

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> PRE TEST AND CHAPTER 1 (pages 10-19)</p> <p><b>TOPIC:</b> IDENTIFY MAIN IDEAS AND DETAILS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b>  <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 139-146</p> <p><i>Achieving TABE Success in Reading, Level A Reader</i>, pages 56-59</p> <p><i>Achieving TABE Success in Language, Level A</i>, pages 159-174</p> <p><i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lesson 1.1</p> <p><i>Reading Basics, Advanced Workbook</i>, pages 62-66</p> <p><i>Reading Basics, Advanced Reader</i>, pages 6, 14, 22, 30, 38, 46, 54, 62, 70, 78, 86, 94, 102, 110, 118</p> <p><i>Words to Learn By- Building Academic Vocabulary</i>, Lesson 2</p> <p><i>Workplace Skills, Reading for Information</i>, Lesson 1</p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading</i>, Lesson 4.1</p> <p><i>Instruction Targeted for TABE Success , Level A, Language</i>, Lesson 5.1</p> <p><i>LearnSmart Achieve Adaptive, Reading &amp; Writing, Lessons 1.1, 9.2</i></p> <p><i>MHAchieve Online, Reading &amp; Writing</i>, Lesson 1.1</p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p> <p><i>Workforce Connects, Reading for Information</i>, Lessons 3.1, 5.5, 6.1, 6.6, 7.3</p>	<p><b>WEEK 1</b></p> <p><b>UNIT TITLE:</b> 1- IDENTIFY MAIN IDEAS AND DETAILS</p> <p><b>LESSON(S) TITLE:</b> <i>Pre Test; 1.1- Determine the Main Idea</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>            1.1- Determine the main ideas and supporting details of a text; Identify main ideas in different types of texts</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Review vocabulary</b> and write sentences using words, revising as necessary- IRG 1</p> <p><b>Determine Main Ideas:</b> Use magazine articles (print or online) to identify main ideas, determining the topic, main idea and topic sentence- page 13</p> <p><b>Identify Main Ideas in Various Texts:</b> read an informational text selection and identify the sentence that the facts support (topic sentence) then review the activity with students, ask them how they reached their answers- page 15, IRG 2</p> <p><b>Use a graphic organizer</b> (Concept Web) to define relationship between main idea and details- page 15, IRG 2</p> <p><b>Evidence –Based Reading- Vocabulary-Context Clues—</b>Ask students to examine the words surrounding a word for meaning (<i>indispensable</i>) – sentence 4- page 16, IRG 1</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Language Skills- Punctuation: Commas-</b> students write three to four sentences that should have commas in them, leaving out the commas, then exchange papers and add the missing commas- page 14, IRG 2</p> <p><b>Workplace Skill: Communicating the Main Idea of a Memo-</b> use the subject line and headings to determine the main idea, then how this helps the reader know what to do- page 17, IRG 2</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn-</b>page 13</p> <p><b>Locate Examples</b> of memos or emails and determine the main idea of each- page 17</p>	<p><b>BELL RINGER:</b>            Pre-test- Determine Reading / Writing readiness with pretest (pages 1-9)</p> <p>1.1- Ask students to think of a time when they described a book, an article, or a story to a friend. Did they tell their friend what the reading was about; how did they decide what information was the most important; and what ideas were important enough to include in the description? (IRG 1)</p> <p><b>VOCABULARY:</b>            1.1-identify, informational text, literary text; main idea, supporting details, topic sentence</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>Writing Practice</b> -summarize a news article in print or online on a current event, giving the main idea and supporting details- page 19</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>ELL:</b> In pairs students review a short passage to identify the main idea, using both literary and informational texts IRG 2</p> <p><b>Extension:</b> Using a chart labeled informational text and literacy text, record the main idea of a variety of texts, IRG 2</p> <p><b>EXIT SLIP:</b>  <b>Think About Reading-</b> pages 14, 16, 17</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b>            R2.1, R.2.4, L.2.4</p> <p><b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b></p> <p>CCRA.R.2, CCRA.R.4, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b>            Reading: Construct Meaning- Main Idea            Language: Punctuation- Commas</p>	<p><b>EVALUATION/ASSESSMENT:</b>            Vocabulary Review, Skill Review, Skill Practice- pages 18-19</p>

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<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 1 (pages 20-31)</p> <p><b>TOPIC:</b> IDENTIFY MAIN IDEAS AND DETAILS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b>  <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 59-66, 139-146</p> <p><i>Achieving TABE Success in Reading, Level A Reader</i>, pages 20-24, 56-59</p> <p><i>Achieving TABE Success in Language, Level A</i>, pages 75-82</p> <p><i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 1.2, 1.3</p> <p><i>Reading Basics, Advanced Workbook</i>, pages 14-18, 62-66</p> <p><i>Reading Basics, Advanced Reader</i>, pages 6, 14, 22, 30, 38, 46, 54, 62, 70, 78, 86, 94, 102, 110, 118</p> <p><i>Words to Learn By- Building Academic Vocabulary</i>, Lesson 9</p> <p><i>Words to Learn By- Expanding Academic Vocabulary</i>, Lesson 4</p> <p><i>Words to Learn By- Advancing Academic Vocabulary</i>, Lesson 5</p> <p><i>Workplace Skills, Reading for Information</i>, Lessons 1, 6, 16</p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success, Level A, Reading</i>, Lesson 4.1</p> <p><i>Instruction Targeted for TABE Success, Level A, Language</i>, Lesson 2.1</p> <p><i>LearnSmart Achieve Adaptive, Reading &amp; Writing, Lessons 1.1, 1.2, 1.4, 9.1</i></p> <p><i>MHAchieve Online, Reading &amp; Writing</i>, Lessons 1.2, 1.3</p> <p><i>Power Up!</i>- Theme 5 (Taking a computer-based test)</p> <p><i>Workforce Connects, Reading for Information</i>, Lessons 3.1, 4.1, 6.1, 7.3</p>	<p><b>WEEK 2</b></p> <p><b>UNIT TITLE:</b> 1- IDENTIFY MAIN IDEAS AND DETAILS</p> <p><b>LESSON(S) TITLE:</b> 1.2- <i>Identify Supporting Details</i>; 1.3- <i>Identify Direct and Implied Main Ideas</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>            1.2- Determine which details in a text support the main idea; Use supporting details to make generalizations about a text            1.3- Recognize the difference between direct and implied main ideas; Identify implied main ideas and their supporting details</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Identify Supporting Details</b> - descriptions often focus on how something looks, but other types of description are possible, including sounds, smells, tastes, and textures. Find the main idea and supporting details in a newspaper or magazine article- page 21, IRG 3  <b>Cite Details</b> -select a supporting detail that directly supports a given generalization- page 23, IRG 4  <b>Determine Implied Main Ideas</b> - ask students why they think the author chose to imply the main idea of this passage rather than stating it on page 27, IRG 5  <b>Use Details to Deduce Main and Supporting Ideas</b>- supporting details can hint at information that is not directly stated in a text, and help in drawing conclusions that allow for interpretation of texts- page 29, IRG 6  <b>Evidence-Based Reading Support: Comprehension-Visualize</b>- Explain that good readers create images in their minds as they read a text. Refer students to the passage about the hurricane in Galveston, Texas (page 21). Instruct students to read the passage silently, visualizing descriptive phrases and sentences as they read. When students have finished reading, ask volunteers to share what they saw, heard, tasted, smelled, and/or felt while reading the text. Discuss how these mental images differ from reader to reader, based on personal experience- IRG 3;  <b>Look for Context Clues</b> -deducing the implied main idea of a text will sometimes require determining the meaning of words not known- use this phrase from “The Gift of the Magi”(page 27) : “the tresses that should have adorned the coveted adornments were gone.” Ask students which words from earlier in the passage give clues to the meaning of “tresses.” - IRG 5</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Language Skills:</b> Revise fragments to make complete sentences- page 22</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b>- -pages 21, 27</p>	<p><b>BELL RINGER:</b>            1.2- Remind students that supporting details provide information about the main idea of a text, creating a picture in the minds of the readers. Ask them to choose three details that would help someone visualize the classroom; then write a few sentences about these details- IRG 3            1.3- Ask the students: Imagine you have good news to tell your family and friends. Should you just come right out and share the news, or do you hint at it and let them figure it out themselves? What are the benefits and drawbacks of each approach?- IRG 5</p> <p><b>VOCABULARY:</b>            1.2-generalization, description, visualize, observe            1.3-collaboration, emphasize; deduce, implied</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>Writing Practice:</b> students describe an interesting or significant event they witnessed or participated in – page 25; use two passages (from short story or novel) one with stated main idea, and the other with implied main idea; write the topic sentence or implied idea and the details that support each- page 31</p> <p><b>21st Century Skill: Communication and Collaboration</b>- write a short e-mail to a supervisor or colleague; then answer: How can choosing the proper medium help someone communicate more effectively; What is another detail that could be added to the “Collaborating” list?; How does collaborating in a business environment differ from collaborating with friends and family?- page 28, IRG 6</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Use news articles</b> to compare the bold headings to the main ideas of the introductory paragraphs.</p> <p><b>Write a paragraph</b> about your favorite food, using an implied main idea to organize the supporting details. Make sure you include enough details to support the main idea without actually stating it.</p> <p><b>EXIT SLIP:</b>  <b>Think About Reading</b>- pages 21, 22, 23, 28, 29</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b>            R.2.3, R.2.4, R.2.5, R.2.7, L.2.2</p> <p><b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b>            CCRA.R.1, CCRA.R.2, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b>            Reading: Recall Information- Details                      Construct Meaning- Main Idea            Language: Sentence Formation- Sentence Recognition</p>	<p><b>EVALUATION/ASSESSMENT:</b>            Vocabulary Review, Skill Review, Skill Practice- pages 24-25, 30-31</p>

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<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 1 (pages 32-49, 307-308)</p> <p><b>TOPIC:</b> IDENTIFY MAIN IDEAS AND DETAILS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b>  <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 59-66, 75-82, 171-178</p> <p><i>Achieving TABE Success in Reading, Level A Reader</i>, pages 20-24, 30-34, 66-76</p> <p><i>Achieving TABE Success in Language, Level A</i>, pages 35-42, 87-94</p> <p><i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 1.4, 1.5</p> <p><i>Reading Basics, Advanced Workbook</i>, pages 14-18, 38-42</p> <p><i>Reading Basics, Advanced Reader</i>, pages 6, 14, 22, 30, 38, 46, 54, 62, 70, 78, 86, 94, 102, 110, 118</p> <p><i>Words to Learn By- Expanding Academic Vocabulary</i>, Lesson 15</p> <p><i>Words to Learn By- Advancing Academic Vocabulary</i>, Lessons 1, 14</p> <p><i>Workplace Skills, Reading for Information</i>, Lesson 16</p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading</i>, Lessons 3.2, 4.2</p> <p><i>Instruction Targeted for TABE Success , Level A, Language</i>, Lessons 1.4, 1.5, 2.3, 2.4</p> <p><i>LearnSmart Achieve Adaptive, Reading &amp; Writing</i>, Lessons 1.2, 1.3, 8.2</p> <p><i>MHAchieve Online, Reading &amp; Writing</i>, Lessons 1.4, 1.5</p> <p><i>Power Up!</i>- Theme 5 (Taking a computer-based test)</p> <p><i>Workforce Connects, Reading for Information</i>, Lessons 4.1, 5.5, 5.6, 6.1, 6.4</p> <p><i>Workforce Connects, Writing for Work</i>, Lesson 1.3</p>	<p><b>WEEK 3</b></p> <p><b>UNIT TITLE:</b> 1- IDENTIFY MAIN IDEAS AND DETAILS</p> <p><b>LESSON(S) TITLE:</b> 1.4-Summarize Details; 1.5- Identify a Theme</p> <p><b>TEXT LESSON OBJECTIVES:</b>                      1.4- Develop a summary of a short passage; Summarize longer, more complex passages                      1.5- Identify the theme of a fictional passage; Synthesize multiple main ideas to determine the theme</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Summarize Key Information:</b> steps to summarizing include paraphrasing the main idea and key details, apply skill to a news article- page 33  <b>Summarize a Text:</b> use textual features such as section headings, titles, and paragraph breaks to identify important information to include in a summary of a lengthy text, and understand restatement of information-page 34, IRG 8  <b>Synthesize Details that Relate to Theme</b> - a theme is the basic message in a work of fiction and reflects the author’s attitude(s) toward the subject of a text. Short stories and novels often use implied and sophisticated themes-page 39, IRG 9  <b>Understand the Relationship Among Ideas-</b> determine theme by synthesizing main ideas that develop over the course of longer texts, and draw conclusions and make generalizations about a passage’s theme-page 40  <b>Evidence-Based Reading Support: Fluency- Partner Reading-</b> from the passage about buffalo herds in the Midwest (page 33), pronounce multisyllabic and unfamiliar words such as “penetrated,” “frequently,” “quadrupeds,” and “derailed.” Then organize students in pairs to take turns being the reader and the listener with one student listening as the other reads- IRG 7; <b>Comprehension-Look for Context Clues-</b>good readers use context clues to determine the meaning of unknown words and phrases. Using the excerpt on page 39, list words or phrases that are unfamiliar and determine the meanings from the surrounding sentences- IRG 9</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Language Skills:</b> Sentence structure: Complex sentences-comma splice- page 49, use present tense verbs to show action or state of being- page 48  <b>Test-taking Skills: Understand the Question-</b> add to the test-taking tips with the following: one strategy to use to answer reading-test questions, how skimming can help you take tests; how paraphrasing the main idea helps- page 35, IRG 8.  <b>21st Century Skills: Social and Cross-Cultural Skills-</b> discuss: What is diversity? What is one benefit of working on a diverse team? How can businesses and other organizations encourage diversity?- page 41, IRG 10</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn:</b> pages 34, 39</p>	<p><b>BELL RINGER:</b>                      1.4- Discuss: Imagine that a friend asks about something you did yesterday. Pick three details that tell your story in a brief way. Why did you choose these details? What important information do these details convey? – IRG 7                      1.5- Remind students that the theme of a text is its central message, expressing the author’s beliefs and opinions about life, human nature, relationships, political issues, or social issues. Ask students to share the central message of one of their favorite television shows or movies and ask if some themes are inherently more interesting than others- IRG 9</p> <p><b>VOCABULARY:</b>                      1.4- concise, skim, comprehensive, summarize, paraphrase,                      1.5- conflict, synthesize, perspective, theme</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>Writing Practice: Summarize an article</b> or passage by stating its main idea and by identifying and paraphrasing its key details- page 37; <b>Write a short story</b> or retell an incident from life (at least two paragraphs) with a theme (stated or implied), supporting details and different main ideas for each paragraph- page 43</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Determine the main idea</b> and list supporting details from a short passage (with an unstated concept).  <b>Restate</b> several rule statements, while maintaining the intent of the rules, from the school student behavior code.  <b>Writer’s Workshop – Analyze a Passage to Identify Its Theme-</b> write an essay on <i>The Gift of the Magi</i> (page 307)in which the theme is identified, key details and main idea are summarized then related to the theme- pages 48-49, 307-308</p> <p><b>EXIT SLIP:</b>  <b>Think About Reading</b> pages 33, 35, 40, 41</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b>                      R2.2, R.2.6, R.2.8, L.2.2</p> <p><b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b>                      CCRA.R.2, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b>                      Reading: Construct Meaning- Summary/ Paraphrase                      Recall Information- Details, Stated Concepts                      Language: Usage- Verb Tenses                      Sentence Formation- Sentence combining</p>	<p><b>EVALUATION/ASSESSMENT:</b>                      Vocabulary Review, Skill Review, Skill Practice- pages 36-37, 42-43                      Chapter Review , pages 44-47</p>

READING & WRITING GED® PACING GUIDES <<COMMON CORE ACHIEVE, MCGRAW-HILL EDUCATION>>

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<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 2 (pages 50-69)</p> <p><b>TOPIC:</b> ANALYZE RELATIONSHIPS WITHIN TEXTS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b>  <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 67-74, 130-138, 233-236  <i>Achieving TABE Success in Reading, Level A Reader</i>, pages 25-29, 56-59, 87-96  <i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 2.1, 2.2, 2.3  <i>Reading Basics, Advanced Workbook</i>, pages 78-82, 110-114, 174-178  <i>Reading Basics, Advanced Reader</i>, page 104  <i>Words to Learn By- Building Academic Vocabulary</i>, Lesson 17  <i>Words to Learn By- Expanding Academic Vocabulary</i>, Lesson 9, 17, 19  <i>Words to Learn By- Advancing Academic Vocabulary</i>, Lesson 2, 6, 6, 8  <i>Workplace Skills, Reading for Information</i>, Lesson 4, 8, 14</p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading</i>, Lessons 3.1, 4.7, 5.7, 5.9, 5.11  <i>LearnSmart Achieve Adaptive, Reading &amp; Writing</i>, Lessons 2.1, 2.2, 2.3, 2.4  <i>MHAchieve Online, Reading &amp; Writing</i>, Lessons 2.1, 2.2, 2.3  <i>Power Up!</i>- Theme 5 (Taking a computer-based test)  <i>Workforce Connects, Reading for Information</i>, Lessons 4.3, 6.4, 6.7</p>	<p><b>WEEK 4</b></p> <p><b>UNIT TITLE:</b> 2- ANALYZE RELATIONSHIPS WITHIN TEXTS</p> <p><b>LESSON(S) TITLE:</b> 2.1-Sequence Events; 2.2- Infer Relationships Between Events, People, and Ideas; 2.3- Analyze Relationships Between Ideas</p> <p><b>TEXT LESSON OBJECTIVES:</b>                  2.1- Determine the sequence of events in narrative passages; Identify sequence in procedural texts.                  2.2- Infer relationships within a text; Provide examples and evidence from the text to support inferences                  2.3- Identify the literary elements that create the framework of a text; Analyze the relationships within texts(the connections between characters, plot, events, setting, or ideas)</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Sequence Information</b> - text structures help writers show relationships between ideas (sequential structure) how one event relates to another in reference to time. Identify sequence clue words and phrases in a selection and place events on a timeline-page 53, IRG 11  <b>Use Text Features</b> –discuss how the sequence used in a procedural text affects the reader’s understanding and is established by time or by logic using text features- page 55, IRG 12  <b>Make Inferences</b> – the process of combining visual or textual clues with prior knowledge leads to inferences that fill in gaps in information-page 59  <b>Cite Evidence from Informational Text</b>- Ask questions that have evidence in the text (identify one source of Alfred Nobel’s fortune)- page 61, IRG 14  <b>Identify Literary Elements</b> - recognize types of characters and understand the author’s process of characterization, including the interplay between plot , setting, and characters- page 63, IRG 15  <b>Analyze the Relationship between Plot and Setting</b>- characters’ actions are dictated by internal elements such as personality and ambition as well as by external elements such as setting, plot events, and other characters- page 66  <b>Evidence-Based Reading Support: Comprehension-Reread</b>- to comprehend challenging sentence structures, remember that the function of punctuation is to group words into ideas, and that challenging text requires readers to slow their reading rates- IRG 11; <b>Make Connections</b>- that support inferences with evidence from various parts of a text ( why Nobel was unhappy about some of the applications of dynamite)- page 61, IRG 14; <b>Use Prior Knowledge</b>- make connections between prior knowledge and narrative text by asking students to recall the first time they applied in person for a job-IRG 16</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Workplace Skill: Describe a Procedure</b>- summarize the steps listed in an excerpt from a procedures manual (page 54), then discuss the use of a sequential procedure, its organization, and the ease of understanding it-IRG 12  <b>Test Taking Skill: Gather Information</b>- use scanning to find details and analyzing question parameters to determine the skill needed to arrive at an answer- page 60</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b> pages 54, 60, 65</p>	<p><b>BELL RINGER:</b>                  2.1- Display a series of images showing related events in random sequence, and discuss the proper sequence of events and place the images in order. Then move the images into different sequences, and discuss why these sequences do not make sense.- IRG 11                  2.2- Draw a series of images on the board (a stick figure, a baseball, and a broken vase) and discuss the connections between the images, identifying the clues that led to the conclusions- IRG 13                  2.3- Display an image of a person engaged in an action, stating that this is the main character in a story. Invite volunteers to describe a setting (the character’s actions will be limited by the setting), and an action for the character (plot)- IRG 15</p> <p><b>VOCABULARY:</b>                  2.1- time line, sequence, transition, process, chronological, flashback                  2.2- imply, explicit, valid, cite, infer                  2.3- conflict, dynamic, analyze, narrative, characterization</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>Writing Practice: Describe an event</b> that changed your life in a positive way using a clear chronological order -page 57;  <b>Make an inference</b> from a short story including details that clearly support the inference- page 63; <b>Summarize the characters, setting, conflict and theme</b> of a short story and how setting affects the plot-page 69  <b>21<sup>st</sup> Century Skill- Media Literacy</b>- compare the adaptation of a story that has been made into a movie to the written text- page 67</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Choose a rule or regulation</b> that you would like to see implemented in your community or workplace. Write a short text in which you explain the rule or regulation and provide evidence (facts, statistics, or examples) for why it is needed. Include implicit and explicit details so your readers may make inferences IRG 14  <b>Use an abridged version</b> of a classic writing (with notes) to list characters and the plot development of the writing- IRG 16</p> <p><b>EXIT SLIP:</b>  <b>Think About Reading</b> pages 53, 55, 60, 61, 66, 67</p> <p><b>EVALUATION/ASSESSMENT:</b>                  Vocabulary Review, Skill Review, Skill Practice- pages 56-57, 62-63, 68-69</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b> R.3.1, R.3.2, R.3.3, R.3.4, R.3.5  <b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.1, CCRA.R.3, CCRA.W.2, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b>                  Reading: Recall Information- Sequence                  Construct Meaning- Character Aspects                  Evaluate/ Extend Meaning- Genre</p>	

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 2 (pages 70-87, 309)</p> <p><b>TOPIC:</b> ANALYZE RELATIONSHIPS WITHIN TEXTS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b> <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 67-82, 147-170, 193-200 <i>Achieving TABE Success in Reading, Level A Reader</i>, pages 25-34, 60-71, 77-81 <i>Achieving TABE Success in Language, Level A</i>, pages 31-34, 39-42, 87-94, 131-134, 159-162, 175-178 <i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 2.4, 2.5 <i>Reading Basics, Advanced Workbook</i>, pages 22-26, 30-34, 46-50, 78-82, 150-154, 158-162 <i>Reading Basics, Advanced Reader</i>, pages 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112, 120 <i>Words to Learn By- Expanding Academic Vocabulary</i>, Lessons 4, 7 <i>Words to Learn By- Advancing Academic Vocabulary</i>, Lessons 1, 2, 19 <i>Workplace Skills, Reading for Information</i>, Lessons 16, 22</p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level A, Reading</i>, Lessons 3.1, 3.2, 4.3-4.5, 5.2 <i>Instruction Targeted for TABE Success , Level A, Language</i>, Lessons 1.3-1.5, , 2.2, 2.3, 3.3, 3.4, 5.1 <i>LearnSmart Achieve Adaptive, Reading &amp; Writing</i>, Lessons 2.3, 2.4, 8.2, 8.3 <i>MHAchieve Online, Reading &amp; Writing</i>, Lessons 2.4, 2.5 <i>Power Up!- Theme 5 (Taking a computer-based test)</i> <i>Workforce Connects, Reading for Information</i>, Lessons 5.6, 6.6, 6.7</p>	<p><b>WEEK 5</b></p> <p><b>UNIT TITLE:</b> 2- ANALYZE RELATIONSHIPS WITHIN TEXTS</p> <p><b>LESSON(S) TITLE:</b> 2.4- Determine Implicit Relationships Between Ideas; 2.5- Analyze the Role of Details in Complex Texts</p> <p><b>TEXT LESSON OBJECTIVES:</b> 2.4- Identify implied relationships between ideas; Cite evidence to support implied relationships 2.5- Identify the characteristics of complex texts; Explain the role of details in complex texts</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Determine Implied Relationships between Ideas</b> - differentiate between explicit and implicit ideas, looking for patterns or clues to understand how ideas are connected, and combine implicit ideas with prior knowledge to make inferences- page 71, IRG 17 <b>Predict Outcomes</b>- connect explicit ideas, implicit ideas, and prior knowledge to make predictions regarding future events. On page 73, identify the explicit details about Spanish settlers, then ask what prior knowledge can be combined with these details to predict how it applies to today- IRG 18 <b>Comprehend Complex Texts</b> - create a seven-column chart: <i>Skim</i> (text features), <i>Scan</i> (text layout, bulleted lists, special fonts, headings), <i>Predict</i> (the content of the text), <i>Make Connections</i> ( what they already know), <i>Visualize</i> ( words that provide mental images), <i>Ask Questions</i> (about the text), <i>Summarize</i> (paraphrase the important ideas of the text) IRG 19 <b>Use Details to Analyze Complex Texts</b>- the seven column chart can be used to identify and analyze details in all types of complex texts- page 79, IRG 20 <b>Evidence-Based Reading Support: Comprehension- Make Connections</b>- between explicit and implicit details by examining a writer’s word choices in the excerpt on Sea Otters (page 73) looking for positive and negative connotations- IRG 18; <b>Echo Reading</b> -To help students decipher complex texts such as poetry, suggest that they read the text aloud. Point out that although poetry is written in lines, the end of a line is not always the end of a thought- IRG 20</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Language Skills:</b> Pronoun-antecedent Agreement- page 78; Sentence Structure- using commas after introductory words, phrases and clauses- page 87; Use present and future tense accurately- page 86</p> <p><b>HOME LEARNING:</b> <b>Write to Learn</b>, pages 73, 77 <b>Use an event</b> from a book, television show, or movie, determine why or how the event happened, and analyze the relationship methods used.</p>	<p><b>BELL RINGER:</b> 2.4- Display a historical or current political cartoon from a print or online source. On the board, draw a three column chart (<i>Stated Ideas, What I Know, Implied Ideas</i>) and ask students to complete the chart and conclude the message of the cartoon- IRG 17 2.5- Display an excerpt from the US Constitution, asking students to identify the elements that make the text complex, or difficult to read and understand, (unfamiliar or archaic vocabulary, the length of words, the order of words in a sentence, or complicated or abstract ideas) Brainstorm to find strategies for understanding the ideas in a complex text.- IRG 19</p> <p><b>VOCABULARY:</b> 2.4- proximity, outcome, inference, predict 2.5- complement, conclusions, complex, scan</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Writing Practice:</b> write about a subject of interest using connecting words to <b>show relationships</b> (including implied) between ideas that lead to a prediction of an outcome – page 75; write about a topic of interest and <b>include technical terms</b>, compound and complex sentences, abstract ideas or unusual text structure- page 81</p> <p><b>21st Century Skills: Global Awareness</b>- research an endangered or threatened species and efforts to save the animal- page 73</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>Writer’s Workshop</b> -Describe a workplace policy in sequence, using a flow chart- pages 86-87, 309 <b>Review a scientific</b> or social studies article, determining the relationship of significant details to each other and to the main idea.</p> <p><b>EXIT SLIP:</b> <b>Think about Reading</b> pages 72, 73, 77, 78</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b> R.3.4, R.3.5, L.1.3, L.1.9, L.2.4</p> <p><b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.3, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b> Reading: Recall Information- Sequence; Stated Concepts Construct Meaning- Cause/Effect; Conclusion; Compare/Contrast Evaluate/ Extend Meaning- Predict Outcomes Language: Usage –Verb Tenses; antecedent agreement Sentence Formation- Sentence Combining Punctuation- Commas</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice- pages 74-75, 80-81 Chapter Review, pages 82-85</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 3 (pages 88-113, 310-311)</p> <p><b>TOPIC:</b> INTERPRET WORDS IN CONTEXT</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b>  <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 20-44, 57-58, 192, 237-240  <i>Achieving TABE Success in Reading, Level A Reader</i>, pages 5-15, 92-96  <i>Achieving TABE Success in Language, Level A</i>, pages 183-190  <i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 3.1, 3.2, 3.3  <i>Reading Basics, Advanced Workbook</i>, pages 21, 29, 37, 45, 53, 61, 68-69, 85, 93, 101, 109, 117-122, 124-125, 140-141, 148-149, 157, 165, 173, 181  <i>Words to Learn By- Building Academic Vocabulary</i>, Lesson 3  <i>Words to Learn By- Expanding Academic Vocabulary</i>, Lesson 11  <i>Words to Learn By- Advancing Academic Vocabulary</i>, Lessons 3, 9  <i>Workplace Skills, Reading for Information</i>, Lessons 2, 3, 7, 10, 11, 12, 18, 23</p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success, Level A, Reading</i>, Lessons 2.1, 5.6, 5.11, 5.12  <i>Instruction Targeted for TABE Success, Level A, Language</i>, Lessons 1.5, 1.7, 6.1  <i>LearnSmart Achieve Adaptive, Reading &amp; Writing, Lessons 3.1, 3.2, 3.3, 8.1</i>  <i>MHAchieve Online, Reading &amp; Writing</i>, Lessons 3.1, 3.2, 3.3  <i>Power Up!</i>- Theme 5 (Taking a computer-based test)  <i>Workforce Connects, Reading for Information</i>, Lessons 3.2, 3.3, 4.2, 5.1-5.4, 6.2, 6.3, 7.1, 7.2  <i>Workforce Connects, Writing for Work</i>, Lesson s 3.1-3.4, 4.2</p>	<p><b>WEEK 6</b></p> <p><b>UNIT TITLE:</b> 3-INTERPRET WORDS IN CONTEXT</p> <p><b>LESSON(S) TITLE:</b> 3.1-<i>Determine Connotative and Figurative Meanings</i>; 3.2- <i>Analyze Tone</i>; 3.3- <i>Analyze Word Choice</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>  3.1- Identify connotative and figurative meanings in various texts; Understand connotative and figurative language through context  3.2- Identify the tone of a text; Explain how authors of various genres establish tone  3.3- Explain how word choice affects the understanding of a text; Give examples of the impact that an author’s word choice has on a text</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Analyze and Evaluate Word Choice-</b> writers use both connotative and figurative language to enrich their writing and contribute to tone and affect the meaning of a text in both subtle and obvious ways .Connotative language suggests a shade of meaning of a word- page 91, IRG 21; <b>Tone</b> relates to the purpose and genre of a text, with an author’s choice of words creating the tone. Choose a word from the passage that contributes to the tone and explain how the word affects the passage (page 97) Then ask : How would you rewrite the first sentence if the purpose of the passage were simply to inform, rather than to thrill the reader?- IRG 23  <b>Interpret Words and Phrases</b> - word choice, especially for verbs, imparts meaning to a text. Identify instances of figurative language and use context clues to interpret unfamiliar words and phrases- page 92-93  <b>Interpret Words and Phrases to Draw Conclusions-</b> use the tone to aid in drawing a conclusion about a text selection- page 98  <b>Analyze Word Choice-</b> writers choose words to communicate mood and to persuade readers to accept their point of view. As you read ask how the author’s choice of words influences your response? – page 103, IRG 25  <b>Evidence-Based Reading Support: Comprehension-Look for Context Clues-</b>which are words and phrases in a text that can help readers figure out the meaning of an unfamiliar word by paying attention to the words and sentences surrounding the word- page 92, IRG 22; <b>Set a Purpose for Reading</b> - a text will guide their reading and help them understand what they read- IRG 24; <b>Repeated readings</b> can help with comprehension and memory of details- IRG 26</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Language Skills:</b> Spelling homophones- page 93; Use the subjunctive mood in writing- page 112, Use quotation marks- page 113  <b>Test Taking Skill: Evaluate the answer-</b>by matching answer choice to question- page 104</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b>, pages 91, 97, 103  <b>Read a literacy</b> nonfiction passage, and using a highlighter, select words and phrases that indicate the tone of the passage.</p>	<p><b>BELL RINGER:</b>  3.1- Ask students to generate examples of figures of speech they use or hear in everyday life. Provide an example such as “I gave a killer presentation at work today.” Explain why the use of <i>killer</i> in this context is figurative language- IRG 21  3.2- Generate a list of tones students use or hear in everyday speech, e.g. “sarcastic.” Define this tone, and ask students to identify situations when it might be used. – IRG 23  3.3- Ask students to list appropriate words referring to dogs, such as <i>pooch</i>, <i>pup</i>, <i>mutt</i>, and <i>stray</i>. Have students provide assumptions that people might make when they hear each word. Discuss how word choice affects meaning.- IRG 25</p> <p><b>VOCABULARY:</b>  3.1- homophones, tone, mood, context, connotative, figurative  3.2- purpose, transmit, interpret, persuade  3.3- affects, depicts, similes, emotions, style, impact</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>Writing Practice: Rewrite a short newspaper</b> report using connotative and figurative language to evoke a positive or negative response in the reader- page 95; <b>Write a review</b> of a movie or place including a particular tone and purpose- page 101; <b>Write a short passage</b> that sets a mood with descriptive language- page 107  <b>21<sup>st</sup> Century Skill- Interact Effectively with Others-</b> use the structure and tone of a business document to determine the response that is expected of the recipient- page 99</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Writer’s Workshop- Analyze a Speaker’s Word Choice-</b> pages 112-113, 310-311  <b>Using a list of idioms</b> and figures of speech, reword or rephrase them, and use them in student developed sentences.  <b>Write an extended definition</b> of a term, exploring denotation and connotation (either positive or negative), and figurative language that enhances the positive or negative impact of the term.</p> <p><b>EXIT SLIP:</b>  <b>Think about Reading</b>, pages 92, 93, 98, 99, 103, 105</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b> R.4.1, R.4.2, R.4.3, L.4.1, L.4.2, L.4.3  <b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b>  CCRA.R.4, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b>  Reading: Words in Context; Evaluate/ Extend Meaning- Style Techniques  Language: Usage- Verb Tenses  Writing Conventions- Quotation marks</p>	<p><b>EVALUATION/ASSESSMENT:</b>  Vocabulary Review, Skill Review, Skill Practice- pages 94-95, 100-101, 106-107  Chapter Review, pages 108-111</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 4 (pages 114-139)</p> <p><b>TOPIC:</b> EXAMINE TEXT STRUCTURE</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b> <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 67-74, 147-154, 163-170 <i>Achieving TABE Success in Reading, Level A Reader</i>, pages 25-29, 60-71 <i>Achieving TABE Success in Language, Level A</i>, pages 47-50, 123-126, 131-134, 187-190 <i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 4.1, 4.2, 4.3 <i>Reading Basics, Advanced Workbook</i>, pages 46-50, 78-82, 150-154 <i>Reading Basics, Advanced Reader</i>, pages 8, 16, 24, 32, 48, 64, 72, 80, 88, 104, 112, 120 <i>Words to Learn By- Building Academic Vocabulary</i>, Lesson 1 <i>Words to Learn By- Expanding Academic Vocabulary</i>, Lesson 17 <i>Words to Learn By- Advancing Academic Vocabulary</i>, Lessons 1, 8 <i>Workplace Skills, Reading for Information</i>, Lessons 8, 16, 22</p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level A, Reading</i>, Lessons 3.1, 4.3, 4.4 <i>Instruction Targeted for TABE Success, Level A, Language</i>, Lessons 1.6, 1.7, 3.3, 3.4 <i>LearnSmart Achieve Adaptive, Reading &amp; Writing</i>, Lessons 4.1, 4.2, 8.2, 8.3 <i>MHAchieve Online, Reading &amp; Writing</i>, Lessons 4.1, 4.2, 4.3 <i>Power Up!</i>- Theme 5 (Taking a computer-based test) <i>Workforce Connects, Reading for Information</i>, Lesson 3.4, 6.4-6.7 <i>Workforce Connects, Writing for Work</i>, Lessons 1.4, 2.5</p>	<p><b>WEEK 7</b></p> <p><b>UNIT TITLE:</b> EXAMINE TEXT STRUCTURE</p> <p><b>LESSON(S) TITLE:</b> 4.1-Analyze the Development of Ideas; 4.2- Analyze How Structure Impacts Key Ideas; 4.3- Analyze the Effects of Transitional and Signal Words</p> <p><b>TEXT LESSON OBJECTIVES:</b> 4.1- Identify different types of text structure; Explain how the structure of text supports the development of ideas 4.2- Distinguish which text structures best communicate different types of ideas; Identify how text structure impacts key ideas in a text. 4.3- Locate transitions between words, phrases, and sentences; Analyze how signal words impact understanding</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Recognize Organization</b> choose several informational text passages for students to examine and ask students to read, discuss, and categorize the passages by text structure- page 117, IRG 27 <b>Analyze Text Structure-</b> writers choose organizational strategies to achieve intended effects on their readers: to be persuaded to have a certain opinion or to take a particular action, to feel anxiety or suspense over the fate of a character; but always to follow one idea to the next without confusion- page 118, IRG 28 <b>Analyze the Relationship between Paragraphs-</b> students read an excerpt from Kennedy's Inaugural Address to determine how the paragraphs are connected, then look at other techniques (number of times the words <i>free</i> or <i>freedom</i> are used, and how does this repetition support the key idea of the speech)- pages 123-124, IRG 29 <b>Understand Organization-</b> review a poem for the placement of topic, main idea, supporting ideas, and organization method for the stanzas- page 125 <b>Determine the Relationship Among Ideas-</b> locate all of the transition words and phrases in a text and identify the relationship between ideas suggested by each signal word or phrase- page 129, IRG 31 <b>Analyze Transitions between Paragraphs-</b> examine the relationships specified by phrases in a text (<i>in addition, furthermore, as a result</i>)-page 130-131, IRG 32 <b>Evidence-Based Reading Support: Fluency-Echo Reading-</b> readers use punctuation when reading aloud for pacing, phrasing, and rate (pause for two beats for end marks, dashes, ellipses, colons, and semicolons; pause for one beat for comma) – IRG 28; <b>Visualize-</b> examine a poem to show sensory language used- IRG 30</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Language Skills:</b> Match verb tense and sentence structure- page 138; Citing a source- page 139 <b>21<sup>st</sup> Century Skill: Media Literacy-</b> examine a media message for the link between visual and text structure- page 124</p> <p><b>HOME LEARNING:</b> <b>Write to Learn</b> -pages 117, 124, 129 <b>Compare</b> the structure used in two different written advertisements for the same products.</p>	<p><b>BELL RINGER:</b> 4.1- Ask a student to give the verbal directions for a simple task, such as sharpening a pencil, and then have the student discuss and share how he/she decided the order in which to convey the information. Ask: <i>Could you present the information in a different order? Why or why not?</i>- IRG 27 4.2- Provide copies of a fiction story, a poem, and a nonfiction essay with formatting features such as headings and graphics. Ask students to examine the texts' structures, but tell them not to read them. Ask students to compare and contrast the format of the texts- IRG 29 4.3- Review the organization of the steps in a set of directions for getting from a nearby town to the classroom. List the transitional and signal words that show relationships between ideas in different sentences, paragraphs and sections.- IRG 31</p> <p><b>VOCABULARY:</b> 4.1- compare, text structure, organization, contrast 4.2- character, setting, plot, stanzas, distinguish 4.3- transitions, signal words, conclusion, specific</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Writing Practice- Use an article</b> on an environmental problem to determine cause and effect- page 121; <b>Use the problem/ solution</b> organization method to list solutions to a local problem- page 127; <b>List the events</b> that led to a war involving the US- page 133 <b>Workplace Skill: Interpreting Professional Documents-</b> write an agenda for a community meeting- page 119; <b>Using Signal Words to Organize Information-</b>use a flow chart to illustrate the transitions in a workplace process- page 131</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>Writer's Workshop- Take a Position on a Current Event-</b> pages 138-139 <b>List transitional words</b> and phrases and write sentences demonstrating the use of the transitions.</p> <p><b>EXIT SLIP:</b> <b>Think about Reading</b>, pages 118, 119, 124, 125, 130, 131</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b> R.5.1, R.5.2, R.5.3, R.5.4, L.1.2, L.1.7, L.1.9, W.2 <b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.5, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b> Reading: Recall Information- Sequence/ Construct Meaning- Cause/Effect, Compare/ Contrast Language: Usage- Subject &amp; Verb Agreement/ Paragraph Development- Connectives/ Transitions Writing Conventions- Quotation Marks</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice-- pages 120-121, 126-127, 132-133 Chapter Review -pages 134-137</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 5 (pages 140-159)</p> <p><b>TOPIC:</b> ASSESS HOW POINT OF VIEW SHAPES INFORMATIONAL TEXT</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b>  <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 75-82, 209-224, 245-248</p> <p><i>Achieving TABE Success in Reading, Level A Reader</i>, pages 30-34, 82-86, 92-96</p> <p><i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 5.1, 5.2, 5.3</p> <p><i>Reading Basics, Advanced Workbook</i>, pages 22-26, 54-58</p> <p><i>Reading Basics, Advanced Reader</i>, pages 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112, 120</p> <p><i>Words to Learn By- Building Academic Vocabulary</i>, Lessons 3, 19</p> <p><i>Words to Learn By- Expanding Academic Vocabulary</i>, Lessons 2, 16, 18</p> <p><i>Workplace Skills, Reading for Information</i>, Lesson 20</p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success, Level A, Reading</i>, Lessons 3.2, 5.5</p> <p><i>LearnSmart Achieve Adaptive, Reading &amp; Writing</i>, Lessons 5.1, 5.2</p> <p><i>MHAchieve Online, Reading &amp; Writing</i>, Lessons 5.1, 5.2, 5.3</p> <p><i>Power Up!</i>- Theme 5 (Taking a computer-based test)</p> <p><i>Workforce Connects, Reading for Information</i>, Lessons 5.5, 6.1, 6.5, 6.7, 7.3</p> <p><i>Workforce Connects, Writing for Work</i>, Lessons 2.5, 2.6, 3.1-3.4, 4.2, 4.4</p>	<p><b>WEEK 8</b></p> <p><b>UNIT TITLE:</b> 5- ASSESS HOW POINT OF VIEW SHAPES INFORMATIONAL TEXT</p> <p><b>LESSON(S) TITLE:</b> 5.1- <i>Determine Author’s Purpose and Point of View</i>; 5.2- <i>Analyze How Author’s Purpose Determines Structure</i>; 5.3- <i>Infer Author’s Purpose</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>5.1- Identify the author's purpose; Identify the author's point of view</p> <p>5.2- Analyze how the structure of informational texts supports the author's purpose; Analyze how the structure of literary texts supports the author's purpose</p> <p>5.3- Infer the author’s purpose using details from the text; Use prior knowledge of context to infer author’s purpose.</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Determine the Author’s Purpose</b> –Refer to the story about the cave and ask students to imagine that the author’s primary purpose for writing was only to inform- how would the text be different- pages 143 &amp;151, IRG 33</p> <p><b>Establish Point of View</b>- compare two short passages, one with the point of view implicitly expressed and the other explicitly expressed- IRG 34</p> <p><b>Analyze Text Structure</b>- compare text structure of informational and literary texts with examples from the selections- pages 149-150</p> <p><b>Use a Graphic Organizer</b> – to infer the author’s purpose using details in the text and prior knowledge- page 155</p> <p><b>Determine the Implicit Purpose in a Text</b>- using the author’s background, source of the article and persuasive language used- page 157, IRG 36</p> <p><b>Evidence-Based Reading Support: Vocabulary -Antonyms</b> –remind students that antonyms are words that have opposite meanings (<i>explicit</i> and <i>implicit</i>), then ask students to brainstorm antonyms for: <i>gravely, funny, delight, first, happy, and pathetic</i>- IRG 34; <b>Visualize</b> the events in a passage by describing them in own words- IRG 36; <b>Echo Read</b> the selection on page 157 with students use the same speed, expression and pronunciation- IRG 36</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Technology Skill: Use Computer Applications</b>- use features of a word-processing program (boldface subheadings, numbered and bulleted lists, italic text) to enhance a writing- page 150</p> <p><b>Test-taking skill: Use prior knowledge</b>- reread the <i>Wangari Maathai</i> excerpt (page 157) using the steps listed on page 156 then ask how does your prior knowledge influence your opinion of Wangari Mathai?- IRG 38</p> <p><b>HOME LEARNING:</b></p> <p><b>Write to Learn</b>- pages 143, 150, 156</p>	<p><b>BELL RINGER:</b></p> <p>5.1- Ask students to think about the last conversation they had with a friend or family member. What was the conversation about (sharing information, trying to change an opinion, or telling a funny story)? What were your feelings and opinions about the topic, and how did you convey that to your friend? – IRG 33</p> <p>5.2- Share a brief description of the events of the day so far, and ask students what other ways the events could e organized- IRG 35</p> <p>5.3- Tell students to take out a sheet of paper and a pen. Then ask them what they think will happen next. (Many students will assume that you will give a pop quiz or assign a writing task.) Ask how they came to that conclusion. IRG 37</p> <p><b>VOCABULARY:</b></p> <p>5.1- author's purpose, point of view, implicitly, neutral</p> <p>5.2- parallel plots, determine, effective, problem-and-solution structure</p> <p>5.3- context, prior knowledge, rhetoric, satire</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Workplace Skill: Determine the Purpose of Workplace Documents</b>- Write the primary purpose of the sample memo with examples fro'm the text- page 145</p> <p><b>Writing Practice: Summarize</b> an article including the purpose and point of view (implicit or explicit)- page 147 ; <b>identify and critique</b> the structure of a news article- page 153; <b>Identify author’s implicit</b> purpose in writing an article- page 159</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>Find a blog</b> posting and analyze the author's purpose and point of view (implicit or explicit), including a summary of the article. Claims should be supported with evidence from the text.</p> <p><b>Using an informational</b> magazine article, determine the prior knowledge needed to understand the author’s purpose in writing the article.</p> <p><b>Use foreshadowing</b>, flashback, or other such literary structural devices in a text, or analyze their use in a passage from the lesson.</p> <p><b>Compare visual selections</b> (political cartoon, informational diagram) to determine the techniques and details used to show the author’s point of view.</p> <p><b>EXIT SLIP:</b></p> <p><b>Think about Reading</b>- pages 143, 145, 149, 151, 156, 157</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b>  R.5.4, R.6.1, R.6.3</p> <p><b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b>  CCRA.R.6, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b></p> <p>Reading: Evaluate/ Extend Meaning- Author Purpose, Apply Passage Elements</p> <p>Recall Information- Stated Concepts</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice- pages 146-147, 152-153, 158-159</p>



TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 5 (pages 160-177, 312)</p> <p><b>TOPIC:</b> ASSESS HOW POINT OF VIEW SHAPES INFORMATIONAL TEXT</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b>  <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 19, 209-224, 241-244  <i>Achieving TABE Success in Reading, Level A Reader</i>, pages 82-86, 92-96  <i>Achieving TABE Success in Language, Level A</i>, pages 31-34, 91-98, 139-150  <i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 5.4, 5.5  <i>Reading Basics, Advanced Workbook</i>, pages 54-58, 142-146  <i>Reading Basics, Advanced Reader</i>, pages 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112, 120  <i>Words to Learn By- Expanding Academic Vocabulary</i>, Lessons 9, 12  <i>Words to Learn By- Advancing Academic Vocabulary</i>, Lesson 17  <i>Workplace Skills, Reading for Information</i>, Lesson 22</p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success, Level A, Reading</i>, Lessons 5.4, 5.5, 6.1  <i>Instruction Targeted for TABE Success, Level A, Language</i>, Lessons 1.2, 1.3, 2.5, 4.1  <i>LearnSmart Achieve Adaptive, Reading &amp; Writing</i>, Lessons 5.2, 5.3, 8.3, 9.1  <i>MHAchieve Online, Reading &amp; Writing</i>, Lessons 5.4, 5.5  <i>Power Up!</i>- Theme 5 (Taking a computer-based test)  <i>Workforce Connects, Reading for Information</i>, Lessons 6.5, 6.7  <i>Workforce Connects, Writing for Work</i>, Lessons 3.1-3.4, 4.2, 4.4</p>	<p><b>WEEK 9</b></p> <p><b>UNIT TITLE:</b> 5-ASSESS HOW POINT OF VIEW SHAPES INFORMATIONAL TEXT</p> <p><b>LESSON(S) TITLE:</b> 5.4- Analyze How Authors Differentiate Their Positions; 5.5- Analyze Author's Intention and Effect</p> <p><b>TEXT LESSON OBJECTIVES:</b>                      5.4- Describe how authors use opposing positions to support their own position; Analyze and evaluate an author's support for his or her position                      5.5- Identify different types of rhetorical devices; Connect the rhetorical devices used by the author with the purpose and intention of the text</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Identify an Author's Position-</b> Distribute two essays, articles, or blog posts with differing positions on the same topic. One article should present differing viewpoints to support the author's case; the other should not. Tell students that sometimes the most effective method of persuasion is to explain why the opposing viewpoint is not correct.- IRG 39  <b>Evaluate Arguments-</b> follow the activity with questions about how they reached their answers, what is the most persuasive evidence the author uses to disprove the conflicting viewpoint, and then imagine that the opposition wrote an article defending the use of animals in cosmetic testing- should that author address any conflicting opinions? –page 162, IRG 40  <b>Analyze Author's Purpose-</b> an author can implicitly convey his or her purpose for writing through the use of rhetorical devices.-pages 166-167  <b>Determine Point of View-</b> by first identifying the primary purpose of the passage (to inform, entertain, persuade), then how does the author feel about the subject, and finally, how you as the reader react- page 169, IRG 42  <b>Evidence-Based Reading Support: Fluency-Collaborative Reading-</b> use the passage about New York City (page 160) to demonstrate reading accurately and with proper phrasing. Then have each student read one or two sentences of the passage. Provide correct pronunciations and appropriate phrasing as needed. Reread the passage until everyone has a chance to practice reading with fluency. –IRG 39; <b>Make Connections-</b> readers can increase their comprehension of a piece of writing by making connections between the author's words and their own experiences- IRG 42</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Language Skills:</b> Participial modifiers- page 168; Clear pronoun references- page 176; Capitalization- page 177</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b>, pages 161, 169  <b>Identify the rhetorical devices</b> used in a text selection (analogy, enumeration, repetition/ parallelism, juxtaposition of opposites, qualifying statements).</p>	<p><b>BELL RINGER:</b>                      5.4-To help students understand how authors differentiate their positions, ask them to think about a time when they had a disagreement with a person in authority. How did they try to convince the other person to see their point of view? Did they tell only their side of the story, or did they address the other person's concerns?- IRG 39                      5.5- To help students understand the concepts of intention and effect, tell a funny story about something that happened to you when you were younger. The story should also have some sort of moral or life lesson.- IRG 41</p> <p><b>VOCABULARY:</b>                      5.4- position, refute, differentiate, acknowledge, conflicting, solidify                      5.5- analogy, enumeration, rhetorical device, author's intention</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21st Century Skills: Critical Thinking and Problem-Solving-</b> Write a persuasive letter to the editor of a local newspaper explaining your point of view- page 163  <b>Writing Practice: Research and write</b> about a controversial issue, acknowledging the opposing view including evidence of both views- page 165; <b>analyze a political speech</b> for the speaker's intention and effect, and identify rhetorical devices used- page 171</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Writer's Workshop – Analyze a Speaker's Purpose-</b> pages 176-177, 312  <b>List examples</b> of differing rhetorical devices found in a science or social studies text.</p> <p><b>EXIT SLIP:</b>  <b>Think about Reading</b>, pages 161, 163, 168, 169</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b>                      R.6.1, R.6.2, R.6.4, L.1.3, L.1.5, L.1.7, L.2.1</p> <p><b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b>                      CCRA.R.6, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b>                      Reading: Evaluate/ Extend Meaning- Effect/ Intention, Author Purpose                      Language: Usage- Antecedent agreement                      Sentence Formation- Sentence Combining                      Capitalization</p>	<p><b>EVALUATION/ASSESSMENT:</b>                      Vocabulary Review, Skill Review, Skill Practice- pages 164-165, 170-171                      Chapter Review, pages 172-175</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 6 (pages 178-197)</p> <p><b>TOPIC:</b> EVALUATE TEXTUAL EVIDENCE</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b>  <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 155-162, 179-186, 201-208  <i>Achieving TABE Success in Reading, Level A Reader</i>, pages 60-65, 72-81, 87-91  <i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 6.1, 6.2, 6.3  <i>Reading Basics, Advanced Workbook</i>, pages 30-34, 102-106, 166-170  <i>Reading Basics, Advanced Reader</i>, pages 16, 32, 40, 48, 56, 64, 72, 80, 96, 104, 112, 120  <i>Words to Learn By- Expanding Academic Vocabulary</i>, Lessons 4, 6, 10  <i>Words to Learn By- Advancing Academic Vocabulary</i>, Lessons 5, 6  <i>Workplace Skills, Reading for Information</i>, Lessons 16, 20, 22</p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading</i>, Lesson 4.5, 4.6, 5.1  <i>LearnSmart Achieve Adaptive, Reading &amp; Writing</i>, Lessons 6.1, 6.2, 6.3  <i>MHAchieve Online, Reading &amp; Writing</i>, Lessons 6.1, 6.2, 6.3  <i>Power Up!</i>- Theme 5 (Taking a computer-based test)  <i>Workforce Connects, Reading for Information</i>, Lessons 3.5, 4.4, 5.5, 5.6, 6.1, 6.6, 7.3  <i>Workforce Connects, Writing for Work</i>, Lessons 3.2, 3.4, 4.2, 4.4</p>	<p><b>WEEK 10</b></p> <p><b>UNIT TITLE:</b> 6-EVALUATE TEXTUAL EVIDENCE</p> <p><b>LESSON(S) TITLE:</b> 6.1- <i>Identify Argument Development</i>; 6.2- <i>Identify Supporting Evidence</i>; 6.3- <i>Evaluate Relevance and Sufficiency</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>          6.1- Explain the steps that a writer uses to build an argument; Analyze texts to determine how the author builds an argument          6.2- Identify supporting evidence for a claim; Determine whether evidence supports a claim          6.3- Explain relevance and sufficiency in terms of arguments; Evaluate an argument for relevance and sufficiency of evidence.</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Understand the Relationship Among Ideas</b> - analyze newspaper ads to answer: What claim does the ad make? For what kind of audience (for example, age group, cooks, and music fans) is the ad written? What evidence does the ad give for why readers should agree?- IRG 43  <b>Analyze Text Structure to Evaluate an Argument</b>- evaluating something is making a judgment about how well it meets certain standards- how reasonable or believable the author’s claim is based on the evidence given (You do not have to agree with the author- just decide whether the claim is believable based on the evidence.)-page 183, IRG 44  <b>Evaluate Arguments</b>- without logical supporting facts as evidence, a claim is just one person’s opinion- page 186-187, IRG 45  <b>Cite Specific Evidence</b> – identify specific phrases in the text that support the claim, then ask what additional specific evidence could the author provide to support the claim – page 189, IRG 46  <b>Identify Relevant Information</b>- in order to convince readers to do, buy, or believe something, the writer must stay on topic and provide readers enough reasons to agree with his or her claim- page 193, IRG 47  <b>Evidence-Based Reading Support: Fluency-Echo Reading</b>-Have students echo-read the introductory passage about the Great Wall of China (page 180) tracking the text as they read it after you- IRG 43;  <b>Read/Reread More Slowly</b>- read quickly through the article on page 188 and write a brief summary. Reread more slowly, and then discuss: “Did reading the passage a second time help you understand its meaning? Did reading more slowly help you remember the information?- IRG46; <b>Make Connections</b>- Encourage students to make self-to-text connections as they read the passages in this lesson- IRG 47</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>21st Century Interdisciplinary Themes: Civic Literacy</b>- does the evidence support the main claim that electing Herbert Hoover in 1928 was “one of the biggest mistakes Americans ever made” ?- page 182  <b>Test-taking skill: Eliminate unnecessary information</b>-from potential answers (not relevant to the question)- page 194</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b>, pages 181, 188, 193</p>	<p><b>BELL RINGER:</b>          6.1- Ask the students to imagine that they are with a group of people, and someone says, “Most Americans think that all public school students should wear uniforms.” How would you know whether that person’s statement were true? What could you say or do to prove the person’s claim is not true?- IRG 43          6.2- Ask what kind of evidence would convince you that information you are reading is true? What evidence would you use to support the claim?-IRG 45          6.3- Ask students to imagine someone told them, “These Yumo-Yumo granola bars are the tastiest in the world. They don’t crumble, and my dad loves them.” Did the person give you enough evidence that these granola bars are the tastiest? What kinds of evidence would convince you?- IRG 47</p> <p><b>VOCABULARY:</b>          6.1- claim, vague, reiterate, proof, argument, evidence          6.2- reasoning, faulty, logical evidence, supporting evidence, connected          6.3- support, apply, irrelevant, relevant, sufficient, appropriate</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>Writing Practice: Identify key arguments</b> in historical documents, such as Declaration of Independence or Johnson’s Message to Congress August 5, 1964. Analysis should include the claim, evidence and purpose of the argument- page 185; <b>Identify evidence</b> for a scientific (e.g., medical, astronomical or anthropological) discovery, including the claim and examples of supporting evidence and how it is connected to the claim- page 191; <b>Write a cover letter</b> for a job including evidence that you are the best for the position- page 197  <b>Workplace Skill: Evaluate Policy Documents</b>- forward in an e-mail the information from a workplace document to a fellow employee stating the claims and evidence- page 188</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Use a graphic organizer</b> to list the evidence supporting the author’s claim found in an online posting.</p> <p><b>EXIT SLIP:</b>  <b>Think about Reading</b>, pages 181, 183, 188, 189, 193, 195</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b> R.8.1, R.8.2, R.8.3, R.8.4</p> <p><b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.8, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b>          Reading: Construct Meaning- Supporting Evidence, Conclusion          Evaluate/ Extend Meaning- Fact/ Opinion</p>	<p><b>EVALUATION/ASSESSMENT:</b>          Vocabulary Review, Skill Review, Skill Practice- pages 184-185, 190-191, 196-197</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 6 (pages 198-215, 313-314)</p> <p><b>TOPIC:</b> EVALUATE TEXTUAL EVIDENCE</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b> <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 155-162, 179-186, 201-208 <i>Achieving TABE Success in Reading, Level A Reader</i>, pages 60-65, 72-81, 87-91 <i>Achieving TABE Success in Language, Level A</i>, pages 47-50, 188-189 <i>Reading Basics, Advanced Workbook</i>, pages 30-34, 102-106, 166-170 <i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 6.4, 6.5 <i>Reading Basics, Advanced Reader</i>, pages 16, 32, 40, 48, 56, 64, 72, 80, 96, 104, 112, 120 <i>Words to Learn By- Expanding Academic Vocabulary</i>, Lessons 11, 15, 19 <i>Words to Learn By- Advancing Academic Vocabulary</i>, Lessons 6, 12, 13 <i>Workplace Skills, Reading for Information</i>, Lesson 11, 20, 22</p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level A, Reading</i>, Lesson 4.5, 4.6, 5.1 <i>Instruction Targeted for TABE Success, Level A, Language</i>, Lesson 1.5, 1.6, 1.7, 6.1 <i>LearnSmart Achieve Adaptive, Reading &amp; Writing, Lessons 6.4, 8.3</i> <i>MHAchieve Online, Reading &amp; Writing, Lessons 6.4, 6.5</i> <i>Power Up!</i>- Theme 5 (Taking a computer-based test) <i>Workforce Connects, Reading for Information</i>, Lessons 4.4, 5.5, 5.6, 6.5, 6.7, 7.3 <i>Workforce Connects, Writing for Work</i>, Lessons 2.3, 4.2, 4.4</p>	<p><b>WEEK 11</b></p> <p><b>UNIT TITLE:</b> 6-EVALUATE TEXTUAL EVIDENCE</p> <p><b>LESSON(S) TITLE:</b> 6.4- Evaluate Validity and Reasoning; 6.5- Evaluate Logic and Identify Hidden Assumptions</p> <p><b>TEXT LESSON OBJECTIVES:</b> 6.4- Describe validity and reason in terms of an argument; Evaluate the validity and reason used in an author’s argument. 6.5- Describe assumptions supporting an argument based on logical reasoning; Infer hidden assumptions and assess how they affect an argument.</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Cite Specific Evidence-</b> supporting the author’s claim that prejudice against public school teachers was manifested in a variety of ways- page 199 <b>Evaluate Arguments-</b> Ask students if they were the customer service representative (page 200) would they honor the refund- IRG 50 <b>Identify Stated Assumptions-</b> the topic of an argument must be debatable, and should address all challenges, or counterclaims, to it- page 205, IRG 51 <b>Infer Hidden Assumptions</b> – look for text evidence to find (infer) the hidden assumptions in a text selection- page 206, IRG 52 <b>Evidence-Based Reading Support: Comprehension-Clarify Meaning</b> – by using self-questioning models (What clues can I find in other sentences to help me understand the phrase “change was inaugurated”? Do these words resemble any other words I know?) When students proactively try to clarify meaning, they consciously monitor their own comprehension-page 199, IRG 49; <b>Fluency - Collaborative Reading</b> - Have a volunteer read a passage aloud to the class. Supply pronunciation and phrasing corrections as needed. Then invite students to do individual timed readings of the excerpt from <i>The Declaration of Independence</i>- IRG 52</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Language Skills:</b> Passive vs. active verbs- page 207; Subject- verb agreement- page 214; Title formatting- page 215</p> <p><b>HOME LEARNING:</b> <b>Write to Learn</b>, pages 201, 206 <b>Identify false</b> statements and fallacious reasoning from a selected text (historical) or newspaper editorial.</p>	<p><b>BELL RINGER:</b> 6.4- How can you tell if an author’s argument is valid? Authors who are trying to convince you that their argument is reasonable must support their point with credible evidence that makes sense-page 179  6.5- Ask students to reply with a yes or no to the following: A supposition is a proven fact. All assumptions are inferred. Authors must state their claims directly in arguments. – IRG 51</p> <p><b>VOCABULARY:</b> 6.4- validity, sound, verifiable, biased, contradictory 6.5- assumption, underlying, deductions, suppositions, scrutiny</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21st Century Skill: Flexibility and Adaptability</b> – in the workplace is needed because....(provide evidence for the argument)- page 201 <b>Writing Practice: Evaluate</b> an argument for valid supporting evidence-page 203; <b>Review one amendment</b> from the Bill of Rights for assumptions (stated or unstated) and the logic of the claim as related to the assumption- page 209</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>Writer’s Workshop – Analyze Opposing Arguments</b>-pages 214-215, 313-314 <b>Evaluate a letter</b> to the editor or statement in comments responding to an online posting; identify underlying premises and analyze how they affect the argument.</p> <p><b>EXIT SLIP:</b> <b>Think about Reading</b>, pages 200, 201, 205, 207</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b> R.8.5, R.8.6, L.1.2, L.1.7, L.2.4</p> <p><b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.8, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b> Reading: Evaluate/ Extend Meaning- Fact/ Opinion Construct Meaning- Supporting Evidence, Conclusion Language: Usage- Verb Tenses; subject/verb agreement Writing Conventions- Quotation Marks</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice- pages 202-203, 208-209 Chapter Review -pages 210-213</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 7 (pages 216-229)</p> <p><b>TOPIC:</b> ANALYZE STRUCTURE ACROSS TEXTS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b> <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 89-92, 147-154, 233-236 <i>Achieving TABE Success in Reading, Level A Reader</i>, pages 35-45, 60-65, 87-96 <i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 7.1, 7.2 <i>Reading Basics, Advanced Workbook</i>, pages 150-154, 174-178 <i>Reading Basics, Advanced Reader</i>, pages 24, 48, 88 <i>Words to Learn By- Building Academic Vocabulary</i>, Lesson 2 <i>Words to Learn By- Expanding Academic Vocabulary</i>, Lesson 12 <i>Words to Learn By- Advancing Academic Vocabulary</i>, Lessons 7, 8, 16</p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level A, Reading</i>, Lessons 1.1, 4.4, 5.6-5.12 <i>LearnSmart Achieve Adaptive, Reading &amp; Writing</i>, Lessons 7.1, 7.3, 7.4, 7.5 <i>MHAchieve Online, Reading and Writing</i>, Lessons 7.1, 7.2 <i>Power Up!</i>- Theme 5 (Taking a computer-based test) <i>Workforce Connects, Reading for Information</i>, Lessons 5.5, 5.6</p>	<p><b>WEEK 12</b></p> <p><b>UNIT TITLE:</b> 7- ANALYZE STRUCTURE ACROSS TEXTS</p> <p><b>LESSON(S) TITLE:</b> 7.1-<i>Compare Similar Tropics in Different Formats</i>; 7.2- <i>Compare Similar Genres</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 7.1- Compare two texts on similar topics; Compare texts in different formats that address a similar topic; Compare fictional and nonfictional accounts of the same event. 7.2- Compare different genres; Compare and contrast texts from similar genres.</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Compare Two Texts in Different Formats</b> -Some information is best presented in an essay or article format, while other information is best presented graphically, including tables and charts- compare the same information presented in differing formats- page 220, IRG 53 <b>Compare Fiction and Nonfiction</b> - Ask students to bring in a fictional text about a real-life event. Explain to students that fictional texts are told as stories, and they have a specific point of view, while factual texts often present a broad spectrum of facts with little emotion. Identify the imaginary or creative points in the text- page 221, IRG 54 <b>Determine Genre</b> – examine two passages, written in different genres, talk about the similarities and differences in the writing structure of each piece as clues to the genre- page 225, IRG 55 <b>Compare Similar Genres</b>- use samples from two comic books about the same topic, such as fighting crime (one a light/comedy, the other dark/drama) for a class discussion about the similarities and differences between the two (genre, tone, and word choice)- page 226, IRG 56 <b>Evidence-Based Reading Support: Comprehension- Reread/Read More Slowly</b>- one strategy for understanding a difficult text is to reread the passage slowly, talking through the details so you are clear about what the author is saying- IRG 54; <b>Comprehension- Understand the Author’s Purpose</b>- identifying the author’s purpose for writing is a key part of understanding a piece of writing (ask a series of basic questions, including “What kind of text is this?” and “Why does the writer want people to read this story?”)- IRG 55</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Technology Skill: Apply Technology to a Task</b>- discuss the delivery mode that best suits various genres, and tasks (an accountant or an inventory manager) and subgenres (how is a paint program different from an image editor)- page 227, IRG 56</p> <p><b>HOME LEARNING:</b> <b>Write to Learn</b>, pages 221, 226 <b>Compare a poem</b> and a short story with the same theme (e.g. love, friendship, adventure).</p>	<p><b>BELL RINGER:</b> 7.1- Ask a student to explain how to get to specific location, and then draw a map showing how to get to that location. How are the two sets of directions the same? How are they different? Which one is easier to understand? Which one are you more likely to remember? – IRG 53 7.2- Display the covers of paperback books that fall into various genres, such as romance, western, mystery, and science fiction. Ask students to study the book covers and then predict the events that will happen in each story. Ask which clues they used to determine the subject matter and predict the plot lines- IRG 55.</p> <p><b>VOCABULARY:</b> 7.1- format, topic, similar, characteristics 7.2- approach, convey, literary techniques, genre, symbolism</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Workplace Skill: Interpret Business Letters</b> - compare tone and context in two letters, then answer: Imagine that you are the recipient of both of these letters. To which letter would you be more willing to respond? Explain your answer- page 219, IRG 53. <b>Writing Practice: Analyze similarities and differences</b> between two texts in differing formats that address the same topic- page 223; <b>Compare</b> a short story and an essay on the same topic- page 229</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>Analyze various accounts</b> of a subject told in different mediums (e.g. book and movie on the sinking of the Titanic), determining which details are emphasized in each account. <b>Use graphic organizers</b> to list similarities and differences in text formats and genres. <b>Compare</b> two restaurant reviews, citing similarities and differences.</p> <p><b>EXIT SLIP:</b> <b>Think about Reading</b>, pages 220, 221, 226, 227</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b> R.7.1, R.7.3, R.7.4, R.9.1, R.9.2</p> <p><b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.7, CCRA.9, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b> Reading: Evaluate/ Extend Meaning- Genre Interpret Graphic Information- Graphs Construct Meaning- Compare/ Contrast; Draw Conclusions</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice- pages 222-223, 228-229</p>

READING & WRITING GED® PACING GUIDES <<COMMON CORE ACHIEVE, MCGRAW-HILL EDUCATION>>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> CHAPTER 7 (pages 230-249, 315-317)</p> <p><b>TOPIC:</b> ANALYZE STRUCTURE ACROSS TEXTS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b> <i>Achieving TABE Success in Reading, Level A Workbook</i>, pages 147-162, 179-186, 201-208, 233-236 <i>Achieving TABE Success in Reading, Level A Reader</i>, pages 60-65, 72-76, 87-96 <i>Achieving TABE Success in Language, Level A</i>, pages 55-58, 87-94 <i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Lessons 7.3, 7.4 <i>Reading Basics, Advanced Workbook</i>, pages 30-34, 102-106, 150-154, 174-178 <i>Reading Basics, Advanced Reader</i>, pages 16, 24, 40, 48, 56, 64, 72, 88, 104 <i>Words to Learn By- Expanding Academic Vocabulary</i>, Lesson 11 <i>Words to Learn By- Advancing Academic Vocabulary</i>, Lesson 1 <i>Workplace Skills, Reading for Information</i>, Lessons 20, 21</p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level A, Reading</i>, Lessons 4.4-4.6, 5.1, 5.6, 5.8-5.10 <i>Instruction Targeted for TABE Success, Level A, Language</i>, Lessons 1.8, 2.4, 2.5 <i>LearnSmart Achieve Adaptive, Reading &amp; Writing</i>, Lessons 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2 <i>MHAchieve Online, Reading &amp; Writing</i>, Lessons 7.3, 7.4 <i>Power Up!</i>- Theme 5 (Taking a computer-based test) <i>Workforce Connects, Reading for Information</i>, Lessons 6.4, 6.6, 7.3</p>	<p><b>WEEK 13</b></p> <p><b>UNIT TITLE:</b> 7- ANALYZE STRUCTURE ACROSS TEXTS</p> <p><b>LESSON(S) TITLE:</b> 7.3-<i>Analyze Two Arguments</i>; 7.4- <i>Evaluate Impact of Genre and Format</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 7.3- Compare and contrast two arguments expressing opposing views of the same topic; Analyze the evidence used by authors expressing opposing views of the same topic 7.4- Assess the scope and impact of visual and textual formats; Evaluate the impact of genre on text</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Compare Arguments</b> - every argument has two parts: the claim, and the evidence that supports the claim. Use the claims on page 231 to determine which claim is stronger and which is the most persuasive- IRG 57 <b>Evaluate Evidence in Opposing Arguments</b> – evaluate two arguments to identify the facts that support each side (strong evidence should be both factual and relevant to the claim) – pages 232-233, IRG 58 <b>Compare Text and Image</b> use the excerpt and cartoon on page 237 to discuss which version gives more solid facts, and which account of the sinking of the Titanic has a greater impact- IRG 59 <b>Compare Textual Genres</b> -use a graphic organizer to represent the differences and similarities of two different textual genres- pages 238-239, IRG 60 <b>Evidence-Based Reading Support: Comprehension -Set a Purpose for Reading-</b> setting a purpose for reading a text can help in understanding and remembering an author’s argument. When the author’s purpose is to inform and persuade, the purpose for reading is to understand and evaluate the author’s point of view.- IRG 58; <b>Vocabulary- Context Clues-</b> To find context clues, students should look closely at the words and sentences surrounding the word for meaning. Write this sentence from <i>The Truth about the Titanic</i> on the board: “Only one side of the ropes worked and it seemed we must capsiz in mid-air. “ Which words give a clue to the meaning of <i>capsize</i>?-IRG 59</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Language Skills:</b> Using terms and sentence structure to compare and contrast- page 248; Spelling errors- page 249 <b>Technology Skill: Work Effectively with Tools and Technology-</b> practice the use of Boolean operators in an Internet search: Which search terms and Boolean operators would you use to find information about Washington state, but not George Washington or Washington, DC? – page 239,IRG 60</p> <p><b>HOME LEARNING:</b> <b>Write to Learn</b>, pages 231, 237 <b>Compare two argumentative</b> passages on the same topic that present opposing claims and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>	<p><b>BELL RINGER:</b> 7.3- Show a short clip of a televised political debate. State that both candidates have opinions about [subject] and are trying to get voters to agree with their opinion. How do they go about doing that? Do they use facts or opinions to make their case? What kind of words do they use? What does their body language look like? Discuss the video as a class; ask students to tell which person they find to be the more persuasive and to explain why. – IRG 57 7.4- Ask students to think about a time when they were learning something new, such as learning how to install a ceiling fan or bake a pie. Was it easier to follow the written instructions or recipe, or would it have been better if a visual such as pictures or a video had accompanied the text? Why or why not? Lead students to talk about the different ways in which information can be presented, and which of those ways they prefer when learning new things- IRG 59</p> <p><b>VOCABULARY:</b> 7.3- dispute, proponents, hearsay, opinion, criteria, contestable 7.4- textual, visual, audience, scope, impact</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21<sup>st</sup> Century Skill: Health Literacy-</b> evaluate an advertisement for a new health product for relevance, accuracy, credibility, logic and sufficiency- page 232 <b>Writing Practice: Analyze two opposing arguments</b>, choosing the more convincing argument and support the choice with evidence from the passage (paraphrases, quotations, prior knowledge and inferences)- page 235; <b>Do an Internet search</b> on a topic for an essay and a FAQ that addresses the topic and compare both genres in terms of audience and purpose- page 240</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>Writer’s Workshop:</b> pages 248-249, 315-317 <b>Compare two reviews</b> for the same movie, identifying the intended audience or overall impact of the reviews. <b>Compare a graphic novel</b> or account with a text or oral account of the same story or event</p> <p><b>EXIT SLIP:</b> <b>Think about Reading</b>, pages 232, 233, 238, 239</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b> R.7.1, R.7.2, R.7.3, R.7.4, R.9.1, R.9.3, L.1.1, L.1.6, L.1.9 <b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.5, CCRA.R.7, CCRA.R.8, CCRA.9, CCRA.W.8, CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b> Reading: Evaluate/ Extend Meaning- Genre; Fact / Opinion Construct Meaning- Compare/ Contrast, Supporting Evidence, Conclusion Language: Sentence Formation- Sentence Combining Usage: Adjectives; Adverbs</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice- pages 234-235, 240-241 Chapter Review, pages 242-247</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- READING &amp; WRITING</b></p> <p><b>TEXT UNIT:</b> POST TEST (pages 250-261, 303-306, 318-319)</p> <p><b>TOPIC:</b> TESTING AND RESPONDING TO ESSAY PROMPTS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b> <i>Common Core Achieve 2014 GED® Reading &amp; Writing Exercise Book</i>, Final exam, Extended Response Checklist</p> <p><b>DIGITAL RESOURCES:</b> <i>MHAchieve Online, Reading and Writing- Post-test; Extended Response Checklist, Writer’s Workshop</i></p> <p><i>Power Up!</i>- Theme 5 (Taking a computer-based test)</p>	<p><b>WEEK 14</b></p> <p><b>UNIT TITLE:</b> PRACTICE EXAM</p> <p><b>LESSON(S) TITLE:</b> Post Test</p> <p><b>TEXT LESSON OBJECTIVES:</b> Review all reading objectives. Use Graphic Organizers to complete Essay and constructed response (pages 320-327) Use Writing Rubric to score Essay (pages 318-319) Use computerized test taking skills to complete a practice test. Respond to a writing prompt (page 231)</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Use a graphic organizer</b> to develop a main idea and supporting details for a multi-paragraph essay and an extended analytical response pages 320-327</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Review (proofread) essay</b> for correct grammar, logical organization, coherent focus and well-chosen details and examples. <b>Review test anxiety</b> relieving strategies.</p> <p><b>HOME LEARNING:</b> <b>Develop an outline</b> (using a graphic organizer) of a response to an opinion presented on a television program, online discussion board or newspaper. Include details and examples to support the response claim.</p>	<p><b>BELL RINGER:</b> Ask students what would be the outcome of taking the Reading and Writing test? What would be the next step when they receive a passing score?</p> <p><b>VOCABULARY:</b> Rubric, prompt, constructed response, anchor paper</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Students develop sequential</b> (25 minute and 45 minute) timed responses to anchor papers (Writer’s Workshop Passages- pages 307-317), defending their positions, working in both pairs and individually.</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>Review post test</b> results using explanation of test items from the text answer key as a large group, stopping to explore reasoning behind correct answers- pages 303-306</p> <p>Use <i>Power Up, Achieve Online</i> and <i>LearnSmart Achieve Adaptive</i> websites to practice testing skills.</p> <p><b>EXIT SLIP:</b> Posttest- pages 248-263</p>
<p><b>GED® READING ASSESSMENT TARGETS EMBEDDED IN TEXT:</b> R.2.1- R.9.3, L.1.-L.2, L.4, W.1-W.3</p> <p><b>CCR READINESS STANDARDS EMBEDDED IN TEXT:</b> CCRA.R.2-, CCRA.9, CCRA.W.8-CCRA.W.9</p>	<p><b>TABE (Level A) CORRELATION TO TEXT:</b> Language: Usage; Sentence Formation; Capitalization; Writing Conventions; Paragraph Development; Punctuation</p>	<p><b>EVALUATION/ASSESSMENT:</b> Posttest- pages 248-263</p>

