



PASS on Paper

# Grade 11 Teachers Guide

## Social Studies

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Louisiana Department of Education  
Cecil J. Picard  
State Superintendent of Education



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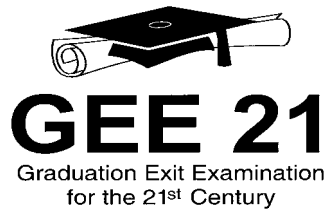
For further information, contact

Division of Student Standards and Assessments

1-877-453-2721

[www.louisianaschools.net](http://www.louisianaschools.net)

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# PASS on Paper

## *Acknowledgments*

The following team of educators developed PASS on Paper lessons for grades 10 and 11 English language arts, mathematics, science, and social studies:

**Grade 10 English Language Arts:** Leslie Hall

**Grade 10 Mathematics, Calculator Items:** Linda Fair

**Grade 10 Mathematics, No Calculator Items:** Allie Pearson

**Grade 11 Science:** Stacy Thibodeaux (first half); Paul Morein (second half)

**Grade 11 Social Studies:** Ann Trappey

## Introduction

The test questions included here are from the online practice test, PASS (Practice Assessment/Strengthen Skills at [www.louisianapass.org](http://www.louisianapass.org)). These short lessons for high school students in English language arts and mathematics (grade 10) and science and social studies (grade 11) are designed to give students who may not have easy access to a computer an opportunity to become familiar with the test format and a sample of the skills that are assessed on the GEE 21. Student worksheets consist of information resources or a passage and two questions. Also included are several writing prompts, which may be used for longer lessons.

Teachers may use these worksheets as short (about 20 minutes) warm-up activities to assist students in their test-taking and thinking skills. Some lessons also contain follow-up information or activities. It is *not* recommended that these activities be used more than three times a week in a classroom. Links contained in PASS on Paper were operable at publication. Please contact the LDE at 1-877-453-2721 with any questions.

This *Teachers' Guide* contains answers to the multiple-choice questions and exemplary responses to the constructed-response items, along with an overview of the skills addressed in the items, and test-taking tips.

- Teachers may read aloud to students text that is in **bold**. Text in regular-type is information for the teacher.
- Each short lesson contains an introduction to students that may be read aloud before students have answered the questions.
- The standard and benchmark are noted, and the lesson number corresponds to the lesson and the question. For example, for those lessons based on two multiple-choice test questions, the first student worksheet for science is Lesson 1. The corresponding *Teachers' Guide* lesson is 1.1 (for Lesson 1, question 1) and 1.2 (for Lesson 1, question 2).

### **Below are suggested routines for reviewing the worksheets with students:**

Hand out the student worksheet (and any accompanying passage or resources). After students are given time to read and answer the questions, teachers may read aloud the question, and then read aloud or summarize the introduction to students before each test question.

#### **In general, when reviewing the multiple-choice test questions, teachers may**

- ✓ read aloud the test question.
- ✓ discuss the incorrect responses first, noting why they are incorrect.
- ✓ review the correct or best answer last, including the clues about why the answer is the best choice.

#### **In general, when reviewing the constructed-response questions, teachers may**

- ✓ read aloud the test question, noting significant aspects about what is being asked.
- ✓ have a few individual students read aloud their responses. (Or, you may want to ask students to swap papers or to write their response on the board.)
- ✓ discuss the strengths and possible improvements to each student's response.
- ✓ read aloud or write on the board an exemplary response (included in this guide).
- ✓ focus on the components necessary to a successful response rather than on the exemplary response itself.