

**SWEETWATER UNION HIGH SCHOOL DISTRICT**  
**DIVISION OF ADULT EDUCATION**  
 High School Subjects

<u>VI</u>	<u>High School Equivalency Test Preparation - Reading</u>	<u>9081</u>
Level	2015	Code

**DURATION:**                      Approximately 60 hours

**GRADE LEVEL:**                Ungraded Adult

**PREREQUISITES:**            A recommended minimum seventh grade reading level or a minimum score of 560 on the TABE

**CREDIT:**                         None.

**PROGRAM DESCRIPTION:**

This course reflects and reviews the secondary school curriculum standards in reading both literature and informational materials (workplace). Students read and interpret nonfiction, informational text, fiction prose, drama and poetry from a variety of cultures and time periods as well as materials from the workplace. A special feature of the High School Equivalency Test Preparation course is its emphasis on critical thinking, study, and test-taking skills so that students are prepared to take standardized tests which require application of knowledge acquired in high school.

**STUDENT LEARNER OUTCOMES:**

- Students will establish personal, academic and/or workforce goals and demonstrate progress toward them
- Students will solve problems
- Students will communicate clearly and collaborate with others
- Students will use resources, including technology, to research, organize and communicate information

**GOALS**

Through the principles and practice presented in this course, students will

- 1.0    Develop reading and critical thinking skills with different types of texts.
- 2.0    Improve vocabulary.
- 3.0    Improve study skills
- 4.0    Develop test-taking skills.

**OBJECTIVES**

Students who successfully complete this course will be able to:

- 1.0 With respect to developing reading and critical thinking skills with different types of texts,
  - 1.1 Read and interpret information from a variety of genre: nonfiction, prose fiction, poetry, and drama.
  - 1.2 Employ practical application of reading skills to items based on business and consumer-related texts, i.e., legal documents, mission and goal statements, employee safety rules, memos, letters, etc.
  - 1.3 Comprehend questions by recognizing a restatement, paraphrasing, or summary and by identifying what is implied in the text.
  - 1.4 Employ application skills by using information from a text in a new context.
  - 1.5 Analyze text by breaking down information in order to draw a conclusion, make an inference, identify elements of style and structure, identify cause-and-effect relationships, and recognize unstated assumptions.
  - 1.6 Synthesize information by putting elements together to form a whole: integrate provided information with the information in the text; interpret the overall tone, point of view, or purpose of a text; compare and contrast; pose a problem and give the solution.
- 2.0 With respect to improving vocabulary,
  - 2.1 Interpret figurative language.
  - 2.2 Define meaning through context.
  - 2.3 Identify synonyms, antonyms, and words with multiple meanings.
  - 2.4 Differentiate between definition and connotation.
  - 2.5 Identify clue words that denote comparison and contrast.
- 3.0 With respect to improving study skills,
  - 3.1 Set a study schedule.
  - 3.2 Organize materials.
  - 3.3 Read regularly.
  - 3.4 Take notes.
  - 3.5 Make a list of unfamiliar words, look them up in the dictionary, and write down the meanings.

- 4.0 With respect to developing test-taking skills,
  - 4.1 Read directions carefully.
  - 4.2 Analyze test questions: read each question carefully to know what is being asked; read all answer options carefully to determine best answer.
  - 4.3 Recognize the requirements of the GED/HiSet Test: age limitations, required identification, costs, retake policies, time allotment, scoring.
  - 4.4 Prepare for taking actual test by using as many pre-tests/practice tests as are available.
  - 4.5 Control test anxiety through adequate preparation, positive thinking, and relaxation techniques.
  - 4.6 Plan for the physical requirements for test-taking, including adequate sleep, appropriate eating before the test, and arriving with adequate time to complete the necessary paperwork and avoid stress.

**INSTRUCTIONAL STRATEGIES AND TIMES:**

Teacher lecture and demonstration	25%
Individual work in textbooks or computer software	30%
Class discussions	10%
Teacher supervision of student practice	15%
Timed pre-testing testing	15%
Evaluation	05%

**EVALUATION:**

1. Satisfactory completion of assignments as evaluated by the instructor.
2. Satisfactory completion of teacher-made and/or standardized test as evaluated by the instructor.
3. Satisfactory progress and participation in classroom activities as evaluated by the instructor.

**CONDITIONS FOR REPETITION:**

Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course.

Approved:

BOARD OF TRUSTEES  
August 27, 1987

Revised:  
May 20, 2002  
May 9, 2006  
November 20, 2014  
May 26, 2015  
October 26, 2015