GED® REASONING THROUGH LANGUAGE ARTS ASSESSMENT TARGETS *	COLLEGE AND CAREER READINESS READING STANDARDS Reading Anchors (Levels A-E)
<p><b>READING TARGETS</b></p> <p><b>R.2:</b> Determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas.</p> <p><b>R.3:</b> Analyze how individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>R.4, L.4:</b> Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.</p> <p><b>R.5:</b> Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</p> <p><b>R.6:</b> Determine an author’s purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</p> <p><b>R.8:</b> Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.</p> <p><b>R.7, R.9:</b> Analyze how two or more texts address similar themes or topics.</p> <p><b>LANGUAGE TARGETS</b></p> <p><b>L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.2:</b> Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p> <p><b>WRITING TARGETS</b></p> <p><b>W.1:</b> Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence</p> <p><b>W.2:</b> Produce an extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples , facts, or details from the text; and maintains a coherent focus.</p> <p><b>W.3:</b> Write clearly and demonstrate sufficient command of standard English conventions.</p>	<p><b>Anchor 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>Anchor 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>Anchor 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>Anchor 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b>Anchor 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><b>Anchor 6:</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>Anchor 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>Anchor 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><b>Anchor 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>Anchor 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>
<b>TEXT &amp; DIGITAL MATERIALS LIST (with ISBN numbers)</b>	
<p>Achieving TABE Success in Reading, Level A, Workbook (978-0-07-704462-6)</p> <p>Achieving TABE Success in Reading, Level A, Reader (978-0-07-704466-4)</p> <p>Achieving TABE Success in Language, Level A, Workbook (978-0-07-704458-9)</p> <p>Common Core Achieve: Reading &amp; Writing Core Subject Module (978-0-02-143256-1)</p> <p>Common Core Achieve: 2014 GED® Reading &amp; Writing Exercise Book (978-0-02-135567-9)</p> <p>Common Core Achieve: Instructor Guide: Reading &amp; Writing (978-0-02-144608-7)</p> <p>Reading Basics, Advanced, Workbook (978-0-07-659099-5)</p> <p>Reading Basics, Advanced, Reader (978-0-07-659136-7)</p> <p>Words To Learn By, Building Academic Vocabulary (978-0-07-658632-5)</p>	<p>Words To Learn By, Expanding Academic Vocabulary (978-0-07-658633-2)</p> <p>Words To Learn By, Advancing Academic Vocabulary (978-0-07-658634-9)</p> <p>Workplace Skills: Reading For Information, Student Workbook (978-0-07-655574-1)</p> <p><b>DIGITAL INSTRUCTION</b></p> <p>Instruction Targeted for TABE Success (<i>online and LAN available</i>)</p> <p>MHAchieve Online, (978-0-02-135592-1)</p> <p>LearnSmart Achieve GED® Adaptive Test Prep, Reading &amp; Writing (978-0-02-135596-9)</p> <p>Power Up! Getting Started with Computers and Keyboarding (978-0-07-666108-4)</p> <p>Workforce Connects (<i>complete online career navigation system</i>)</p>

SCIENCE GED PACING GUIDES <<COMMON CORE ACHIEVE, MCGRAW-HILL EDUCATION>>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 1 (pages 12-35)</p> <p><b>TOPIC:</b> HUMAN BODY AND HEALTH</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 89-92, 139-162, 179-186</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 35-45, 56-65, 72-76</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 1.1, 1.2, 1.3</i></p> <p><i>Reading Basics, Advanced Workbook, pages 30-34, 62-66, 102-106, 150-154</i></p> <p><i>Reading Basics, Advanced Reader, pages 6, 14, 16, 22, 24, 30, 38, 40, 46, 48, 54, 56, 62, 64, 70, 72, 78, 86, 88, 94, 102, 104, 110, 118</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 19</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 1.1, 4.1, 4.4, 4.5, 4.6</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lesson 1.1</i></p> <p><i>MHAchieve Online, Science, Lessons 1.1, 1.2, 1.3</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 1</b></p> <p><b>UNIT TITLE:</b> 1-HUMAN BODY AND HEALTH</p> <p><b>LESSON(S) TITLE:</b> 1.1- <i>Skeletal, Muscular, and Nervous Systems</i>; 1.2- <i>Digestive, Excretory, Respiratory, and Circulatory Systems</i>; 1.3- <i>Endocrine and Reproductive Systems</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>            1.1- Identify components and functions of the skeletal, muscular, and nervous systems; Describe how each system works with other body systems to perform different functions            1.2-Identify the components and functions of the digestive, excretory, respiratory, and circulatory systems; Describe how each system works with other body systems to perform different functions            1.3-Identify components and functions of the endocrine and reproductive systems; Describe how each system works with other body systems</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Integrate Content Presented in Different Ways-</b> Use text, images, or videos to enhance understanding of topics- page 17  <b>Determine Central Ideas-</b> and supporting details of each paragraph on page 18 and list in a graphic organizer  <b>Interpret Text or Graphics</b> – match the steps of the excretory system as described in the text to the illustrations on pages 24 and 25  <b>Evaluate Validity of Conclusions-</b> determine if the data in a table supports the conclusion drawn- page 23  <b>Reconcile Multiple Findings-</b> explain why the pancreas can be part of two systems (endocrine and digestive)- page 31  <b>Compare and Contrast Information-</b> on similarities and differences using a Venn diagram- page 33  <b>Evidence-Based Reading Support: Comprehension</b> -use some over-the-counter medications or ads for medications to relate terms to the skeletal, muscular, or nervous system IRG- 1.1; <b>Read with a purpose</b> (what causes oxygen in the lungs to move into the blood) the selection on page 26- IRG 1.2; <b>Use prior knowledge</b> of the menstrual cycle to complete a chart with known and new information- IRG 1.3</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Technology Skills- Use Internet Resources-</b> to research kinds of bone injuries and diseases- page 15  <b>Test-Taking Skill- Eliminate Unnecessary Information-</b> identify information in the stem of a question that is not necessary to answer the question- page 27  <b>Workplace Skills- Organize Information-</b> from the text on the reproductive system using an outline or flow chart- page 32</p> <p><b>HOME LEARNING:</b>  <b>Construct a model</b> of an arm to show how biceps and triceps work together to help the arm move- IRG- 1.1  <b>Hypothesize</b> what would happen if the pituitary gland were to stop working- IRG 1.3</p>	<p><b>BELL RINGER:</b>            1.1-Write the names of the skeletal, muscular, and nervous systems on the board and ask students to describe the parts of their bodies they think belong to each system. IRG 1.1            1.2-Explain to students that all the cells of the body need a specific environment that supplies the necessary components for their function. Ask students to identify these necessary components. IRG 1.2            1.3- Explain to students that the different parts of the body have to communicate with each other so that the body can function optimally. Ask students to identify ways that they know of that the parts of the body communication. IRG 1.3</p> <p><b>VOCABULARY:</b>            1.1- cartilage, joint, neuron, tendon, muscle, integrate            1.2-alveoli, capillaries, esophagus, arteries, summarize, veins            1.3- gamete, glands, placenta, hormones, fetus, reconcile</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21<sup>st</sup> Century Skill- Health Literacy-</b> explore how to prevent nervous system damage - page 19  <b>21<sup>st</sup> Century Skill -Business Literacy-</b>research aspects of the in-home health care profession-page 24</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>ELL:</b> sketch pictures of each system of the human body with labels and a summary of the functions- IRG 1.1; use diagram of a system to trace the flow of blood, oxygen, food, or waste through the system- IRG 1.2; label parts of the endocrine and reproductive systems on a diagram of the human body, and draw arrows between systems to show relationships and interactions- IRG 1.3</p> <p><b>Extension:</b> build a model of one of the body systems, with labels and a one-paragraph summary of the system, including suggestions for keeping that system healthy- IRG 1.1; complete a flow chart that shows the interaction among the digestive, circulatory, and excretory systems after a person drinks a glass of milk- IRG 1.2; chart the changing hormone levels through the menstrual cycle and the body’s response to these hormones- IRG 1.3</p> <p><b>EXIT SLIP:</b>  <b>Think About Science,</b> pages 16, 17, 19, 23, 25, 26, 31  <b>Short and Extended Response</b> format questions: page 21 (questions 5,6, 7); page 29 (questions 1, 3, 4, 5, 6); page 35 (questions 10, 11, 12)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>            SP.4.a, SP.5.a, SP.6.a, L.a.1  <b>NGSS* :</b> HS-LS1-2</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Reading:</i> Construct Meaning: main idea; conclusions, compare/ contrast; supporting evidence  <i>Reading:</i> Interpret Graphic Information-graphs</p>	<p><b>EVALUATION/ASSESSMENT:</b>            Vocabulary Review, Skill Review, Skill Practice, pages 20-21, 28-29, 34-35</p>



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TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 1 (pages 36-59)</p> <p><b>TOPIC:</b> HUMAN BODY AND HEALTH</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level A Workbook, pages 75-82, 155-170, 179-186</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 30-34, 60-65, 67-76</i></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 23-26</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 1.4, 1.5, 1.6</i></p> <p><i>Reading Basics, Advanced Workbook, pages 22-26, 30-34, 46-50, 102-106</i></p> <p><i>Reading Basics, Advanced Reader, pages 8, 16, 32, 40, 56, 64, 72, 80, 104, 112, 120</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 5</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 2</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 3.1, 4.3, 4.5, 4.6</i></p> <p><i>Instruction Targeted for TABE Success , Level A, Mathematics, Lesson 15.1</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 1.2, 1.3, 1.4</i></p> <p><i>MHAchieve Online, Science, Lessons 1.4, 1.5, 1.6</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 2</b></p> <p><b>UNIT TITLE:</b> 1-HUMAN BODY AND HEALTH</p> <p><b>LESSON(S) TITLE:</b> 1.4- Homeostasis; 1.5- Nutrition; 1.6- Disease Prevention</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>1.4-Explain why homeostasis is vital for living organism survival; Understand how organisms adjust to changes</p> <p>1.5-Identify six key nutrients: carbohydrates, proteins, fats, vitamins, minerals, and water; Identify key nutrient sources; Explain the role calories play in a healthful eating plan</p> <p>1.6-Explain the causes of disease and how diseases are spread; Describe how the immune system fights disease; Explain the effects diseases can have on populations</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Evaluate Evidence-</b> (both stated and implied concepts) supporting environmental effects on human homeostasis- IRG 1.4, page 37</p> <p><b>Express Scientific Information or Findings Visually-</b> draw a diagram to illustrate the passage on page 38</p> <p><b>Reconcile Multiple Findings, Conclusions, or Theories-</b> research (pro and con) claims of calcium supplements for women- page 44</p> <p><b>Understand and Explain a Non-textual Scientific Presentation-</b> use information in a chart to make conclusions-page 51</p> <p><b>Distinguish Between Cause and Effect-</b> construct a T-chart to list the features of the skin that cause pathogens to die and the effect on the body- page 49</p> <p><b>Evidence-Based Reading Support: Comprehension-Set a Purpose for Reading-</b>use a Venn diagram to compare the positive and negative feedback mechanisms- IRG 1.4, page 38</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Workplace Skill- Interpret Information-</b> use patterns seen in the data to interpret or draw other conclusions –IRG 1.4, page 39</p> <p><b>Represent Real World Arithmetic Problems-</b>and solve using addition or subtraction- page 45</p> <p><b>Calculator Skill-</b>use a calculator to determine the number of cases of a disease- page 50</p> <p><b>HOME LEARNING:</b></p> <p><b>Create a Cause and Effect graphic organizer</b> that contains different stimuli, (internal and external), which may disrupt homeostasis and the corresponding responses that the body can have to each – IRG 1.4</p> <p><b>Complete a Word Web</b> about nutrients including the type of nutrient and important details about each- IRG 1.5</p> <p><b>Develop a Public Awareness Campaign</b> intended to change people’s behavior in some way to reduce or prevent a specific communicable disease- IRG 1.6</p>	<p><b>BELL RINGER:</b></p> <p>1.4-The body has mechanisms to return to optimal conditions when situations arise. Ask students to think of behavioral as well as automatic responses that the body has when its environment changes. IRG 1.4</p> <p>1.5-Access to adequate nutrition is a critical factor in both human and animal survival. In fact, it is so critical that organisms adapt their entire structure and lifestyle to their mode of feeding. Ask students to discuss some adaptations that animals have that are related to feeding. IRG 1.5</p> <p>1.6-Even without understanding the underlying cause of diseases, we put a great deal of effort into preventing them. Have students brainstorm ways that they can try to prevent disease. IRG 1.6</p> <p><b>VOCABULARY:</b></p> <p>1.4-homeostasis , negative-feedback mechanism , positive-feedback mechanism , infer , stimulus, response</p> <p>1.5-calories , nutrients , nutrition, vitamins, minerals</p> <p>1.6-disease , immunity , vaccine , analyze , epidemic , pathogen</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21<sup>st</sup> Century Skill- Critical Thinking and Problem Solving-</b> respond to the conclusion that an increase in the cost of soda and junk food results in a decrease in consumption- page 43</p> <p><b>Application of Science Practices- Fighting the Flu,</b> research the question: <i>How effective is the influenza vaccine at preventing seasonal flu?</i> - pages 58-59</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL:</b> develop a diagram of the events described and label each component of the mechanism describing temperature regulation- IRG 1.4; use the packaging for several different types of foods to determine which foods are the most and least nutritious- IRG 1.5; list facts for each of the vocabulary words- IRG 1.6</p> <p><b>Extension:</b> formulate a “to-do” list for the body’s routine in the first 5-10 minutes of waking including the environmental and physical changes the body will experience and indicate which organ systems are involved- IRG 1.4; research the role of antioxidants in health and the sources of anti-oxidants- IRG 1.5; choose a viral or bacterial pathogen and investigate how the immune system would respond to that pathogen- IRG 1.6</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Science,</b> pages 37, 39, 45, 49, 51</p> <p><b>Short and Extended Response</b> format questions: page 41 (questions 3, 4, 5); page 47 (questions 5, 6, 7); page 53 (questions 8, 9)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> SP.1.c, SP.5.a, SP.6.a, L.a.2, L.a.3, L.a.4</p> <p><b>NGSS*:</b> HS-LS1-3, HS-ETS1-1</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Reading:</i> Recall Information: stated concepts</p> <p><i>Reading:</i> Construct Meaning: cause/ effect; supporting evidence; conclusion</p> <p><i>Applied Mathematics:</i> Problem Solving and Reasoning- solve problem</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 40-41, 46-47, 52-53</p> <p>Chapter Review, pages 54-57</p>

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TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 2 (pages 60-77)</p> <p><b>TOPIC:</b> ECOSYSTEMS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level A Workbook, pages 147-154, 193-200, 241-244</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 60-65, 77-81, 92-96</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 2.1-2.2</i></p> <p><i>Reading Basics, Advanced Workbook, pages 142-146, 150-154, 158-162</i></p> <p><i>Reading Basics, Advanced Reader, pages 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112, 120</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level A, Reading, Lesson 4.4, 5.2, 5.4, 5.10</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 2.1, 2.2</i></p> <p><i>MHAchieve Online, Science, Lessons 2.1, 2.2</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 3</b></p> <p><b>UNIT TITLE:</b> 2- ECOSYSTEMS</p> <p><b>LESSON(S) TITLE:</b> 2.1- <i>Living Things and Their Environment</i>; 2.2- <i>Movement of Energy and Matter</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 2.1-List the biotic and abiotic components in an environment; Explain the levels of organization in an environment; Explain how climate decides the global distribution of biomes and organisms 2.2-Describe how energy and matter flow through an ecosystem; Explain how energy is lost at each step in a food web; Analyze how cycles of matter affect ecosystems</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Analyze Relationships Between Sources-</b> analyze the relationship between sources (consistent or with discrepancies) and identify valid reasons that two sources might have different or conflicting information in them- page 64 <b>Make a Prediction Based on Data or Evidence-</b> given the descriptions of different climates, predict changes in plants moved from one to the other-page 65 <b>Analyze Relationships Among Terms</b> – write a paragraph to show relationships between terms- page 71 <b>Evidence-Based Reading Support: Comprehension- Clarify Meaning-</b>read the section entitled “The Living Environment” (page 62) for the meaning of the term <i>niche</i>, then pick an organism and describe its <i>habitat</i> and its <i>niche</i> in a way that distinguishes the difference between the two words and clarifies their meaning-IRG 2.1; <b>Look for Context Clues-</b> with the information that in 2013, over 18,000 square kilometers of Chinese beaches and in-shore waters were covered in green algae, determine from the section “The Phosphorus Cycle” (page 75) a possible cause for this huge algal bloom, possible effects of sea life in this region, and the ways future events could be prevented- IRG 2.2</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Calculator Skill- Percents-</b>use a calculator to determine a percentage- page 72 <b>Workplace skills- Summarize Information in Workplace Graphics-</b> discuss the use of a pyramid graphic to show relationships in levels- page 75</p> <p><b>HOME LEARNING:</b> <b>Flash Cards</b> for each of the nine biomes with a description of the biome on one side and the name of the biome on the other- IRG 2.1 <b>Predict the Effects</b> of removing one part of the food web would have on the food web and ecosystem as a whole- IRG 2.2</p>	<p><b>BELL RINGER:</b> 2.1-Students are likely to have heard the expression “everything is connected.” Ask students to identify some living and nonliving factors in their ecosystem. Have students list ways the ecosystem they live in changes. IRG 2.1 2.2- The flow of energy and cycling of matter define how an ecosystem works. Ask students to identify other cycles with which they are familiar. Have them assess the extent of the impact of these cycles. IRG 2.2</p> <p><b>VOCABULARY:</b> 2.1- abiotic , biome , biotic , ecosystem , niche , organize 2.2- autotrophs, biogeochemical cycles , biomass , eutrophication , heterotrophs, trophic level</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21<sup>st</sup> Century Skill- Informational Literacy-</b> use university or government websites to search for information on investigations conducted concerning group behavior within a population-page 66 <b>Identify and Refine Hypotheses for Scientific Investigations-</b> write a hypothesis relating to a change in the water cycle, then design an investigation that would lead to refining the hypothesis- page 74</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL:</b> clarify the meaning of biomes( larger areas) and ecosystem (can be quite small)- IRG 2.1; connect the word <i>eutrophication</i> to the words <i>heterotroph</i>, <i>autotroph</i>, and <i>trophic</i> from earlier in the chapter and point out that <i>-trop</i> means feeding or nutrients and <i>eu</i> means good or well- IRG 2.2 <b>Extension:</b> research Biosphere II (an experimental self-contained ecosystem in Arizona), the reasoning behind Biosphere II, why it failed (the site is now used as an ecological laboratory), and what information has been derived from it- IRG 2.1; investigate the details of how bacteria convert atmospheric nitrogen to a usable form and draw a diagram of the process, then determine how the nitrogen makes its way to the plants- IRG 2.2</p> <p><b>EXIT SLIP:</b> <b>Think About Science</b>, pages 64, 67, 72, 75 <b>Short and Extended Response</b> format questions: page 68 (questions 3, 4); page 77 (questions 1, 2)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> SP.2.b, SP3.c, L.c.1, L.c.2 <b>NGSS*:</b> HS-LS2-4, HS-LS-2-5, HS-ETS1-4</p>	<p><b>TABE CORRELATION TO TEXT:</b> <i>Reading:</i> Evaluate/ Extend Meaning: predict outcomes; effect/ intention <i>Reading:</i> Construct Meaning: compare/ contrast</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice, pages 68-69, 76-77</p>

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TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 2 (pages 78-95)</p> <p><b>TOPIC:</b> ECOSYSTEMS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 155-170, 179-186</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 60-76</i></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 96-97, 99-106</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 2.3, 2.4</i></p> <p><i>Reading Basics, Advanced Workbook, pages 30-34, 46-50, 102-106</i></p> <p><i>Reading Basics, Advanced Reader, pages 8, 16, 32, 40, 56, 64, 72, 80, 104, 112, 120</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson10</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 13</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 6</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 4.3, 4.5, 4.6, 5.10</i></p> <p><i>Instruction Targeted for TABE Success , Level A, Mathematics, Lessons 11.1, 11.2, 11.3, 12.2</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 2.3, 2.4, 2.5</i></p> <p><i>MHAchieve Online, Science, Lessons 2.3, 2.4</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 4</b></p> <p><b>UNIT TITLE:</b> 2- ECOSYSTEMS</p> <p><b>LESSON(S) TITLE:</b> 2.3- <i>Interactions Among Populations</i>; 2.4- <i>Disruptions to Ecosystems</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>                  2.3-Analyze the factors that affect a population’s carrying capacity; List three kinds of symbiosis; Explain how predators and prey affect population size                  2.4-Identify and analyze ways ecosystems are disrupted; Describe the interdependence of organisms in an ecosystem</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Evaluate Reasoning-</b> determine the supporting evidence needed for the argument described on page 79  <b>Describe a Data Set Statistically-</b> use the statistical mean to estimate carrying capacity- page 81  <b>Reason from Data or Evidence to a Conclusion-</b> use the data in a graph to reach a conclusion about the connection between human population growth and increased extinctions-page 87  <b>Distinguish Among Reasoned Judgments-</b> decide from presented evidence which choice is the most beneficial to the ecosystem- page 86  <b>Evidence-Based Reading Support: Comprehension -Look for Context Clues-</b>read the section entitled “Carrying Capacity” in order to determine how to know when the carrying capacity of the ecosystem has been reached for a particular species- IRG 2.3; <b>Use headings and subheadings</b> as a clue to content- IRG 2.4</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Test-Taking Skill- Gather Information-</b> use an outline to list the information in the lesson as a help for remembering and preparing for a test- page 80</p> <p><b>HOME LEARNING:</b>  <b>Debate both the good and bad</b> points of predation (page 81) based on scientific reasoning- IRG 2.3  <b>Evaluate Benefits and Consequences</b> of natural disruption (how the ecosystem is disrupted, the benefits and consequences of the disruption)- IRG 2.4</p>	<p><b>BELL RINGER:</b>                  2.3-Allocation of resources within an ecosystem is dependent upon characteristics of the organism that occupy the ecosystem as well as characteristics of the structure of the ecosystem. Change in any characteristic can change the individual populations and ultimately the whole ecosystem. Students can consider their own experience in resource allocation to illustrate this point; competition, limited resources, loss of resources, assistance from community are some examples students might mention. IRG 2.3                  2.4-Recently, attention has centered on human impact on the environment. Ask students to identify ways that the ecosystems can be disrupted, either naturally or by humans. IRG 2.4</p> <p><b>VOCABULARY:</b>                  2.3-commensalism , mutualism , parasitism , symbiosis , carrying capacity , predation                  2.4-biodiversity , extinction , habitat destruction , invasive species , pollution , valid</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21<sup>st</sup> Century Skill- Media Literacy-</b> describe the criteria to use to determine reliable media resources- page 85</p> <p><b>Application of Science Practices- What are the Consequences-</b> Research the question: <i>How can we reduce the threat of human activity to an ecosystem?</i> pages 94-95</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>ELL:</b> Develop examples for the different symbiotic relationships (<i>symbiosis, mutualism, commensalism, and parasitism</i>)- IRG 2.3; use a cause and effect graphic organizer for the information in the lesson- IRG 2.4</p> <p><b>Extension:</b> formulate a hypothesis that explains the data in a graph- IRG 2.3; choose an endangered species or at-risk habitat and list the threats to it and formulate a plan to preserve it. In many cases, preservation/conservation efforts are already in place, so evaluate the success of these efforts as part of the development of the plan- IRG 2.4</p> <p><b>EXIT SLIP:</b>  <b>Think About Science,</b> pages 80, 81, 85, 87  <b>Short and Extended Response</b> format questions: page 83 (question 6); page 89 (questions 6, 7)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>                  SP.3.b, SP.8.a, L.c.3, L.c.4, L.c.5</p> <p><b>NGSS*:</b>                  HS-LS2-1, HS-LS2-6, HS-LS2-7, HS-LS4-6, HS-ESS3-4, HS-ESS3-5</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Reading:</i> Construct Meaning: conclusion; cause/ effect; supporting evidence  <i>Applied Mathematics:</i> Data analysis: bar, line, circle graph; table, chart, diagram; conclusions from data  <i>Applied Mathematics:</i> Statistics and Probability: statistics</p>	<p><b>EVALUATION/ASSESSMENT:</b>                  Vocabulary Review, Skill Review, Skill Practice, pages 82-83, 88-89                  Chapter Review, pages 90-93</p>

SCIENCE GED PACING GUIDES <<COMMON CORE ACHIEVE, MCGRAW-HILL EDUCATION>>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 3 (pages 96-117)</p> <p><b>TOPIC:</b> STRUCTURE AND FUNCTION OF LIFE</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level A Workbook, pages 147-162, 209-224, 245-248</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 60-65, 82-86, 92-96</i></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 156-157</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 3.1, 3.2, 3.3</i></p> <p><i>Reading Basics, Advanced Workbook, pages 30-34, 54-58, 150-154</i></p> <p><i>Reading Basics, Advanced Reader, pages 7, 15-16, 23-24, 31, 39, 47-48, 55-56, 63-64, 71-72, 79, 87-88, 95, 103-104, 111, 119</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lessons 5, 12</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 4.4, 4.5, 5.5</i></p> <p><i>Instruction Targeted for TABE Success , Level A, Mathematics, Lesson 9.4</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 3.1, 3.2</i></p> <p><i>MHAchieve Online, Science, Lessons 3.1, 3.2, 3.3</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 5</b></p> <p><b>UNIT TITLE:</b> 3- STRUCTURE AND FUNCTION OF LIFE</p> <p><b>LESSON(S) TITLE:</b> 3.1- <i>Cells: Basic Units of Life</i>; 3.2- <i>Cell Structure and Function</i>; 3.3- <i>Plant Structure and Function</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>3.1-Explain the principles of the cell theory; Describe the levels of cellular organization in animals</p> <p>3.2-Identify the parts of animal and plant cells; Explain how materials move across cell membranes; Differentiate between prokaryotic and eukaryotic cells</p> <p>3.3-Describe different types of plants; Explain the structures and functions of the parts of plants</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Analyze Author’s Purpose-</b> look for word clues in scientific texts that provide hints of the author’s purpose. page 99</p> <p><b>Determine the Meaning of Symbols, Terms and Phrases-</b> compare the scientific symbols to everyday language-page 107</p> <p><b>Make Inferences-</b> about how the body uses DNA to make proteins, relying on prior knowledge to draw a conclusion that the author does not directly state- page 105</p> <p><b>Design a Scientific Investigation-</b> based on a question about plants, using the Scientific Model (pages 454-455)-page 111</p> <p><b>Analyze Relationships Between Sources-</b> examine the diagram and text on the structure of a leaf- page 113</p> <p><b>Evidence-Based Reading Support: Comprehension- Read with a Purpose-</b> read the section “Specialized Cells and Cell Organization,” (page 100) looking for clues to answer the question, “What are some reasons multicellular organisms have specialized cells?”- IRG 3.1; <b>Ask Questions-</b> based on the headings for each section-IRG 3.2; <b>Look for Context Clues-</b> read the section entitled “Seed Plants.” (page 111) and identify context clues to the meanings of <i>angiosperm</i> and <i>gymnosperm</i>- IRG 3.3</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Calculator Skill-</b> calculate surface area and volume of cell examples- page 101</p> <p><b>Workplace Skills- Understand and Apply Technical Terms and Jargon-</b> compare the term <i>energy</i> as used in science to its use in everyday life- page 106</p> <p><b>HOME LEARNING:</b></p> <p><b>Research</b> the answers to one of the questions that arose as a result of Pasteur’s experiment, hypothesizing the answer and see how the question has been investigated. State a conclusion that answers the question based on scientific investigations- IRG 3.1</p> <p><b>Compare and Contrast</b> plant and animal cells using a graphic organizer, including the structures of the cell as well as functions- IRG 3.2</p>	<p><b>BELL RINGER:</b></p> <p>3.1- Ask students to discuss what they already know about cells, including whether they have ever seen one under a microscope, and, if so, what it looked like. IRG 3.1</p> <p>3.2-Every cell in the body has functions it must perform in order to survive, as well as specialized functions for its cell type. Have students think about what they know about basic life functions and then hypothesize about what functions cells must perform. IRG 3.2</p> <p>3.3-Have students find both similarities and differences between their own body functions and those of plants. Ask them to expand on which structures in their own bodies are similar to those in plants. Ask students to identify how they are adapted to their own environment. IRG 3.3</p> <p><b>VOCABULARY:</b></p> <p>3.1-cells , cell theory , spontaneous generation , subdivide</p> <p>3.2-eukaryotic cell, nucleus , organelles , osmosis , prokaryotic cell , differentiate</p> <p>3.3-phloem , pollination , transpiration , vascular plants , xylem , outline</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Understand and Apply Scientific Models, Theories, and Processes-</b> research scientists who contributed to cell theory and display on a timeline- page 100</p> <p><b>21<sup>st</sup> Century Skill- Entrepreneurial Literacy-</b> research entrepreneurs who have developed medicines from plants- page 112</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL:</b> Discuss the differences in meaning between <i>observation</i>, <i>hypothesis</i>, and <i>theory</i>- IRG 3.1; Review the plural formation of <i>nucleus</i> (nuclei) and <i>mitochondrion</i> (mitochondria)- IRG 3.2; make a compare-and-contrast chart for the different kinds of plants listed in the chapter, using headings: <i>angiosperm</i> and <i>gymnosperm</i>-IRG 3.3</p> <p><b>Extension:</b> construct an analogy between the cells, tissues, organs, and body systems in a human with the components of a house- IRG 3.1; research the organelles that are involved in lipid synthesis- IRG 3.2; investigate how agriculture has changed the nature of crop plants and the desirability of a particular change from the viewpoint of human populations, the plant, and the ecosystem- IRG 3.3</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Science</b>, pages 100, 101, 106, 107, 111, 115</p> <p><b>Short and Extended Response</b> format questions: page 103 (question 3); page 109 (questions 5, 6, 7, 8, 9), page 117 (questions 6, 7, 8)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> SP.1.b, SP.2.d, SP.7.a, L.b.1, L.d.1, L.d.2</p> <p><b>NGSS*:</b> HS-LS1-2</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Reading:</i> Evaluate/ Extend Meaning: apply passage elements; author’s purpose</p> <p><i>Reading:</i> Construct Meaning: conclusions, compare/ contrast</p> <p><i>Applied Mathematics:</i> Measurement: volume</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 102-103, 108-109, 116-117</p>

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<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 3 (pages 118-139)</p> <p><b>TOPIC:</b> STRUCTURE AND FUNCTION OF LIFE</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level A Workbook, pages 171-178, 201-208</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 66-81, 87-91</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 3.4, 3.5</i></p> <p><i>Reading Basics, Advanced Workbook, pages 38-42, 166-170</i></p> <p><i>Reading Basics, Advanced Reader, pages 16, 32, 48, 56, 72, 80, 96, 104, 112, 120</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level A, Reading, Lesson 4.2, 5.1</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 3.1, 3.3</i></p> <p><i>MHAchieve Online, Science, Lessons 3.4, 3.5</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 6</b></p> <p><b>UNIT TITLE:</b> 3- STRUCTURE AND FUNCTION OF LIFE</p> <p><b>LESSON(S) TITLE:</b> 3.4- <i>Energy and Cells</i>; 3.5- <i>Mitosis and Meiosis</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 3.4-Discuss photosynthesis; Explain cellular respiration 3.5-List the cell cycle stages; Explain the processes involved during the different types of cell division; Compare and contrast mitosis and meiosis</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Express Scientific Information Symbolically-</b> represent chemical processes using symbols in chemical equations- page 121 <b>Distinguish Between Facts and Speculation-</b> research the speculation that the earliest plants on Earth did not carry out photosynthesis- page 120 <b>Understand and Explain Non Textual Scientific Presentations-</b> give an example of how the diagram on mitosis helped with understanding the process-page 128 <b>Analyze Events and Ideas-</b> summarize the major events of the cell cycle drawing from the text and diagram-page 127 <b>Evidence-Based Reading Support: Comprehension- Read with a Purpose-</b> read the section on photosynthesis (page 118) and record details on a page divided into two sections (<i>photo-</i> any process involving light; and <i>synthesis</i> - any process involved in making sugar)- IRG 3.4; <b>Look for Context Clues</b> in the selection on page 126 to determine how the daughter cells compare to the parent cells and to each other- IRG 3.5</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Workplace Skills- Summarize Information in Workplace Graphics-</b> locate a graphic in a public building and summarize the information it contains- page 123 <b>Test-Taking Skill-</b> take time to understand a question before answering it- page 131</p> <p><b>HOME LEARNING:</b> <b>Create a Concept Chart</b> for cellular respiration. Students should include comparisons with photosynthesis- IRG 3.4 <b>Write a textual description</b> of the mitosis process (page 128)- IRG 3.5</p>	<p><b>BELL RINGER:</b> 3.4-All life processes, from the growth of individual cells to the contraction of muscles for running, require energy. The energy used by living organisms for these processes comes from breaking chemical bonds in molecules of food. Ask students to think about and share processes by which the breaking of chemical bonds provides energy in their daily lives. For example, the combustion of gasoline to drive an engine uses the same principles. IRG 3.4 3.5-Cells go through a cycle of life stages that includes division. The rate at which cells move through this cycle, and the amount of time they spend at any stage, is different for each cell type. For example, red blood cells move through this cycle every four months, whereas some muscle cells take a decade or longer. Have students speculate on what parameters would determine a cell’s movement through its life cycle. IRG 3.5</p> <p><b>VOCABULARY:</b> 3.4-cellular respiration , fermentation , photosynthesis , apply , chlorophyll , enzymes 3.5-cell cycle , chromatid , chromosomes , meiosis , mitosis , contrast</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21<sup>st</sup> Century Skill- Communication and Collaboration-</b> scientists benefit from communication and collaboration in a scientific investigation — collaborate with fellow students to develop a diagram of cellular respiration- page 122 <b>21<sup>st</sup> Century Skill- Information Literacy-</b> research disorders that can be caused when mistakes occur during meiosis, such as Klinefelter’s syndrome- page 129 <b>Application of Science Practices, Pass It On-</b> Research the question: <i>How can a genetic disorder spread through a population?</i> pages 138-139</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL:</b> distinguish separate processes by making a list of the terms associated with each process and then highlighting terms that apply to both processes and that appear in both lists- IRG 3.4; discuss root words and apply to the events that are occurring in each phase (<i>phase</i>—appearance of the chromosomes; <i>inter</i>—between; <i>pro</i>—before; <i>meta</i>—beside; <i>ana</i>—back; <i>telo</i>—end)- IRG 3.5 <b>Extension:</b> investigate the proton pump (the transport process for chains of photosynthesis and cellular respiration) and construct a diagram showing the key details in its activity- IRG 3.4; predict the effect of sunlight, nutrient availability, or salt concentration on the cell cycle rate of green algae, then design and conduct an experiment that would test the prediction for one variable- IRG 3.5</p> <p><b>EXIT SLIP:</b> <b>Think About Science,</b> pages 121, 122, 123, 127, 129, 131 <b>Short and Extended Response</b> format questions: page 125 (questions 7, 8); page 133 (questions 5, 6)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> SP.1.c, SP.6.b, L.1, L.d.3, L.e.1 <b>NGSS*:</b> HS-LS1-4, HS-LS1-5, HS-LS1-7, HS-LS2-3, HS-LS3-1</p>	<p><b>TABE CORRELATION TO TEXT:</b> <i>Reading:</i> Evaluate/ Extend Meaning: fact/ opinion <i>Reading:</i> Construct Meaning: summary/ paraphrase</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice, pages 124-125, 132-133 Chapter Review , pages 134-137</p>

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<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 4 (pages 140-161)</p> <p><b>TOPIC:</b> HEREDITY AND EVOLUTION</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Reading, Level A Workbook, pages 155-162, 179-186, 193-200, 245-248</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 60-65, 72-81, 92-96</i></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 91, 94-95</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 4.1, 4.2, 4.3</i></p> <p><i>Reading Basics, Advanced Workbook, pages 30-34, 102-106, 158-162</i></p> <p><i>Reading Basics, Advanced Reader, pages 7-8, 15-16, 23-24, 31, 39-40, 47-48, 55-56, 63-64, 71-72, 79, 87-88, 95-96, 103-104, 111-112, 119-120</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 6</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success, Level A, Reading, Lessons 4.5, 4.6, 5.2, 5.10</i></p> <p><i>Instruction Targeted for TABE Success, Level A, Mathematics, Lessons 6.3, 12.1</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 4.1, 4.2, 4.3</i></p> <p><i>MHAchieve Online, Science, Lessons 4.1, 4.2, 4.3</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 7</b></p> <p><b>UNIT TITLE:</b> 4- HEREDITY AND EVOLUTION</p> <p><b>LESSON(S) TITLE:</b> 4.1- <i>Basic Principles of Genetics</i>; 4.2- <i>Probability of Traits</i>; 4.3- <i>Common Ancestry</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>4.1-Describe how Mendel’s research contributed to modern genetics; Explain the link between chromosomes, genes, and alleles; Relate meiosis to the inheritance of traits</p> <p>4.2-Identify traits and describe their relationship to alleles; Analyze the probability of traits using Punnett squares; Predict the traits of offspring based on the parents; Analyze multiple traits and other patterns of heredity</p> <p>4.3-Describe Darwin’s theory of evolution; Describe how cladograms help analyze specie relationships</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Apply Scientific Processes-</b> predict which alleles a pea plant has based on how it appears (ask students what they need to know to make this prediction) page 145</p> <p><b>Evaluate Whether a Conclusion or Theory is Supported or Challenged by Particular Data or Evidence-</b> research Darwin’s evidence from the Galapagos Islands to state that it either supports or challenges the modern theory of evolution- page 157</p> <p><b>Make Inferences-</b> about species in a cladogram, using the cladogram and prior knowledge to justify the inferences- page 158</p> <p><b>Evidence-Based Reading Support: Comprehension Clarify Meaning-</b> read the section entitled “Chromosomes, Genes, and Alleles” (page 144) to find if the word <i>dominant</i> in this context carries the connotation of “most important or largest.”-IRG 4.1; <b>Read with a Purpose</b>-reread the section entitled “Punnett Squares” (page 151) for instructions on how to complete the diagram-IRG 4.2; <b>Read for Context Clues-</b> read “Darwin and Evolution” (page 156) to determine the original assumption that provides the underpinning for the Darwin’s theory-IRG 4.3</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Describe a Data Set Statistically-</b> use percentages to express the percentage of a population that has a particular set of alleles page 146</p> <p><b>Use Percents-</b> to calculate the chance that offspring will have specific traits (why each box in the Punnett Square represent 25%?)- page 151</p> <p><b>Determine the Probability of Events-</b> calculate the probability of an event and represent that probability using percentages- page 153</p> <p><b>Calculator Skill- Probability-</b> is calculated using the same procedure as calculating percentages- page 152</p> <p><b>HOME LEARNING:</b></p> <p><b>Complete a Cause and Effect Graphic Organizer</b> that shows how meiosis relates to the inheritance of traits, and identify different combinations of alleles that parents can have and the resulting combination that the offspring will have- IRG 4.1</p> <p><b>Complete a Process Diagram</b> that explains how to use probability to infer genotypes- (why the numbers are not exactly 25% and 75% if the genotypes of the parents are <i>Pp</i> and <i>Pp</i>?)- IRG 4.2</p>	<p><b>BELL RINGER:</b></p> <p>4.1- Ask students to identify their own features that they recognize in their parents or their children. IRG 4.1</p> <p>4.2-The probability of a trait will actually be transmitted from one generation to the next depends on a variety of factors. Ask students to predict what those factors might be. IRG 4.2</p> <p>4.3- Have students discuss what they have heard or know about the explanations of where they, and other organisms, came from. IRG 4.3</p> <p><b>VOCABULARY:</b></p> <p>4.1-allele, gene, genetics, heredity, trait, statistics</p> <p>4.2-genotype, monohybrid cross, phenotype, Punnett square, percent, probability</p> <p>4.3-ancestry, cladograms, evolution, arrange, fossil, species</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21<sup>st</sup> Century Skill- Social and Cross-Cultural Skills-</b> students relate any social or cross cultural skills that they have used or encountered in daily life. page 144</p> <p><b>Technology Skill- Use Internet Resources-</b> use the Internet to conduct research on four different species, and record results in a cladogram (determine if there is any information presented that contradicts what the reliable sources say)- page 159</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL:</b> create a concept map of new terms from the lesson- IRG 4.1; Review the meanings of the prefixes <i>mono-</i>, <i>di-</i>, <i>homo-</i>, and <i>hetero</i> as an aid to understanding the terms in the chapter- IRG 4.2; Review vocabulary associated with cladograms, and provide simpler vocabulary, then write summary statements that tell what is shown in the cladogram- IRG 4.3</p> <p><b>Extension:</b> write a scenario in which they might want to control the expression of a particular trait of a particular animal(set up the allele relationship and describe the breeding plan that would satisfy their scenario and justify their plan)- IRG 4.1; research cystic fibrosis and Huntington’s disease and explain the inheritance patterns of each- IRG 4.2; research the work of the geologist Charles Lyell, and assess how Lyell’s theories of geologic process could have influenced Charles Darwin as he shaped is theory of evolution- IRG 4.3</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Science,</b> pages 143, 147, 151, 152, 153, 157, 158</p> <p><b>Short and Extended Response</b> format questions: page 149 (questions 1-5); page 155 (questions 5, 6); page 161 (questions 2, 3)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b></p> <p>SP.4.a, SP.8.a, SP.8.c, Le.1, L.e.2, L.f.1</p> <p><b>NGSS*:</b> HS-LS3-1, HS-LS3-3, HS-LS4-1, HS-LS4-2</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Reading:</i> Construct Meaning: conclusions; supporting evidence</p> <p><i>Reading:</i> Evaluate/ Extend Meaning: predict outcomes, apply passage elements</p> <p><i>Applied Mathematics:</i> Computation in Context: percents; Statistics and Probability: probability</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 148-149, 154-155, 160-161</p>

