

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

<u>VI</u>	<u>High School Equivalency Test Preparation –Science</u>	<u>9084</u>
	2015	Code
Level		

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 the secondary school curriculum standards in science and reviews the core academic courses of physical science, life science, and earth and space science. Students are required to read, process information, and problem solve. 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 Understand and use science information.
- 2.0 Develop reading and critical thinking skills in science.
- 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 understanding and using science information,
 - 1.1 Analyze physical science (physics and chemistry) topics such as atoms, elements, compounds, molecules, bonding, radioactivity, matter, energy, waves, and magnetism and their connection to everyday life.

- 1.2 Examine topics such as cell structures and functions, cells and energy, genetics, health and human body systems, evolution, energy flow and cycles in ecosystems, functions such as respiration and photosynthesis, and the behavior and interdependence of organisms.
 - 1.3 Discuss the Earth's structure, including landforms and water; earthquakes and volcanoes; weather and climate; and the origin and development of Earth, the solar system, and the universe.
 - 1.4 Explain the unifying concepts and processes in science: system, order, organization, evidence, models, and explanation, change, constancy, measurement, evolution, equilibrium, entropy, form, and function.
 - 1.5 Comprehend the principles behind scientific methods, reasoning, and processes.
 - 1.6 Discuss the use of technology in scientific processes and findings.
 - 1.7 Relate understanding and action on contemporary issues, such as personal and community health, natural resources, population growth, environmental quality.
 - 1.8 Relate the pursuit of scientific knowledge and historical perspectives on it.
- 2.0 With respect to developing reading and critical thinking skills in science,
- 2.1 Interpret reading passages, graphs, diagrams, charts, and tables.
 - 2.2 Comprehend questions by deciphering the meaning and intent of written and graphic materials, recognizing a restatement, paraphrasing, or summary and by identifying what is implied in the text.
 - 2.3 Employ application skills by using information from one situation to a new situation. Identify an illustration of a generalization, principle, or strategy and apply the appropriate abstraction to a new problem.
 - 2.4 Analyze text by breaking down information and seeing relationships between ideas in order to draw a conclusion, make an inference, distinguish fact from opinion and conclusions from supporting detail, identify cause-and-effect relationships, compare and contrast information, and recognize unstated assumptions.
 - 2.5 Assess the validity or accuracy of both written and graphic information, make judgments, draw conclusions, recognize faulty logic, detect bias, identify values and beliefs, and recognize the role that values, beliefs, and convictions play in decision-making..

- 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