Azusa Adult Education Center
Course Outline
(Updated August 2021)

TITLE: High School Equivalency Exam Preparation Program in English or Spanish

DEPARTMENT: Academic / Adult Literacy

SECTION NUMBERS: 2080.01, 2080.07

LENGTH OF COURSE: Up to 36 Weeks – Rolling Enrollment

PREREQUISITES:
- Individuals must be a minimum of 18 years of age.
- Individuals must take the CASAS Pre- and Post- Reading Exam.

AAEC Vision Statement
Azusa Adult Education Center will empower every student to pursue their personal, educational and career goals to transition into higher education or productive employment.

AAEC Mission Statement
We are committed, as a professional learning community, to continuous improvement in providing a diverse and high quality educational program where all students are provided the opportunity to develop and deepen their knowledge, skills and abilities required to:
- Actively participate in further educational pursuits
- Obtain or advance in a career
- Ethically participate in a multi-cultural civic society

1. COURSE DESCRIPTION:

The High School Equivalency Test Preparation Program prepares students to pass subject tests in reading, writing, mathematics, science, and social studies in preparation for a High School equivalency test, GED or HiSET. The General Education Development (GED) and the HiSET Exams measures a student's knowledge and academic skills against those of today's traditional high school graduates. Students who pass the GED or HiSET test will be granted a California High School Equivalency (HSE) Certificate.

Students work at their own pace, receive individualized instruction, and are assessed for progress within a flexible schedule. Students may choose one of two program settings: (1) in-class instruction 4 times a week, in the mornings or evenings or (2) online instruction where assignments are completed at home and students attend class a minimum of once a week. AAEC Teachers assist students in preparing them to pass all 5 subject matter exams of the GED or HiSET exams by providing directed instruction, one-on-one support, and small group lessons.

2. PROGRAM GOALS:

- The High School Equivalency Program is designed around a standards-based model of instruction.

- For students to pass all 5 subject matter exams (Writing, Math, History, Reading, and Science) of the GED or HiSET exams.

- The goal of the course is to achieve a High School Equivalency Certificate for personal, social, educational and professional purposes.

- The content covered in the high school equivalency test preparation program will focus on passing the standards-based exams in the areas of reading, writing, mathematics, science, and social studies.

- There is an emphasis on literacy and basic communication skills that enable learners to participate more fully within society as citizens, workers and family members.

- Scans foundation skills and competencies are embedded in class instruction.

3. STUDENT LEARNING OUTCOMES:

Course Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and students know what they need top successfully complete a course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

The High School Equivalency Test Prep Program at Azusa Adult Education Center are written with the academic standards adopted by the California State Board of Education and the Azusa Unified School District Board of Education.

Course Content Standards and Frameworks for:

English Language Arts
- The California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted by the CDE 2013)

Mathematics
- The California Common Core State Standards: Mathematics (Adopted by the CDE 2013)

Science
- The California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted by the CDE 2013)

- The Next Generation Science Standards for California Public Schools (Adopted by the CDE 2013)

- The Health Education Standards for California Public Schools (Adopted by the CDE 2008)

Social Studies / American History / Economics
- The California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted by the CDE 2013)
- The History/Science Content Standards for California Public Schools (Adopted by the CDE 2000)

Foreign Language or Fine Arts
- The Arts Standards for California Public Schools (Adopted by the CDE 2019)
- The California World Languages Standards for Public Schools (Adopted by the CDE 2019)

Electives
- The CTE Model Curriculum Standards (Adopted by the CDE 2013)
- The California Computer Science Content Standards (Adopted by the CDE 2017)
- The Physical Education Framework for California Public Schools (Adopted by the CDE 2009)

SCANS Competencies: The Secretary's Commission on Achieving Necessary Skills (Job Performance)

Three-Part Foundation
- 1 -Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
  - *Reading*--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedule.
  - *Writing*--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
  - *Arithmetic/Mathematics*--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
  - *Listening*--receives, attends to, interprets, and responds to verbal messages and other cues.
  - *Speaking*--organizes ideas and communicates orally