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<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 4 (pages 162-181)</p> <p><b>TOPIC:</b> HEREDITY AND EVOLUTION</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Reading, Level A Workbook, pages 155-162, 179-186, 193-200</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 60-65, 72-81</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 4.4, 4.5</i></p> <p><i>Reading Basics, Advanced Workbook, pages 30-34, 102-106, 158-162</i></p> <p><i>Reading Basics, Advanced Reader, pages 8, 16, 24, 40, 56, 64, 72, 88, 96, 104, 112, 120</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 2</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 15</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 4.5, 4.6, 5.2</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 4.3, 4.4</i></p> <p><i>MHAchieve Online, Science, Lessons 4.4, 4.5</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 8</b></p> <p><b>UNIT TITLE:</b> 4- HEREDITY AND EVOLUTION</p> <p><b>LESSON(S) TITLE:</b> 4.4- <i>Heredity: Genetic Variations and Expression</i>; 4.5- <i>Selection and Adaptation</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>4.4-Identify sources of heritable genetic variation; Explain how the environment affects genetic expression</p> <p>4.5-Explain the process of natural selection and describe artificial selection; Describe different types of adaptations</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Make Predictions Based upon Data or Evidence-</b> research the effect of gender and race on the genetic mutations that cause red-green color blindness and then use it to make a prediction about the occurrence in a select population- page 164</p> <p><b>Cite Textual Evidence-</b> identify a quote from the text that supports a stated conclusion, along with other evidence in the text that could support the given statement- page 165</p> <p><b>Reconcile Multiple Findings, Conclusions, or Theories-</b> scientists form a hypothesis to explain why a difference in their observations results, but also learn to look at what is not causing the differences. List other reasons that do not explain the differences in Darwin’s finch beak findings- page 169</p> <p><b>Draw Conclusions-</b> evaluate the structure of an animal and the environment it lives in to draw a conclusion about its adaptations- page 171</p> <p><b>Evidence-Based Reading Support: Comprehension Ask Questions-</b> read “Gene Expression and the Environment”(page 165) and list any questions that arise from the reading, then ask if the questions are answered in the text- IRG 4.4;</p> <p><b>Look for Context Clues-</b>in “Speciation” (page 173) to describe a scenario that would lead to each type of speciation for the same organism, identifying clues from the text that led to the scenario- IRG 4.5</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Workplace Skill- Understand the Purpose of Workplace Documents-</b> write a “user” document to explain the step-by-step use of a familiar piece of equipment- page 173</p> <p><b>HOME LEARNING:</b></p> <p><b>Form a Prediction</b> based on the information in an online article about a genetic disorder, and then present a brief summary of the article, a prediction, and the information or data from the text that led to the prediction- IRG 4.4</p> <p><b>Develop a Venn Diagram</b> to compare and contrast natural and artificial selection- IRG 4.5</p>	<p><b>BELL RINGER:</b></p> <p>4.4- Ask students what they have learned about DNA through the media. Have them identify the circumstances under which the topic arose. IRG 4.4</p> <p>4.5-Although mutation is random, natural selection is not. The environment serves as a filter that generally limits the phenotypes that survive and reproduce to a narrow range for most traits. Have students predict ways in which they think the environment limits phenotypes. IRG 4.5</p> <p><b>VOCABULARY:</b></p> <p>4.4-crossing over , DNA replication , epigenetics , genetic recombination , mutation , assess</p> <p>4.5-adaptation , artificial selection , natural selection , speciation , example, variations</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21<sup>st</sup> Century Skill- Communicate Information-</b> consider the target audience when determining the way to present information -page 163</p> <p><b>21<sup>st</sup> Century Skill- Flexibility and Adaptability-</b> Using a meaning that differs from the scientific meaning of <i>adaptation</i>, evaluate and discuss how to adapt to different situations, especially work, to “survive.” - page 172</p> <p><b>Application of Science Practices- Genetically Modified Foods-</b> Research the question: <i>How is genetic engineering replacing artificial selection in agriculture to alter food crops?</i> , pages 180-181</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL:</b> list the ways that DNA can be altered, or its expression controlled, and a specific example from the chapter-IRG 4.4; scan the text in the lesson for words that are not understand and review the meanings and examples for those words, creating images to remind of the meanings- IRG 4.5</p> <p><b>Extension:</b> write an essay explaining how the continued presence of a chemical mutagen in the environment might affect the genetic makeup of a population-IRG 4.4; environment affects changes in a population over generations, but there are a few species currently living that have not changed much over hundreds or thousands of generations. Research one such species and assess how that species has maintained the same phenotype for so long, and list a potential selective pressure that might cause a change in the population- IRG 4.5</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Science</b>, pages 164, 165, 169, 172, 173</p> <p><b>Short and Extended Response</b> format questions: page 167 (questions 2, 6, 7); page 175 (questions 3-7, 9)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b></p> <p>SP.3.c, SP.5.a, L.f.2, L.f.3</p> <p><b>NGSS*:</b> HS-LS2-8, HS-LS3-2, HS-LS4-2, HS-LS4-3, HS-LS4-4, HS-LS4-5</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Reading:</i> Evaluate/ Extend Meaning: predict outcomes</p> <p><i>Reading:</i> Construct Meaning: supporting evidence; conclusion</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 166-167, 174-175</p> <p>Chapter Review, pages 176-179</p>

SCIENCE GED PACING GUIDES <<COMMON CORE ACHIEVE, MCGRAW-HILL EDUCATION>>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 5 (pages 182-209)</p> <p><b>TOPIC:</b> WORK, MOTION, AND FORCES</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Reading, Level A Workbook, pages 67-74, 89-92</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 25-29, 35-45</i></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 96-97, 103-104, 118-119, 121, 123-125</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 5.1, 5.2, 5.3</i></p> <p><i>Reading Basics, Advanced Workbook, pages 78-82, 154</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lessons 13, 15</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 18</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success, Level A, Reading, Lessons 1.1, 3.1</i></p> <p><i>Instruction Targeted for TABE Success, Level A, Mathematics, Lessons 11.1, 12.2, 14.4</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 6.1, 6.2, 6.3</i></p> <p><i>MHAchieve Online, Science, Lessons 5.1, 5.2, 5.3</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 9</b></p> <p><b>UNIT TITLE:</b> 5- WORK, MOTION, AND FORCES</p> <p><b>LESSON(S) TITLE:</b> 5.1- Motion; 5.2- Forces and Newton's Laws of Motion; 5.3- Work and Simple Machines</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>5.1-Analyze motion in terms of speed, velocity, and acceleration; Apply the concept of the law of conservation of momentum</p> <p>5.2-Describe Newton's laws of motion; Explain how the law of universal gravitation describes the force of gravity between two objects with mass</p> <p>5.3-Calculate work and power; Define and identify the need for machines; Analyze the use of simple and complex machines</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Express Scientific Information or Findings Numerically-</b> pay attention to the number and the unit when performing scientific numerical calculations-page 187</p> <p><b>Apply Formulas from Scientific Theories-</b> apply the formula for gravitational force to the comparison of gravity on Earth and in space- page 193</p> <p><b>Identify and Refine Hypotheses for Scientific Investigations-</b> students perform an activity with a lever, and explain why hypotheses may need to be refined after trials have been conducted- page 200</p> <p><b>Follow a Multistep Procedure and Analyze the Results-</b> students follow a multistep procedure to calculate the work they do when walking up stairs, analyzing their results- page 198</p> <p><b>Evidence-Based Reading Support: Comprehension- Clarify Meaning</b> -distinguish between the meanings of velocity and speed by comparing the two terms using a drawing to illustrate- IRG 5.1;</p> <p><b>Read With a Purpose</b> explain why the interpretation of Newton's third law of motion (for every action there is an equal and opposite reaction) is not true- page 192,IRG 5.2; <b>Read More Slowly</b> – when a passage contains a great deal of information including terms, mathematical statements, and examples- page 201, IRG 5.3</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Interpret Graphs and Functions-</b> interpret the graph of a linear function, identify variables, slope of the lines, and the position over time and speed -page 185</p> <p><b>Solve Linear Equations-</b> solve linear equations related to force using the equation <math>F = ma</math> -page 191</p> <p><b>Calculator Skill- Calculating an Average Speed-</b> of a bus given the distance traveled and time- page 185; <b>Using Formulas-</b>specific to the type of machine to compute the ideal mechanical advantage (IMA)- page 201</p> <p><b>Workplace Skills- Work Effectively with Tools-</b> discuss the importance of reading the safety instructions before operating machines or tools- page 186</p> <p><b>HOME LEARNING:</b></p> <p><b>Create A Public Service Message</b> or graphic that explains or shows how the Law of Conservation of Momentum applies to real life – IRG 5.1</p> <p><b>Analyze Structure</b> -Analyze the title of the law, define universal and gravitation, explain the equation for gravitational force, and the inclusion of weight and mass- IRG 5.2</p> <p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Reading:</i> Interpret Graphic Information: graphs; Recall Information: sequence</p> <p><i>Applied Mathematics:</i> Data Analysis: bar, line, circle graph; Statistics and Probability: statistics; Patterns, Functions, Algebra: linear equations</p>	<p><b>BELL RINGER:</b></p> <p>5.1- Ask students to draw on their everyday experiences and identify different types of motion as well as different ways motion can be analyzed, including how the speed and mass of the objects involved in collisions seem to affect the collision. IRG 5.1</p> <p>5.2- Ask students to describe different forces that they recognize from their daily lives and how they relate to motion. IRG 5.2</p> <p>5.3- Ask students to give examples of machines they use in their daily life to reduce their workload. IRG 5.3</p> <p><b>VOCABULARY:</b></p> <p>5.1-acceleration , conservation of momentum , momentum , speed, velocity , graph</p> <p>5.2-force , gravity , inertia , weight , law , state</p> <p>5.3-compound machines , mechanical advantage, power , simple machines , work , revise</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21<sup>st</sup> Century skill- Creativity and Innovation-</b> describe machines that through innovation and creativity reduce work- page 199</p> <p><b>Technology Skill- Apply Technology to a Task-</b> use a word processing program to keep notes including a KWLH chart-page 192</p> <p><b>Application of Science Practices-Collision and Impact-</b> Research the question: <i>How much time is needed to drop an egg from a height of 2 meters without breaking it?</i>, pages 208-209</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL:</b> review the scientific meaning of the term <i>acceleration</i> (any change in velocity), and give the three conditions that represent a change in velocity- IRG 5.1; the tendency of the body to resist stopping is one example of inertia-IRG 5.2; use a graphic organizer to describe the types of simple and compound machines, including images- IRG 5.3</p> <p><b>Extension:</b> research a safety feature (such as air bags, seat belts, and crumple zones that protect automobile passengers from forces during a collision) and develop an argument for the requirement of that safety feature (include at least one piece of supporting evidence)- IRG 5.1; investigate Albert Einstein's theories on one of the topics (objects moving near the speed of light and movement of subatomic particles), by identifying the problem with Newton's laws, and explain how Einstein solved the problem- IRG 5.2; calculate the number of calories burned with doing work (calculate weight on Earth in Newtons, use 1 Calorie = 4186 Joules)- IRG 5.3</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Science</b>, pages 186, 187, 192, 193, 197, 200, 201</p> <p><b>Short and Extended Response</b> format questions: page 189 (questions 5-7); page 195 (questions 5, 6); page 203 (questions 5-7)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b></p> <p>SP.2.b, SP.6.b, SP.7.bP.b.1, P.b.2, P.b.3</p> <p><b>NGSS*:</b> HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 188-189, 194-195, 202-203</p> <p>Chapter Review, pages 204-207</p>	



TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SCIENCE</b>  <b>TEXT UNIT:</b> CHAPTER 6 (pages 210-247)  <b>TOPIC:</b> ENERGY  <b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 59-66, 147-170, 179-186</i>  <i>Achieving TABE Success in Reading, Level A Reader, pages 20-24, 60-76</i>  <i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 6.1, 6.2, 6.3, 6.4</i>  <i>Reading Basics, Advanced Workbook, pages 14-18, 30-34, 46-50, 102-106, 150-154</i>  <i>Reading Basics, Advanced Reader, pages 6, 8, 14, 16, 22, 24, 30, 32, 38, 40, 46, 48, 54, 56, 62, 64, 70, 72, 78, 80, 86, 88, 94, 102, 104, 110, 112, 118, 120</i>  <i>Words to Learn By- Building Academic Vocabulary, Lesson 17</i>  <i>Words to Learn By- Expanding Academic Vocabulary, Lessons 8, 20</i>  <i>Words to Learn By- Advancing Academic Vocabulary, Lesson 11</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 3.2, 4.3, 4.4, 4.5, 4.6</i>  <i>LearnSmart Achieve Adaptive, Science, Lessons 5.1, 5.2, 5.3, 5.4</i>  <i>MHAchieve Online, Science, Lessons 6.1, 6.2, 6.3, 6.4</i>  <i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 10</b>  <b>UNIT TITLE:</b> 6- ENERGY  <b>LESSON(S) TITLE:</b> 6.1- Types of Energy and Energy Transformations; 6.2- Sources of Energy; 6.3- Heat; 6.4- Waves  <b>TEXT LESSON OBJECTIVES:</b>          6.1-List how kinetic and potential energy act with matter; Identify and compare various types of energy; Analyze electricity and magnetism          6.2-Identify various sources of energy; Describe nonrenewable and renewable resources; Explain the factors that influence why people choose one energy over another          6.3-Describe the difference between temperature and heat; Explain how energy is uniformly distributed between substances; Describe the methods of heat transfer; Recognize that friction converts kinetic energy to heat          6.4-Explain the nature of waves and its relationship with matter and energy; Identify mechanical, electromagnetic, and transverse waves; Analyze the waves in the electromagnetic spectrum</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Identify the Strengths and Weaknesses of a Scientific Investigation-</b> review the steps in an experiment and evaluate the process for strengths and weaknesses- page 214  <b>Interpret Meaning of Mathematical Symbols-</b> use the surrounding text to help understand the meaning of the symbols used in a scientific equation-page 213  <b>Distinguish Between Cause and Effect</b> – use a cause/ effect graphic organizer to categorize a selection, (can an event not cause something else, or not be an effect) – page 224, IRG 6.2  <b>Understand and Explain Textual Scientific Presentations-</b> for textual presentations classify the information into broad categories (use a Venn diagram) –page 223  <b>Express Scientific Information or Findings Verbally-</b>determine how to verbally express what had happened in the experiment, including the scientific explanation for the results- page 230  <b>Evaluate Evidence-</b> use comparison to make judgments about evidence- page 229  <b>Use Data or Evidence to Form a Conclusion-</b> use data to compare the speed of light through different mediums, then speculate on the speed of light through other mediums- page 238  <b>Determine Details-</b> determine the main idea and find details that support it, along with any details that do <b>not</b> support the main idea- page 235</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Workplace Skill- Understand and Apply Basic and Multistep Instructions-</b> discuss how multistep instructions might be presented-page 215; <b>Understand Business Fundamentals-</b> discuss what considerations to take into account when determining the energy sources to use in a business- page 225  <b>Calculator Skill- The Equal Sign-</b> verify that the answer presented on the calculator is the answer to the question- page 217; <b>Solve a Formula-</b> use the formula <math>v = f \times \lambda</math> to find the speed of a sound wave.-page 237  <b>Test-Taking Skill- Use Prior Knowledge-</b> be careful when relying on prior knowledge to distinguish between facts and personal opinions- page 222</p> <p><b>HOME LEARNING:</b>  <b>Divide A Sheet Of Paper</b> into fourths and in each fourth write a definition, an example, and a summary statement for each type of energy, comparing it to the others- IRG 6.1  <b>List Energy Sources</b> and develop pros and cons for each source of energy; then, decide on the top three energy sources and explain why- IRG 6.2  <b>Cause and Effect Graphic Organizer</b> on energy conversions involving heat (page 231) identifying a variety of causes and their effects- IRG 6.3</p>	<p><b>BELL RINGER:</b>          6.1-The transformation of chemical energy in gasoline to thermal energy and then to mechanical energy makes a car engine function. What other kinds of energy and energy transformations do humans use for their own purposes? IRG 6.1          6.2-Ask students to identify other sources of energy that they know and discuss what they know about them. IRG 6.2          6.3-When energy is transferred as heat, the object to which it is transferred experiences an increase in internal energy, and the temperature increases. Ask them to identify times when they use heat. IRG 6.3          6.4-Ask students to describe experiences they have had with waves. IRG 6.4</p> <p><b>VOCABULARY:</b>          6.1-energy transformation, kinetic energy, law of conservation energy, mechanical energy, potential energy, anticipate          6.2-fossil fuel, nonrenewable resource, nuclear fission, renewable resource, classify, energy resource          6.3-heat, radiation, temperature, compare, conduction, convection          6.4-wave, medium, electromagnetic waves, radiation, discriminate</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21<sup>st</sup> Century Skill- Understand the Rationale Behind Workplace Policies-</b> brainstorm workplace policies that have a rationale associated with friction or heat page 231; <b>Information, Communication and Technology Literacy-</b> determine why knowledge of wind and earthquake frequencies are needed in bridge design- page 239  <b>Application of Science Practices- Go With the Flow-</b> Research the question: <i>Is “close the refrigerator door, you’re letting the cold air out” an accurate statement based on the principles of energy flow, pages 246-247</i></p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>ELL:</b> compare the environmental use of <i>conservation</i> to the concept of <i>energy conservation</i> in physics-IRG 6.1; List the energy sources and discuss the roots of the words (<i>bio-</i>, <i>geo-</i>, <i>hydro-</i>, <i>sol-</i>)- IRG 6.2; Explain that temperature is a characteristic of a substance that is not dependent on the amount of that substance, compared to heat, which is- IRG 6.3; Ask students to write the meaning of vocabulary words with which they are familiar and discuss the scientific meaning- IRG 6.4  <b>Extension:</b> design and conduct an investigation of the kinetic energy of their body during different activities - IRG 6.1; determine which alternative energy sources would be feasible in their area and write a proposal that presents and justifies their choices- IRG 6.2; given the equations for conversion, calculate and graph the conversion of ice to steam- IRG 6.3; determine whether sound travelling through various materials would be audible to humans - IRG 6.4</p> <p><b>EXIT SLIP:</b>  <b>Think About Science</b>, pages 213, 215, 216, 217, 222, 224, 225, 229, 230, 231, 235, 237, 239  <b>Short and Extended Response</b> format questions: page 219 (question 6); page 227 (questions 4-7); page 233 (questions 4-8); page 241 (questions 4-6)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>          SP.1.a, SP.2.c, SP.3.b, SP.6.c, P.a.1, P.a.3, P.a.4, P.a.5  <b>NGSS*:</b>HS-PS1-8, HS-PS3-1, HS-PS3-2, HS-PS3-3, HS-PS3-4, HS-PS4-1, HS-PS4-2, HS-PS4-3, HS-PS4-4, HS-PS4-5, HS-ETS1-3</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Reading:</i> Construct Meaning: cause/ effect; supporting evidence; conclusion; compare/ contrast  <i>Reading :</i> Recall Information: details</p>	<p><b>EVALUATION/ASSESSMENT:</b>          Vocabulary Review, Skill Review, Skill Practice, pages 218-219, 226-227, 232-233, 240-241; Chapter Review, pages 242-245</p>

SCIENCE GED PACING GUIDES <<COMMON CORE ACHIEVE, MCGRAW-HILL EDUCATION>>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 7 (pages 248-285)</p> <p><b>TOPIC:</b> MATTER</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Reading, Level A Workbook, pages 139-146, 155-162, 179-186, 245-248</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 56-65, 72-76, 92-96</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 7.1, 7.2, 7.3, 7.4</i></p> <p><i>Reading Basics, Advanced Workbook, pages 30-34, 62-66, 102-106</i></p> <p><i>Reading Basics, Advanced Reader, pages 6, 14, 16, 22, 30, 38, 40, 46, 56, 64, 72, 104</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 7</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 6</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 16</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 4.1, 4.5, 4.6</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 7.1, 7.2, 7.3, 7.4</i></p> <p><i>MHAchieve Online, Science, Lessons 7.1, 7.2, 7.3, 7.4</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 11</b></p> <p><b>UNIT TITLE:</b> 7- MATTER</p> <p><b>LESSON(S) TITLE:</b> 7.1- <i>The Structure of Matter</i>; 7.2- <i>Physical and Chemical Properties of Matter</i>; 7.3- <i>Chemical Reactions</i>; 7.4- <i>Solutions</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>7.1-Describe the structure of matter; Understand how elements are organized in the periodic table; Describe how atoms form molecules</p> <p>7.2-Compare the physical and chemical properties of matter; Relate the properties of elements to their position in the periodic table</p> <p>7.3-Explain how matter is conserved during a chemical reaction; Use balanced chemical equations to represent chemical reactions; Classify chemical reactions based on energy changes</p> <p>7.4-Describe solutions and how they form; Compare acids and bases</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Understand and Explain Textual Scientific Presentations-</b>form a conclusion based on the information on page 251</p> <p><b>Apply Scientific Models-</b> compare the Bohr and Heisenberg models of atoms- page 252</p> <p><b>Cite Textual Evidence-</b> find statements within a text that specifically do or do not support a claim about elements within a group- page 261</p> <p><b>Evaluate Conclusions-</b> that were drawn based on the information presented in the text- page 258</p> <p><b>Identify and Reduce Sources of Error-</b> review scientific experiments and identify the possible source of error, and options for reducing the error- page 269</p> <p><b>Determine Central Ideas-</b> of a passage using features (titles, subtitles, boldfaced and italicized words, repeated concepts, introductory sentences)- page 265</p> <p><b>Identify and Interpret Independent and Dependent Variables in Scientific Investigations-</b> identify other variables for the investigation and explain why it is important to keep them constant for both trials. page 274</p> <p><b>Determine Hypotheses-</b>(tentative explanation) for an investigation as described on page 273</p> <p><b>Evidence-Based Reading Support: Comprehension -Read With a Purpose</b> read “Metals, Nonmetals, and Metalloids” (page 252) for information that would explain why copper is used for electrical wiring- IRG 7.1; read the section on properties of matter page 256 to determine the criteria needed to evaluate whether something is a physical property or a chemical property- IRG 7.2. <b>Clarify Meaning</b> -reread “Acid-Base Reactions” (page 277) focusing on the symbolic representations of the reactions- IRG 7..4</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Workplace Skill- Enter Information for Workplace Graphics-</b> match safety symbols to activity- page 253; <b>Check, Examine and Record-</b> verify data that was entered on a table is correct- page 257; <b>Organize Information-</b> in an unbalanced chemical equation as a step to balancing the equation-page 267</p> <p><b>HOME LEARNING:</b></p> <p><b>Develop a K-W-L-H Chart</b> on the physical and chemical properties of matter- IRG 7.2</p> <p><b>Research Online</b> for another science experiment involving endothermic or exothermic chemical reactions-IRG 7.3</p> <p><b>Design an Investigation</b> involving solutions, explaining the question, and hypothesize about the answer- IRG 7.4</p>	<p><b>BELL RINGER:</b></p> <p>7.1-Have students describe things that they think are smaller than an atom. IRG 7.1</p> <p>7.2- Have students identify properties that they think may be determined by an element’s structure. IRG 7.2</p> <p>7.3-Cooking is a series of chemical reactions. Have students discuss, in general terms, how they can change the outcome when cooking. IRG 7.3</p> <p>7.4- Ask students to think about what happens when food coloring is added to water. IRG 7.4</p> <p><b>VOCABULARY:</b></p> <p>7.1-atom, element, matter, chemical bond, label, periodic table</p> <p>7.2-chemical property, physical property, states of matter, sublimation, evaluate, melting point</p> <p>7.3-chemical reaction, endothermic reactions, exothermic reactions, law of conservation of mass, develop</p> <p>7.4-acid, base, concentration, solubility, solution, saturation</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21<sup>st</sup> Century Skill- Use Workplace Computer Applications-</b> determine which type of program would be used for balancing chemical equations- page 268; <b>Apply Workplace Policies and Procedures-</b> research and compose one policy or procedure regarding solutions about the handling of chemicals that a company may ask employees to apply -page 277</p> <p><b>Application of Science Practices- Energy in Chemical Reactions-</b> Research the question: <i>How can you determine whether a chemical reaction is exothermic or endothermic?</i>, pages 284-285</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL:</b> complete a concept map that distinguishes between an atom, an element, and a compound- IRG 7.1; list and draw examples of physical and chemical properties in a two-column table- IRG 7.2; explain the meaning of the prefixes <i>endo-</i> (into) and <i>exo-</i> (outside), as well as <i>therm-</i> (heat) and their application to the transfer of energy- IRG 7.3; Make connections between the scientific definition and the more common meaning (a solution could be the answer to a problem while an acidic person is one with a harsh or offensive personality)-IRG 7.4.</p> <p><b>Extension:</b> Research the nature of one or more smaller subatomic particles. (quarks, hadrons, leptons, and neutrinos)- IRG 7.1; research the two components of jewelry involving transition metals: the “noble metals” and colored gemstones- IRG 7.2; report on combustion synthesis reactions explaining what the reaction entails, the advantages and disadvantages of this type of reaction, and what kinds of materials are made using it- IRG 7.3; make a bubble solution and design and conduct an investigation that tests how temperature affects how long bubbles last before they pop- IRG 7.4</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> SP.1.a, SP.2.a, SP.2.e, SP.4.a, P.a.2, P.c.1, P.c.2, P.c.3, P.c.4</p> <p><b>NGSS*:</b> HS-PS1-1, HS-PS1-3, HS-PS1-4, HS-PS1-5, HS-PS1-7, HS-PS2-6, HS-ESS2-5</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Reading</i> : Construct Meaning: supporting evidence; conclusions; main idea</p> <p><i>Reading</i> : Evaluate/ Extend Meaning: apply passage elements</p>	<p><b>EXIT SLIP:</b></p> <p><b>Think About Science</b>, pages 252, 253, 257, 260, 261, 265, 267, 269, 273, 276, 277</p> <p><b>Short and Extended Response</b> format questions: page 263 (questions 5-7); page 271 (questions 6-7); page 279 (questions 5-6)</p> <p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 254-255, 262-263, 270-271, 278-279; Chapter Review, pages 280-283</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 8 (pages 286-311)</p> <p><b>TOPIC:</b> THE EARTH</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Reading, Level A Workbook, pages 89-92, 155-162, 245-248</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 35-45, 60-65, 92-96</i></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 101, 103-105</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 8.1, 8.2, 8.3</i></p> <p><i>Reading Basics, Advanced Workbook, pages 30-34, 154</i></p> <p><i>Reading Basics, Advanced Reader, pages 7, 15-16, 23, 31, 39, 47, 55-56, 62, 64, 71-72, 79, 87, 95, 103-104, 111, 119</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 5</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lessons 1, 5</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 1.1, 4.5</i></p> <p><i>Instruction Targeted for TABE Success , Level A, Mathematics, Lesson 11.1</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 8.1, 8.2, 8.3</i></p> <p><i>MHAchieve Online, Science, Lessons 8.1, 8.2, 8.3</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK</b> 12</p> <p><b>UNIT TITLE:</b> 8- THE EARTH</p> <p><b>LESSON(S) TITLE:</b> <i>8.1- The Atmosphere; 8.2- The Oceans; 8.3- Earth’s Structure, Composition and Landforms</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>8.1-Describe the characteristics of Earth’s atmosphere; Characterize the effects of gases in the atmosphere; Explain the causes and effects of climate change</p> <p>8.2-Compare and contrast the sources and properties of saltwater and freshwater; Summarize the characteristics and movements of oceans; Describe how oceans affect and interact with Earth’s climate and organisms</p> <p>8.3- State the theory of plate tectonics and plate movement; Describe minerals, rocks, soil, and the rock cycle</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Describe Data Sets Statistically-</b> use statistics to describe the greenhouse gas emissions over several years-page 291</p> <p><b>Identify and Interpret Variables in Scientific Investigations-</b> identify the independent and dependent variables in an investigation about estuaries, analyze the impact that the independent variable has on the dependent variable, and draw a conclusion-page 300</p> <p><b>Apply Scientific Models-</b> construct models to how continents affect the shape, size, speed, and direction of surface currents-page 298</p> <p><b>Understand and Apply Scientific Models, Theories, and Processes-</b> discuss what would be included in a physical model of the interior structure of the Earth- page 305</p> <p><b>Draw Conclusions-</b> use given information to draw a conclusion about the continued movement of the continents- page 307</p> <p><b>Evidence-Based Reading Support: Comprehension- Set a Purpose for Reading-</b> use titles and headings within the text to guide reading and set a purpose for reading (discover impact oceans have on Earth and people)- IRG 8.2; <b>Make Connections</b> -read the section entitled “Volcanoes and Earthquakes”(page 309) and recall knowledge of energy to make an analogy for how energy builds and is released at fault lines- IRG 8.3</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Workplace Skill- Make Decisions Based on Workplace Graphics-</b>interpret a pattern in a bar graph of US cod harvest- page 301; <b>Understand Data in Different Formats-</b> construct a bar graph using given data-page 309</p> <p><b>Interpret Graphs-</b> (line graph) for an overall trend- page 293</p> <p><b>HOME LEARNING:</b></p> <p><b>Develop a Diagram</b> that shows the composition of the atmosphere (include gases, particles, and the interaction of gases with solar energy)- IRG 8.1</p> <p><b>Using a Computer Model</b> of an oil spill as a reference, design a physical model that could be used to study the oil spill in the Gulf of Mexico- IRG 8.2</p> <p><b>Create a Mnemonic</b> to help remember the layers of Earth’s interior, and explain how to use it to recall the concepts from the lesson- IRG 8.3</p>	<p><b>BELL RINGER:</b></p> <p>8.1-Ask students to identify what they know about the atmosphere. Have them hypothesize about what would happen if there were no atmosphere. IRG 8.1</p> <p>8.2-Nearly 97% of all the water on Earth is saltwater in the oceans and seas. Have students identify some oceans that they know, and then describe some of the characteristics of these oceans such as tides, waves, depth, sea life, and their influence on the planet. IRG 8.2</p> <p>8.3-The surface characteristics of Earth are continuously changed by the combined action of internal forces of heat energy and external forces of winds and water. Ask students to identify ways in which the surface of the Earth changes. IRG 8.3</p> <p><b>VOCABULARY:</b></p> <p>8.1-atmosphere, climate change, greenhouse effect, ozone, gas, tabulate</p> <p>8.2-oceans, salinity, water cycle, characteristics, draw conclusions</p> <p>8.3-erosion, mineral, plate tectonics, rock cycle, weathering, theory</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Workplace Skill- Apply Technology to a Task-</b> tabulate the local air quality and organize findings in a spreadsheet- page 289;</p> <p><b>21<sup>st</sup> Century Skill- Economic, Business, and Entrepreneurial Literacy-</b> research the types of home construction needed to withstand earthquakes-page 308</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL:</b> create a matching quiz for the vocabulary terms from the lesson- IRG 8.1; draw a diagram that illustrates the ocean’s role in the water cycle with explanatory information that describes each stage- IRG 8.2; Discuss the meanings of the prefixes <i>con-</i>, <i>di-</i>, <i>sub</i> and <i>trans</i> and how they apply to the terms <i>convergent</i>, <i>divergent</i>, <i>subduction</i> and <i>transverse</i> – IRG 8.3</p> <p><b>Extension:</b> experiment with differing areas within the classroom or building to determine the way people are affected by solar radiation- IRG 8.1; investigate the cause of ocean acidity and some potential effects, then formulate a concept model for this phenomenon- IRG 8.2; research one of the following major volcanic eruptions: Mount Pinatubo in 1991, Tambora in 1815, or Krakatoa in 1883, predicting what would happen if there were several such eruptions across the planet in a short time period- IRG 8.3</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Science</b>, pages 289, 292, 293, 297, 299, 304, 306, 309</p> <p><b>Short and Extended Response</b> format questions: page 295 (questions 1-3, 5-6, 8-10); page 303 (questions 5-9); page 311 (questions 3-5)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b></p> <p>SP.2.e, SP.7.a, SP.8.a, ES.b.1, ES.b.2, ES.b.4</p> <p><b>NGSS*:</b></p> <p>HS-ESS2-4, HS-ESS2-5</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Reading:</i> Interpret Graphic Information: graphs; Construct Meaning: conclusions</p> <p><i>Reading :</i> Evaluate / Extend Meaning: apply passage elements</p> <p><i>Applied Mathematics:</i> Data Analysis: bar, line, circle graph</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 294-295, 302-303; 310-311</p>

SCIENCE GED PACING GUIDES <<COMMON CORE ACHIEVE, MCGRAW-HILL EDUCATION>>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 8 (pages 312-333)</p> <p><b>TOPIC:</b> THE EARTH</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Reading, Level A Workbook, pages 67-74, 89-92, 225-232, 245-248</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 25-29, 35-45, 82-86, 92-96</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 8.4, 8.5</i></p> <p><i>Reading Basics, Advanced Workbook, pages 78-82, 134-138, 154</i></p> <p><i>Reading Basics, Advanced Reader, pages 23, 31, 39, 47, 79, 111, 119</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 6</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 8</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 14</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 1.1, 3.1, 5.3</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 8.4, 9.1</i></p> <p><i>MHAchieve Online, Science, Lessons 8.4, 8.5</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK</b> 13</p> <p><b>UNIT TITLE:</b> 8- THE EARTH</p> <p><b>LESSON(S) TITLE:</b> <i>8.4-Earth's Resources; 8.5- Interactions Between Earth's Systems</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>8.4-Identify Earth's living and nonliving resources; Discuss fossil fuels and the impact of using nonrenewable energy resources; Summarize the advantages and disadvantages of renewable energy resources</p> <p>8.5-Describe Earth's weather systems; Compare weathering with erosion and deposition; Describe different natural hazards</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Express Scientific Information or Findings Verbally-</b> compose an oral presentation on the connection between air pollution and the burning of fossil fuels, using a logical order for the topics presented- page 314</p> <p><b>Interpret Graphics-</b> use data from the map of wind power capacity (by state) to compose a recommendation for wind turbines- page 317</p> <p><b>Use Sampling Techniques to Answer Scientific Questions-</b> conduct an experiment by collecting local high and low temperatures and averaging them over a period of time- page 322</p> <p><b>Follow a Multistep Procedure-</b> follow a multistep procedure to answer questions about erosion- page 325</p> <p><b>Evaluate Multiple Sources-</b> compare a written or online weather report to a televised one- page 321</p> <p><b>Evidence-Based Reading Support: Comprehension- Clarify Meaning –of sustainability</b> in “Renewable Energy Resources” (page 316) by using an internet search engine to look at what two other sources say about the term- IRG 8.4; <b>Look for Context Clues-</b> reread the section entitled “Earth’s Changing Surface”(page 322) and look for clues to determine how erosion from the construction of a mountain road might impact a nearby lake- IRG 8.5</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Workplace Skill- Maintain Customer Focus-</b> compose a brochure explaining the benefits of solar energy -page 316; <b>Use Data Effectively-</b> to draw conclusions about the weather patterns in the local area-page 324</p> <p><b>HOME LEARNING:</b></p> <p><b>Find a Graphic Online</b> that represents something about renewable resources, print the graphic and write an interpretation- IRG 8.4</p>	<p><b>BELL RINGER:</b></p> <p>8.4-Ask students to discuss examples of resources that Earth provides and they use daily. IRG 8.4</p> <p>8.5-From a human perspective, sometimes the forces involved when Earth’s systems interact focus more power in a small area than is fathomable. Ask students to give examples of such interactions that they have either experienced or seen. IRG 8.5</p> <p><b>VOCABULARY:</b></p> <p>8.4-fossil fuels, natural resources, demonstrate, sustainability</p> <p>8.5-deposition, natural hazard, weather, weather systems, experiment</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21<sup>st</sup> Century Skill- Civic Literacy-</b> research and prepare a presentation on the positive and negative impacts of nuclear power plants- page 315; <b>Leadership and Responsibility-</b> research how local emergency responders prepare for impending natural disasters- page 325</p> <p><b>Application of Science Practices- The Effects of Climate Change-</b> Research the question: <i>How might a change in climate affect Earth’s water cycle?</i> pages 332-333</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL:</b> the term <i>fossil</i> is used in popular paleontology (the bones or impressed image of an animal or a plant), and this understanding of the term relates to its usage in the phrase <i>fossil fuel</i>, and why fossil fuels are nonrenewable resources- IRG 8.4; outline the main point of the text- IRG 8.5</p> <p><b>Extension:</b> research green building techniques and demonstrate how at least four techniques can be used in home construction by building a model or drawing a multi-perspective diagram- IRG 8.4; read about a natural disaster that caused significant damage to property, and write an assessment of how the impact of the disaster was either mitigated or exacerbated by human activity- IRG 8.5</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Science,</b> pages 313, 315, 321, 324</p> <p><b>Short and Extended Response</b> format questions: page 319 (questions 3-7); page 327 (questions 7-9)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b></p> <p>SP.3.d, SP.6.c, ES.a.1, ES.a.2, ES.a.3, ES.b.3</p> <p><b>NGSS*:</b></p> <p>HS-ESS2-2, HS-ESS3-1, HS-ESS3-4</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Reading:</i> Interpret Graphic Information: graphs</p> <p><i>Reading:</i> Recall Information- sequence</p> <p><i>Reading:</i> Evaluate/ Extend Meaning: apply passage elements; generalizations</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 318-319, 326-327</p> <p>Chapter Review, pages 328-331</p>

