, Interest Groups, and Contemporary Policy</li> </ul>
	c. Analyze how a historical context shapes an author's point of view.	13, 15	U.S. History and Economics <ul style="list-style-type: none"> <li>From the Civil War Through the Progressive Era</li> </ul>
	d. Evaluate the credibility of an author in historical and contemporary political discourse.	16	U.S. History and Economics <ul style="list-style-type: none"> <li>From the Civil War Through the Progressive Era</li> </ul>
R.9.1, R.7.1, R.7.2, Q7: 7.RP, 3.MD.3, S-ID.1, 8.SP.1, S-ID.6, S-ID.7, NSH 2	<b>SSP.6 Integrating content presented in different ways</b>		
	a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	26-28	Civics and Government <ul style="list-style-type: none"> <li>The Structure of the U.S. Government</li> </ul>
	b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts and in a variety of visual sources such as artifacts, photographs, and political cartoons.	48-52	Civics and Government <ul style="list-style-type: none"> <li>The Bill of Rights</li> </ul>
	c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.	42-43, 47	Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul>
R.8, NSH 3.E	<b>SSP.7 Evaluating reasoning and evidence</b>		
	a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.	38-40	U.S. History and Economics <ul style="list-style-type: none"> <li>From the 1970s to Today</li> </ul>
	b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.	33-35	U.S. History and Economic <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
R.9, R.7	<b>SSP.8 Analyzing relationships between texts</b>		
	a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.	33-35	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the</li> </ul>





## Aztec's Alignment to GED Standards

			Cold War
CCSSR <sup>8</sup>	STANDARD	SCREEN NUMBERS	AZTEC ALIGNMENT
<b>SSP.9 Writing analytic response to source texts</b>			
R.1, W.1, W.2, W.4, W.5, L.1, L.2, L.4	a. Produce writing that develops the idea(s), claim(s), and/or argument(s) thoroughly and logically, with well-chosen examples, facts, or details from primary and secondary source documents.	5-31	Writing Skills <ul style="list-style-type: none"> <li>The Writing Process</li> </ul>
	b. Produce writing that introduces the idea(s) or claim(s) clearly, creates an organization that logically sequences information, and maintains a coherent focus.	1-32	Writing Skills <ul style="list-style-type: none"> <li>Elements of an Essay</li> </ul>
	c. Write clearly and demonstrate sufficient command of standard English conventions.	1-65 1-42 1-60	Writing Skills <ul style="list-style-type: none"> <li>Rules for Grammar and Usage Part 1</li> <li>Rules for Grammar and Usage Part 2</li> <li>Rules for Capitalization and Punctuation</li> </ul>
<b>SSP.10 Reading and interpreting graphs, charts, and other data representation</b>			
Q7: 7.RP, 3.MD.3, S-ID.1, 8.SP.1, S-ID.6, S-ID.7	a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle), including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).	17, 29	U.S. History and Economics <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> </ul>
	b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.	12-17	U.S. History and Economics <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> </ul>
	c. Distinguish between correlation and causation.	12	U.S. History and Economics <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> </ul>
<b>SSP.11 Measuring the center of a statistical dataset</b>			
Q8: 6.SP.3, S-MD.2, 6.SP.2, 6.SP.5, S-ID.2, S-ID.3, S-ID.4, S-ID.9	a. Calculate the mean, median, mode, and range of a dataset.	1-20	Quantitative Problem Solving in Measurement <ul style="list-style-type: none"> <li>Range, Mode, Median, and Mean</li> </ul>
		24	U.S. History and Economics <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> </ul>
<b>Civics and Government</b>			
STANDARD		SCREEN NUMBERS	AZTEC ALIGNMENT
<b>CG.a Types of modern and historical governments</b>			
CG.a.1 Direct democracy, representative democracy, parliamentary democracy, presidential democracy, monarchy, and other types of government that contributed to the development of American		5, 13- 22, 27-29, 36, 39	Civics and Government <ul style="list-style-type: none"> <li>Government Types and their Contributing Principles</li> </ul>