- 2 -Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
  - ➢ *Creative Thinking*--generates new ideas.
  - ➢ *Decision Making*--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative*.*
  - ➢ *Problem Solving*--recognizes problems and devises and implements plan of action.
  - ➢ *Seeing Things in the Mind's Eye*--organizes, and processes symbols, pictures, graphs, objects, and other information.
  - ➢ *Knowing How to Learn*--uses efficient learning techniques to acquire and apply new knowledge and skills.
  - ➢ *Reasoning*--discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem

- 3 -Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
  - ➢ *Responsibility*--exerts a high level of effort and perseveres towards goal attainment.
  - ➢ *Self-Esteem*--believes in own self-worth and maintains a positive view of self.
  - ➢ *Sociability*-demonstrates understanding, friendliness, adaptability, empathy.
  - ➢ *Self-Management*--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
  - ➢ *Integrity/Honesty*--chooses ethical courses of action

Five Workplace Competencies
- 1. Resources: Identifies, organizes, plans, and allocates resources
  - ➢ *Time*--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
  - ➢ *Money*--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
  - ➢ *Material and Facilities*--Acquires, stores, allocates, and uses materials or space efficiently.
  - ➢ *Human Resources*--Assesses skills and distributes work accordingly, evaluates performance and provides feedback

- 2. Interpersonal: Works with others
  - ➢ Participates as Member of a Team--contributes to group effort.
  - ➢ Teaches Others New Skills.
  - ➢ Serves Clients/Customers--works to satisfy customers' expectations.
  - ➢ Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
  - ➢ Negotiates--works toward agreements involving exchange of resources, resolves divergent interests.
  - ➢ Works with Diversity--works well with men and women from diverse backgrounds

- 3. Information: Acquires and uses information
  - ➢ Acquires and Evaluates Information.

➤ Organizes and Maintains Information.
➤ Interprets and Communicates Information.
➤ Uses Computers to Process Information

- 4. Systems: Understands complex inter-relationships
  ➤ *Understands Systems*--knows how social, organizational, and technological systems work and operates effectively with them.
  ➤ *Monitors and Corrects Performance*--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
  ➤ *Improves or Designs Systems*--suggests modifications to existing systems and develops new or alternative systems to improve performance

- 5. Technology: Works with a variety of technologies
  ➤ *Selects Technology*--chooses procedures, tools or equipment including computers and related technologies
  ➤ *Applies Technology to Task*--Understands overall intent and proper procedures for setup and operation of equipment
  ➤ *Maintains and Troubleshoots Equipment*--Prevents, identifies, or solves problems with equipment, including computers and other technologies

4. INSTRUCTIONAL STRATEGIES:

In teaching the High School Equivalency Test Prep course, the use of whole language through auditory, visual, and kinesthetic modalities is utilized at all levels. The object of a learning experience is not to see how many learning strategies can be incorporated but to determine which ones are best for students and the content being explored. The following is a list of instructional strategies that are encouraged:

Drawing and Artwork - Many students have a natural affinity for drawing. Use it! I could have stopped periodically and had students draw a scene from The Lottery. A picture of the box in which the lottery slips were kept would have been a good way to ascertain students' attention to detail.

Field Trips – The brain remembers what it experiences when it travels to places in the real world. Having students make written predictions regarding what they will see on the trip and then write about what was seen are good literary activities to incorporate. Virtual field trips enable students to travel to places that would otherwise be inaccessible or cost prohibitive.

Games - Nothing facilitates a good review better than playing a game. Dividing students into three heterogeneous teams and competing in a spirited game of Jeopardy is a good way to review major concepts prior to a test. Tossing a Nerf ball for students to catch is a great way to call on students to respond.

<u>Graphic Organizers, Semantic Maps, and Word Webs</u> - This strategy appeals to both hemispheres of the brain. Create mind maps for teaching main idea and details, sequence of events, cause and effect, compare and contrast, and many other comprehension skills.

<u>K-W-L Charts</u> - These language charts start with the question, "What do you know about the topic?" Following this discussion, students are asked, "What do you still want to know about the topic?" Once the unit of study has been completed, the language charts are used again and students answer the third question, "What did you learn about the topic?"