SCIENCE GED PACING GUIDES <<COMMON CORE ACHIEVE, MCGRAW-HILL EDUCATION>>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- SCIENCE</b></p> <p><b>TEXT UNIT:</b> CHAPTER 9 (pages 334-357)</p> <p><b>TOPIC:</b> THE COSMOS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Reading, Level A Workbook, pages 67-74, 155-162, 179-186</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 25-29, 60-65, 72-76</i></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 76, 117-119</i></p> <p><i>Common Core Achieve 2014 GED® Science Exercise Book, Lessons 9.1, 9.2</i></p> <p><i>Reading Basics, Advanced Workbook, pages 30-34, 78-82, 102-106</i></p> <p><i>Reading Basics, Advanced Reader, pages 16, 40, 56, 64, 72, 104</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success, Level A, Reading, Lessons 3.1, 4.5, 4.6</i></p> <p><i>Instruction Targeted for TABE Success, Level A, Mathematics, Lessons 1.4, 13.2</i></p> <p><i>LearnSmart Achieve Adaptive, Science, Lessons 10.1, 10.2</i></p> <p><i>MHAchieve Online, Science, Lessons 9.1, 9.2</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK</b> 14</p> <p><b>UNIT TITLE:</b> 9- THE COSMOS</p> <p><b>LESSON(S) TITLE:</b> 9.1- Structures in the Universe; 9.2- Structures in the Solar System</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>9.1-Describe the hierarchical structure of the universe; Summarize evidence in support of the Big Bang theory; Compare the structures of different types of galaxies</p> <p>9.2-Identify and compare structures within Earth’s solar system; Explain how scientists determine the age of Earth</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Identify the Strengths and Weaknesses of One or More Experimental Designs-</b> research and test one method for estimating the number of stars in the sky, noting strengths, weaknesses and potential improvements- page 338</p> <p><b>Analyze Structures-</b> analyze the structure of a text to help understand its meaning, using key words, such as <i>eventually</i>, to indicate organization- page 337</p> <p><b>Cite Specific Textual Evidence to Support a Finding or Conclusion-</b> locate and cite the textual evidence that supports the conclusion that Pluto was reclassified due to its small size-page 346</p> <p><b>Evidence-Based Reading Support: Comprehension-</b> read page 338 and use details from the text to explain how they know the Sun is a star, what kind of star it is by providing the characteristics that help them classify it- IRG 9.1; <b>Ask Questions</b> prior to reading (list the questions that come to mind from the passage), then go back and answer original questions- IRG 9.2</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Use Ratio and Rate Reasoning-</b> use ratio and rate reasoning to express the amount of Carbon- 14 left in a fossil (calculate from a given table)-. page 349</p> <p><b>Calculator Skill- Solving Equations-</b> set up and solve an equation for the number of times Mercury rotates on its axis in one Earth year- page 345</p> <p><b>Test-Taking Skill- Eliminate Unnecessary Information-</b> practice finding only the needed information in a passage to answer a question- page 348</p> <p><b>HOME LEARNING:</b></p> <p><b>Complete a Sequence Graphic</b> Organizer that shows the life cycle of a star, and explain how they can tell the age of a star using this graphic organizer- IRG 9.1</p> <p><b>Draw a Diagram</b> about Earth’s movement, with labels so that most of the information from the text is on the diagram- IRG 9.2</p>	<p><b>BELL RINGER:</b></p> <p>9.1-Ask students to discuss what they see when they look into the sky and what they think is there but that they cannot see. IRG 9.1</p> <p>9.2-Ask students to discuss what they know about gravity. IRG 9.2</p> <p><b>VOCABULARY:</b></p> <p>9.1-constellations, galaxy, stars, universe, estimate, structure</p> <p>9.2-planetesimals, solar system, asteroids, comets, construct, relative dating, satellites</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Workplace Skill- Enter Information into Workplace Graphics-</b> develop a slide presentation about different structures in the universe-page 341; <b>Schedule and Coordinate-</b> look at the difference in the time for two locations (time zones )and analyze what that means for the worker- page 346</p> <p><b>Application of Science Practices- Kepler’s Laws and Satellite Launch-</b> Research the question: <i>How do Kepler’s Laws help scientists when launching a satellite?</i> pages 356-357</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL:</b> make flash cards with images or descriptions on one side and the word on the other- IRG 9.1; draw a diagram for the events that make carbon-14 dating possible- IRG 9.2</p> <p><b>Extension:</b> Challenge students to find out if galaxies collide and what happens when they do- IRG 9.1; pick 10 events scattered throughout Earth’s history and place them on a day’s calendar, with the formation of Earth placed at midnight. What do students notice about the events they chose in terms of geologic time?- IRG 9.2</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Science</b>, pages 338, 340, 341, 346, 348, 349</p> <p><b>Short and Extended Response</b> format questions: page 343 (questions 3-6); page 351 (questions 5-7)</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b></p> <p>SP.2.c, SP.3.a, ES.c.1, ES.c.2, ES.c.3</p> <p><b>NGSS*:</b></p> <p>HS-ESS1-1, HS-ESS1-2, HS-ESS1-4, HS-ESS1-4, HS-ESS1-6</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Reading:</i> Construct Meaning: conclusions, supporting evidence</p> <p><i>Reading:</i> Recall Information: sequence</p> <p><i>Applied Mathematics:</i> Number and Number Operations: ratio, proportion</p> <p><i>Mathematics Computation:</i> Algebraic Operations: solve equations</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 342-343, 350-351</p> <p>Chapter Review, pages 352-355</p>

GED® SCIENCE PRACTICES / CONTENT TOPICS *		NEXT GENERATION SCIENCE STANDARDS (high school)
<p><b>Science Practices:</b>  <b>SP.1:</b> Comprehending Scientific Presentations  <b>SP.2:</b> Investigation Design (Experimental and Observation)  <b>SP.3:</b> Reasoning from Data  <b>SP.4:</b> Evaluating Conclusions with Evidence  <b>SP.5:</b> Working with Findings  <b>SP.6:</b> Expressing Scientific Information  <b>SP.7:</b> Scientific Theories  <b>SP.8:</b> Probability and Statistics</p>	<p><b>Life Science Content Topics:</b>  <b>L.a:</b> Human Body and Health  <b>L.b:</b> Relationship Between Life Functions and Energy Intake  <b>L.c:</b> Energy Flows in Ecologic Networks (Ecosystems):  <b>L.d:</b> Organization of Life (Structure and Function of Life):  <b>L.e:</b> Molecular Basis for Heredity  <b>L.f:</b> Evolution  <b>Physical Science Content Topics:</b>  <b>P.a:</b> Conservation, Transformation, and Flow of Energy  <b>P.b:</b> Work, Motion, and Forces:  <b>P.c:</b> Chemical Properties and Reactions Related to Living Systems  <b>Earth Science Content Topics:</b>  <b>ES.a</b> Interactions between Earth's Systems and Living Things  <b>ES.b:</b> Earth and its System Components and Interactions  <b>ES.c</b> Structures and Organization of the Cosmos</p>	<p><b>Life Sciences:</b>  <b>HS-LS1:</b> From Molecules to Organisms: Structures and Processes  <b>HS-LS2:</b> Ecosystems: Interactions, Energy, and Dynamics  <b>HS-LS3:</b> Heredity: Inheritance and Variation of Traits  <b>HS-LS4:</b> Biological Evolution: Unity and Diversity  <b>Physical Sciences</b>  <b>HS-PS1:</b> Matter and Its Interactions  <b>HS-PS2:</b> Motions and Stability: Forces and Interactions  <b>HS-PS3:</b> Energy  <b>HS-PS4:</b> Waves and Their Applications in Technologies for Information Transfer  <b>Earth and Space Sciences</b>  <b>HS-ESS1:</b> Earth's Place in the Universe  <b>HS-ESS2:</b> Earth's Systems  <b>HS-ESS3:</b> Earth and Human Activity  <b>Engineering, Technology, and Applications of Science</b>  <b>HS-ETS1:</b> Engineering Design</p>
TEXT & DIGITAL MATERIALS LIST (with ISBN numbers)		
<p>Achieving TABE Success in Reading, Level A, Workbook (978-0-07-704462-6)                      Achieving TABE Success in Reading, Level A, Reader (978-0-07-704466-4)                      Achieving TABE Success in Mathematics, Level A, Workbook (978-0-07-704470-1)                      Common Core Achieve: Science Core Subject Module (978-0-02-140015-7)                      Common Core Achieve: 2014 GED® Science Exercise Book (978-0-02-135572-3)                      Common Core Achieve: Instructor Guide: Science (978-0-02-140570-1)                      Reading Basics, Advanced, Workbook (978-0-07-659099-5)                      Reading Basics, Advanced, Reader (978-0-07-659136-7)</p>		<p>Words To Learn By, Building Academic Vocabulary (978-0-07-658632-5)                      Words To Learn By, Expanding Academic Vocabulary (978-0-07-658633-2)                      Words To Learn By, Advancing Academic Vocabulary (978-0-07-658634-9)  <b>DIGITAL INSTRUCTION</b>                      Instruction Targeted for TABE Success (<i>online and LAN available</i>)                      MHAchieve Online, (978-0-02-135592-1)                      LearnSmart Achieve GED® Adaptive Test Prep, Science (978-0-02-135601-0)                      Power Up! Getting Started with Computers and Keyboarding (978-0-07-666108-4)</p>

SOCIAL STUDIES GED® PACING GUIDES <COMMON CORE ACHIEVE- McGraw-Hill Education>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 1 (pages 14-37 , 348)</p> <p><b>TOPIC:</b> GOVERNMENT</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 75-82, 89-92, 139-162</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 30-45, 56-65</i></p> <p><i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 1.1, 1.2, 1.3</i></p> <p><i>Reading Basics, Advanced Workbook, pages 22-26, 30-34, 62-66, 150-154,</i></p> <p><i>Reading Basics, Advanced Reader, pages 6, 14, 16, 22, 24, 30, 38, 46, 48, 54, 56, 62, 64, 70, 72, 78, 86,88, 94, 102, 104, 110, 118</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 5, 10</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 1.1, 3.2, 4.1, 4.4, 4.5</i></p> <p><i>LearnSmart Achieve Adaptive Social Studies, Lessons 1.1, 1.2, 1.3, 2.1</i></p> <p><i>MHAchieve Online Social Studies, Lessons 1.1, 1.2, 1.3</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 1</b></p> <p><b>UNIT TITLE:</b> 1- GOVERNMENT</p> <p><b>LESSON(S) TITLE:</b> 1.1- <i>Types of Government</i>; 1.2- <i>American Constitutional Democracy</i>; 1.3- <i>Structure of American Government</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>            1.1-Identify and compare types of modern and historical governments; Explain how types of government are related; Identify historical documents that influenced American constitutional democracy and explain the relationships between these documents            1.2- Identify the factors that led to the Constitutional Convention; Describe some of the compromises in the Constitution; Summarize the process of amending the Constitution            1.3- Identify the role and duties of the president; Compare and contrast the two house of Congress; Explain how the federal and state systems function; Explain the ways in which federal and state governments are alike and different</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Compare Ideas-</b> compare the strengths and weaknesses of three forms of government- page 17  <b>Analyze Ideas-</b> carefully read the passages on page 18 noting similarities and the reasons the particular rights were included in those documents  <b>Determine the Relevance of Information-</b> read a quotation made by Benjamin Franklin and determine whether it is relevant to the new government- page 23  <b>Read a Bar Graph</b> of the number of states that ratified the Constitution during the years 1787 to 1790 and form a conclusion from the data- page 25  <b>Read a Chart-</b> identify the key information on the chart, including the title and column headings and type of details- page 30  <b>Determine Central Ideas-</b> Sometimes the central idea will be directly stated in the first or last sentence of a paragraph, but other times students will have to infer it, using the details to create a main idea sentence- page 31</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Workplace Skill: Understand the Purpose of Workplace Documents:</b> the purpose of a flowchart is to visually show the steps of a process in order, and how the steps of a process are related- page 30  <b>Vocabulary:</b> use the word pairs (<i>execute- executive, federal- federalism, legislate -legislative, and separate -separation</i>) to review the suffix in each word (<i>-ive,-ism, and -ation</i>)- IRG 1.2.</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn-</b> pages 19, 24, 31  <b>List All the Disadvantages</b> of dictatorships from the point of view of the people of Germany (the advantage of dictatorships goes to the dictator, but the disadvantage goes to the people being governed)- IRG 1.1  <b>Make a Flowchart</b> that shows the steps for making a peanut butter and jelly sandwich- IRG 1.3</p>	<p><b>BELL RINGER:</b>            1.1-ask students to volunteer experiences of when they were involved in a club or an organization, and the leadership structure of the organization.- IRG 1.1            1.2-ask students to tell about a time when they were in a group and group members did not agree about what to do, and how they came to an agreement- IRG 1.2            1.3-ask students to share their experiences with taking on specific roles and responsibilities at work or home and why roles and responsibilities need to be met- IRG 1.3</p> <p><b>VOCABULARY:</b>            1.1- dictatorship, autocracy, oligarchy, limited government, amendment, analyze            1.2- federalism, executive branch, legislative branch, judicial branch, separation of powers, relevant            1.3- veto, bicameral, Senate, House of Representatives, referendum, determine</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21<sup>st</sup> Century Skill: Critical Thinking and Problem Solving:</b> list problems that the country has today that people could not have had when the Constitution was written and why problems such as these make the Ninth Amendment crucial- page 24  <b>Write About Social Studies, President Reagan’s Speech at the Brandenburg Gate in West Berlin-</b> (expository essay)- pages 36-37, 348</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Writing Activity:</b> (include details, or evidence, to support your ideas)  <i>IRG 1.1-</i> Think about what it means to live in a representative and constitutional democracy and how it impacts your life  <i>IRG 1.2-</i> Choose an issue that the delegates had to solve during the Constitutional Convention, describe the issue and how the delegates to the Constitutional Convention dealt with it  <i>IRG 1.3-</i> Compare the powers of the state government and those of the federal and point out those powers that only belong to state governments</p> <p><b>EXIT SLIP:</b>  <b>Think About Social Studies,</b> pages 17, 19, 23, 24, 25, 30, 31</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>            CG.a.1, CG.b.1, CG.b.2, CG.b.3, CG.b.4, CG.b.5, CG.b.6, CG.b.7, CG.b.8, CG.b.9, CG.c.1, CG.c.2, CG.c.3, CG.c.4, CG.c.5, CG.d.1, USH.a, SSP.3.d, SSP.6.b, SSP.9.c, SSP.10.a  <b>CCR Reading Anchor:</b> R.1, R.8</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Interpret Graphic Information:</i> graphs  <i>Construct Meaning:</i> conclusion; compare/ contrast; main idea  <i>Recall Information:</i> stated concepts</p>	<p><b>EVALUATION/ASSESSMENT:</b>            Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 20-21, 26-27, 32-33            Chapter Review and Check Your Understanding- pages 34-35</p>

SOCIAL STUDIES GED® PACING GUIDES <COMMON CORE ACHIEVE- McGraw-Hill Education>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 2 (pages 38-63, 349)</p> <p><b>TOPIC:</b> CIVICS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 75-82, 147-170, 201-208, 217-224</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 30-34, 60-71, 77-91</i></p> <p><i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 2.1, 2.2, 2.3</i></p> <p><i>Reading Basics, Advanced Workbook, pages 22-26, 30-34, 46-50, 54-58, 150-154, 166-170</i></p> <p><i>Reading Basics, Advanced Reader, pages 8, 16, 24, 32, 48, 56, 64, 72, 80,88, 104, 112, 120</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 11</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 2</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lessons 1, 13</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 3.2, 4.3, 4.4, 5.1, 5.5</i></p> <p><i>LearnSmart Achieve Adaptive Social Studies, Lessons 1.3, 1.4, 2.1, 2.3, 2.4</i></p> <p><i>MHAchieve Online Social Studies, Lessons 2.1, 2.2, 2.3</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 2</b></p> <p><b>UNIT TITLE:</b> CIVICS</p> <p><b>LESSON(S) TITLE:</b> 2.1- <i>Individual Rights and Responsibilities</i>;2.1- <i>Political Parties, Campaigns, and Elections</i>; 2.3- <i>Contemporary Public Policy</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>2.1- Explain how civil rights expanded to include more people; Understand how African Americans gained the right to vote; Understand how women gained the right to vote</p> <p>2.2- Explain the role of political parties in US politics; Discuss the importance of interest groups; Understand how citizens participate in a democracy</p> <p>2.3- Define contemporary public policy; Identify examples of public policy; Describe how public policy is made</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Identify Point of View</b> – read a quote written by Thomas Jefferson and tell his point of view about religious freedom, identifying the arguments or main ideas he makes in the passage to support his point of view. page 41</p> <p><b>Identify Cause-and-Effect Relationships</b> – a cause is why something happens and an effect is what happens, there might be multiple causes and one effect, one cause that leads to multiple effects, and actions that are both causes and effects. Ask students to identify the events that were a cause and an effect of legislation- page 43, IRG 2.1</p> <p><b>Analyze Ideas</b>– means to identify a concept and determine why it is important, then take a position about the idea (political parties)- page 49, IRG 2.2</p> <p><b>Interpret Political Cartoons</b> – determine what the drawings symbolize and the point the cartoonist is trying to make–page 50</p> <p><b>Evaluate Reasoning</b>– research the public policy position of a state representative to determine if it is supported by facts, opinions or values- page 55</p> <p><b>Draw Conclusions</b> – by using what is already known and clues from what is read to reach a decision (research a public policy issue reported in the news)- page 56</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Test-Taking Skill: Gather Information</b>–about a test format and content prior to taking the test (essay test requires reasons and supporting evidence, multiple choice test asks for facts and reasons)- page 51, IRG 2.2</p> <p><b>HOME LEARNING:</b></p> <p><b>Write to Learn</b> , pages 44, 51, 57</p> <p><b>Write about familiar leaders</b> (the president, company heads, coaches) discussing what these people do to achieve their goals- IRG 2.1</p> <p><b>Find Two Online Political Cartoons</b> and explain their symbolism and point of view (<i>Why might this cartoon have been created? What is the cartoon trying to express?</i>)- IRG 2.2</p>	<p><b>BELL RINGER:</b></p> <p>2.1-ask students what they know about Martin Luther King Jr. , and whether they have ever heard his “I Have a Dream” speech. Discuss its contents, or have students listen to or read it. Ask students to share their dreams for the future.- IRG 2.1</p> <p>2.2- ask students what they know about politics and elections. Have them share their experiences with political advertisements especially during a national election for president- IRG 2.2</p> <p>2.3- ask students to name an issue that they have heard about or read about recently. It could be related to the entire country, such as the Affordable Care Act or to something in their community. Have them explain the issue, discuss the problem that it might solve, and give their opinion of it.- IRG 2.3</p> <p><b>VOCABULARY:</b></p> <p>2.1- civil liberties, civil rights, segregation, suffrage, persevere, point of view</p> <p>2.2- independents, interest group, lobbyists, political party, symbol, synthesize</p> <p>2.3- accountable, domestic, issues, public policy, bias, conclude</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21st Century Skill; Leadership and Responsibility</b>–Discuss the meaning of <i>persevere</i> with students, and ask them to give examples of times when they have had to persevere- page 45; <b>Civic Literacy</b>–investigate special interest groups to find how they initiate change by communicating, organizing and planning -page 57</p> <p><b>Write About Social Studies, Policy Changes-</b> (sequencing)-pages 62-63, 349</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>Writing Activity:</b> (Include an introduction, body with relevant details and a summarizing conclusion)</p> <p><i>IRG 2.1-</i> Choose a famous leader from history, a leader discussed in the lesson, or someone you know who is a leader. Write a short paragraph describing the person and the traits he or she has exhibited that demonstrate effective leadership.</p> <p><i>IRG 2.2-</i> Think about the role of interest groups, such as political action committees, during an election. Do you think these groups should be allowed to contribute any amount of money they choose to try to get votes for their candidate? Or do you think there should be limits so no interest group can “buy” an election for its candidate? Choose a side.</p> <p><i>IRG 2.3-</i> Think about a public policy that you are in favor of such as increasing the minimum wage, gun control, or banning texting while driving. Write a letter to one of your senators or your congressional representative explaining why you are in favor of the policy.</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Social Studies,</b> pages 42, 43, 45, 49, 50, 51, 55, 57</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>  CG.d.2, CG.e.1, CG.e.2, CG.e.3, CG.f, USH.d.1, USH.d.2, USH.d.3, USH.d.4, USH.d.5, USH.a, SSP.3.b, SSP.6.b, SSP.7.a</p> <p><b>CCR Reading Anchor:</b> R.6</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Recall Information:</i> stated concepts</p> <p><i>Construct Meaning:</i> compare/contrast; cause/effect; conclusion</p> <p><i>Evaluate/ Extend Meaning:</i> author purpose; fact / opinion</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 46-47, 52-53, 58-59</p> <p>Chapter Review and Check Your Understanding- pages 60-61</p>



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TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 3 (pages 64-77)</p> <p><b>TOPIC:</b> AMERICAN HISTORY: REVOLUTIONARY WAR THROUGH CIVIL WAR</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 67-74, 139-154, 163-178</i>  <i>Achieving TABE Success in Reading, Level A Reader, pages 25-29, 56-76</i>  <i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 3.1, 3.2</i>  <i>Reading Basics, Advanced Workbook, pages 38-42, 46-50, 62-66, 78-82, 150-154,</i>  <i>Reading Basics, Advanced Reader, pages 6-8, 14-16, 22-24, 30-32, 38-39, 46-48, 54-55, 62-64, 70-72, 78-80, 86-88, 94-95, 102-104, 110-112, 118-120</i>  <i>Words to Learn By- Expanding Academic Vocabulary, Lesson 19</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 3.1, 4.1, 4.2, 4.3, 4.4, 5.10</i>  <i>LearnSmart Achieve Adaptive Social Studies, Lessons 2.1, 2.2</i>  <i>MHAchieve Online Social Studies, Lessons 3.1, 3.2</i>  <i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 3</b></p> <p><b>UNIT TITLE:</b> AMERICAN HISTORY: REVOLUTIONARY WAR THROUGH CIVIL WAR</p> <p><b>LESSON(S) TITLE:</b> 3.1- American Revolution; 3.2- A New Nation</p> <p><b>TEXT LESSON OBJECTIVES:</b>            3.1- Understand the causes of the American Revolution ; Identify the documents that shaped American democratic traditions; Summarize the provisions of the Articles of Confederation; Understand how and why the Constitution was developed            3.2- Understand how the United States grew geographically; Identify the causes and effects of the War of 1812; Explain how westward expansion affected US Native American policy</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Summarize Ideas</b> – Stress that a summary covers the most important things and is stated in your own words - page 67  <b>Analyze Cause and Effect</b>—when signal words do not indicate the cause and effect, determine the change (effect) then what made the change happen- page 68  <b>Sequence Events</b> – use dates and signal words to sequence a selection, building a timeline- page 73  <b>Relate Ideas Within Text</b>—make connections between ideas using the structure of the text (cause and effect, sequence, alike or different, main idea and details)- page 74</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Predict Meanings-</b> Challenge students to predict the meaning of the word <i>minutemen</i>. After students have commented, tell them that minutemen were volunteer soldiers who could be ready at a minute’s notice. Have them compare their predictions with the definition- IRG 3.1  <b>Real-World Connections-</b> Have students find definitions of the words <i>territory</i> and <i>occupy</i>, and discuss with students current events stories where these terms might be used- IRG 3.2</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b> , pages 69, 75  <b>Reread the Paragraphs</b> under “English Colonies in America” (pages 66-67), identify two main ideas and create a list of key supporting details for each. Review lists and rank each entry according to importance to ensure only the key details are included in a summary. – IRG 3.1  <b>Read an Online Biography of Lewis or Clark</b> and relate main ideas and details within the biography by using a mind map, focusing on: Early Life, Qualities, Why Jefferson Chose Him, The Expedition, The Results of the Expedition, and Later Life- IRG 3.2</p>	<p><b>BELL RINGER:</b>            3.1- ask students to share what they already know about the thirteen colonies and the American Revolution. Start a word web on the board with the following labels in circles: <i>People, Places, Events, and Ideas</i>. As students reveal their prior knowledge, add the information to circles around the appropriate main circle. Ask students to elaborate on initial statements to gauge the extent of student understanding and to correct misconceptions.- IRG 3.1            3.2- ask students to imagine what it must have been like to have to organize a new country (challenges they faced, ways they solved their problems, how they were able to build relationships and work through unfamiliar situations)- IRG 3.2</p> <p><b>VOCABULARY:</b>            3.1- boycott, charter, colony, minutemen, unicameral, declaration            3.2- land grant, Louisiana Purchase, Manifest Destiny, territory, occupy, sequence</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21<sup>st</sup> Century Skill: Information Literacy</b> –tips for analyzing sources.            1) Look for sources with a specific rather than a general focus. 2) Make sure that the author is knowledgeable on the subject. 3) Watch out for spelling errors. That’s a sure sign that the source is not reliable. page 69, IRG 3.1  <b>21<sup>st</sup> Century Skill: Apply Technology to a Task-</b> use e-mail and shared online documents to create an essay- page 75</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Writing Activity:</b> (Include an introduction, body with relevant details and a summarizing conclusion)  <i>IRG 3.1-</i> Reread the paragraph that begins “In the Declaration of Independence” from “Declaring Independence” on page 71. Write a short paragraph in which you describe how colonists hearing the words of Thomas Jefferson for the first time most likely felt. In what way did Jefferson’s words affect the people?  <i>IRG 3.2-</i> After the War of 1812, the American people believed in Manifest Destiny. Write a short paragraph describing the meaning of this term and what it meant for the people in the United States and areas beyond the United States.</p> <p><b>EXIT SLIP:</b>  <b>Think About Social Studies</b>, pages 67, 68, 69, 73, 74, 75</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>            USH.a.1, USH.b.1, USH.b.2, USH.b.3, USH.b.4, USH.b.6, USH.b.7, SSP.3.c, SSP.3.b  <b>CCR Reading Anchor:</b> R.3, R.8</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Recall Information:</i> sequence  <i>Construct Meaning:</i> summarize/ paraphrase; cause/ effect; main idea; compare/contrast</p>	<p><b>EVALUATION/ASSESSMENT:</b>            Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 70-71, 76-77</p>

SOCIAL STUDIES GED® PACING GUIDES <COMMON CORE ACHIEVE- McGraw-Hill Education>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 3 (pages 78-95, 350)</p> <p><b>TOPIC:</b> AMERICAN HISTORY: REVOLUTIONARY WAR THROUGH CIVIL WAR</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 59-66, 93-96, 171-178, 191, 209-224</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 20-24, 35-40, 66-76, 82-86</i></p> <p><i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 3.3, 3.4</i></p> <p><i>Reading Basics, Advanced Workbook, pages 5, 14-18, 38-42, 54-58</i></p> <p><i>Reading Basics, Advanced Reader, pages 6-8, 14-16, 22-24, 30-31, 38-40, 46-48, 54-56, 62-64, 70-72, 78-80, 86-88, 94-96, 102-104, 110-112, 118-120</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 2</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success, Level A, Reading, Lessons 1.1, 4.2, 5.5</i></p> <p><i>LearnSmart Achieve Adaptive Social Studies, Lessons 2.1, 2.3</i></p> <p><i>MHAchieve Online Social Studies, Lessons 3.3, 3.4</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 4</b></p> <p><b>UNIT TITLE:</b> AMERICAN HISTORY: REVOLUTIONARY WAR THROUGH CIVIL WAR</p> <p><b>LESSON(S) TITLE:</b> 3.3- <i>Civil War and Reconstruction</i>; 3.4- <i>European Settlement and Population of the Americas</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>            3.3- Identify the events and issues that led to the Civil War; Understand the advantages and disadvantages of the North and the South during the Civil War; Recognize how Reconstruction affected the South and the lives of newly freed African Americans            3.4- Understand why new immigrants came to America; Identify where the new immigrants settled; Understand how immigrants were received</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Recognize Persuasive Language-</b> identify emotional words by looking for a literal meaning, or one that suggests an idea or feeling- page 80, IRG 3.3  <b>Analyze Point of View-</b> a person’s point of view is his or her opinion on a particular topic, and is shaped by family, religion, education, friends, personal experiences and time period- page 83, IRG 3.3  <b>Summarize Ideas-</b> Review with students the difference between a summary and the original writing. Make sure they know that a summary includes the main ideas and the most important details - page 87  <b>Find Details-</b> use headings to narrow a search for specific details, then skim the text for key words- page 88</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Make a Glossary-</b> Have students create a Civil War glossary using the key terms and vocabulary words (definitions in their own words). Remind students that glossaries list terms in alphabetical order- IRG 3.3  <b>Compound Words-</b> Ask students to predict meanings of the compound words based on prior knowledge of the meanings of the word parts.- IRG 3.4  <b>Test-Taking Skill: Use Prior Knowledge-</b> before reading a section of a text, create a K-W-L chart, choosing a question to help relate the ideas in the text to what is already known- page 89</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b> , pages 83, 89  <b>Use Lincoln’s Second Inaugural Address</b> to identify use of persuasive language by making a graphic organizer to list emotional words or phrases in one column and factual words or phrases in the other- IRG 3.3  <b>Interview a Family Member</b> about their ancestors’ arrival in America or early experiences working in the country (where the ancestors came from, when they left their homeland, why and how they left, where they worked). Write a paragraph that summarizes the results of their interview.- IRG 3.4</p>	<p><b>BELL RINGER:</b>            3.3- write the term <i>Civil War</i> in a circle on the board. Underline the word <i>Civil</i>. Explain that this word indicates that the war was fought between citizens of the United States. The citizens of the northern states and the citizens of the southern states fought one another. Have students share what they know about the Civil War and add additional circles with the provided information to form a word web on the board.- IRG 3.3            3.4- ask students to think about a time when they moved from one place to another. Request that they draw a flow chart that shows the steps they or their families followed in the moving process. Then ask them to consider how their emotions might have changed throughout the process. - IRG 3.4</p> <p><b>VOCABULARY:</b>            3.3- abolitionists, sectional, slave codes, surrender, triangular trade, persuasive language            3.4- pull factors, push factors, nativists, settlement houses, tenements, social class</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21<sup>st</sup> Century Skill: Use Internet Resources</b>— two different types of written primary sources might be found on the Internet (images of an actual document, such as a handwritten diary entry; and transcripts, or typed versions, of the source) when searching for “abolitionist documents”- page 82, IRG 3.3  <b>Write About Social Studies, Causes and Effects of War</b> (Cause-and-Effect Essay)-pages 94-95, 350</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Writing Activity:</b> (Include an introduction, body with relevant details and a summarizing conclusion)  <i>IRG 3.3-</i> Choose one of the following, and imagine that you are that person living in the United States around the time of the Civil War: a Southerner who views abolitionists as a direct threat to his/her way of life or an abolitionist who is calling for immediate and universal emancipation. Write a short speech in which you attempt to persuade others to share your views.  <i>IRG 3.4-</i> Imagine that you are an immigrant who has been able to find a job and a place to live after living at Hull House. Write a letter to Jane Addams thanking her for her work and describing how it made a difference in your life. Your letter should include the salutation, the body, and the closing.</p> <p><b>EXIT SLIP:</b>  <b>Think About Social Studies</b>, pages 80, 82, 83, 87, 88, 89</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>            USH.c.1, USH.c.2, USH.c.3, USH.c.4, USH.e, SSP.5.a, SSP.9.c  <b>CCR Reading Anchor:</b> R.6</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Interpret Graphic Information:</i> maps  <i>Evaluate/ Extend Meaning:</i> author purpose  <i>Recall Information:</i> details; <i>Construct Meaning:</i> summarize and paraphrase</p>	<p><b>EVALUATION/ASSESSMENT:</b>            Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 84-85, 90-91            Chapter Review and Check Your Understanding- pages 92-93</p>

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TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 4 (pages 96-113)</p> <p><b>TOPIC:</b> AMERICAN HISTORY: WORLD WAR I THROUGH MODERN TIMES</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 67-82, 93-96, 139-146, 193-200, 209-224</i>  <i>Achieving TABE Success in Reading, Level A Reader, pages 25-40, 56-59, 77-86</i>  <i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 4.1, 4.2</i>  <i>Reading Basics, Advanced Workbook, pages 5, 22-26, 54-58, 62-66, 78-82, 158-162</i>  <i>Reading Basics, Advanced Reader, pages 6, 8, 14, 16, 22, 24, 30, 32, 38, 40, 46, 48, 54, 56, 62, 64, 70, 72, 78,80, 86,88, 94, 96, 102, 104, 110, 112, 118, 120</i>  <i>Words to Learn By- Advancing Academic Vocabulary, Lesson 4</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 1.1, 3.1, 3.2, 4.1, 5.2, 5.5</i>  <i>LearnSmart Achieve Adaptive Social Studies, Lessons 3.1, 3.2</i>  <i>MHAchieve Online Social Studies, Lessons 4.1, 4.2</i>  <i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 5</b></p> <p><b>UNIT TITLE:</b> AMERICAN HISTORY: WORLD WAR I THROUGH MODERN TIMES</p> <p><b>LESSON(S) TITLE:</b> 4.1- <i>World War I</i>; 4.2- <i>World War II</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>            4.1- Identify the causes of World War I; Explain the effects of World War I on Europe and the U. S.; Understand how and why the League of Nations was formed            4.2- Understand the events that led up to World War II; Explain why the U. S. entered the war; Understand how the war affected life in the U. S.</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Make Predictions</b> – use predictions to guide reading a selection (think about what is already known and then use that information to make a logical prediction)- page 99  <b>Sequence Events</b> – develop a time line showing the events in sequence for World War I using a flowchart to first list the main ideas.- page 102  <b>Identify Author’s Bias</b> – some writing contains bias and presents and argues for acceptance of one point of view only – use the Internet to find propaganda from World War II- page 107  <b>Understand the Main Idea</b>– read the passage and determine the main ideas and whether they are stated or unstated ( the bullets help identify the main ideas)- page 110</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Suffix –ism-</b> Often adding a suffix to a base work makes the new word is a different part of speech. Write the suffix –ism on the board and explain that it means “the act or process of doing something.” Write <i>imperialism, nationalism, and militarism</i> on the board. Have students predict their meanings.- IRG 4.1  <b>Write Sentences-</b> write a single sentence that includes <i>totalitarian government, and another sentence that includes fascism, and propaganda.-</i> IRG 4.2</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn ,</b> pages 103, 108  <b>Read an Article from a Local Newspaper</b> about a current conflict in the world, making at least two predictions based on what is already known and the information that is in the article.- IRG 4.1  <b>Identify the Main Idea</b> of each paragraph in “ The Holocaust” (page 109) and “War in the Pacific” (page 110). Copy the main idea sentence if it is stated or write your own main idea sentence if it is unstated.- IRG 4.2</p>	<p><b>BELL RINGER:</b>            4.1- Write the term <i>World War I</i> on the board. Have students share what they know about this war. You might want to play a song written as the war began for the United States, such as “Over There” written by George M. Cohan. Discuss the lyrics of the song and how it reflected public opinion.- IRG 4.1            4.2- List on the board: <i>Roosevelt, Stalin, Churchill, Hitler, Holocaust, Pearl Harbor, D-Day, and Nazis.</i> Ask students what these terms relate to and how they relate to it. Then have students do a Think-Pair-Share activity. First they should think about the prompt. Next they should talk with a partner about what these names relate to and how they relate. Then pairs should share their thinking with the rest of the class.- IRG 4.2</p> <p><b>VOCABULARY:</b>            4.1- imperialism, League of Nations, militarism, nationalism, alliance, revolution            4.2- fascism, internment, isolationism, totalitarian government, depression, propaganda</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>Technology Skills: Apply Technology to a Task:</b> – create a multimedia presentation on a topic related to WWI (trench warfare, tanks, barbed wire, victory gardens, war bonds, posters, music, poetry, propaganda, women in the workforce, rationing), using graphic and audio sources - page 103  <b>Workplace Skills: Use Reasoning-</b> use the Internet to find the skills and tasks required for a job (find job description online) and determine which type of reasoning (inductive or deductive) the job most likely requires -page 111</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Writing Activity:</b> (Include an introduction, body with relevant details and a summarizing conclusion)  <i>IRG 4.1-</i> Reread President Wilson’s Fourteen Points Speech (page 105), considering each point, and its meaning. Then write a short paragraph summarizing his most important points, and provide an opinion about whether Wilson’s plan was a workable option. Cite evidence to support your opinion.  <i>IRG 4.2-</i> Thousands of Japanese Americans were held against their will in internment camps in the United States; then, in 1945, the Supreme Court ruled that they could no longer be kept in these camps, so they were released. Unfortunately, when they returned to the areas where they had once lived, things were not the same (homes were gone, loss of jobs, hostility from non-Japanese citizens). Why do you think the United States government had a responsibility to help Japanese Americans return to society? What should it have done? Write a short paragraph in which you use reasoning to explain your position.</p> <p><b>EXIT SLIP:</b>  <b>Think About Social Studies,</b> pages 99, 102, 103, 107, 110, 111</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>            USH.f.1, USH.f.2, USH.f.3, USH.f.4, USH.f.5, USH.f.6, USH.f.7, USH.f.8, USH.f.9, USH.f.10, USH.f.11, USH.f.13, SSP.3.a, SSP.5.d  <b>CCR Reading Anchor:</b> R.6, R.8</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Interpret Graphic Information:</i> maps  <i>Evaluate/ Extend Meaning:</i> predict outcomes; author purpose  <i>Construct Meaning:</i> main idea  <i>Recall Information:</i> sequence; stated concepts</p>	<p><b>EVALUATION/ASSESSMENT:</b>            Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 104-105, 112-113</p>