## Aztec's Alignment to GED Standards

constitutional democracy		
<b>CG.b Principles that have contributed to development of American constitutional democracy</b>		
CG.b.1 Natural rights philosophy	8-22	Civics and Government <ul style="list-style-type: none"> <li>• Individual Rights and Civic Responsibilities</li> </ul>
CG.b.2 Popular sovereignty and consent of the governed	23-24	Civics and Government <ul style="list-style-type: none"> <li>• Government Types and their Contributing Principles</li> </ul>
CG.b.3 Constitutionalism	34	Civics and Government <ul style="list-style-type: none"> <li>• Government Types and their Contributing Principles</li> </ul>
CG.b.4 Majority rule and minority rights	27, 36	Civics and Government <ul style="list-style-type: none"> <li>• Government Types and their Contributing Principles</li> </ul>
CG.b.5 Checks and balances	34 51-56	Civics and Government <ul style="list-style-type: none"> <li>• Government Types and their Contributing Principles</li> <li>• The Structure of the U.S. Government</li> </ul>
CG.b.6 Separation of powers	4	Civics and Government <ul style="list-style-type: none"> <li>• The Structure of the U.S. Government</li> </ul>
CG.b.7 Rule of law	10-11	Civics and Government <ul style="list-style-type: none"> <li>• Government Types and their Contributing Principles</li> </ul>
CG.b.8 Individual rights	2, 7-9	Civics and Government <ul style="list-style-type: none"> <li>• Government Types and their Contributing Principles</li> </ul>
CG.b.9 Federalism	35-36	Civics and Government <ul style="list-style-type: none"> <li>• Government Types and their Contributing Principles</li> </ul>
<b>CG.c Structure and design of United States government</b>		
CG.c.1 Structure, powers, and authority of the federal executive, judicial, and legislative branches	10-31, 33-49, 56	Civics and Government <ul style="list-style-type: none"> <li>• The Structure of the U.S. Government</li> </ul>
CG.c.2 Individual governmental positions (e.g, president, speaker of the house, cabinet secretary, etc.)	18, 20, 29-35, 38	Civics and Government <ul style="list-style-type: none"> <li>• The Structure of the U.S. Government</li> </ul>
CG.c.3 Major powers and responsibilities of the federal and state governments	7-9	Civics and Government <ul style="list-style-type: none"> <li>• The Structure of the U.S. Government</li> </ul>
CG.c.4 Shared powers	7-9	Civics and Government <ul style="list-style-type: none"> <li>• The Structure of the U.S. Government</li> </ul>
CG.c.5 The amendment process	34  19	Civics and Government <ul style="list-style-type: none"> <li>• Government Types and Their Contributing Principles</li> </ul> U.S. History and Economics <ul style="list-style-type: none"> <li>• From Early Exploration to</li> </ul>