<u>Manipulatives, Experiments, Labs, and Models</u> - Having students read and follow the directions for an experiment or for building a model is a way to integrate literacy across the curriculum.

<u>Metaphors, Analogies, and Similes</u> - One of the highest level thinking strategies is the use of metaphors. When a student can find ways to compare two or more dissimilar things, they are really using their brains. For example, when teaching main idea and supporting details, I compare it to a table and legs.

<u>Mnemonic Devices</u> - Every content area contains acronyms and acrostics, shortened ways of helping students retain content. While these may not foster higher levels of thought, they go a long way toward increasing the amount of content students can remember.

<u>Movement</u> - Anything students learn while in motion has a better chance of being remembered.

<u>Music, Rhythm, Rhyme, and Rap</u> - Have students create a song, rhyme, or rap that depicts students' understanding of a concept previously taught. While completing this assignment, they must employ one of the highest levels of thinking—synthesis—or the ability to take information and put it into a different form.

<u>Project-Based and Problem-Based Learning</u> - Take 10 or 15 literary objectives and incorporate them into a real-life project or give them a relevant problem to solve. These objectives will be mastered so much easier if students encounter them within the context of real life.

<u>Reciprocal Teaching and Cooperative Learning</u> - Having students sometimes work in pairs or teams to accomplish curricular objectives is a good way to ensure that they are career and "life" ready since the ability to work together is a major workplace and community competency.

<u>Role Plays, Drama, Pantomimes, and Charades</u> - When students act out the steps in a math word problem, pantomime a content-area vocabulary word as classmates guess it, or dramatize a scene from history, it goes a long way toward enabling them to remember the information prior to and after a test.

Storytelling - Stories have a beginning, middle, and end and connect content together. These connections facilitate memory. Tell stories as you deliver content and then have students create their own and watch recall improve.

Structured Notetaking - The students draw a vertical line about two inches from the left side of the paper, log main ideas and key words to the left and details to the right of the line, and write a brief summary of the lesson at the bottom of the page. Structured notetaking is not simply a way to record facts; it also leads to deeper student engagement and reflection.

Technology - The use of technology is another workplace competency that every student should acquire prior to graduation. It is essential since so much literacy today involves computer literacy.

Visualization and Guided Imagery - When authors do not provide visuals in a story, novel, or textbook, good readers are able to create their own visuals of what they are reading. Many students find this strategy difficult to implement since so many of the technological devices they interface with today have visuals provided. Pausing during read alouds and having students develop pictures in their brains of what they are seeing as they read is a good way is a good way to help them perfect their visualization skills.

Visuals - At least 50% of students who walk into any classroom today will be predominantly visual learners. Comprehension is facilitated when students have visuals (pictures, captions, bold and subheadings, charts, and graphs) to assist them.

Work Study and Apprenticeships - Work study refers to apprenticeships, internships, and externships. In other words, it is on-the-job training.

Writing and Journals – Use writing-to-learn strategies at the beginning, middle, or end of class to help students inquire, clarify, or reflect on the content. The student thinks for a minute or so, then writes for about five minutes. Students write reflections, summaries, quick writes, take notes, observations, etc. to solidify their thinking and demonstrate their command of language.

Instructional Strategies to Incorporate SCANS Competencies:

Start each class with an agenda on the board.
  ➢ Information: organizing
  ➢ Resources: allocating time
  ➢ Interpersonal: negotiating

Put students in teams and assign teams classroom maintenance jobs.
  ➢ Interpersonal: working in teams, taking individual responsibility
  ➢ Personal Qualities: demonstrating sociability
  ➢ Systems: developing system to improve performance

Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities.
> ➤ Systems: monitoring performance

Teach students how to organize their classroom materials.
> ➤ Interpersonal: teaching others
> ➤ Systems: monitoring performance

Monitor students' progress with checklists and weekly tests.
> ➤ Interpersonal: organizing and maintaining information
> ➤ Systems: monitoring/correcting performance