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<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 4 (pages 114-137, 351)</p> <p><b>TOPIC:</b> AMERICAN HISTORY: WORLD WAR I THROUGH MODERN TIMES</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level A Workbook, pages 89-96, 139-146, 171-178, 201-208</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 35-45, 56-59, 66-81, 87-91</i></p> <p><i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 4.3, 4.4, 4.5</i></p> <p><i>Reading Basics, Advanced Workbook, pages 5, 38-42, 62-66, 154, 166-170</i></p> <p><i>Reading Basics, Advanced Reader, pages 6-7, 14-15, 22-23, 30-31, 38-39, 46-47, 54-55, 62-63, 70-71, 78-79, 86-87, 94-95, 102-103, 110-111, 118-119</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 16</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level A, Reading, Lessons 1.1, 4.1, 4.2, 5.1</i></p> <p><i>LearnSmart Achieve Adaptive Social Studies, Lessons 3.3, 3.4</i></p> <p><i>MHAchieve Online Social Studies, Lessons 4.3, 4.4, 4.5</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 6</b></p> <p><b>UNIT TITLE:</b> AMERICAN HISTORY: WORLD WAR I THROUGH MODERN TIMES</p> <p><b>LESSON(S) TITLE:</b> 4.3- <i>The Cold War</i>; 4.4- <i>Societal Changes</i>; 4.5- <i>Foreign Policy in the 21<sup>st</sup> Century</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 4.3- Explain the spread of communism throughout the world; Understand how the United States matured as a world power ; Understand how the world reacted to the Cold War 4.4- Understand US domestic issues in the second half of the twentieth century; Explain US politics and the scandals that took place; Understand how communism affected US foreign policy 4.5- Understand the events of the 9/11 terrorist attack; Understand how the 9/11 terrorist attack affected US foreign policy; Explain how the world reacted to the war on terror</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b> <b>Identify Implications</b> – ask why writers might imply something rather than directly state it. Emphasize that <i>imply</i> means “to suggest” and that an <i>implication</i> is a suggestion- page 115 <b>Use Maps, Charts, and Graphs</b>– use the title of a map, along with the key and labels to assist in reading a map and accompanying text-page 116 <b>Integrate Concepts Presented in Different Ways</b> – use the table to present information on the cost of the Vietnam War, in lives lost and financial cost-(<a href="http://www.archives.gov/research/military/vietnam-war/casualty-statistics.html#category">http://www.archives.gov/research/military/vietnam-war/casualty-statistics.html#category</a>) -page 124, IRG 4.4 <b>Paraphrase Information</b>– restate information (main ideas and details) in own words, being careful not to plagiarize- page 125 <b>Evaluate Evidence</b>– often opinions use words to make a listener feel a certain way, so we say that they are emotionally charged, while unsupported claims are those that cannot be proved as fact-page 131</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Examine Proper Nouns</b>- explain that the terms <i>Truman Doctrine</i> and <i>Marshall Plan</i> are proper nouns, with proper names making up part of the compound words- IRG 4.3 <b>Conduct Research Projects</b> – research the Israel-Palestine conflict, develop a thesis to explain and create a video documentary developing the thesis- page 130</p> <p><b>HOME LEARNING:</b> <b>Write to Learn</b> , pages 119, 125, 131 <b>Read an Article</b> from the local newspaper or online that deals with an issue such as rising costs associated with energy (e.g., gasoline prices), and make a list of implications associated with gasoline prices rising, (having to reduce other expenses to pay for gas, carpooling, taking public transportation, riding a bicycle).- IRG 4.3 <b>Paraphrase “the Watergate Scandal”</b> (page 124), by first reading it and then stating the main idea and important details- IRG 4.4 <b>Read a Speech</b> by President Obama or President George W. Bush and identify the topic of the speech; find two statements of facts and two unsupported claims, or opinions; identify any emotionally charged language in the speech; explain how that language affects them as a reader of the speech.- IRG 4.5</p>	<p><b>BELL RINGER:</b> 4.3- Write the term <i>Cold War</i> on the board. Have students share what they know about this term. Discuss that the Cold War was a 40-year standoff between the Soviet Union and the United States over the spread of communism. – IRG 4.3 4.4- Write the term <i>Great Society</i> in the center of a word web on the board and ask students what their idea of a “Great Society” would be; then add their ideas to the web. IRG 4.4 4.5- ask students to orally report on an experience they had related to 9/11 (remember the event, visit a memorial site, see a video or picture that made an impact on them, know someone who played a role in the rescue effort). Then discuss how they think the events of that day changed their lives. IRG 4.5</p> <p><b>VOCABULARY:</b> 4.3- containment, Marshall Plan, NATO, Truman Doctrine, negotiate, refugee 4.4- détente, Great Society, impeach, poverty line, media, scandal 4.5- terrorism, militants, foreign policy, insurgents, embassy, conduct</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21<sup>st</sup> Century Skill: Information, Communication, and Technology Literacy</b>- use the internet to research the pro and con of the U.S. involvement in the Vietnam Conflict, and present a slide show with conclusions- page 119 <b>21<sup>st</sup> Century Skill: Media Literacy</b>, explain the role that mass media plays in presenting issues, and whether or not the media is objective and the reasons for thinking this. page 123 <b>Write About Social Studies, Write about Propaganda</b>, (Identifying Propaganda)-pages 136-137, 351</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>Writing Activity:</b> <i>IRG 4.3-</i> Imagine that it is the evening of October 22, 1962, and you are listening to President Kennedy’s statement regarding the Soviet missiles in Cuba. Write a journal entry about your experience (the effect of Kennedy’s words on you, how his choice of words makes you feel). <i>IRG 4.4-</i> President Johnson was popular for his domestic policies but unpopular for his foreign policies, especially regarding the Vietnam War. Rate President Johnson (was he a good president). <i>IRG 4.5-</i> When the Constitution was created, there was no e-mail, Internet, or telephones. Do you think the Constitution as it stands is sufficient to deal with new technologies, or would you be in favor of an amendment that addresses these technologies?</p> <p><b>EXIT SLIP:</b> <b>Think About Social Studies</b>, pages 115, 117, 119, 121, 123, 124, 125, 130, 131</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> USH.f.12, USH.g.1, USH.g.2, USH.g.3, USH.g.4, USH.g.5, USH.g.6, USH.g.7, USH.g.8, USH.g.9, USH.h, SSP.6.a, SSP.6.c, SSP.7.b</p>	<p><b>TABE CORRELATION TO TEXT:</b> <i>Interpret Graphic Information:</i> maps; graphs; <i>Evaluate/ Extend Meaning:</i> fact/ opinion <i>Construct Meaning:</i> summarize/ paraphrase; main idea</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 120-121, 126-127, 132-133; Chapter Review - pages 134-135</p>

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<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 5 (pages 138-151)</p> <p><b>TOPIC:</b> FUNDAMENTALS OF ECONOMICS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 59-66, 139-162, 193-200</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 20-24, 56-71, 77-81</i></p> <p><i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 5.1, 5.2</i></p> <p><i>Reading Basics, Advanced Workbook, pages 14-18, 30-34, 62-66, 150-154, 158-162</i></p> <p><i>Reading Basics, Advanced Reader, pages 6, 8, 14,16, 22, 24, 30, 38, 40, 46, 48, 54, 56, 62, 64, 70, 72, 78, 86, 88, 94, 96, 102, 110, 112, 118, 120</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 4, 8</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 2</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 4.1, 4.4, 4.5, 5.2</i></p> <p><i>LearnSmart Achieve Adaptive Social Studies, Lesson 4.1</i></p> <p><i>MHAchieve Online Social Studies, Lessons 5.1, 5.2</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 7</b></p> <p><b>UNIT TITLE:</b> FUNDAMENTALS OF ECONOMICS</p> <p><b>LESSON(S) TITLE:</b> 5.1- Markets, Monopolies, and Competition; 5.2- The Factors of Production</p> <p><b>TEXT LESSON OBJECTIVES:</b>                      5.1-Explain the difference between goods and services; Give examples of goods and services; Contrast competition and monopoly                      5.2-List the factors of production; Understand the relationship between labor and capital; Discuss the importance of entrepreneurship</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Predict Outcomes</b> – predict the outcomes (result of an action) if a country has its production controlled by the government - page 141  <b>Synthesize Ideas from Multiple Sources</b>– select a product recently purchased and research the features and prices of the product from a comparative store- page 142  <b>Make Inferences</b> –use the details about the making of kerosene and subsequent discovery of gasoline to infer the change in the value of gasoline-page 147  <b>Analyze Ideas</b>– of “Natural Resources” (page 147) by first identifying the main idea then the supporting details-page 148</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Suffix <i>mono-</i></b> means “one” and <i>poly</i> means “many”: a <i>monopoly</i> is “the control of many by one.” Ask students to identify the base word and the suffix in the word <i>competition</i>.-IRG 5.1  <b>Multiple-Meaning Words</b>- some words have more than one meaning, such as <i>capital</i>, which can mean “punishable by death,” “most important,” or “wealth.” When readers encounter such words in text, they must use context clues within the sentence and the surrounding sentences to determine which meaning an author intends- IRG 5.2</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b>, pages 143, 149  <b>What would be the effect</b> of a stock market crash on the price of goods (people no longer have money to spend on goods)?- IRG 5.1  <b>Develop a chart listing</b> natural and renewable resources, along with forms of human labor. Use the chart to list resources for potential products- IRG 5.2  <b>Use the internet</b> to find small business entrepreneurs in the community to interview (with questions presented to the entrepreneur via e-mail). After gathering answers, have students write a profile of the entrepreneur.- IRG 5.2</p>	<p><b>BELL RINGER:</b>                      5.1-ask volunteers to relate shopping experiences. Ask for online as well as direct shopping experiences. (<i>What did you purchase? Who decided what would be purchased? Who decided what would be sold?</i>)Ask students how their experience might have differed if only one business sold the item they wanted to buy.- IRG 5.1                      5.2- Ask students to think about the materials and methods that are used to create a book (factors of production).- IRG 5.2</p> <p><b>VOCABULARY:</b>                      5.1- goods, service, market, competition, monopoly, outcome                      5.2- natural resources, labor, capital, entrepreneurship, inference, scarce</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21<sup>st</sup> Century Skills: Information, Communication, and Technology Literacy</b>- compare the advantages of information presented in printed format or in audio format- page 143  <b>21<sup>st</sup> Century Skill: Use Internet Resources</b>- to research a famous entrepreneur (e.g. Mark Zuckerberg). Compare the information found on an educational website to that on personal and news websites- page 149</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Writing Activity:</b> (Include an introduction, body with relevant details and a summarizing conclusion)  <i>IRG 5.1-</i> Imagine you are starting a new business and selling a product that you make. What product are you selling? What resources do you need to create the product? What resources do you need to sell the product? Where will you sell your product? Online or in a shop? What equipment will you need?  <i>IRG 5.2-</i> Some businesses today are concerned about scarcity of natural resources. These businesses focus on selling recycled products to help conserve resources. Do you think making products from recycled materials is a worthwhile idea? How does recycling affect factors of production?</p> <p><b>EXIT SLIP:</b>  <b>Think About Social Studies</b>, pages 141, 142, 143, 147, 148, 149</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>                      E.c.1, E.c.3, E.c.4, E.c.7, SSP.1.a, SSP.9.a  <b>CCR Reading Anchor:</b> R.1, R.8</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Construct Meaning:</i> compare/ contrast; main idea; conclusion  <i>Recall Information:</i> Details  <i>Evaluate/ Extend Meaning:</i> predict outcomes</p>	<p><b>EVALUATION/ASSESSMENT:</b>                      Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 144-145, 150-151</p>

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TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 5 (pages 152-167, 352)</p> <p><b>TOPIC:</b> FUNDAMENTALS OF ECONOMICS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 21-44, 59-66, 89-92, 139-146, 201-208</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 5-15, 20-24, 35-45, 56-59, 77-91</i></p> <p><i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 5.3, 5.4</i></p> <p><i>Reading Basics, Advanced Workbook, pages 14-18, 37, 124, 140, 148, 154, 166-170</i></p> <p><i>Reading Basics, Advanced Reader, pages 6,14, 22, 30, 32, 38, 46, 48, 54,56, 62, 70, 72, 78, 80, 86, 94, 96, 102, 104, 110, 112, 118, 120</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lessons 13, 17</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 6, 12, 17</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 1.1, 2.1, 4.1, 5.1</i></p> <p><i>LearnSmart Achieve Adaptive Social Studies, Lesson 4.1</i></p> <p><i>MHAchieve Online Social Studies, Lessons 5.3, 5.4</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 8</b></p> <p><b>UNIT TITLE:</b> FUNDAMENTALS OF ECONOMICS</p> <p><b>LESSON(S) TITLE:</b> 5.3- <i>Profits and Productivity</i>; 5.4- <i>Specialization and Comparative Advantage</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>                      5.3-Explain why profit is important in a market economy; Describe the relationship between productivity and profit; Discuss the role of incentive in making a profit                      5.4-Explain how specialization can lead to increased profits and result in interdependence; Define <i>comparative advantage</i>, and explain the importance of opportunity cost</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Interpret Graphics</b> – review the graph depicting the first quarter income statement showing the sales, expenses and profit of a small business. Determine the cycle that the graph shows- page 153  <b>Use Context Clues to Understand Meaning</b>– of the term <i>command economy</i> and determine if the U.S. fits the definition- page 155  <b>Identify Facts and Details</b> – including reasoned judgments in a news report- page 160  <b>Gather Information</b>– about the interdependence of a product that is used every day, including the source of materials and manufacturing area-page 161</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Workplace Skills: Understand and Apply Technical Terms and Jargon</b>- list and define specialty terms used in a familiar industry- page 159  <b>Compound Words</b>- The meaning of a compound word may be separate from the meanings of the two individual words. Using <i>market economy</i> and <i>net income</i>, have students use dictionaries to define each individual word and each compound word.- IRG 5.3  <b>Suffixes</b>- use dictionaries to conduct word studies (meanings, affixes, and parts of speech) of the following words: <i>special, specialize, specialization; depend, dependence, interdependence</i>- IRG 5.4</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b> , pages 155, 161  <b>Use a Graph Depicting</b> labor costs in various countries to determine which country had the greatest labor costs.- IRG 5.3  <b>Create a T-chart</b> with the left column labeled <i>Lack of Productivity</i> and the right labeled <i>Productivity</i>. List the effects of each in the appropriate column (in the <i>Lack of Productivity</i> column, one might list <i>Fired from Job</i>; in the <i>Productivity</i> column, one might list <i>Rewarded with Raise</i>)- IRG 5.3</p>	<p><b>BELL RINGER:</b>                      5.3-Ask volunteers to share a time when they took on a risk to achieve a goal. (What did you risk? Was the risk worth it? ) Have students share what they believe entrepreneurs risk when they start a new business. –IRG 5.3                      5.4-ask students to name various sports such as football, baseball, track, and volleyball. Ask them how effective one team would be if a coach of another team tried to instruct them—for example, a football coach instructing a volleyball team. Explain that coaches are more effective if they coach in their specialty. Tell students that just as in sports, specialization in business creates advantages. –IRG 5.4</p> <p><b>VOCABULARY:</b>                      5.3- market economy, net income, productivity, depreciation, incentive, strategy                      5.4- absolute advantage, comparative advantage, opportunity cost, specialization, efficient, interdependence</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21<sup>st</sup> Century Skill: Productivity and Accountability</b>- students list people to whom they are accountable, such as their family, friends, employers, and teachers; and then list tasks they are accountable for, such as chores at home, commitments with friends and family, and tasks on the job-. page 154  <b>Write About Social Studies, Business Production (Process Essay)</b>, pages 166-167, 352</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <b>Writing Activity:</b> (Include an introduction, body with relevant details and a summarizing conclusion)  <i>IRG 5.3-</i> To control the risk of failure, business owners control expenses, including wages. Minimum wage is the lowest possible wage a business can pay according to law. Some business owners state they cannot afford to pay more than minimum wage, even when their profits are high. Do you agree with these business owners? Or do you think the entrepreneur should be required to pay more than minimum wage when a business is highly profitable?  <i>IRG 5.4-</i> Absolute advantage depends on efficiency—the ability to produce desired results without wasting materials, time, or energy. Think of a task performed at a local business, such as bagging groceries or mowing lawns. Write a brief paragraph explaining how the task can be performed more efficiently.</p> <p><b>EXIT SLIP:</b>  <b>Think About Social Studies</b>, pages 153, 154, 155, 159, 161</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>                      E.c.2, E.c.5, E.c.6, E.c.8, E.c.9, E.c.10, E.c.11, SSP.4.a, SSP.7.a</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Interpret Graphic Information:</i> graphs;  <i>Words in Context</i>  <i>Recall Information:</i> details  <i>Evaluate/ Extend Meaning:</i> fact/ opinion</p>	<p><b>EVALUATION/ASSESSMENT:</b>                      Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 156-157, 162-163                      Chapter Review and Check Your Understanding- pages 164-165</p>

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TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 6 (pages 168-191, 353)</p> <p><b>TOPIC:</b> MICROECONOMICS AND MACROECONOMICS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 89-92, 147-154</i>  <i>Achieving TABE Success in Reading, Level A Reader, pages 35-45, 60-65</i>  <i>Achieving TABE Success in Mathematics, Level A Workbook, pages 96-106</i>  <i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 6.1, 6.2, 6.3</i>  <i>Reading Basics, Advanced Workbook, pages 150-154</i>  <i>Reading Basics, Advanced Reader, pages 24, 48, 88</i>  <i>Words to Learn By- Expanding Academic Vocabulary, Lesson 12</i>  <i>Words to Learn By- Advancing Academic Vocabulary, Lesson 19</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success, Level A, Reading, Lessons 1.1, 4.4</i>  <i>Instruction Targeted for TABE Success, Level A, Mathematics, Lessons 11.1, 11.2, 11.3, 12.2</i>  <i>LearnSmart Achieve Adaptive Social Studies, Lesson 4.2</i>  <i>MHAchieve Online Social Studies, Lessons 6.1, 6.2, 6.3</i>  <i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 9</b></p> <p><b>UNIT TITLE:</b> MICROECONOMICS AND MACROECONOMICS</p> <p><b>LESSON(S) TITLE:</b> 6.1- <i>Microeconomics</i>; 6.2- <i>Macroeconomics and Government Policy</i>; 6.3- <i>Macroeconomics, the GDP, and Price Fluctuation</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>          6.1-Identify the relationship between supply and demand; Interpret graphs of supply and demand curves; Explain market equilibrium          6.2-Explain the relationship between revenue and expenditures; Describe the fiscal and monetary policies used by the federal government; Discuss the purpose of tariffs          6.3-Explain why the gross domestic product is an important measure; Contrast inflation and deflation; Explain the significance of the unemployment rate</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Analyze Information</b> – in charts and graphs of economic data using mean, median and mode- page 172  <b>Interpreting Charts and Graphs</b>– find the correlation between the price of CDs (and the quantity sold) as listed in a chart of a demand schedule to a line graph of a demand curve (<i>How might a demand curve help business owners?</i>) -page 171, IRG 6.1  <b>Identify Comparisons and Contrasts</b> – in circle graphs of federal budget expenditures during 1990 and 2010, by listing the differences in the information shown- page 177  <b>Interpret Meaning</b>– of a statement from a nonprofit about fiscal policy (<i>What clues let you know that the nonprofit is not accepting the Fed’s involvement?</i>)- page 179  <b>Read Charts</b> – showing the quarterly percentage of change in the US GDP, providing a visual of economic trends-page 183  <b>Integrate Visual Information</b>–(about inflation, GDP, goods and services) in a chart so readers can see the relationships among concepts (how GDP is impacted by inflation)-page 184</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Domain-Specific Words and Phrases</b>- the term <i>demand</i> has a specific meaning in the field of economics while the term <i>curve</i> has a mathematical definition.- IRG 6.1  <b>Greek and Latin Roots</b>- the Latin verb <i>flare</i> means “to blow,” the prefix <i>in-</i> means “in or into,” and the prefix <i>de-</i> means “down or away.” The suffix <i>-ion</i> means “act or process.” Determine the meanings of <i>inflation</i> and <i>deflation</i> - IRG 6.3</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b>, pages 173, 178, 184  <b>Analyze Advertisements on Social Media</b> that target the interests of users according to the sites a user frequents- IRG 6.1  <b>Identify the Causes and Effects of Unemployment</b> and record them in a cause-and-effect graphic organizer and answer the question: How does unemployment affect the production of goods and services?- IRG 6.3</p>	<p><b>BELL RINGER:</b>          6.1-tell students to imagine that they must travel 20 miles and that there is only one car available to drive them. Ask how much they are willing to pay for a ride. Discuss the factors that affect the price they are willing to pay.-IRG 6.1          6.2-Ask students whether they track the amount of money they earn and the amount of money they spend. Ask students to explain the benefits that this practice has and to predict what might happen if one did not keep track of one’s money.- IRG 6.2          6.3-Ask students to explain what happens if something inflates, and what happens when prices inflate, or increase.- IRG 6.3</p> <p><b>VOCABULARY:</b>          6.1- demand curve, law of demand, market equilibrium, supply curve, supply and demand, median          6.2- expenditures, fiscal policy, monetary policies, subsidy, tariff, contrast          6.3- gross domestic product (GDP), inflation, deflation, unemployment rate, integrate, cyclical</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21<sup>st</sup> Century Skill: Financial, Economic, Business, and Entrepreneurial Literacy</b>- research how the demand for a product might create a “black market”- page 173  <b>21<sup>st</sup> Century Skill: Communication and Collaboration</b>- those who are unemployed often share stories with one another about their experiences and help one another move forward and find other jobs, which is called <i>networking</i>. page 185  <b>Write About Social Studies, Microeconomics and Macroeconomics</b> (Compare-and-Contrast Essay), pages 190-191, 353</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <i>IRG 6.1-</i> The United States has a mixed economy. Write a brief paragraph comparing this type of economy to a centrally planned economy.  <i>IRG 6.2-</i> The US government creates policies to help manage the economy. In a brief paragraph, contrast fiscal policy and monetary policy.  <i>IRG 6.3-</i> Inflation and deflation affect the economy. Write a brief paragraph comparing and contrasting inflation and deflation. Include their effects on the overall economy.</p> <p><b>EXIT SLIP:</b>  <b>Think About Social Studies</b>, pages 171, 172, 173, 177, 179, 183, 184, 185</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>          E.d.1, E.d.2, E.d.3, E.d.4, E.d.5, E.d.7, E.d.8, E.d.9, E.d.10, E.d.11, SSP.2.a, SSP.6.a, SSP.10.b</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Reading: Interpret Graphic Information:</i> graphs  <i>Reading: Construct Meaning:</i> compare/ contrast  <i>Applied Mathematics:</i> Data Analysis: bar, line, and circle graph; table, chart, diagram; conclusions from data; Statistics and Probability: statistics</p>	<p><b>EVALUATION/ASSESSMENT:</b>          Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 174-175, 180-181, 186-187          Chapter Review and Check Your Understanding- pages 188-189</p>

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<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 7 (pages 192-215, 354)</p> <p><b>TOPIC:</b> ECONOMICS AND HISTORY</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 147-170, 209-224, 245-248</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 60-71, 82-86, 92-96</i></p> <p><i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 7.1, 7.2, 7.3</i></p> <p><i>Reading Basics, Advanced Workbook, pages 30-34, 46-50, 54-58, 150-154,</i></p> <p><i>Reading Basics, Advanced Reader, pages 7-8, 15-16, 23-24,31- 32,39- 40,47- 48,55- 56,63- 64,71- 72,79- 80,87- 88,95- 96, 103-104, 111-112, 119-120</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 9</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 10</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 4.3, 4.4, 4.5, 5.5</i></p> <p><i>LearnSmart Achieve Adaptive Social Studies, Lesson 4.3</i></p> <p><i>MHAchieve Online Social Studies, Lessons 7.1, 7.2, 7.3</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 10</b></p> <p><b>UNIT TITLE:</b> ECONOMICS AND HISTORY</p> <p><b>LESSON(S) TITLE:</b> <i>7.1- Major Economic Events; 7.2- The Relationship Between Politics and Economics; 7.3- The Scientific and Industrial Revolutions</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>7.1-Explain ways in which major economic events have shaped the US government; Discuss how governmental policies developed as a result of economic events</p> <p>7.2-Explain the relationship between political and economic freedoms; Identify the economic causes and impacts of wars; Discuss how economic factors led to colonization</p> <p>7.3-Discuss how the Scientific Revolution changed the US economy; Identify how the Industrial Revolution changed the American economy and workers' lives</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Analyze Information</b> – compare the HDI (Human Development Index) of the US to other nations- page 195  <b>Identify Point of View-</b> by identifying the author’s background, main idea, emotional words/ phrases, opinions and facts- page 197  <b>Compare and Contrast</b> – use a Venn diagram to compare centrally planned and pure market economies- page 201  <b>Make Inferences-</b> using the facts in the text selection and prior knowledge to infer the feelings of Hawaiians regarding imperialism- page 202  <b>Interpret Meaning</b> – figurative language creates a special effect or meaning, but to interpret a selection look beyond the literal meaning of the words- page 208  <b>Identify Cause and Effect-</b> of urbanization- page 209</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Test-Taking Skill: Understand the Question-</b> the steps for understanding test questions includes identify key words ( <i>illustrate</i> in a question might require an answer that is made up of mainly examples as proof; <i>trace</i>, found in questions related to history would be answered with a short description in chronological sequence - page 196, IRG 7.1  <b>Workplace Skills: Interpret Information-</b>that is verbally given- page 203</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b> , pages 197, 203, 209  <b>Summarize the Different Points of View</b> people might have on a local issue; then write a statement that reflects their point of view (include an argument, emotional words or phrases, and opinions to make the point of view clear)- IRG 7.1  <b>Think of a kind of technology:</b> <i>What caused you to start it? What are the effects of your learning the new technology?-IRG 7.3</i></p>	<p><b>BELL RINGER:</b></p> <p>7.1-ask students to write in their own words what they think the word <i>recession</i> means, and what they know about the causes and effects of the recession that began in 2008- IRG 7.1</p> <p>7.2-ask students to list the rules and regulations that they must follow on the job or in school and why rules and regulations are necessary. Then explain that before the Great Depression, the government had a hands-off approach and tried not to impose regulations. It did not want to interfere in the economy. - IRG 7.2</p> <p>7.3- ask students to brainstorm a list of technological advances that took place in the past 150 years, categorizing the advances under headings such as <i>Transportation and Communication. (What effect did these advances have at the time? Do they still affect us today? )-</i> IRG 7.3</p> <p><b>VOCABULARY:</b></p> <p>7.1- business cycle, expansion, Great Depression, recession, stimulus, standard of living</p> <p>7.2- annexation, foreign aid, industrialized nations, laissez-faire, Open Door Policy, humanitarian</p> <p>7.3- cottage industry, Industrial Revolution, scientific method, Scientific Revolution, urbanization, innovation</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21<sup>st</sup> Century Skill: Creativity and Innovation-</b> <i>creative</i> means “being able to develop new ideas”- choose an important invention that has a great impact on life today- page 207  <b>Write About Social Studies, Reforms During the Industrial Revolution, (Persuasive Essay),</b> pages 214-215, 354</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  Be sure to provide support for your opinion.  <i>IRG 7.3-</i> Three of President Roosevelt’s New Deal programs are still in operation today (the Fair Labor Standards Act, Social Security, and the National Labor Relations Act). Consider the goals of these programs; then write a paragraph in which you respond to: Why do you think these programs are still in operation today? What might happen if they were phased out?  <i>IRG 7.2-</i> “Manifest Destiny” is the perceived right to take control of and settle the land from the Atlantic coast to the Pacific coast. Consider US overseas imperialism and if it was just a variation of Manifest Destiny? Write a brief paragraph in which you explain whether you consider imperialism to be a variation of Manifest Destiny or the opposite of it.  <i>IRG 7.3-</i> Imagine that you are an 18-year-old male or female working in a factory during the Industrial Revolution. What are the working conditions in the factory, where do you live, and what is your home like? Write a journal entry in which you share your daily struggles, fears, and hopes for the future.</p> <p><b>EXIT SLIP:</b>  <b>Think About Social Studies,</b> pages 195, 196, 197, 201, 202, 203, 207, 208, 209</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> E.a, E.b, E.f, E.g, E.h, SSP.1.b, SSP.3.c, SSP.5.c  <b>CCR Reading Anchor:</b> R.1, R.6, R.8</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Construct Meaning:</i> cause/ effect; compare/ contrast; conclusion  <i>Evaluate/ Extend Meaning:</i> apply passage elements, author purpose</p>	<p><b>EVALUATION/ASSESSMENT:</b>  Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 198-199, 204-205, 210-211; Chapter Review and Check Your Understanding- pages 212-213</p>



SOCIAL STUDIES GED® PACING GUIDES <COMMON CORE ACHIEVE- McGraw-Hill Education>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 8 (pages 216-237, 355)</p> <p><b>TOPIC:</b> CONSUMER CREDIT</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Reading, Level A Workbook, pages 20-44, 67-74, 163-170, 179-186, 209-224</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 5-15, 25-29, 66-76, 82-86</i></p> <p><i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 8.1, 8.2, 8.3</i></p> <p><i>Reading Basics, Advanced Workbook, pages 21, 29, 37, 45-50, 53-58, 61, 69, 78-82, 85, 93, 101-106, 109, 117, 125, 141, 149, 157, 165, 173, 181</i></p> <p><i>Reading Basics, Advanced Reader, pages 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112, 120</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 3</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level A, Reading, Lessons 2.1, 3.1, 4.3, 4.6, 5.5</i></p> <p><i>LearnSmart Achieve Adaptive Social Studies, Lesson 4.4</i></p> <p><i>MHAchieve Online Social Studies, Lessons 8.1, 8.2, 8.3</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK 11</b></p> <p><b>UNIT TITLE:</b> CONSUMER CREDIT</p> <p><b>LESSON(S) TITLE:</b> 8.1- Savings and Banking; 8.2- Types of Credit; 8.3- Consumer Credit Laws</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>8.1-Identify the types and uses of different financial institutions; Describe how people use checking accounts; Describe how people use savings accounts; Explain the similarities and differences between checking and savings accounts</p> <p>8.2-Identify several basic types of consumer credit; Compare the different types of consumer credit; Describe situations in which each type of credit is useful</p> <p>8.3-Explain the importance of consumer credit laws; Describe consumer credit laws</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Analyze Events and Details</b> –that caused the financial crisis of 2007-2008, recording the information in web diagram- page 219</p> <p><b>Get Meaning from Context</b> –determine the meaning of the word <i>insufficient</i>, and explain what led to this meaning- page 221</p> <p><b>Sequence Events</b> – that would happen if someone were to default on a loan- page 225</p> <p><b>Judge the Relevance of Information-</b> means to form an opinion after carefully thinking about it- page 225</p> <p><b>Analyze Point of View</b> – of the writer of the Fair Credit Reporting Act- page 229</p> <p><b>Identify Author’s Bias-</b> bias presents only one point of view or one side of an issue, and can be stated or unstated. Determine how bias affects the topic- page 231</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Workplace Skills: Maintain Customer Focus-</b> How might providing detailed information on a credit card statement help consumers? -page 230</p> <p><b>Multiple-Meaning Words-</b>some words have more than one meaning and more than one part of speech (<i>interest</i> can be a verb that means “to excite attention or curiosity,” or a noun that means “feeling of concern or curiosity” or “money paid for the use of money.” ) Examine the context clues in the sentence to determine the meaning. What are the meanings and parts of speech of the word <i>deposit</i>- IRG 8.1</p> <p><b>Suffix –ity-</b> In some cases, a suffix might change the part of speech of a base word, (<i>liable</i> is an adjective meaning “legally bound or obligated” while <i>-ity</i> means “state of,” and it creates a noun when it is added to a base word, <i>liability</i>, means “state of legal responsibility.” )-IRG 8.3</p> <p><b>HOME LEARNING:</b></p> <p><b>Write to Learn</b> , pages 221, 225, 229</p> <p><b>View Two Bank Websites</b> to determine the services offered by each bank, analyze the information and then to choose the preferred bank to use- IRG 8.1</p>	<p><b>BELL RINGER:</b></p> <p>8.1- ask students to volunteer experiences they have had using bank services to pay for goods. (<i>Did you use cash, checks, or credit cards to pay for items?</i> ) Have volunteers share what they know about loans. (<i>How do banks assist people in purchasing large items, such as houses or cars?</i>) IRG 8.1</p> <p>8.2- ask volunteers to share their knowledge of credit cards, including how credit cards are used in stores and how credit card bills are paid. IRG 8.2</p> <p>8.3-ask students to share what they know about identity theft. Tell students that the federal government has implemented laws to help protect consumers from identity theft, as well as other practices that affect their credit. IRG 8.3</p> <p><b>VOCABULARY:</b></p> <p>8.1- commercial bank, credit union, deposit, reserve, interest, rationale</p> <p>8.2- credit, credit score, default, installment loan, secured loan, judge</p> <p>8.3- Consumer Financial Protection Bureau, Consumer Credit Protection Act, Credit CARD Act, Equal Credit Opportunity Act, Truth in Lending Act, liability</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Workplace Skills: Understand the Rationale Behind Workplace Policies-</b> discuss how workplace policies benefit a business, its customers, and its employees - page 220</p> <p><b>Write About Social Studies, Consumer Credit (Evaluating Data),</b> pages 236-237, 355</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><i>IRG 8.1-</i> Imagine that you need to open a bank account to deposit your earnings from your job. Would you open a savings account or a checking account? Write a brief paragraph describing the reasons for your choice and the advantages it has over the other type of account.</p> <p><i>IRG 8.2-</i> Imagine you are writing a book on consumer credit. Write a brief paragraph in which you define credit card and explain how to use one to make purchases, including the advantages and disadvantages of credit cards.</p> <p><i>IRG 8.3-</i> The Consumer Financial Protection Bureau was created after the financial crisis of 2007. Do you think this agency is useful to the American people? In a brief paragraph, state whether you would keep or dissolve this agency. Provide statements that support your position.</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Social Studies,</b> pages 219, 220, 221, 225, 229, 230, 231</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> E.e.1, E.e.2, E.e.3, SSP.2.b, SSP.5.b, SSP.9.b</p> <p><b>CCR Reading Anchor:</b> R.2, R.6</p>	<p><b>TABE CORRELATION TO TEXT:</b> <i>Words in Context</i> <i>Recall Information:</i> sequence <i>Construct Meaning:</i> supporting evidence; cause/ effect <i>Evaluate/ Extend Meaning:</i> author purpose</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 222-223, 226-227, 232-233 Chapter Review and Check Your Understanding- pages 234-235</p>

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TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 9 (pages 238-263, 356)</p> <p><b>TOPIC:</b> SOCIETAL DEVELOPMENT</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 75-82, 93-96, 163-170, 209-224, 241-244</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 30-40, 66-71, 82-86, 92-96</i></p> <p><i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 9.1, 9.2, 9.3</i></p> <p><i>Reading Basics, Advanced Workbook, pages 5, 22-26, 46-50, 54-58, 142-146</i></p> <p><i>Reading Basics, Advanced Reader, pages 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112, 120</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 5</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 5</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 14</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success , Level A, Reading, Lessons 1.1, 3.2, 4.3, 5.4, 5.5</i></p> <p><i>LearnSmart Achieve Adaptive Social Studies, Lesson 5.1</i></p> <p><i>MHAchieve Online Social Studies, Lessons 9.1, 9.2, 9.3</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK</b> 12</p> <p><b>UNIT TITLE:</b> SOCIETAL DEVELOPMENT</p> <p><b>LESSON(S) TITLE:</b> 9.1- <i>Development of Ancient Civilizations</i>; 9.2- <i>Nationhood and Statehood</i>; 9.3- <i>Human Activity and the Environment</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>9.1-Understand the development of ancient North Africa and the Indian Subcontinent; Understand the development of early Chinese civilization; Understand the development of ancient Greece and Rome</p> <p>9.2-Compare boundaries and borders; Explain why borders often follow natural features; Discuss how cooperation and conflict influence the division of Earth’s surface</p> <p>9.3- Discuss the effects of population growth and economic development; Explain carrying capacity and global warming; Define sustainability, and give examples of sustainable development</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b></p> <p><b>Draw Evidence from Text</b> - read the passage “Civilizations on the Indian Subcontinent” (page 241) and cite the evidence from the text. : <b>The term evidence</b> means “clues,” –so authors sometimes do not directly state their position; instead they leave clues identifying their position - page 255, IRG 9.3</p> <p><b>Understand Cause and Effect-</b> words that indicate causation—<i>because, due, to, and on account of</i>; words that indicate effect—<i>so, thus, therefore, to, and as a result-</i> find the cause for the development of the <i>Mandate of Heaven-</i> page 243, IRG 9.1</p> <p><b>Synthesize Ideas from Multiple Sources</b> – answer questions about a map of the U.S. incorporating information from the accompanying text-page 249</p> <p><b>Analyze Author’s Purpose-</b> from the first topic sentence of “Borders and Conflict” (page 251), then read the rest of the paragraph to find if the details support the topic</p> <p><b>Analyze Ideas-</b> determine the sustainability practices that might be enacted in a person’s life-page 257</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Test-Taking Skill: Eliminate Unnecessary Information-</b> when a test question refers to an image ad a long paragraph, read the question first to determine what exactly is being asked- page 250</p> <p><b>Greek and Latin Roots-</b> the Greek word <i>polis</i> means “city” as in: <i>metropolis, cosmopolitan, police, and politics</i> .IRG 9.1</p> <p><b>Prefixes-</b> <i>co-</i> means “together” , so two borders that <i>coincide</i> “occur together” explain <i>map coordinates</i>. IRG 9.2</p> <p><b>Suffixes-</b> <i>-able</i>, meaning “is” or “can be” turns the verb <i>sustain</i> into an adjective <i>sustainable</i>; the suffix <i>-ity</i>, meaning “state” or “quality of,” turns an adjective into a noun <i>sustainability</i>. IRG 9.3</p> <p><b>HOME LEARNING:</b></p> <p><b>Write to Learn</b> , pages 241, 249, 256</p> <p><b>List Examples Of Chain Reactions</b> related to sustainability, using the text or personal knowledge as the source (a flow chart or cause-and-effect graphic organizer helps establish the relationship)- IRG 9.3</p>	<p><b>BELL RINGER:</b></p> <p>9.1-ask students what they know about China, India, Greece, and Rome; in particular, their culture, religion, and government. (<i>How have these societies influenced life in the United States today?</i>)- IRG 9.1</p> <p>9.2-ask students whether they have ever shared a room with a roommate or sibling. (<i>How did you divide the space? Did you ever have arguments over space? How did you resolve the arguments?</i> ) Cities, states, and nations have borders, which are sometimes changed due to conflicts - IRG 9.2</p> <p>9.3- ask students to list characteristics of large cities. (<i>What are some things you see and hear in large cities? What effect on the Earth’s environment does this worldwide population growth and human activity have?</i>)-IRG 9.3</p> <p><b>VOCABULARY:</b></p> <p>9.1- castes, civilization, consuls, dynasty, polis, mandate</p> <p>9.2- geometric boundaries, meridians, parallels, physical boundaries, political boundaries, coincide</p> <p>9.3- climate change, greenhouse effect, nonrenewable, renewable, deplete, sustainability</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21<sup>st</sup> Century Skill: Critical Thinking and Problem Solving-</b> applied to the advantages and disadvantages of a society cutting itself off from the rest of the world-page 244</p> <p><b>21<sup>st</sup> Century Skill: Environmental Literacy-</b> research the effects of climate change on human populations (use trusted sources- NOAA and EPA)-page 256</p> <p><b>Write About Social Studies, Human Activity and the Environment</b> (Descriptive Essay), pages 262-263, 356</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><i>IRG 9.1-</i> Imagine you are a slave in ancient Sparta. Write a brief paragraph describing how you became a slave and your daily life in Sparta. Consult outside sources, if needed, to get details.</p> <p><i>IRG 9.2-</i> Imagine that you are a landowner in Virginia in 1862. Describe how your state was divided during the Civil War. Include a description of the new boundary. Cite facts from the map and the text in this lesson in your description.</p> <p><i>IRG 9.3-</i> Imagine you are on the city council of a large city. Write a speech defending your decision to make changes in the city that support a sustainable environment.</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Social Studies</b>, pages 241, 243, 245, 249, 251, 255, 256, 257</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> G.s, g.b.1, G.b.2, G.b.3, G.b.4, G.b.5, SSP.2.b, SSP.3.b, SSP.8.a, SSP.10.c</p> <p><b>CCR Reading Anchor:</b> R.2, R.8</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Interpret Graphic Information:</i> maps; <i>Recall Information:</i> stated concepts</p> <p><i>Construct Meaning:</i> cause/effect; <i>Evaluate/ Extend Meaning:</i> author purpose; effect/ intention</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 246-247, 252-253, 258-259; Chapter Review - pages 260-261</p>