## Aztec's Alignment to GED Standards

		Manifest Destiny
CG.c.6 Governmental departments and agencies	35-38	Civics and Government <ul style="list-style-type: none"> <li>The Structure of the U.S. Government</li> </ul>
STANDARD	SCREEN NUMBERS	AZTEC ALIGNMENT
CG.d Individual rights and civic responsibilities		
CG.d.1 The Bill of Rights	2-60	Civics and Government <ul style="list-style-type: none"> <li>The Bill of Rights</li> </ul>
CG.d.2 Personal and civil liberties of citizens	5-22, 28-35, 47	Civics and Government <ul style="list-style-type: none"> <li>Individual Rights and Civic Responsibilities</li> </ul>
CG.e Political parties, campaigns, and elections in American politics		
CG.e.1 Political parties	14-20, 34	Civics and Government <ul style="list-style-type: none"> <li>Political Parties, Interest Groups, and Contemporary Policy</li> </ul>
CG.e.2 Interest groups	21-23, 34	Civics and Government <ul style="list-style-type: none"> <li>Political Parties, Interest Groups, and Contemporary Policy</li> </ul>
CG.e.3 Political campaigns, elections, and the electoral process	4-7, 9-13, 34	Civics and Government <ul style="list-style-type: none"> <li>Political Parties, Interest Groups, and Contemporary Policy</li> </ul>
CG.f Contemporary public policy		
CG.f.1 Contemporary public policy	30-33	Civics and Government <ul style="list-style-type: none"> <li>Political Parties, Interest Groups, and Contemporary Policy</li> </ul>
United States History		
STANDARD	SCREEN NUMBERS	AZTEC ALIGNMENT
USH.a Key historical documents that have shaped American constitutional government		
USH.a.1 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)	14, 17, 19	U.S. History and Economics <ul style="list-style-type: none"> <li>From Early Exploration to Manifest Destiny</li> <li>From the Civil War through the Progressive Era</li> </ul>
	8 & 10	
	20-22	Civics and Government <ul style="list-style-type: none"> <li>Individual Rights and Civic Responsibilities</li> <li>The Bill of Rights</li> <li>Government Types and Their Contributing Principles</li> </ul>
	41 & 42	
6-9		
USH.b Revolutionary and early republic periods		
USH.b.1 Revolutionary War	6, 7, 9-14, 16-18	U.S. History and Economics <ul style="list-style-type: none"> <li>From Early Exploration to</li> </ul>





## Aztec's Alignment to GED Standards

	7	Manifest Destiny Civics and Government • The Bill of Rights
USH.b.2 War of 1812	28	U.S. History and Economics • From Early Exploration to Manifest Destiny
USH.b.3 George Washington	13-15, 21	U.S. History and Economics • From Early Exploration to Manifest Destiny
USH.b.4 Thomas Jefferson	25-27	U.S. History and Economics • From Early Exploration to Manifest Destiny
USH.b.5 Articles of Confederation	15, 17, 19	U.S. History and Economics • From Early Exploration to Manifest Destiny
USH.b.6 Manifest Destiny	30	U.S. History and Economics • From Early Exploration to Manifest Destiny
USH.b.7 U.S. Indian Policy	15, 30 44	U.S. History and Economics • From Early Exploration to Manifest Destiny Geography • Geography and the World
<b>USH.c Civil War and Reconstruction</b>		
USH.c.1 Slavery	4-7, 10 18	U.S. History and Economics • From the Civil War through the Progressive Era Civics and Government • Individual Rights and Civic Responsibilities
<b>STANDARD</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ALIGNMENT</b>
USH.c.2 Sectionalism	2, 3, 7	U.S. History and Economics • From the Civil War through the Progressive Era
USH.c.3 Civil War amendments	8	U.S. History and Economics • From the Civil War through the Progressive Era
USH.c.4 Reconstruction policies	8	U.S. History and Economics • From the Civil War through the Progressive Era
<b>USH.d Civil rights</b>		
USH.d.1 Jim Crow laws	9	U.S. History and Economics • From the Civil War through the Progressive Era
USH.d.2 Women's suffrage	24	U.S. History and Economics • From the Civil War through the





## Aztec's Alignment to GED Standards

		Progressive Era
USH.d.3 Civil rights movement	22, 27, 31 2 28-30	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> <li>From the 1970s to Today</li> </ul> Civics and Government <ul style="list-style-type: none"> <li>Individual Rights and Civic Responsibilities</li> </ul>
USH.d.4 Plessy vs. Ferguson and Brown vs. Board of Education (1896) (1954)	36-37	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.d.5 Warren court decisions	36-37	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
<b>USH.e European settlement and population of the Americas</b>		
USH.e.1 European settlement and population of the Americas	2, 3, 7, 8, 10, 30	U.S. History and Economics <ul style="list-style-type: none"> <li>From Early Explorations to Manifest Destiny</li> </ul>
<b>USH.f World Wars I &amp; II</b>		
USH.f.1 Alliance system	2	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.f.2 Imperialism, nationalism, and militarism	2, 3, 16 41 & 44	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul> Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul>
USH.f.3 Russian revolution	4 39	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul> Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul>
USH.f.4 Woodrow Wilson	2, 6	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.f.5 Treaty of Versailles and League of Nations	6 & 7	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.f.6 Neutrality Acts	12	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.f.7 Isolationism	2 & 12	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.f.8 Allied and Axis powers	4 41	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul> Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul>





