

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: **30-50-71**

REVISED: May/2002

TITLE: **GED TEST PREPARATION/TEST-TAKING STRATEGIES**

(Former title: GED Test Preparation)

DEPARTMENT: Adult Academic Instruction (Interdisciplinary Studies)

CREDITS: 5

HOURS: 60

APPORTIONMENT NO.: 02.027.101

COURSE DESCRIPTION:

This competency-based course covers the key concepts of study techniques, strategies in test-taking, visual processing, higher order thinking, and calculator skills as they relate to GED Test preparation in the five basic subject areas of language arts, social studies, science, literature and mathematics. This course focuses on test-taking strategies and skills rather than subject content.

PREREQUISITES:

1. A minimum reading level of 9.0 as measured by the TABE D7/8 reading comprehension test.
2. Writing fluency at the English 3 (23-01-53) placement level determined by a student writing sample and evaluated by receiving instructor. Recommendation of an instructor and/or counselor.
3. Competency in Integrated Mathematics/2 (31-01-62) concepts as demonstrated by pretests or course completion.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 6-9

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

Course Outline Components	Location
INSTRUCTIONAL STRATEGIES	p. 16
<i>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</i>	
Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<i>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</i>	
Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.	
EVALUATION PROCEDURES	p. 16
<i>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</i>	
Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<i>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</i>	

ACKNOWLEDGMENTS

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Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

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CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the GED Test Preparation /Test-Taking Strategies Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. INTRODUCTION</p> <p>Understand how personal skill development-including positive attitude, honesty, self-confidence, time management, and other positive traits-contribute to academic success.</p> <p>Understand the nature, scope and purpose of the General Educational Development Test.</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of classroom policies and procedures. 2. Discuss competency area and minimal competencies for the course. 3. Discuss assignment grading and scoring policy. 4. Discuss importance of the following personal skills in the classroom environment: <ol style="list-style-type: none"> a. positive attitude b. self-confidence c. honesty d. self-management/work ethic e. pride in product/work f. dependability 5. Prioritize tasks and meet deadlines. 6. Describe the importance of initiative and leadership. 7. Discuss history of the GED (General Educational Development) Test and its purpose. 8. Discuss the value of the GED Test as it relates to academic and employment opportunities including but not limited to: <ol style="list-style-type: none"> a. adult high school program b. colleges and universities c. military d. vocational e. career changes and advancement 9. Describe the procedure for arranging to take the test including: <ol style="list-style-type: none"> a. locations b. fee c. form of payment d. required identification e. testing times 10. Identify subject areas of the test. 11. Discuss format and content of the five subject areas: <ol style="list-style-type: none"> a. Language Arts, Writing b. Social Studies c. Science d. Language Arts, Reading e. Mathematics 12. Identify length of time allotted for each test. 13. Identify the skills and knowledge needed to pass each section of the test by using pre-test assessments in each of the five subject areas. 14. Discuss results of pre-test assessment.

<p>(7 hours)</p>	<p>15. Develop a plan for areas of improvement based upon pre-test results. 16. Identify Survey section of the GED Test. 17. Discuss information requested in the Survey section.</p>
<p>B. STUDY TECHNIQUES</p> <p>Understand effective study skills and the use of reference materials.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 1. Assess personal learning style. 2. Identify ways to improve concentration, memory and reading speed. 3. Define critical thinking. 4. Identify critical thinking skills that increase study effectiveness. 5. Identify personal short- and long-term-goals with regard to studying for the GED Test. 6. Identify effective strategies to increase study effectiveness. 7. Outline, summarize, and contextualize written materials. 8. Identify time management techniques. 9. Identify ways to maximize use of classroom time. 10. Discuss cooperative learning techniques (e.g., small group, pairs and whole group interaction). 11. Discuss the benefits of homework as a learning strategy. 12. Use dictionary, thesaurus, and technology for increased research skills.
<p>C. TEST-TAKING STRATEGIES</p> <p>Understand and use test-taking strategies needed to pass the GED Test</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 1. Review strategies for minimizing test anxiety including affirmations, visualization and mental association. 2. Incorporate stress and anxiety management tools. 3. Identify strategies for answering different types of questions. 4. Employ critical reading, writing, and thinking skills. 5. Employ alliterative clauses and mnemonic devices. 6. Utilize discrimination and elimination techniques. 7. Practice timed writing to improve writing speed and efficiency. 8. Practice timed reading to improve speed and efficiency.
<p>D. VISUAL PROCESSING STRATEGIES</p> <p>Interpret and utilize pictorial, graphical, and tabular information within the content areas.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 1. Interpret and draw inferences from different visual stimuli such as: <ol style="list-style-type: none"> a. maps b. graphs c. cartoons d. diagrams e. timelines f. scales g. meters h. gauges 2. Identify grids, number planes, coordinate planes, and alternative formats. 3. Identify patterns and relationships. 4. Compare and contrast different sets of data and interpret the results.

