

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

<u>VI</u>	<u>High School Equivalency Test Preparation</u>	<u>9082</u>
Level	<u>Writing</u> 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 writing. Students detect and correct common errors in Edited American English and decide on the most effective organization of text, as well as write an essay based on a single given topic. The texts include instructional, business, and informational documents. 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 Demonstrate an understanding of written English language conventions and organizational strategies needed for good writing.
- 2.0 Learn the components of writing a good essay.
- 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 demonstrating an understanding of written English language conventions,
 - 1.1 Detect and correct common errors in Edited American English.
 - a. Sentence structure: sentence fragments, run-on sentences, comma splices, improper subordination of ideas, dangling and misplaced modifiers, and lack of parallel structure.
 - b. Usage: subject-verb agreement, pronoun-antecedent agreement, verb tense or form for the situation, pronoun forms and references.
 - c. Mechanics: punctuation, spelling, and capitalization.
 - 1.2 Improve the organization of written materials by making text divisions within paragraphs, creating effective paragraph divisions within documents, selecting and placing an effective topic sentence, unifying a document, and removing irrelevant ideas.
 - 1.3 Determine an alternate way of presenting an idea by forming sentences in a new way or combining ideas from two sentences to form a new sentence.
 - 1.4 Judge the impact of revisions.
- 2.0 With respect to learning the components of writing a good essay,
 - 2.1 Write an essay that contains a formal introduction, supporting evidence, and a conclusion.
 - 2.2 Present a clearly focused main idea that addresses the prompt.
 - 2.3 Establish a clear and logical organization.
 - 2.4 Establish coherent development with specific and relevant details and examples.
 - 2.5 Consistently control sentence structure and the conventions of Edited American English.
 - 2.6 Exhibit varied and precise word choice.
 - 2.7 Exhibit awareness of audience and purpose.
- 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
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