Pay attention to classroom incidents and conflicts. Develop lessons that teach students how to deal with these issues appropriately.
> ➤ Interpersonal: working in teams, negotiating
> ➤ Thinking skills: solving problems, making decisions
> ➤ Personal qualities: demonstrating sociability

Model appropriate workplace behavior: arrive on time, come with an organized plan, dress appropriately, and maintain a positive attitude.
> ➤ Personal qualities: taking responsibility, managing self
> ➤ Systems: understanding systems

Encourage students to use, fix, or make minor adjustments in equipment, such as hole punch, pencil sharpener, overhead projector, etc.
> ➤ Technology: maintaining & troubleshooting equipment and applying technology to task

Designate student trainers, tutors or experts who can train new students and assist classmates as needed.
> ➤ Interpersonal: teaching others
> ➤ Systems: improving or designing systems

Encourage self and peer revision whenever possible. Teach the appropriate language to make revisions.
> ➤ Systems: monitoring/correcting performance Interpersonal: taking individual responsibility
> ➤ Personal qualities: assessing/managing self

5. INSTRUCTIONAL MATERIALS:

Instructors teach from standards-based adopted instructional materials. Teacher prepared, student

centered materials such as downloadable worksheets, realia, visuals and supplementary texts may also be used to reinforce lessons related to course content.

- ODYSSEYWARE Online Instructional Platform by Odysseyware - This is an online learning program that is standards-aligned curriculum. The curriculum is designed to to build proficiency, achieve content mastery, and engage students.

- *Step-Up-To-Writing* by Sopris West – This is a writing instruction program that offers content and strategies to meet students at their level and move them forward with variation and differentiation based on each student's needs

- READ THEORY (English ONLY) - This is an online reading comprehension program for students. It allows students to read narrative, informative, or informational literary passages and answer corresponding comprehension questions, while tracking student performance and reporting progress to teachers.

- CASAS Test Prep Booklets by AAEC - These booklets are printed by AAEC to have students practice test-taking skills to reduce test anxiety.

- AUSD Textbook Adoptions – Teachers can request hard cover textbooks for any AUSD approved textbook from the AUSD Curriculum Department.

- AAEC Supplementary Content Booklets – These booklets are printed by AAEC to have students refer to content area material in Writing, Reading Comprehension, and Math.

6. HSE PROGRAM CONTENT:

All High School Equivalency Test Prep Students must take and pass all 5 subject matter exams of the GED or HiSET exams.

Examples of the Subject Matter Content are:
- Math (Whole Numbers, Fractions, Percentages, Decimals)
- Math (Geometry, Algebra, Graphs, and Functions)
- Math skills and calculations, and solving word problems
- Basic reading and writing strategies, critical thinking, and identifying specific details in a text
- Science concepts, read graphs and charts displaying scientific data, and use reasoning to interpret information
- Social Studies - reading and interpreting passages and graphics such as charts, diagrams, photographs, and maps related to five content areas: US history, civics and government, economics, and geography
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7. RESOURCES:

Adobe Spark – All Subjects
www.spark.adobe.com

College Preparatory Mathematics (CPM)
www.cpm.org

GOOGLE Arts & Culture - Science, Social Studies, Electives
www.artsandculture.google.com

History Channel – All Subjects
www.history.com

Khan Academy – All Subjects
www.khanacademy.com

NOVA - Science
www.pbs.org

Odysseyware – All Subjects
www.odysseyware.com

Online Graphing Calculator - Math
www.desmos.com

Quizlet – All Subjects
www.quizlet.com

Read Theory – Reading Comprehension
www.readtheory.org

Smithsonian Open Access – Science, Social Studies, Electives
www.si.edu

8. EVALUATION:

Students study under a standards-based system and are graded as course requirements are satisfactorily completed. Courses are to receive a letter grade, A-D is passing and F is fail. Each course's grading expectations are explained in the course syllabus shared with students at the beginning of each term.

9. REPETITION OF COURSE:

After a student has successfully completed and passed all of the required High School Equivalency exams to earn a High School Equivalency Certificate, there is no need for the student to re-enroll in the course.

10. STATEMENT OF CIVIL RIGHTS:

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