## Aztec's Alignment to GED Standards

USH.f.9 Fascism, Nazism, and totalitarianism	12	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.f.10 The Holocaust	23 25	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul> Civics and Government <ul style="list-style-type: none"> <li>Individual Rights and Civic Responsibilities</li> </ul>
STANDARD	SCREEN NUMBERS	AZTEC ALIGNMENT
USH.f.11 Japanese-American internment	23-24	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.f.12 Decolonization	45	Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul>
USH.f.13 GI Bill	18, 22	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
STANDARD	SCREEN NUMBERS	AZTEC ALIGNMENT
USH.g The cold war		
USH.g.1 Communism and capitalism	26 & 27 4 45	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> <li>From the 1970s to Today</li> </ul> Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul>
USH.g.2 NATO and the Warsaw Pact	17	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.g.3 U.S. maturation as an international power	13, 15-16, 27	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.g.4 Division of Germany, Berlin blockade and airlift	31	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.g.5 Truman Doctrine	26	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold Wars</li> </ul>
USH.g.6 Marshall Plan	20	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>
USH.g.7 Lyndon B. Johnson and the Great Society	30-32	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> </ul>







## Aztec's Alignment to GED Standards

USH.g.8 Richard Nixon and the Watergate scandal	8	U.S. History and Economics <ul style="list-style-type: none"> <li>From the 1970s to Today</li> </ul>
USH.g.9 Collapse of USSR and democratization of Eastern Europe	23	U.S. History and Economics <ul style="list-style-type: none"> <li>From the 1970s to Today</li> </ul>
<b>USH.h American foreign policy since 9/11</b>		
USH.h.1 American foreign policy since 9/11	31 & 33	U.S. History and Economics <ul style="list-style-type: none"> <li>From the 1970s to Today</li> </ul>
<b>Economics</b>		
<b>STANDARD</b>	<b>SCREEN NUMBERS</b>	<b>AZTEC ALIGNMENT</b>
<b>E.a Key economic events that have shaped American government and policies</b>		
E.a.1 Key economic events that have shaped American government and policies	31 & 33  26 & 31	U.S. History and Economics <ul style="list-style-type: none"> <li>From the 1970s to Today</li> </ul> Civics and Government <ul style="list-style-type: none"> <li>Political Parties, Interest Groups, and Contemporary Policy</li> </ul>
<b>E.b Relationship between political and economic freedoms</b>		
E.b.1 Relationship between political and economic freedoms	10-12  8, 9, 26, 27, 31	U.S. History and Economics <ul style="list-style-type: none"> <li>From Early Exploration to Manifest Destiny</li> <li>From the World Wars to the Cold War</li> </ul>
<b>E.c Fundamental economic concepts</b>		
E.c.1 Markets	4, 8 & 9  20  2, 13, 31	U.S. History and Economics <ul style="list-style-type: none"> <li>From Early Exploration to Manifest Destiny</li> <li>Key Economic Concepts</li> <li>Macro, Micro, and Consumer Economics</li> </ul>
E.c.2 Incentives	4, 5, 8  8 & 38	U.S. History and Economics <ul style="list-style-type: none"> <li>Key Economic Concepts</li> <li>Macro, Micro, and Consumer Economics</li> </ul>
E.c.3 Monopoly and competition	17, 23, 27, 28, 30  19 & 20  21-25	U.S. History and Economics <ul style="list-style-type: none"> <li>From the Civil War through the Progressive Era</li> <li>From the 1970s to Today</li> <li>Key Economic Concepts</li> </ul>
<b>STANDARD</b>		<b>AZTEC ALIGNMENT</b>
E.c.4 Labor and capital	11-13	U.S. History and Economics <ul style="list-style-type: none"> <li>Key Economic Concepts</li> </ul>
E.c.5 Opportunity cost	7-9	U.S. History and Economics