<p>E. CALCULATOR SKILLS USING THE CASIO fx-260 SOLAR SCIENTIFIC CALCULATOR</p> <p>Understand the skills necessary for use of the official calculator on the math section of the GED Test</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Recognize basic key functions: <ol style="list-style-type: none"> a. power on b. clear (C) c. power on/all clear (AC) d. decimal point e. shift (together with another key to) f. change key function g. digit or number key 2. Recognize basic calculation keys: <ol style="list-style-type: none"> a. addition b. subtraction c. multiplication d. division e. equal 3. Recognize special keys: <ol style="list-style-type: none"> a. fraction key b. percent key c. exponent d. Pi or 3.1415926536 e. sign change f. square root g. open/close parentheses
<p>F. HIGHER ORDER THINKING STRATEGIES</p> <p>Understand and critically process selections from the reading, social studies, and science sections of the GED Test.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Differentiate between fact and opinion. 2. Analyze tone and mood 3. Compare and contrast different points of view. 4. Identify cause and effect. 5. Critique and analyze a wide range of readings to explore relationships between ideas. 6. Recognize assumptions and values. 7. Identify main ideas and supporting details. 8. Draw inferences. 9. Identify distractions (what to ignore, filter, focus upon). 10. Draw conclusions from supporting details. 11. Restate information. 12. Apply ideas and information in a new context. 13. Identifying implications and faulty logic. 14. Assess adequacy of supporting data as well as written and visual information. 15. Summarize ideas. 16. Identify and interpret the following: <ol style="list-style-type: none"> a. figurative language b. symbols c. themes d. rhythm e. rhyme 17. Recognize the following: <ol style="list-style-type: none"> a. element b. plot c. character d. motivation e. author's viewpoint

<p>G. PLANNING, ORGANIZATION AND EVALUATION STRATEGIES</p> <p>Communicate ideas effectively through the use of Edited American English (EAE).</p> <p>Understand editing strategies for the multiple-choice sections of the Language Arts, Writing GED Test.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 1. Formulate strategies for planning and composing a well developed expository essay drawing upon: <ol style="list-style-type: none"> a. personal observations b. knowledge c. experiences 2. Apply holistic scoring and rubric evaluations to writing samples. 3. Define and discuss writing templates. 4. Discuss how to organize materials. 5. Develop writing templates as a strategy for essay writing. 6. Define the editing concepts of: <ol style="list-style-type: none"> a. remove b. move c. delete d. combine 7. Apply editing strategies in order to pass the multiple-choice portion of the GED writing section. 8. Evaluate and revise different types of practical documents: <ol style="list-style-type: none"> a. informational b. instructional or “how to” c. workplace
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DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

- Resources**
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
 - Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
 - Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
 - Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
 - Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
 - Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
 - Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
 - Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
 - Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
 - Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
 - Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
 - Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.
- Systems**
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
 - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
 - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

- Technology**
- **Selects Technology:** Chooses procedures, equipment, or computer programs to produce desired results.
 - **Applies Technology to Task:** Understands purpose and procedures for setting up and operating machines, including computers and their programs.
 - **Maintains and Troubleshoots Technology:** Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

- Basic Skills**
- **Reading:** Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
 - **Writing:** Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
 - **Arithmetic:** Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
 - **Mathematics:** Approaches practical problems by choosing from a variety of mathematical techniques.
 - **Listening:** Receives, attends to, interprets, and responds to verbal and non-verbal messages.
 - **Speaking:** Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

- Thinking Skills**
- **Creative Thinking:** Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
 - **Decision Making:** Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
 - **Problem Solving:** Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
 - **Seeing Things in the Mind's Eye:** Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
 - **Knowing How to Learn:** Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
 - **Reasoning:** Uses underlying principles to solve problems; uses logic to draw conclusions.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Instruction

McGraw Hill/Contemporary. P.O. Box 545, Blacklick, OH 43004-0545. (877) 226-4997.

GED: The Complete Book. McGraw Hill/Contemporary. P.O. Box 545, Blacklick, OH 43004-0545. (877) 226-4997. 0-8092-9469-9. 2002.

GED Essay: Writing Skills to Pass Test. McGraw Hill/Contemporary. 0-07-252758-7. 2002.

GED: Satellite Books. McGraw Hill/Contemporary. 2002.

Language Arts, Writing. 0-8092-2228-0.

Social Studies. 0-8092-2229-9.

Science. 0-8092-2230-2.

Language Arts, Reading. 0-8092-22321-0.

Mathematics. 0-8092-2232-9.

GED: Exercise Books. McGraw Hill/Contemporary. 2002.

Language Arts, Writing. 0-8092-2233-7.

Social Studies. 0-8092-2234-5.

Science. 0-8092-2235-3.

Language Arts, Reading. 0-8092-2237-X.