## Aztec's Alignment to GED Standards

		<ul style="list-style-type: none"> <li>• Key Economic Concepts</li> </ul>
E.c.6 Profit	15-17, 26 44 22	U.S. History and Economics <ul style="list-style-type: none"> <li>• Key Economic Concepts</li> <li>• Macro, Micro, and Consumer Economics</li> <li>• From the World Wars to the Cold War</li> </ul>
STANDARD		AZTEC ALIGNMENT
E.c.7 Entrepreneurship	14 & 15 7	U.S. History and Economics <ul style="list-style-type: none"> <li>• Key Economic Concepts</li> <li>• Macro, Micro, and Consumer Economics</li> </ul>
E.c.8 Comparative advantage	9 & 10	U.S. History and Economics <ul style="list-style-type: none"> <li>• Key Economic Concepts</li> </ul>
E.c.9 Specialization	28-30 8	U.S. History and Economics <ul style="list-style-type: none"> <li>• Key Economic Concepts</li> <li>• From Early Exploration to Manifest Destiny</li> </ul>
E.c.10 Productivity	26, 27, 29	U.S. History and Economics <ul style="list-style-type: none"> <li>• Key Economic Concepts</li> </ul>
E.c.11 Interdependence	31 & 32 25-29	U.S. History and Economics <ul style="list-style-type: none"> <li>• Key Economic Concepts</li> <li>• From the 1970s to Today</li> </ul>
E.d Microeconomics and macroeconomics		
E.d.1 Supply, demand, and price	2-17, 31, 38 9, 10, 17, 18	U.S. History and Economics <ul style="list-style-type: none"> <li>• Macro, Micro, and Consumer Economics</li> <li>• From the 1970s to Today</li> </ul>
E.d.2 Individual choice	18	U.S. History and Economics <ul style="list-style-type: none"> <li>• Macro, Micro, and Consumer Economics</li> </ul>
E.d.3 Institutions	23 & 25 21, 22, 25, 26, 29 36, 37, 39, 40, 42-45	U.S. History and Economics <ul style="list-style-type: none"> <li>• From Early Exploration to Manifest Destiny</li> <li>• From the Civil War through the Progressive Era</li> <li>• Macro, Micro, and Consumer Economics</li> </ul>
E.d.4 Fiscal and monetary policy	31-42, 47	U.S. History and Economics <ul style="list-style-type: none"> <li>• Macro, Micro, and Consumer Economics</li> </ul>





## Aztec's Alignment to GED Standards

	17 & 23 9 5-7	<ul style="list-style-type: none"> <li>From Early Exploration to Manifest Destiny</li> <li>From the World Wars to the Cold War</li> <li>From the 1970s to Today</li> </ul>
E.d.5 Regulation and costs of government policies	10 & 13 9-11, 14, 16, 33	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> <li>From the 1970s to Today</li> </ul>
E.d.6 Investment	49	U.S. History and Economics <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> </ul>
E.d.7 Government and market failures	9 14 & 36	U.S. History and Economics <ul style="list-style-type: none"> <li>From the World Wars to the Cold War</li> <li>From the 1970s to Today</li> </ul>
E.d.8 Inflation and deflation	17 29 9, 16, 17, 33, 35 & 36 38-40, 43	U.S. History and Economics <ul style="list-style-type: none"> <li>From Early Exploration to Manifest Destiny</li> <li>From the World Wars to the Cold War</li> <li>From the 1970s to Today</li> </ul> <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> </ul>
STANDARD	SCREEN NUMBERS	AZTEC ALIGNMENT
E.d.9 GDP	19-29	U.S. History and Economics <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> </ul>
E.d.10 Unemployment	21, 26, 27, 34, 38 9, 10, 13, 16 16 & 17	U.S. History and Economics <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> <li>From the World Wars to the Cold War</li> <li>From the 1970s to Today</li> </ul>
E.d.11 Tariffs	48 23 & 24	U.S. History and Economics <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> <li>From Early Exploration to Manifest Destiny</li> </ul>
E.e Consumer economics		
E.e.1 Types of credit	53	U.S. History and Economics





## Aztec's Alignment to GED Standards

		<ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> </ul>
E.e.2 Savings and banking	50-52	U.S. History and Economics <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> </ul>
E.e.3 Consumer credit laws	54-55	U.S. History and Economics <ul style="list-style-type: none"> <li>Macro, Micro, and Consumer Economics</li> </ul>
<b>E.f Economic causes and impacts of wars</b>		
Economic causes and impacts of wars	4, 13, 16, 22  4, 33, 34	U.S. History and Economics <ul style="list-style-type: none"> <li>From World Wars to the Cold War</li> <li>From the 1970s to Today</li> </ul>
<b>E.g Economic drivers of exploration and colonization</b>		
E.g.1 Economic drivers of exploration and colonization	2-5, 7	U.S. History and Economics <ul style="list-style-type: none"> <li>From Early Exploration to Manifest Destiny</li> </ul>
<b>STANDARD</b>	<b>AZTEC ALIGNMENT</b>	
<b>E.h Scientific and Industrial Revolutions</b>		
E.h.1 Scientific and Industrial Revolutions	29  12, 19, 27, 31 & 32	U.S. History and Economics <ul style="list-style-type: none"> <li>From Early Exploration to Manifest Destiny</li> <li>From Civil War through the Progressive Era</li> </ul>
<b>Geography</b>		
<b>G.a Development of classical civilizations</b>		
G.a.1 Development of classical civilizations	19-21  13-15, 18	Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul> Civics and Government <ul style="list-style-type: none"> <li>Government Types and Their Contributing Principles</li> </ul>
<b>G.b Relationships between the environment and societal development</b>		
G.b.1 Nationhood and statehood	27-28, 33-37	Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul>
G.b.2 Sustainability	32  9 & 11	Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul> U.S. History and Economics <ul style="list-style-type: none"> <li>From the 1970s to Today</li> </ul>
G.b.3 Technology	31	Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul>
G.b.4 Natural resources	46 & 49  3	Geography <ul style="list-style-type: none"> <li>Geography and the World</li> </ul> U. S. History and Economics <ul style="list-style-type: none"> <li>From Early Exploration to Manifest Destiny</li> </ul>
G.b.5 Human changes to the environment	32	Geography





## Aztec's Alignment to GED Standards

		<ul style="list-style-type: none"> <li>• Geography and the World</li> </ul>
<b>G.c Borders between peoples and nations</b>		
G.c.1 Concepts of region and place	34	Geography <ul style="list-style-type: none"> <li>• Geography and the World</li> </ul>
G.c.2 Natural and cultural diversity	34	Geography <ul style="list-style-type: none"> <li>• Geography and the World</li> </ul> U.S. History and Economics <ul style="list-style-type: none"> <li>• From the 1970s to Today</li> </ul>
G.c.3 Geographic tools and skills	3 & 4	Geography <ul style="list-style-type: none"> <li>• Geography and the World</li> </ul>
<b>G.d Human migration</b>		
G.d.1 Immigration, emigration, and diaspora	22-24	Geography <ul style="list-style-type: none"> <li>• Geography and the World</li> </ul>
G.d.2 Culture, cultural diffusion, and assimilation	15 & 16	Geography <ul style="list-style-type: none"> <li>• Geography and the World</li> </ul>
G.d.3 Population trends and issues	47 & 48	Geography <ul style="list-style-type: none"> <li>• Geography and the World</li> </ul>
G.d.4 Rural and urban settlement	47	Geography <ul style="list-style-type: none"> <li>• Geography and the World</li> </ul>