Number Power; Math for the Casio fx-260. McGraw Hill/Contemporary. 0-07-251697-6. 2002.

Assessment

Assessment Program for the GED. McGraw Hill/Contemporary. 2002.

Full-Length Diagnostic Form CD1 (5 pack). 0-07-282212-0.

Full-Length Diagnostic Form CD2 (5 pack). 0-07-282214-7.

QuickScan Software for Windows CD-ROM (NCS and Scantron). 0-07-282222-8.

Half-Length Predictor Form CP1 (5 pack). 0-07-282216-3.

Half-Length Predictor Form CP2 (5 pack). 0-07-282220-1.

Administrator's Guide with Scoring Templates. 0-07-282208-2.

Universal Answer Sheet Booklet (25 pack). 0-07-282210-4.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES
(continued)

New Reader Press. U.S. Publishing Division of Laubach Literacy. Syracuse, NY. 13210. (800) 448-8887. www.newreaderspress.com

GED Scoreboost. New Reader Press. U.S. Publishing Division of Laubach Literacy. Syracuse, NY. 13210. (800) 448-8887. www.newreaderspress.com

Thinking Skills- Critical Thinking for Reading, Social Studies and Science. 0-9717167-5-7.

Thinking Skills- Graphic Skills for Social Studies and Science. 0-9717167-6-5.

Writing- Essay Writing and Organizational Skills. 0-9717167-3-0.

Writing- Sentence Structure, Usage, and Mechanics. 0-9717167-4-9.

Mathematics- Whole Numbers, Decimals, Fractions, and Percents. 0-9717167-0-6.

Mathematics- Measurement and Data Analysis. 0-9717167-1-4.

Mathematics- Algebra and Geometry. 0-9717167-2-2.

Steck–Vaughn, Division of Harcourt Company. P.O. Box 690789. Orlando, FL. 32819-0789. (800) 531-5015.

Instruction

Complete GED Preparation. Steck–Vaughn, Division of Harcourt Company. P.O. Box 690789. Orlando, FL. 32819-0789. (800) 531-5015. 0-7398-2837-1. 2002.

GED Instructor’s Resource Guide. Steck–Vaughn, Division of Harcourt Company. 0-7398-2940-8. 2002.

GED Skill Book for Mathematics: The Calculator. Steck–Vaughn, Division of Harcourt Company. 0-7398-4669-8. 2002.

GED: Essay. 0-7398-2832-0.

GED: Language Arts, Writing. 0-7398-3606-4.

GED: Social Studies. 0-7398-3605-6.

GED: Science. 0-7398-3602-1.

GED: Language Arts, Reading. 0-7398-3604-8.

GED: Mathematics. 0-7398-3603-X.

Assessment

GED 2002 Series Official Practice Tests. GED Testing Service American Council on Education. Steck–Vaughn, Division of Harcourt Company. 0-7398-5433-X. 2001.

Language Arts, Reading.

Language Arts, Writing.

Mathematics Part I.

Mathematics Part II.

Science.

Social Studies.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES
(continued)

Other Vendors

GED Success Preparation 2002. Peterson/Thomson Learning. 0-7689-0743-8. 2002.

30 Days to the New GED. Thomson/Arco. 2000 Lenox Drive, Lawrenceville, NY. 08648. (800) 338-3282. 0-7689-1062-5. 2002.

MEDIA AND TECHNOLOGY

Software

MHC Interactive GED for Windows. McGraw Hill/Contemporary. 0-07-250328-9. 2002.

21st Century Software. Steck–Vaughn, Division of Harcourt Company. 0-7398-4921-2. 2002.

Video

GED Connection. KET Enterprise Division. 560 Cooper Drive, Lexington, KY. 40502-2200.
www.ket.org.ged. 2002.

Miscellaneous

Casio fx-260 Solar Calculator. McGraw Hill/Contemporary. 0-07-252753-6.

Casio OH-260 Overhead Calculator. McGraw Hill/Contemporary. 0-07-252546-0.

Calculator Reference Cards (for use with Casio fx-260 Solar Calculator). McGraw Hill/Contemporary. 0-07-252757-9.

www.svlearning.com: GED 2002 Teaching Strategies. Steck–Vaughn, Division of Harcourt Company. 0-0-7398-5208-6. 2002.

WEBSITES

GED Testing Service. www.gedtest.com

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES
(continued)

RESOURCE PERSONS

Academic Supervisor

Subject area advisors

Mentor teachers

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Small group problem-solving and discussion
- C. Teacher-generated reading and writing assignments
- D. Individualized reading and writing assignments from GED preparation materials
- E. Independent study including reading and writing assignments and video viewing
- F. Multi-media presentation, including GED videos

EVALUATION

- A. GED pre-tests based on the competencies in this course outline.
- B. Class participation
- C. Written assignments
- D. Teacher evaluation
- E. Student self-evaluation

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