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<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> CHAPTER 10 (pages 264-287, 357)</p> <p><b>TOPIC:</b> BORDERS BETWEEN PEOPLE AND NATIONS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b>  <i>Achieving TABE Success in Reading, Level A Workbook, pages 89-96, 155-162, 179-186</i></p> <p><i>Achieving TABE Success in Reading, Level A Reader, pages 35-45, 60-65, 72-76</i></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 96-107</i></p> <p><i>Common Core Achieve 2014 GED® Social Studies Exercise Book, Lessons 10.1, 10.2, 10.3</i></p> <p><i>Reading Basics, Advanced Workbook, pages 5, 30-34, 102-106, 154</i></p> <p><i>Reading Basics, Advanced Reader, pages 16, 40, 56, 64, 72, 104</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lessons 2, 11</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for TABE Success, Level A, Reading, Lessons 1.1, 4.5, 4.6</i></p> <p><i>Instruction Targeted for TABE Success, Level A, Mathematics, Lessons 11.1, 11.2, 11.3, 12.2,</i></p> <p><i>LearnSmart Achieve Adaptive Social Studies, Lessons 5.2, 5.3</i></p> <p><i>MHAchieve Online Social Studies, Lessons 10.1, 10.2, 10.3</i></p> <p><i>Power Up!- Theme 5 (Taking a computer-based test)</i></p>	<p><b>WEEK</b> 13</p> <p><b>UNIT TITLE:</b> BORDERS BETWEEN PEOPLE AND NATIONS</p> <p><b>LESSON(S) TITLE:</b> 10.1- <i>Concepts of Region and Place</i>; 10.2- <i>Natural and Cultural Diversity</i>; 10.3- <i>Population Trends and Issues</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>  10.1-Understand how natural resources are utilized; Recognize the many ecosystems on Earth; Consider weather and climate  10.2-Discuss the diversity of physical geography; Discuss the diversity of human geography; Explain how landforms affect human settlement  10.3-Understand what is meant by the study of demography; Recognize that population patterns tell a great deal about how humans interact with their environment ; Explain the trend toward urban growth in the United States</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Use Graphs</b> – compare the sections represented in a circle graph-page 267  <b>Use Maps</b>- to describe the types of forests on Earth and their climates-page 269  <b>Infer</b> – where deserts on the Earth would be located using climate information-page 273  <b>Evaluate Evidence</b>- in the text that supports the statement that landforms, climate and environment affect how a culture develops- page 275  <b>Analyze Information</b> – by organizing the causes of migration in a table- page 280</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Workplace Skill: Use Data Effectively</b>- ask if a graph is effective and easy to use- page 279  <b>Words from Other Languages</b>- the word <i>plateau</i>, meaning “a large, flat area of land that is elevated above other areas of land that surround it,” is French. IRG 10.1  <b>Latin Roots</b>- many English words are based on Latin roots, for example, the Latin root <i>mort</i> means “death.” Based on this information, what do you think a mortality rate is? IRG 10.3  <b>Display Data</b>- determine the mean, median and range of data from a chart and display in a line graph -page 281</p> <p><b>HOME LEARNING:</b>  <b>Write to Learn</b> , pages 267, 274, 281  <b>Determine the Ecosystem</b> of the local area and describe the climate based on the type of ecosystem, then determine whether the description is accurate-IRG 10.1  <b>Research Ethnic Culture</b> and gather information about traditions, foods, and customs of the people in the students’ ancestry- IRG 10.2</p>	<p><b>BELL RINGER:</b>  10.1-ask students to describe what they see outside. (<i>How are you dependent on your environment?</i>)- IRG 10.1  10.2-ask students to list various countries on Earth, the languages spoken there, and any cultural traditions they might know. Have students list what they know about the physical features of these countries.- IRG 10.2  10.3-ask students if they have ever moved or know someone who has moved, and why. (<i>Did they move to a city or to a rural area? Do you think more people move to cities or to rural areas?</i>) - IRG 10.3</p> <p><b>VOCABULARY:</b>  10.1- culture, ecosystem, plain, plateau, carbon dioxide, isthmus  10.2- continent, diversity, landform, multicultural, density, infer  10.3- demography, migration, mortality rate, population, displaced, outlying</p> <p><b>STUDENT PRODUCT/PROJECT:</b>  <b>21<sup>st</sup> Century Skill: Apply Technology to a Task</b>- search the Internet for the local average temperatures and precipitation- page 269  <b>21<sup>st</sup> Century Skill: Social and Cross-Cultural Skills</b>- interview a fellow resident who has a differing cultural background- page 274  <b>Write About Social Studies, Immigration and Population</b> (Presenting an Argument Essay), pages 284-285, 357</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b>  <i>IRG 10.1</i>- Write a paragraph describing the climate in the region where you live, including average temperature and rainfall.  <i>IRG 10.2</i>- Many high schools and colleges in the United States require students to learn a second language other than English. Write a brief paragraph explaining why this requirement benefits young people living in a diverse world.  <i>IRG 10.3</i>- The areas surrounding cities, known as suburbs, continue to grow as people move out of cities into these more spacious residential areas. Some people believe that this urban sprawl is destroying the environment and that people should live in high-density areas such as cities. Other people believe that the suburbs are better for young families because they allow children to have outdoor space to play and allow families to have larger homes. Choose one side of the argument, and write a paragraph supporting your position.</p> <p><b>EXIT SLIP:</b>  <b>Think About Social Studies</b>, pages 267, 269, 273, 274, 275, 279, 280, 281</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b>  G.c.1, G.c.2, G.c.3, G.d.1, G.d.2, G.d.3, G.d.4, SSP.7.b, SSP.10.a, SSP.11.a</p>	<p><b>TABE CORRELATION TO TEXT:</b>  <i>Reading: Construct Meaning:</i> conclusion; supporting evidence  <i>Reading: Interpret Graphic Information:</i> maps, graphs  <i>Applied Mathematics: Data Analysis:</i> bar, line, circle graphs; tables, charts, diagrams; conclusions from data; <i>Statistics and Probability:</i> statistics</p>	<p><b>EVALUATION/ASSESSMENT:</b>  Vocabulary &amp; Skill Review; Skill &amp; Writing Practice- pages 270-271, 276-277, 282-283  Chapter Review and Check Your Understanding- pages 284-285</p>

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<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- SOCIAL STUDIES</b></p> <p><b>TEXT UNIT:</b> TEST (pages 288-303); WRITING RUBRIC (pages 358-359)</p> <p><b>TOPIC:</b> POST-TEST AND WRITE ABOUT SOCIAL STUDIES ASSIGNMENTS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b></p> <p><i>Common Core Achieve 2014 GED® Social Studies Exercise Book, pages vi-viii</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>MHAchieve Online, Social Studies- Post-test; Extended Response Checklist, Write About Social Studies</i></p> <p><i>Power Up!</i>- Theme 5 (Taking a computer-based test)</p>	<p><b>WEEK</b> 14</p> <p><b>UNIT TITLE:</b> POST-TEST AND WRITE ABOUT SOCIAL STUDIES PASSAGES</p> <p><b>LESSON(S) TITLE:</b> <i>Post-test, Review Write About Social Studies</i></p> <p><b>TEXT LESSON OBJECTIVES:</b>            Review all Social Studies objectives            Use Writing Rubric to score Essay (pages 358-359)            Use computerized test taking skills to complete a practice test.            Respond to a writing prompt (Write About Social Studies- pages 36-37, 62-63, 94-95, 136-137, 166-167, 190-191, 214-215, 236-237, 262-263, 286-287</p> <p><b>BEFORE, DURING &amp; AFTER READING STRATEGIES:</b>  <b>Use a graphic organizer</b> to develop a main idea and supporting details for an extended analytical response- pages 360-366</p> <p><b>ADDITIONAL STRATEGIES:</b>  <b>Check Your Understanding</b> page 303  <b>Review (proofread) essay</b> for correct grammar, logical organization, coherent focus and well-chosen details and examples.  <b>Strategies for Test Day</b></p> <p><b>HOME LEARNING:</b>  <b>Develop an outline</b> (using a graphic organizer) of a response to an opinion presented on a television program, online discussion board or newspaper. Include details and examples to support the response claim.</p>	<p><b>BELL RINGER:</b>            Ask students what would be the outcome of taking the Social Studies test? What would be the next step when they receive a passing score?</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>Review post test</b> results using explanation of test items from the text answer key as a large group, stopping to explore reasoning behind correct answers- pages 301-303</p> <p>Use <i>Power Up, Achieve Online</i> and <i>LearnSmart Achieve Adaptive</i> websites to practice testing skills.</p> <p><b>EXIT SLIP:</b>            Posttest- pages 288-303</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b></p>	<p><b>TABE CORRELATION TO TEXT:</b></p>	<p><b>EVALUATION/ASSESSMENT:</b>            Posttest (pages 288-301)</p>

GED® SOCIAL STUDIES PRACTICES / CONTENT TOPICS *		COLLEGE AND CAREER READINESS READING ANCHORS
<p><b>Social Studies Practices:</b>  <b>SSP.1:</b> Drawing Conclusions and Making Inferences  <b>SSP.2:</b> Determining Central Ideas, Hypotheses, and Conclusions  <b>SSP.3:</b> Analyzing Events and Ideas  <b>SSP.4:</b> Interpreting Meaning of Symbols, Words and Phrases  <b>SSP.5:</b> Analyzing Purpose and Point of View  <b>SSP.6:</b> Integrating Content Presented in Different Ways  <b>SSP.7:</b> Evaluating Reasoning and Evidence  <b>SSP.8:</b> Analyzing Relationships between Texts  <b>SSP.9:</b> Writing Analytic Response to Source Texts  <b>SSP.10:</b> Reading and Interpreting Graphs, Charts and Other Data Representation  <b>SSP.11:</b> Measuring the Center of a Statistical Dataset  <b>Civics and Government Content Topics:</b>  <b>CG.a</b> Types of modern and historical governments  <b>CG.b</b> Principles that have contributed to development of American constitutional democracy  <b>CG.c</b> Structure and design of United States government  <b>CG.d</b> Individual rights and civic responsibilities  <b>CG.e</b> Political parties, campaigns, and elections in American politics  <b>CG.f</b> Contemporary public policy</p>	<p><b>United States History Content Topics:</b>  <b>USH.a</b> Key historical documents that have shaped American constitutional government  <b>USH.b</b> Revolutionary and Early Republic Periods  <b>USH.c</b> Civil War and Reconstruction  <b>USH.d</b> Civil Rights  <b>USH.e</b> European settlement and population of the Americas  <b>USH.f</b> World Wars I and II  <b>USH.g</b> The Cold War  <b>USH.h</b> American foreign policy since 9/11  <b>Economic Content Topics:</b>  <b>E.a</b> Key economic events that have shaped American government and policies  <b>E.b</b> Relationship between political and economic freedoms  <b>E.c</b> Fundamental Economic Concepts  <b>E.d</b> Microeconomics and Macroeconomics  <b>E.e</b> Consumer Economics  <b>E.f</b> Economic causes and impacts of wars  <b>E.g</b> Economic drivers of exploration and colonization  <b>E.h</b> Scientific and Industrial Revolutions  <b>Geography Content Topics:</b>  <b>G.a</b> Development of classical civilizations  <b>G.b</b> Relationships between the environment and societal development  <b>G.c</b> Borders between peoples and nations  <b>G.d</b> Human migration</p>	<p><b>R.1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  <b>R.2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b>R.3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  <b>R.6:</b> Assess how point of view or purpose shapes the content and style of a text.  <b>R.8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>
TEXT & DIGITAL MATERIALS LIST (with ISBN numbers)		
<p>Achieving TABE Success in Reading, Level A, Workbook (978-0-07-704462-6)                      Achieving TABE Success in Reading, Level A, Reader (978-0-07-704466-4)                      Achieving TABE Success in Mathematics, Level A, Workbook (978-0-07-704470-1)                      Common Core Achieve: Social Studies Core Subject Module (978-0-02-135564-8)                      Common Core Achieve: 2014 GED® Social Studies Exercise Book (978-0-02-135573-0)                      Common Core Achieve: Instructor Guide: Social Studies (978-0-02-140571-8)                      Reading Basics, Advanced, Workbook (978-0-07-659099-5)                      Reading Basics, Advanced, Reader (978-0-07-659136-7)</p>	<p>Words To Learn By, Building Academic Vocabulary (978-0-07-658632-5)                      Words To Learn By, Expanding Academic Vocabulary (978-0-07-658633-2)                      Words To Learn By, Advancing Academic Vocabulary (978-0-07-658634-9)  <b>DIGITAL INSTRUCTION</b>                      Instruction Targeted for TABE Success (<i>online and LAN available</i>)                      MHAchieve Online, (978-0-02-135592-1)                      LearnSmart Achieve GED® Adaptive Test Prep, Social Studies (978-0-02-135604-1)                      Power Up! Getting Started with Computers and Keyboarding (978-0-07-666108-4)</p>	

MATHEMATICS GED® PACING GUIDES <<COMMON CORE ACHIEVE, MCGRAW-HILL EDUCATION>>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 1, (pages 10-45)</p> <p><b>TOPIC:</b> - NUMBER SENSE AND OPERATIONS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Mathematics, Level A Workbook, pages 13-17, 32-34, 40-41, 48, 51, 53, 58, 68-71, 73</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 1.1-1.4</i></p> <p><i>Number Power: Transitions Math, pages 1-14</i></p> <p><i>Number Power- Fractions, Decimals, and Percents, pages 11-12, 14, 64-65, 70-71</i></p> <p><i>Number Power- Pre-Algebra, pages 18-19, 24-25, 144-145</i></p> <p><i>Number Power- Algebra, pages 10-17, 22-23, 26-39, 152-153</i></p> <p><i>Workplace Skills: Applied Mathematics, Lessons 3, 4, 10, 11, 18, 20</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level A, Mathematics, Lessons 1.1-1.2, 1.5, 4.1-4.2, 7.1, 13.1</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lessons 1.1, 1.2, 2.1, 2.2</i></p> <p><i>MHAchieve Online, Mathematics, Lessons 1.1-1.4</i></p> <p><i>Workforce Connects Applied Mathematics, Lessons 3.3, 3.4, 4.6, 4.7, 5.7, 6.2</i></p>	<p><b>WEEK 1</b></p> <p><b>UNIT TITLE:</b> 1- NUMBER SENSE AND OPERATIONS</p> <p><b>LESSON(S) TITLE:</b> 1.1- <i>Order Rational Numbers on a Number Line</i>; 1.2- <i>Apply Number Properties</i>; 1.3- <i>Compute with Exponents</i>; 1.4- <i>Compute with Roots</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 1.1-Identify rational numbers; Order fractions and decimals on a number line; Calculate absolute value 1.2-Determine LCM and GCF of two positive numbers (not necessarily different); Apply number properties (Distributive, Commutative, and Associative Properties) to rewrite numerical expressions; Determine when a numerical expression is undefined 1.3-Apply rules of exponents to expressions; Perform operations on numbers written in scientific notation; Solve real-world problems involving squares and cubes 1.4-Perform computations with square and cube roots; Solve real-world problems involving square and cube roots; Simplify expressions involving roots using the properties of rational exponents</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b> <b>Apply Number Sense-</b> convert fractions to decimals when comparing mixed fractions and decimals, since decimals are an easier way to compare numbers- page 15 <b>Use Math Tools Appropriately-</b> use a number line to determine the order of numbers from least to greatest, reading from the left to the right; discuss the similarity of a thermometer scale to the number line- page 16 <b>Apply Number Sense Concepts-</b> Use GCF to reduce fractions, and LCM when adding or subtracting fractions- decide which to use to solve a problem- page 21, IRG 6 <b>Perform Operations-</b> the addition of parentheses changes the value of an expression when using the order of operations- page 24, IRG 6 <b>Represent Real-World Problems-</b> Challenge students to explain why any problem about the area of squares or square units can be modeled with an exponential expression- IRG 9, page 29; consider the unit of measure when solving problems involving measurements to determine the type of root needed (cubic=cube, square= square)- page 37 <b>Make Use of Structure-</b> use the properties of exponents to understand why any number raised to a power of 0 is 1, then explain negative exponents using the reciprocal of the positive exponent- page 30 <b>Attend to Precision-</b> means to ensure that the correct property is used with radicals, which numbers to use to solve a problem and approximating to a given place value- use these guidelines to solve problem on page 40</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Workplace Skill-</b> calculate dollar amount in situations that involve money-page 13 <b>Calculator Skills- on the TI-30XS MultiView™-</b> convert numbers between fractions and decimals- page 14; division by zero (undefined expression) will give an error message (DIVIDE BY 0) on the calculator- what other expression is undefined and will give an error message?- page 25; use the calculator to figure squares and other positive and negative exponents- page 31; use the calculator to calculate square roots and cube roots- page 38</p> <p><b>HOME LEARNING: Skill Builder Activity-</b>IRG 3-4, 7-8, 11-12, 15-16</p>	<p><b>BELL RINGER:</b> 1.1- rational numbers surround us- list the ones you used today, e.g. price of gas, street numbers, house numbers- IRG 1 1.2- ask students if they use grouping numbers (associative property) or rearranging numbers (commutative property) when they add or multiply – IRG 5 1.3-ask students for examples of the use of exponents or scientific notation (compound interest on a savings account)- IRG 9 1.4- have students list perfect squares and perfect cubes of roots from 1 to 15- IRG 13</p> <p><b>VOCABULARY:</b> 1.1- absolute value, integers, rational number, denominator, numerator, order 1.2-greatest common factor (GCF), least commonmultiple (LCM), order of operations, addend, factor, undefined 1.3- cube, scientific notation, square, order of operations, reciprocal, standard notation 1.4- cube root, rational exponent, square root, index, irrational numbers, prime factorization</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21<sup>st</sup> Century Skill-</b> (Environmental Literacy)- determine the acceptable pH levels of pool water using absolute value- page 17; (Business Literacy)- determine a company’s total profit (subtract operating costs from revenue)- page 23; (Health Literacy)- determine the length of all the red blood cells laid end to end using a length of <math>7 \times 10^6</math> meters and an amount of <math>2.5 \times 10^{13}</math>-page 33</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> Invite volunteers to label the number line and use it to explain the absolute value of numbers on the line in their own words (IRG 2); Have students break apart the word <i>undefined</i> into its word parts—<i>un-</i> and <i>define</i> and give possible definitions (IRG 6); Review the pronunciation of the first ten ordinal numbers, and have students repeat (IRG 10); volunteers explain the relationships among the vocabulary words (IRG 14)</p> <p><b>Extension Activity:</b> Challenge students to work in pairs or independently to learn how scientists use acoustic data to map the seafloor (IRG 2); Ask the students to calculate the GCF and LCM of 48 and 72 then calculate <math>48 \times 72</math> and <math>24 \times 144</math> (IRG 6); write common metric units of length as powers of 10 then measure lengths in the classroom written in scientific notation (IRG 10); find the whole-number roots of the numbers 16, 25, 27, 36, 49, 50, 64, 81, and 100 (IRG 14)</p> <p><b>EXIT SLIP:</b> <b>Think About Math,</b> pages 14, 16, 17, 21, 23, 25, 29, 33, 39, 41</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP 1-4, Q.1.a, Q.1.b, Q.1.c, Q.1.d, Q.2.a, Q.2.b, Q.2.d</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP4, MP5, MP6, MP7, N.RN.2, A.SSE.1a</p>	<p><b>TABE CORRELATION TO TEXT:</b> <i>Math Computation:</i> Integers- Addition, Subtraction; Order of Operations; Algebraic Operations- Computation with Roots &amp; Radicals, Computation with Exponents</p> <p><i>Applied Mathematics:</i> Number and Number Operations- Equivalent Forms, Factors/multiples/divisibility, Exponents &amp; Scientific Notation</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice, pages 18-19, 26-27, 34-35, 42-43 Chapter Review- pages 44-45</p>

MATHEMATICS GED® PACING GUIDES <<COMMON CORE ACHIEVE, MCGRAW-HILL EDUCATION>>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 2 (pages 46-61)</p> <p><b>TOPIC:</b> RATIO, PROPORTION, AND PROBABILITY</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Mathematics, Level A Workbook, pages 76-83, 90-91</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 2.1, 2.2</i></p> <p><i>Number Power: Transitions Math, pages 123-127</i></p> <p><i>Number Power- Fractions, Decimals, and Percents, pages 101-110, 113-118, 150-153, 156-169</i></p> <p><i>Number Power- Pre-Algebra, pages 12-3, 15, 44-51, 178-179, 186-187</i></p> <p><i>Number Power- Algebra, pages 92-97, 174-179</i></p> <p><i>Workplace Skills: Applied Mathematics, Lessons 8, 12, 16, 17, 20, 25, 28, 29</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success, Level A, Mathematics, Lessons 1.3, 1.4, 5.1-5.3, 6.3</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lessons 2.3, 2.4</i></p> <p><i>MHAchieve Online, Mathematics, Lessons 2.1, 2.2</i></p> <p><i>Workforce Connects Applied Mathematics, Lessons 4.4, 5.1, 5.5, 5.6, 6.2, 6.7, 7.2, 7.3</i></p>	<p><b>WEEK 2</b></p> <p><b>UNIT TITLE:</b> 2- RATIO, PROPORTION, AND PROBABILITY</p> <p><b>LESSON(S) TITLE:</b> 2.1- Apply Ratio and Proportions; 2.2- Calculate Real-World Percents</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>2.1-Compute unit rates; Apply ratios and proportions to solve real-world problems; Use scale factors</p> <p>2.2- Relate fractions, decimals, and percents; Calculate percents; Compute percent change; Find a discount; Calculate simple interest; Use percent to solve real-world problems</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b> <b>Compute Unit Rates-</b> compute a unit rate by dividing the numerator of a ratio by its denominator, writing each unit rate as a ratio in fraction form (i.e., 3 dollars /1 pound). Point out that a unit rate is a ratio in simplest form, and converting to unit rates makes it easier to compare ratios -page 49, IRG 17 <b>Use Ratio Reasoning-</b>solve word problems by writing a proportion with a variable and using cross multiplication (an application of the Multiplication Property of Equality) to solve that proportion; use the same properties and methods to solve proportions as used for solving other equations -page 50, IRG 18 <b>Use Tools Strategically-</b> benchmarks are useful mental tools when working with percents (to estimate the percent of shoppers who used coupons at a shoe store during three months), and in some cases using simple fractions instead of simple decimals as benchmarks may be easier- page 56, IRG 22 <b>Use Percent-</b> method to calculate percent of change (new amount-original amount)/original amount; use real-world examples- page 57, IRG 22</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Calculator Skills-</b> Review how to use the TI-30XS MultiView™ calculator to complete a division problem and that using the division button will show the unit rate, whereas using the fraction button will show a rate where both numbers are whole numbers ( IRG 18); Remind students that dividing by 100 converts a percentage to a decimal- most calculators have a button that does this automatically.(page 55, IRG 21) <b>Evidence Based Reading: Analyze Word Roots</b> –in the word “percent” (“cent” is Latin for “hundred” and many English words related to one hundred contain the root cent, such as the common word “century”)- IRG 18; <b>Visualize</b> the instructions for how to cross multiply by imagining two arrows crossing over the equals sign to form a red X, or multiplication symbol.(IRG 21)</p> <p><b>HOME LEARNING:</b> <b>Skill Builder Activity-</b> Apply Proportions to Analyze Scale Models-IRG 19-20; Calculate Percent Change- IRG 23-24</p>	<p><b>BELL RINGER:</b> 2.1- Tell students it is likely they use ratios and proportional thinking every day, and offer examples, such as figuring out how long it will take to drive somewhere (based on miles per hour), deciding which product to buy (<i>based on dollars per unit/pound/ounce</i>), converting between units of measure (<i>based on inches per foot, for example</i>), and calculating earnings for working different numbers of hours (<i>based on dollars per hour</i>). Guide students to discuss how each example involves ratios and proportions. (IRG 17) 2.2- Point out to students that they are surrounded by percentages in their everyday lives. Offer examples such as the APR on a car loan, percent daily value of protein or Vitamin C on a nutrition label, and the current unemployment rate. Invite students to volunteer examples of percentages they have recently encountered.(IRG 21)</p> <p><b>VOCABULARY:</b> 2.1- proportion, ratio, scale factor, unit rate, equivalent, similar 2.2- discount, percent, simple interest, benchmark, interest rate, principal</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21<sup>st</sup> Century Skills-</b>(Civic Literacy) solve real-world problems by applying a scale factor, first identify the variable (unknown measure in the problem), then use the variable and the known measures (including the scale factor) to write the proportion-page 51, IRG 18 ; (Financial, Economic, Business, and Entrepreneurial Literacy)- compare the simple interest earned by three investments, also use a bond scenario to figure which will pay the most simple interest in a single year- page 59, IRG 22</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> rephrase language in the sections “Unit Rates” and “Compute Unit Rates,” explaining that the term <i>per</i> means “each” or “for one.” A unit rate tells the cost per unit, or the cost for one unit. Read examples of sentences in which <i>per</i> is used to describe a unit rate. Guide students to restate each description using “each” or “for one.” (IRG 18); use the simple interest formula <math>I = Prt</math> and write out “interest,” “principal,” “interest rate” and “time” to review their definitions and use (IRG 22) <b>Extension Activity:</b> use maps to plan a road trip to a different city or state, using the map’s scale to calculate the actual distance from home to chosen destination. Then use a proportion to calculate how long it would take to drive that distance, traveling at an average constant speed, how much gasoline they would use and how much that gasoline would cost. (IRG 18); students convert time units in using the simple interest formula (IRG 22)</p> <p><b>EXIT SLIP:</b> <b>Think About Math,</b> pages 49, 50, 51, 56, 58, 59</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP 1-2; Q.2.e, Q.3.a, Q.3.b, Q.3.c, Q.3.d <b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP2, MP5, N.Q.1</p>	<p><b>TABE CORRELATION TO TEXT:</b> Mathematics Computation: Percents Applied Mathematics: Number and Number Operations- percent, ratio &amp; proportion; Computation in Context- percents; Measurement- rate</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice, pages 52-53, 60-61</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 2 (pages 62-79)</p> <p><b>TOPIC:</b> RATIO, PROPORTION, AND PROBABILITY</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b> <i>Achieving TABE Success in Mathematics, Level A Workbook, pages 94-95,</i> <i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 2.3, 2.4</i> <i>Number Power- Analyzing Data, pages 86-92</i> <i>Number Power- Pre-Algebra, pages 88-105</i> <i>Workplace Skills: Applied Mathematics, Lesson 32</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level A, Mathematics, Lesson 12.1</i> <i>LearnSmart Achieve Adaptive, Mathematics, Lessons 6.1, 6.2</i> <i>MHAchieve Online, Mathematics, Lessons 2.3, 2.4</i> <i>Workforce Connects Applied Mathematics, Lesson 7.6</i></p>	<p><b>WEEK 3</b></p> <p><b>UNIT TITLE:</b> 2- RATIO, PROPORTION, AND PROBABILITY</p> <p><b>LESSON(S) TITLE:</b> 2.3- Use Counting Techniques; 2.4- Determine Probability</p> <p><b>TEXT LESSON OBJECTIVES:</b> 2.3- Apply the Fundamental Counting Principle; Recognize and calculate factorials; Determine permutations and combinations 2.4-Determine the probability of simple events; Determine the probability of compound events</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b> <b>Use Counting Techniques-</b> use the Fundamental Counting Principle to find the number of possible sandwiches available at a sandwich shop. As an extension, ask students how many seven-digit phone numbers there can be within an area code. Local numbers never begin with a 0 or 1. How many possible seven-digit phone numbers are there? – page 64, IRG 25 <b>Model with Mathematics-</b> use the formula for permutations to model the number of awards and prizes given to sculpture students and swim meet contestants-page 65, IRG 26 <b>Determine Probabilities-</b> calculate the probability of drawing a particular color marble out of a bag. As an extension, have students imagine writing the word “cryptanalysis” (which is the work of cracking secret codes) with Scrabble tiles and then throwing the tiles in a bag. If they draw out one letter at random, what is the probability of choosing an “e”? page 73, IRG 30</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Calculator Skills-</b> Explain to students that some calculators have a way to calculate factorials (remind them that the factorial symbol looks like an exclamation point), sometimes under a menu labeled “Probability.”- page 66, IRG 26; Remind students that, when calculating the probability of independent events, the probability of each independent event is multiplied. If the independent events have equal probabilities, then instead of multiplying all of the probabilities, students can raise that probability to the power of how many events there are- page 74, IRG 30 <b>Test-Taking Skill- Understand the Question-</b>the phrase “how many ways” in a question often hints that permutations or combinations could be helpful, and if order does or does not matter- page 67, IRG 26 <b>Evidence-Based Reading-</b>Write the new math notation <math>P(n, k)</math> and <math>C(n, k)</math> on the board along with how they should be read: “the number of permutations of <math>k</math> items from <math>n</math> objects” and “the number of combinations of <math>k</math> items from <math>n</math> objects.” Explain that in both cases <math>k</math> objects are being chosen from <math>n</math> objects. With permutations, the order in which the objects are chosen matters. With combinations, the order does not matter. IRG 26; analyze words (<i>complement, compliment</i>) compare <i>complement</i> to <i>complete</i> (completes the whole)- IRG 29</p> <p><b>HOME LEARNING:</b> <b>Skill Builder Activity-</b>Use Counting Techniques to Investigate Password Strength- IRG 27-28; Investigate Probabilities for Medical Screening Tests- IRG 31-32</p>	<p><b>BELL RINGER:</b> 2.3- Ask students if they have ever ordered a specific sandwich in a restaurant, such as a turkey and avocado, and still had to make choice after choice: what kind of bread, what kind of cheese, hot or cold? Have students share options they have been given in this type of scenario and list them all on the board.-IRG 25 2.4-Share with students some examples of probability in our everyday world, such as a batting average or flipping a coin to make a decision. Invite students to share examples of probability they have recently encountered. Emphasize the importance of randomness in probability.-IRG 29</p> <p><b>VOCABULARY:</b> 2.3- combination, factorial, permutation, experiment, outcome, tree diagram 2.4- compound event, probability, tree diagram, complement, dependent event, independent event</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Language of Counting-</b> students experiment drawing one new letter tile in a word game, then determine the possible outcomes- IRG 25 <b>21st Century Skill: Civics Literacy</b> - look at exit poll data to make predictions about the passage of referendums. Explain that there often is a strong correlation between voters in a state who vote for a presidential candidate and a gubernatorial candidate-page 75, IRG 30</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> Write “Permutations/Order Matters” and “Combinations/Order Doesn’t Matter” on the board. Brainstorm situations with students that fall into each category- IRG 26; Write the numbers 1–10 on ten slips of paper and put them in a hat. Have ten students each draw a slip of paper, note the number, and put it back in the hat. Write the numbers on the board in the order they were drawn under the heading “Independent Events” and repeat keeping the slips as drawn (Dependent Events)- IRG 30 <b>Extension Activity:</b> Count the total number of possible word rearrangements of the letters, given a collection of letters with a repeated letter such as ZULPEZ, begin by drawing blank lines for every letter, in this case six- IRG 26; experimental probability can be used to find an experimental value of <math>\pi</math>. Draw a circle inscribed in a square on the board. Label the radius of the circle 1 unit. Ask students to calculate the area of the circle and of the square-IRG 30</p> <p><b>EXIT SLIP:</b> <b>Think About Math,</b> pages 64, 65, 67, 73</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP 1, MP 4, Q.8.a, Q.8.b <b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP4, MP5, MP8, A.SSE.1a</p>	<p><b>TABE CORRELATION TO TEXT:</b> Applied Mathematics: Statistics and Probability- probability; Problem Solving and Reasoning- model problem situation, solution</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice, pages 68-69, 76-77 Chapter Review, pages 78-79</p>



TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 3 (pages 80-97)</p> <p><b>TOPIC:</b> LINEAR EQUATIONS AND INEQUALITIES</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Mathematics, Level A Workbook, pages 113-125</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 3.1, 3.2</i></p> <p><i>Number Power Transitions Math, pages 15-47</i></p> <p><i>Number Power- Pre-Algebra, pages 140-159</i></p> <p><i>Number Power- Algebra, pages 42-91</i></p> <p><i>Workplace Skills: Applied Mathematics, Lessons 9, 10</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level A, Mathematics, Lessons 13.2, 13.4, 13.5, 14.4</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lessons 1.3, 7.1, 8.1</i></p> <p><i>MHAchieve Online, Mathematics, Lessons 3.1, 3.2</i></p> <p><i>Workforce Connects, Applied Mathematics, Lessons 4.5, 4.6</i></p>	<p><b>WEEK 4</b></p> <p><b>UNIT TITLE:</b> 3- LINEAR EQUATIONS AND INEQUALITIES</p> <p><b>LESSON(S) TITLE:</b> 3.1- Evaluate Linear Expressions; 3.2- Solve Linear Equations</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>3.1- Use algebraic symbols to represent unknown quantities; Perform operations on linear expressions; Evaluate linear expressions</p> <p>3.2- Write and solve one-step equations; Solve multi-step equations</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b></p> <p><b>Perform Operations</b> - simplify a linear expression by using the Distributive Property and adding like terms; review the Distributive Property with a simple example involving only numbers, <math>5(3 + 8)</math>, distributing the 5 and evaluating <math>5(3 + 8)</math> and <math>5(3) + 5(8)</math> to verify that they're equal. Repeat using variables as well- page 85, IRG 34</p> <p><b>Evaluate Expressions-</b> Have students imagine grocery shopping and finding that tomatoes are on sale this week for \$2.25 per pound. Then ask them to determine the cost of 5 pounds of tomatoes- page 87, IRG 34</p> <p><b>Solve Simple Equations by Inspection-</b> students determine the solution to an equation without using pencil, paper, or a calculator from examples written on the board including equations that involve each of the operations of addition, subtraction, multiplication, and division- page 91-92, IRG 37</p> <p><b>Solve Linear Equations-</b> rewrite the equation after each step directly below the last version of the equation (easier to catch errors), and move all the variables to one side of the equation, and numbers on the other- page 95, IRG 38</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Calculator Skills</b> -Have each student use the calculator to input complex numeric expressions, making sure they use parentheses when necessary- page 87, IRG 34; use the calculator to check a solution to two-step equations, especially those that involve simplifying "like terms" or applying the Distributive Property; plus entering the numbers and operations into a calculator reinforces the order of operations; that is, parentheses are evaluated first, followed by multiplication/division, then addition/subtraction- page 94, IRG 38.</p> <p><b>Evidence Based Reading-</b> analyze the non-mathematical and mathematical meaning of words such as <i>distribute</i>- IRG 34; discuss what word is represented by the "equa-" portion of "equation" (<i>equal or equals</i>) and relate to a simple equation- IRG 37</p> <p><b>HOME LEARNING:</b></p> <p><b>Skill Builder Activity-</b> Investing in the Stock Market- IRG 35-36; Write and Solve Linear Equations to Reach Savings Goals-IRG 39-40</p>	<p><b>BELL RINGER:</b></p> <p>3.1-In this lesson, students will move from arithmetic and operations with numbers to algebra, where the same rules apply, but they will be working with both numbers and letters that stand for numbers. Write the number 12 and the letter x on the board and ask students to work in pairs to write 12 and x as a sum, as a difference, as a product, and as a quotient. IRG 33</p> <p>3.2- Explain that until now equations have been used to express the result of a calculation, like <math>5 \times (-4) = -20</math> and <math>3(2 + 7) = 27</math>; however, equations in algebra involve one or more variables, and it's not possible to calculate an answer without knowing the value of the variable(s)- IRG 37</p> <p><b>VOCABULARY:</b></p> <p>3.1-algebraic expression, constant, coefficient, variable, distribute, evaluate</p> <p>3.2- equation, solution of an equation, expression, inverse operations, reciprocal, variable</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Workplace Skill –Use Reasoning-</b>students write an algebraic expression from a verbal description of the wages someone earns during a week. As an extension, present a problem involving distance, rate, and time –page 83, IRG 33</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL Instruction:</b> Discuss the different ways the word "like" is used in everyday conversation and its meaning in mathematical phrases such as "like" terms- IRG 34; to understand what an equals sign in a linear equation represents, translate the equals sign as the active verb "makes." So, "<math>2 + 3 = 5</math>" is interpreted as "2 plus 3 makes 5"- IRG 38</p> <p><b>Extension Activity:</b> Give students sets of phrases and have them create and simplify expressions that match each phrase([5 times the sum of 10 and x (<i>Answer: <math>5(10 + x) = 50 + 5x</math></i>); the sum of 50 and twice a number minus the difference of 25 and twice the same number]- IRG 34; Sometimes algebraic equations are used to solve non-routine kinds of problems such as a geometry problem (the perimeter of a figure is the distance around the figure)-IRG 38</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Math</b>, pages 83, 86, 87, 93, 95</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP 1, MP 2, MP 4, MP 5, A.1.a, A.1.b, A.1.c, A.2.a, A.2.b, A.2.c</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP1, MP2, MP5, A.SSE.1, A.SSE.2, A.CED.1, A.REI.1, A.REI.3</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p>Mathematics Computation: Algebraic Operations- solve equations, simplify expressions</p> <p>Applied Mathematics: Patterns, Functions, Algebra- variable, expression, equation; linear equation</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 88-89, 96-97</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 3 (pages 98-115)</p> <p><b>TOPIC:</b> LINEAR EQUATIONS AND INEQUALITIES</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Mathematics, Level A Workbook, pages 117, 126-127</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 3.3, 3.4</i></p> <p><i>Number Power Transitions Math, pages 48-51</i></p> <p><i>Number Power- Pre-Algebra, pages 20-21</i></p> <p><i>Number Power- Algebra, pages 124-133</i></p> <p><i>Workplace Skills: Applied Mathematics, Lesson 9</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level A, Mathematics, Lessons 13.3, 14.3</i></p> <p><i>LearnSmart Achieve Adaptive, Lessons 8.1, 8.2, 8.3</i></p> <p><i>MHAchieve Online, Lessons 3.3, 3.4</i></p> <p><i>Workforce Connects Applied Mathematics, Lesson 4.5</i></p>	<p><b>WEEK</b> 5</p> <p><b>UNIT TITLE:</b> 3- LINEAR EQUATIONS AND INEQUALITIES</p> <p><b>LESSON(S) TITLE:</b> 3.3- Solve Linear Inequalities; 3.4- Use Expressions, Equations and Inequalities to Solve Real-World Problems</p> <p><b>TEXT LESSON OBJECTIVES:</b> 3.3- Solve linear inequalities; Represent solutions of linear inequalities on a number line 3.4- Write algebraic expressions to represent real-world situations; Solve real-world problems involving linear equations; Write linear equations to represent real-world problems</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b> <b>Represent Real-World Problems-</b> write inequalities to represent real-world problems after reviewing key clue words to which inequality sign to use( <i>at least, minimum, maximum</i>), then write verbal descriptions- page 99, IRG 41 <b>Solve Inequalities-</b> determine which values belong to the solution set of an inequality and check the solution as the final step- page 101, IRG 42 <b>Evaluate Expressions-</b> evaluate linear expressions from stated scenarios, remembering that linear expressions can contain one or more variables with only one variable in each term, and the exponent of each variable must be 1- page 107, IRG 45 <b>Solve Real-World Problems-</b>choose a variable and define what it represents, then write an inequality that represents the maximum combined weight of the truck, trailer, and cargo. Solve the inequality- page 110, IRG 46</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Evidence-Based Reading:</b> Collaborative Reading-use several examples of real-world situations that can be represented by inequalities (<i>discount ranges of a sale, maximum weight on an elevator</i>) to read aloud for students, focusing on rhythm, syllabic stress, and intonation. Then read several more examples aloud with students, encouraging them to practice their rhythm, syllabic stress, and intonation.- IRG 41; Write the word <i>inequality</i> on the board and underline the prefix <i>in-</i>. Ask students what the prefix means (<i>not</i>) and define the word without its prefix, then use the definition of both parts of the word to define <i>inequality</i>-IRG 46</p> <p><b>Calculator Skills:</b> Many scientific calculators do not have the inequality symbols, so solve it as an equation and use the inequality in the answer- page 102, IRG 42</p> <p><b>HOME LEARNING:</b> <b>Skill Builder Activity-</b> Write and Solve Linear Inequalities- IRG 43-44; Develop a Fundraising Model using Inequalities- IRG 47-48</p>	<p><b>BELL RINGER:</b> 3.3-Discuss different situations with students in which the answer or solution is a set of numbers, rather than one number. A simple example is the speed limit on a given road. If the speed limit is 70 miles per hour, this does not mean that all cars must drive 70 mph. 70 mph is the maximum speed one may drive. IRG 41 3.4- write the words algebraic expression, equation, and inequality on the board, and ask students to share examples of each- IRG 45</p> <p><b>VOCABULARY:</b> 3.3- inequality, solution of an inequality, inequality sign, equation, variable, inverse operations 3.4- algebraic expression, equation, inverse operations, inequality</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21st Century Skill: Financial Literacy</b> - solve an inequality to calculate how many more months a young couple will need to continue to save in order to reach a financial goal of having a down payment for a house- page 103, IRG 42 <b>Financial, Economic, Business, and Entrepreneurial Literacy</b>-use the simple interest formula, <math>I = prt</math>, to calculate the simple interest given an amount of money borrowed or an amount of money invested- page 108, IRG 45</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> the word <i>equal</i> is the root word for several mathematical terms including <i>equation</i> and <i>inequality</i>. Have students write a definition for <i>equal</i> in their own words and then discuss how understanding the meaning of <i>equal</i> helps them to define <i>equation</i> and <i>inequality</i>- IRG 42; create a table with symbols (&lt;, &gt;, ≥, ≤, =) across the top row and ask students to write verbal descriptions for each symbol- IRG 46</p> <p><b>Extension Activity:</b> students plan a short trip researching the cost including lodging, food, entertainment, gas or travel; then write and solve an inequality to represent the minimum amount of money their trip will cost per day- IRG 42; challenge students to explain mathematically why the inequality sign is reversed when dividing or multiplying by a negative number- IRG 46</p> <p><b>EXIT SLIP:</b> <b>Think About Math</b>, pages 100, 103, 109, 111</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP 1, MP 2, MP 4, MP 5, A..2.a, A.2.b, A.2.c, A.2.d, A.3.a, A.3.b, A.3.c, A.3.d</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP2, MP4, MP5, A.REI.3, A.SSE.1, A.CED.1, A.CED.3</p>	<p><b>TABE CORRELATION TO TEXT:</b> Applied Mathematics: Patterns, Functions and Algebra- inequality; Problem Solving and Reasoning- solve problem</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice, pages 104-105, 112-113 Chapter Review, pages 114-115</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 4 (pages 116-129)</p> <p><b>TOPIC:</b> POLYNOMIALS AND RATIONAL EXPRESSIONS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b> <i>Achieving TABE Success in Mathematics, Level A Workbook, pages 114-116</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 4.1, 4.2</i></p> <p><i>Number Power Transitions Math, pages 17-20, 25-27, 153-155</i></p> <p><i>Number Power- Pre-Algebra, pages 146-147</i></p> <p><i>Number Power- Algebra, pages 136-14, 152-157</i></p> <p><i>Workplace Skills: Applied Mathematics, Lesson 31</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level A, Mathematics, Lessons 13.4, 13.5</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lessons 7.2, 9.1</i></p> <p><i>MHAchieve Online, Mathematics, Lessons 4.1, 4.2</i></p> <p><i>Workforce Connects Applied Mathematics , Lesson 7.5</i></p>	<p><b>WEEK</b> 6</p> <p><b>UNIT TITLE:</b> 4- POLYNOMIALS AND RATIONAL EXPRESSIONS</p> <p><b>LESSON(S) TITLE:</b> 4.1-Evaluate Polynomials; 4.2- Factor Polynomials</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>4.1-Identify different polynomials; Evaluate polynomials; Add, subtract, multiply, and divide polynomials</p> <p>4.2-Read, write, and evaluate expressions in which letters stand for numbers; Use mathematical terms to identify the parts of an expression; Factor polynomials; Factor quadratic expressions</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b> <b>Use Math Tools Appropriately-</b> the <i>standard form</i> for a polynomial expression has like terms combined and the degrees of the terms dropping from left to right- page 119, IRG 49</p> <p><b>Evaluate Expressions-</b> evaluate polynomial expressions by substituting values for the variable, and applying the order of operations - page 120, IRB 49, 50</p> <p><b>Build Lines of Reasoning-</b> use the exponent rule for dividing to divide out the GCF of the terms of a polynomial to factor. Ask students why factoring out a monomial is like dividing by the monomial- page 125, IRG 53</p> <p><b>Make Use of Structure-</b> Use the equation <math>[x^2+bx+c=(x+p)(x+q)]</math> for students to determine how the signs of <i>b</i> and <i>c</i> affect the signs of <i>p</i> and <i>q</i>- page 126, IRG 54</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Evidence-Based Reading Support:</b> Write the word <i>polynomial</i> on the board, underlining the prefix <i>poly</i>, the base word <i>nom</i>, and the suffix <i>ial</i>. Explain that the prefix is from the Greek, meaning “many,” the base word is an altered form of the Latin word <i>nomen</i>, meaning “name,” and the suffix, which means “of or related to,” is an altered form of the Latin word <i>ialis</i>- IRG 49; underline the prefixes (poly-, mono-, co-) in the words polynomial, monomial, coefficient and explain the meaning of each (many, one, with) and then define the vocabulary words- IRG 53</p> <p><b>Understand the Question-</b> pairs of students work together to write a multiple-choice test question about a quadratic trinomial including the parts of the polynomial, classifying it, its GCF or its factorization- page 127, IRG 54</p> <p><b>HOME LEARNING:</b> <b>Skill Builder Activity-</b> Analyze Profit Using Polynomials- IRG 51-52; Investigate Perimeter and Area- IRG 55-56</p>	<p><b>BELL RINGER:</b></p> <p>4.1-Remind students that a linear relationship can be represented by a graph that is a straight line. Invite students to suggest examples of linear relationships in their everyday lives (the relationship between distance traveled and time, or the relationship between the number of gallons and the total cost of gas)- IRG 49</p> <p>4.2-Ask students what it means to factor a whole number, such as 70 (<i>to find whole numbers that multiply together to make 70</i>) and then find the prime factorization of 70 (<math>70 = 2 \times 5 \times 7</math>). Discuss with students what it means to factor a polynomial (<math>4x^2 + 5x + 1</math>)-IRG 53</p> <p><b>VOCABULARY:</b></p> <p>4.1- polynomial, degree, standard form, opposite polynomial, substitute</p> <p>4.2- coefficient, degree of a polynomial, polynomial, factor, leading coefficient, monomial</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>21<sup>st</sup> Century Skill: Economic Literacy-</b> subtract polynomials in the context of business models, recognizing that the difference between the revenue polynomial and the cost polynomial is the profit polynomial page 121, IRG 50</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> use the polynomial <math>4x^2 + 3x^3 - x + 7</math> to illustrate the degree of the polynomial and how to write the polynomial in standard form, modelling the explanations of the key terms <i>polynomial</i>, <i>degree</i>, and <i>standard form</i>- IRG 50; write a cloze paragraph on the board and have students fill in the blanks with the vocabulary words from this lesson- IRG 54</p> <p><b>Extension Activity:</b> investigate and discuss the model of gravity on vertical motion: <math>h(t) = -32t^2 + v_0t + c</math> in feet or <math>h(t) = -9.8t^2 + v_0t + c</math> in meters [This model describes the height above Earth of an object <i>t</i> seconds after it is launched from a height of <i>c</i> feet (or meters) with initial velocity <i>v</i> feet/second (or meters/ second)]- IRG 50; use two polynomials, such as <math>4x^3 + 18x^2 - 10x</math> and <math>3x^4 + 3x^3 - 60x^2</math>, to find the GCF of both polynomials-IRG 54</p> <p><b>EXIT SLIP:</b> <b>Think About Math</b>, pages 119, 126</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP 1, MP 2, MP 4, MP 5, A.1.d, A.1.e, A.1.f, A.1.g, A.1.h, A.1.i, A.1.j, A.4.a</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP5, MP7, MP8, A.APR.1, A.SSE.3, A.SSE.1a, A.SSE.3a</p>	<p><b>TABE CORRELATION TO TEXT:</b> Applied Mathematics: Patterns, Functions, Algebra- variable, expression, equation</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice, pages 122-123, 128-129</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 4 (pages 130-147)</p> <p><b>TOPIC:</b> POLYNOMIALS AND RATIONAL EXPRESSIONS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT</b></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 114-117</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 4.3, 4.4</i></p> <p><i>Number Power Transitions Math, pages 139-175</i></p> <p><i>Number Power- Algebra, pages 102-103</i></p> <p><i>Workplace Skills: Applied Mathematics, Lesson 31</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success , Level A, Mathematics, Lessons 13.5, 14.2</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lessons 2.1, 7.2, 9.1, 9.2</i></p> <p><i>MHAchieve Online, Mathematics, Lessons 4.3, 4.4</i></p> <p><i>Workforce Connects Applied Mathematics, Lesson 7.5</i></p>	<p><b>WEEK</b> 7</p> <p><b>UNIT TITLE:</b> 4- POLYNOMIALS AND RATIONAL EXPRESSIONS</p> <p><b>LESSON(S) TITLE:</b> 4.3- Solve Quadratic Equations; 4.4- Evaluate Rational Expressions</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>4.3- Solve a quadratic equation by inspection; Solve a quadratic equation by factoring; Solve a quadratic equation by completing the square; Solve a quadratic equation by using the quadratic formula</p> <p>4.4- Evaluate rational expressions; Simplify rational expressions; Multiply and divide rational expressions; Add and subtract rational expressions</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b></p> <p><b>Reasoning Abstractly-</b> use reasoning to determine whether a quadratic equation has real solutions; and is it possible for a number to be multiplied by itself and have a negative product- page 134, IRG 58</p> <p><b>Represent Real-World Problems-</b> solve a real-world quadratic equation to determine the time at which a rock that has been thrown into the air will hit the ground (use the quadratic formula to solve the equation and discard the negative solution in the situation)- page 135, IRG 58</p> <p><b>Evaluate Expressions-</b> explain that to evaluate variable expressions, substitute given values for the variable in the expression (<math>n</math>) and simplify- page 139, IRG 61</p> <p><b>Perform Operations-</b> write the prime factorization of the numerators and denominators of the factors of composite numbers- page 140, IRG 62</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Calculator Skills-</b> students use their calculators to find the square root of a number that is not a perfect square (find the square root of 60 by using the <math>\sqrt{x}</math> function on their calculators)- page 132, IRG 58; use the TI-30XS MultiView™ calculator to evaluate rational expressions for a given value of the variable, using parentheses when necessary- page 139, IRG 61</p> <p><b>HOME LEARNING:</b></p> <p><b>Skill Builder Activity-</b>Use Quadratic Equations to Analyze Projectile Motion- IRG 59-60; Investigate the Surface Area to Volume Ratio- IRG 63-64</p>	<p><b>BELL RINGER:</b></p> <p>4.3- use a standard form of a quadratic equation (<math>ax^2+bx+c=0</math>) to explain that solving a quadratic equation means finding the value(s) of <math>x</math> that satisfy it and may have 0 to 2 real solutions- IRG 57</p> <p>4.4- Write <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> on the board and ask they are rational numbers, then have students find the sum, difference, product, and quotient of the fractions, sharing their solutions and strategies used- IRG 61</p> <p><b>VOCABULARY:</b></p> <p>4.3- quadratic formula, discriminant, completing the square, solving by inspection, perfect square trinomial</p> <p>4.4- rational expression, restricted value (of a rational expression), polynomial, prime number, reciprocals, least common denominator (LCD)</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Test-taking Skill</b> - students write a quadratic equation given a real-world scenario and then solve the equation, taking notice that negative answers don't apply to the scenario- page 132, IRG 58</p> <p><b>Workplace Skill: Plan and Organize-</b>students add rational expressions to determine the fraction of a job that two employees working together can complete per hour- page 142, IRG 62</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL Instruction:</b> Ask for volunteers to explain whether they prefer to use factoring, completing the square, or using the quadratic formula to solve a quadratic equation- IRG 58; Review the definitions of <i>rational expression, polynomial, and reciprocal</i>, then ask students to demonstrate and explain how to find the reciprocal of a rational expression- IRG 62</p> <p><b>Extension Activity:</b> In small groups, students discuss and formulate generalizations about whether the discriminant will be positive, 0, or negative when <math>a</math> and <math>c</math> have the same sign and when <math>a</math> and <math>c</math> have different signs- IRG 58; Have students generate rational expressions according to the following criteria: [a rational expression that is not defined when <math>x = 2</math> or <math>x = 0</math>], [ two rational expressions whose LCD is <math>(x - 3)(x + 5)</math>]- IRG 62</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Math,</b> pages 131, 133, 135, 139, 141</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b></p> <p>MP 1, MP 2, MP 3, MP 4, MP 5, Q.2.a, Q.2.d, Q.2.e, A.1.d, A.1.e, A.1.f, A.1.g, A.1.h, A.1.i, A.1.j</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b></p> <p>MP2, MP4, MP5, A.SSE.1a, A.SSE.3a, A.REI.4, A.APR.6, N.RN.2, A.CED.1</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p>Applied Mathematics: Patterns, Functions, Algebra- variable, expression, equation</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 136-137, 144-145</p> <p>Chapter Review, pages 146-147</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 5 (pages 148-165 )</p> <p><b>TOPIC:</b> - LINEAR EQUATIONS IN THE COORDINATE PLANE</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 140</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 5.1-5.2</i></p> <p><i>Number Power Transitions Math, pages 65-82,</i></p> <p><i>Number Power- Pre-Algebra, pages 130-131</i></p> <p><i>Number Power- Algebra, pages 108-115</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success , Level A, Mathematics, Lesson 10.5, 14.4</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lessons 10.1, 10.2, 10.3, 10.4</i></p> <p><i>MHAchieve Online, Mathematics, Lessons 5.1, 5.2</i></p>	<p><b>WEEK 8</b></p> <p><b>UNIT TITLE:</b> 5- LINEAR EQUATIONS IN THE COORDINATE PLANE</p> <p><b>LESSON(S) TITLE:</b> 5.1- Interpret Slope; 5.2- Write the Equation of a Line</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>5.1-Determine the slope of a line from a graph, equation, or table; Interpret unit rate as the slope in a proportional relationship of real-world and mathematical problems</p> <p>5.2-Write the equation of a line given the slope and a point on the line; Write the equation of a line passing through two given distinct points; Write the equation of a line from a graph or a table</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b></p> <p><b>Make Use of Structure</b> – the structure of numbers or graphs can often be used to draw conclusions- for example the sign of each coordinate of a coordinate pair predicts in which quadrant the point is located- page 151, IRG 65</p> <p><b>Use Ratio Reasoning-</b> use two sets of data (one graph and one table) of the miles traveled in terms of the number of minutes of two cyclists to determine the unit rate and which cyclist has traveled farther in 30 minutes- page 155, IRG 66</p> <p><b>Build Solution Pathways-</b> show different ways to represent the same information when working with equations and graphs- standard form [<math>5x - 3y = 12</math>], slope-intercept form [<math>y = x/2 - 7</math>], or point-slope form [<math>y + 1 = -2(x - 3)</math>]- page 159, IRG 69</p> <p><b>Model with Mathematics-</b> use a graph of the maximum heart rate in beats per minute based on age to write the equation so that it can be applied to data not shown on the graph- page 161, IRG 70</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Calculator Skills</b> - when using the calculator to calculate slope, place parentheses around the numerator and denominator to ensure that the calculator will simplify in the correct order of operations [using the points (1, 1) and (2, 2), what will happen if parentheses are not used?]- page 153, IRG 66</p> <p><b>Evidence-Based Reading Support: Vocabulary -Analyze Words-</b> Write the words <i>unit</i> and <i>rate</i> on the board and discuss the meaning of each word, then define <i>unit rate</i>- IRG 66; <b>Comprehension-Make Connections-</b> Write the words <i>point-slope form</i>, <i>slope-intercept form</i>, and <i>standard form</i> on the board. Have the students explain to one another how, given two points, they would write the equation of the line in all three forms- IRG 70</p> <p><b>HOME LEARNING:</b></p> <p><b>Skill Builder Activity-</b> Apply Slope Concepts to Roof Pitches- IRG 67-68; Model Real-World Situations with Line Graphs- IRG 71-72</p>	<p><b>BELL RINGER:</b></p> <p>5.1- Slope as a unit rate can be seen in your everyday life. Point out some examples: filling up your car with gas (<i>as dollars per gallon</i>), buying groceries at the store (<i>as the price per item</i>), or comparing hourly wages (<i>as dollars per hour</i>). Ask students to brainstorm some other unit rates they encounter on a daily basis- IRG 65</p> <p>5.2-Any quantity that changes at a constant rate can be represented by a linear equation. Examples include the cost of a repair based on the rate per hour and a flat service fee- IRG 69</p> <p><b>VOCABULARY:</b></p> <p>5.1- proportional relationship, slope, unit rate, coordinate plane, ordered pair, quadrant</p> <p>5.2- standard form of a linear equation, y-intercept, slope-intercept form, point-slope form, coefficient, slope</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21st Century Skill: Health Literacy</b> -students see various representations of data about resting heart rates for four different people, determining the person who has the fastest resting heart rate by calculating the resting heart rates of each person. As a follow up, ask them to calculate the resting heart rate of a person whose heart beats 48 times in 30 seconds. Make a table to show the number of beats in 2, 3, and 5 minutes.- page 154, IRG 66</p> <p><b>Workplace Skill: Understand Data in Different Formats</b></p> <p>Answer questions about the graphs of two equations with tables representing data from two factories, comparing the two factories, explaining what the slope represents for each line- page 163, IRG 70</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL Instruction:</b> Draw a coordinate plane on the board. Have volunteers label the 4 quadrants, and plot the point (2, -1) and the point (-3, 4), explain the process by using the vocabulary words positive, negative, and quadrant. Form the line through the two points -IRG 66; Write the three ways to write the equation of a line on the board: standard, slope-intercept, and point-slope and have students define the meaning of the constants (<i>slope</i>, <i>x-coordinate</i>, <i>y-coordinate</i>, etc.). For the latter two forms, explain the connection between the name and the parts of the equation- IRG 70</p> <p><b>Extension Activity:</b> compare the gas mileage for three cars (use websites for different car models), graphing the relationship of miles per gallon on a coordinate plane- IRG 66; discuss linear relationships seen in the real world, collect data for the relationship and represent it in a table with a graph of the data and the equation of the line in all three forms-IRG 70</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Math</b>, pages 152, 154, 160, 162, 163</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP 1, MP 2, MP 3, MP 4, MP 5, A.5.a, A.5.b, A.5.c, A.5.d, A.5.e, A.6.a, A.6.b, A.6.c</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP1, MP2, MP4, MP5, MP7, A.CED.1, A.CED.2, A.REI.10</p>	<p><b>TABE CORRELATION TO TEXT:</b> <i>Applied Mathematics:</i> Geometry and Spatial Sense- coordinate geometry</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice, pages 156-157, 164-165</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 5 (pages 166-181)</p> <p><b>TOPIC:</b> LINEAR EQUATIONS IN THE COORDINATE PLANE</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 118-119, 121, 123-125</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 5.3-5.4</i></p> <p><i>Number Power Transitions Math, pages 66-68, 76-77, 99-127</i></p> <p><i>Number Power- Algebra, pages 98-101, 118-119</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success , Level A, Mathematics, Lesson 14.4</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lessons 8.2, 10.1, 10.2</i></p> <p><i>MHAchieve Online, Mathematics, Lessons 5.3, 5.4</i></p>	<p><b>WEEK</b> 9</p> <p><b>UNIT TITLE:</b> 5- LINEAR EQUATIONS IN THE COORDINATE PLANE</p> <p><b>LESSON(S) TITLE:</b> 5.3- Graph Linear Equations; 5.4- Solve Systems of Linear Equations</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>5.3-Complete a table of x- and y-values for a linear equation; Graph a linear equation using slope-intercept form of an equation; Graph linear equations to solve real-world problems</p> <p>5.4- Solve a system of linear equations algebraically; Solve a system of linear equations graphically; Solve real-world problems leading to a system of linear equations</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b></p> <p><b>Solve Linear Equations-</b> write <math>y-3x=-4</math> on the board, along with the <i>phrases isolate the variable</i> and <i>inverse operations</i>. Ask what it would mean to solve the equation for y (isolate the variable y), and what inverse operation needs to be applied to both sides of the equation- page 167, IRG 73</p> <p><b>Interpret Graphs-</b> use knowledge of positive/negative slopes and positive/negative y-intercepts to identify the possible equation of each line- page 168, IRG 74</p> <p><b>Represent Real-World Problems-</b> many real-world problems in science, economics and sports can be represented by a system of linear equations (define the unknowns, and relationship)- page 173, IRG 77</p> <p><b>Solve Pairs of Linear Equations-</b> when solving a system of equations, choose the most efficient method- use guess and check to solve <math>[x+y=15</math> and <math>2x=y]</math>- page 177, IRG 77</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Calculator Skills-</b> make a table of values to find ordered pairs that lie on a line, simplifying expressions to find the y-value- page 167, IRG 74</p> <p><b>Evidence-Based Reading Support: Alphabetics-Analyze Words-</b> the word <i>linear</i> comes from the Latin word <i>linearis</i>, which means “pertaining to or resembling a line.” Ask the students to discuss what a linear equation and a non-linear equation look like when graphed- IRG 74</p> <p><b>Test-Taking Skill: Evaluate the Answer-</b> determine if the answer makes sense: y-intercept is positive (above x-axis), or negative (below x-axis); slope of line is positive (line rises from left to right), or negative (line falls from left to right)- page 169, IRG 74</p> <p><b>HOME LEARNING:</b></p> <p><b>Skill Builder Activity-</b> Investigate Slope- IRG 75-76; Analyze Costs, Revenues, and Profits- IRG 79-80</p>	<p><b>BELL RINGER:</b></p> <p>5.3- ask students to suggest examples of real-world variables, such as distance traveled and time elapsed. Pass around a simple graph and show how every point on the plotted line shows both an x- and a y- value- IRG 73</p> <p>5.4- write examples of linear equations in one variable and ask class to solve each equation and explain the process, then use substitution to prove each solution is correct-IRG 77</p> <p><b>VOCABULARY:</b></p> <p>5.3- ordered pair, slope, y-intercept, slope-intercept form, x-value, y-value</p> <p>5.4- system of linear equations, independent system, inconsistent system, dependent system, substitution method, elimination method</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Work Place Skill: Use Data Effectively-</b> compare two delivery plans for a business and determine which company is more cost effective- page 175, IRG 78</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL Instruction:</b> Show the graph of the line (<math>y = -1/3x + 1</math>) with the points (0, 1), (3, 0), and (-3, 2) clearly marked. then use the graph to define the words slope, y-intercept, x-value, y-value, and ordered pair- IRG 74; Help students to understand the words <i>eliminate</i> and <i>elimination</i> by talking through an example on the board (elimination is the process of eliminating variables from a system of equations)- IRG 78</p> <p><b>Extension Activity:</b> Write <math>Ax + By = C</math> on the board. Ask the students to discuss the following questions: (1) Which constants (A, B, C) affect the slope of a line? (2) If <math>A &gt; 0</math> and <math>B &gt; 0</math>, will the slope of the line be positive or negative? (3) If <math>A &gt; 0</math> and <math>B &lt; 0</math>, will the slope of the line be positive or negative? (4) Which constants (A, B, C) affect the y-intercept of a line? (5) If <math>C &lt; 0</math> and <math>B &lt; 0</math>, will the y-intercept of the line be positive or negative?- IRG 64; Write this system of equations on the board: <math>y = x</math> and <math>x^2 + y^2 = 8</math>. Tell students that the second equation represents a circle whose radius is <math>\sqrt{8}</math> (about 2.83), and whose center is at (0, 0). Use substitution to solve this system. Ask students why there are two solutions to this system- IRG 78</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Math</b>, pages 167, 169, 174, 175, 177</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP 1, MP 2, MP 3, MP 4, MP 5, A.5.a, A.5.b, A.5.d, A.5.e</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP1, MP4, MP6, A.CED.2, A.CED.3, A.REI.6, A.REI.10</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Applied Mathematics-</i> Patterns, Functions, Algebra- linear equations</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 170-171, 178-179</p> <p>Chapter Review- pages 180-181</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 6 (pages 182-199)</p> <p><b>TOPIC:</b> FUNCTIONS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 110-112</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 6.1-6.2</i></p> <p><i>Number Power Transitions Math, pages 204-210</i></p> <p><i>Number Power- Pre-Algebra, pages 64-65, 180-181</i></p> <p><i>Number Power- Algebra, pages 184-185</i></p> <p><i>Workplace Skills: Applied Mathematics, Lesson 31</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success , Level A, Mathematics, Lesson 14.1</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lesson 11.2</i></p> <p><i>MHAchieve Online, Mathematics, Lessons 6.1, 6.2</i></p> <p><i>Workforce Connects Applied Mathematics, Lesson 7.5</i></p>	<p><b>WEEK</b> 10</p> <p><b>UNIT TITLE:</b> 6- FUNCTIONS</p> <p><b>LESSON(S) TITLE:</b> 6.1- Identify a Function; 6.2- Identify Linear and Quadratic Functions</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>6.1-Recognize a function as a table of values, a graph, an equation, and in the context of a scenario; Evaluate linear and quadratic functions; Plot points in a coordinate plane</p> <p>6.2-Evaluate linear and quadratic functions in the form of a table or graph; Recognize linear and quadratic functions in the form of a table or graph</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b></p> <p><b>Use Math Tools Appropriately-</b> use the Vertical Line Test to see if several graphs represent functions (fails test if one vertical line intersects the graph in at least two points)- page 185, IRG81</p> <p><b>Solve Real-World Problems-</b> use a quadratic equation to calculate the height of a ball <math>t</math> seconds after it is dropped off of a 256-foot high building (visualize the activity by holding up a ball and dropping it to the floor, then ask students to estimate its height at 0, 1, and 2 seconds)- page 188, IRG 82</p> <p><b>Critique the Reasoning of Others-</b> critique the reasoning of hypothetical students' decisions of whether a function is linear or quadratic by working through the problem on own then comparing it to the answer given- page 197, IRG 86</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Evidence-Based Reading Support: Comprehension-Visualize</b> -Draw two circles on the board labelled "Inputs" and "Outputs." Ask students to give the mathematical names for these sets and write them above the labels. Write the numbers 1, 2, 4, and 100 inside the circle under "Domain/Inputs." Draw an arrow labeled "+ 5" from the domain to the range. Have students imagine the inputs as towers of blocks, visualizing the function <math>f(x) = x + 5</math> acting upon the inputs, adding 5 blocks to each tower, resulting in taller towers. Ask students to fill in the outputs- IRG 81;</p> <p><b>Alphabetics-Analyze Words</b> Draw a line segment and a square on the board labelled "line" and "square." The Latin word for square is "quadratum." Amend "square" to "square/quadratum." Label the length of the line segment and one side of the square <math>x</math>. Ask for the area of the square and write <math>x^2</math> inside it- IRG 85</p> <p><b>Calculator Skill-</b>generate a table of values using a calculator: press the <b>table</b> key, enter in a function, choose a start value for <math>x</math> and a step value, scroll down to see generated <math>y</math> values-page 196, IRG 86</p> <p><b>HOME LEARNING:</b></p> <p><b>Skill Builder Activity-</b> Identify and Evaluate Real-World Functions- IRG 83-84; Analyze Profits Using Linear and Quadratic Functions- IRG 87-88</p>	<p><b>BELL RINGER:</b></p> <p>6.1- discuss functions with simple examples- convert a temperature from Celsius to Fahrenheit using the function <math>f(x)=1.8x+32</math>, where the inputs are measured in degrees Celsius and the outputs are degrees Fahrenheit- IRG 81</p> <p>6.2- Begin a discussion of linear and quadratic functions by drawing a rectangle on the board and labeling the width <math>x</math> and the length <math>2x</math>. Point out that the perimeter of this rectangle is a linear function of the shorter side length: <math>P(x) = 6</math>. In contrast, the area of the rectangle is a quadratic function of the shorter side length: <math>P(x) = 2x^2</math>. Share that some common kinds of real world examples of quadratic functions are situations where you are finding an area given a length-IRG 85</p> <p><b>VOCABULARY:</b></p> <p>6.1- function, linear function, quadratic function, domain, one-to-one function, range</p> <p>6.2- common difference, consecutive difference, linear function, quadratic function, coordinate</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21st Century Skill: Business Literacy-</b> evaluate a quadratic function that models the cost to produce tennis rackets- page 187, IRG 82</p> <p><b>Test-Taking Skill: Eliminate Unnecessary Information-</b> use given tables of <math>x</math>-values, <math>y</math>-values, first differences, second differences and third differences to determine which is a quadratic function and which information is unnecessary- page 193, IRG 86</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL Instruction:</b> use a graph of a function to illustrate domain and range (domain is the <math>x</math>-values and the range is the <math>y</math>-values: D comes before R in the alphabet, just as X comes before Y)- IRG 82; use the sketch of a line and a table of values for a linear equation to show that the <math>x</math>-values in each differ by 1- IRG 86</p> <p><b>Extension Activity:</b> discuss if (3, 7) were an ordered pair of the first function, would (7, 3) be an ordered pair of the second function? Ask students to show an example of two such functions- IRG 82; investigate when a common consecutive difference of zero is found- IRG 86</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Math</b>, pages 186, 187, 189, 193</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP 1, MP 3, MP 4, A.7.b, A.7.c</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP2, MP3, MP4, MP5, F.IF.1, F.IF.2, F.IF.4, F.IF.5, F.IF.7, F.IF.9, F.LE.1, F.LE.5</p>	<p><b>TABE CORRELATION TO TEXT:</b> <i>Applied Mathematics-</i> Patterns, Functions, Algebra- function</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice, pages 190-191, 198-199</p>

TEXT AND STATE STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 6 (pages 200-217)</p> <p><b>TOPIC:</b> FUNCTIONS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 22-25, 76-81, 112, 125, 148, 150-151</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 6.3-6.4</i></p> <p><i>Number Power Transitions Math, pages 181-185, 204-210</i></p> <p><i>Number Power- Pre-Algebra, pages 44-51, 66-67, 178-179</i></p> <p><i>Number Power- Algebra, pages 92-97, 174-175</i></p> <p><i>Workplace Skills: Applied Mathematics, Lessons 8, 15, 23, 24, 27, 29</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success , Level A, Mathematics, Lessons 1.4, 9.1, 15.1, 15.2</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lessons 10.2, 11.1</i></p> <p><i>MHAchieve Online, Mathematics, Lessons 6.3, 6.4</i></p> <p><i>Workforce Connects Applied Mathematics, Lessons 4.4, 5.4, 6.5, 6.6, 7.1, 7.3</i></p>	<p><b>WEEK</b> 11</p> <p><b>UNIT TITLE:</b> 6- FUNCTIONS</p> <p><b>LESSON(S) TITLE:</b> 6.3- Identify Key Features of a Graph; 6.4- Compare Functions</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>6.3-Identify key features of a graph; Draw a graph when given its key features; Graph a real-world relationship by identifying key features</p> <p>6.4-Compare proportional relationships represented in different ways; Compare linear functions represented in different ways; Compare quadratic functions represented in different ways</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b></p> <p><b>Make Use of Structure-</b> suggest that students sketch different possible graphs of quadratic functions, including those with the vertex above, on and below the x-axis, and opening up and down- page 201, IRG 89</p> <p><b>Gather Information-</b> Remind students that to find the y-intercept, they can let <math>x = 0</math> and to find the x-intercept(s), they can let <math>y = 0</math>- page 204, IRG 90</p> <p><b>Use Ratio and Rate Reasoning-</b> demonstrate converting an everyday example of ratios into unit ratios (36-ounce box of cereal for \$2.29 or an 28-ounce box for \$1.99) for making decisions (which is cheaper per ounce)- page 210, IRG 93</p> <p><b>Make Sense of Problems-</b> the first step to solving a problem is to understand what information is given and what is being asked, then what plan to follow to solve it. Use this procedure to compare x- and y-intercepts of quadratic functions given as graphs, tables and equations- page 213, IRG 93</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Evidence-Based Reading Support: Vocabulary- Analyze Words</b> -Write the word “intercept” on the board and ask students for a related word in sports (<i>interception</i>). Draw a pair of coordinate axes and slowly draw a line (or curve) that crosses the x-axis. Tell students that the line is the path of a ball, and the moment it crosses the x-axis is the moment of interception (“x-intercept”)- page 200, IRG 89;</p> <p><b>Visualizing Concepts</b> Write the word “slope” on the board and sketch a gentle hill and a steep mountain. Ask students which sketch has a greater slope (<i>mountain</i>). Remind students of the definition that slope is rise over run and “run” is always from left to right, as if they were reading across the page- IRG 93</p> <p><b>Calculator Skills-</b> calculate x-intercepts with the quadratic formula, show students the square root key <b>2nd x2</b> explaining that parentheses need to be placed around the quantity that goes into the square root, as well as parentheses around the entire numerator of the quadratic formula- page 205, IRG 90</p> <p><b>HOME LEARNING:</b></p> <p><b>Skill Builder Activity-</b> Identify Key Features of Stock Charts- IRG 91-92; Compare Quadratic Functions- IRG 95-96</p>	<p><b>BELL RINGER:</b></p> <p>6.3-Bring in a graph from a recent newspaper, perhaps showing the fluctuations of the stock market over the last week. Ask students to point out any features of the graph that they notice, such as the highest price and lowest price for the week or when the market was rallying or retreating. Have students discuss the real-world meaning of these features- IRG 89</p> <p>6.4-Ask your students how they would compare the prices of two bottles of shampoo if one is 16 oz. for \$1.79 and the other is 20 oz. for \$2.09. Have students discuss generally how to compare two things- IRG 93</p> <p><b>VOCABULARY:</b></p> <p>6.3- end behavior, relative maximum/minimum, line symmetry, rotational symmetry, x-intercept, y-intercept</p> <p>6.4-proportional relationship, slope, y-intercept, quadratic function</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21st Century Skills: Health Literacy</b> - students use graphs, tables, equations and descriptions to compare calories burned per hour bowling, swimming and jumping rope- page 212, IRG 94</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL Instruction:</b> Write “end behavior” on the board. Explain that in mathematics, “end behavior” is “how a graph acts at the ends.” Sketch an increasing line on the board, and ask students what the left and right end behaviors are- IRG 90; Draw two parabolas one with vertex (2, 9), y-intercept 5 and x-intercepts –1 and 5; and a second with vertex (6, 4), y-intercept –5, and x-intercepts 2 and 10. Ask students to compare the maximums, y-intercepts, and x-intercepts of the two parabolas- IRG 94</p> <p><b>Extension Activity:</b> Imagine dropping a bouncy ball from a height of 5 feet. The ball bounces off the floor one second later, coming up to a height 90% as high as before. It continues to bounce at the same height and rate. Ask what the key features are in this scenario-IRG 90; Ask each student to create a quadratic function with a maximum. Have students find the maximum and all intercepts for their function. On three index cards, have each student represent their function (1) as an equation in standard form, (2) as a graph, and (3) as a table of at least five values. Discuss which points should be included in a table to give enough information to find the maximum and all of the intercepts- IRG 94</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Math,</b> pages 205, 210</p>
<p><b>GED @STANDARDS EMBEDDED IN TEXT:</b> MP 2, MP 3, MP 4, A.5.b, A.5.d, A.5.e, A.7.a, A.7.d</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP1, MP2, MP4, MP7, F.IF.4, F.IF.5, F.IF.6, F.IF.7, F.IF.8b, F.IF.9, F.LE.5</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Applied Mathematics:</i> Number and Number Operations- ratio, proportion; Measurement- convert measurement units; Algebra- function; Problem solving and Reasoning- solve problem</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 206-207, 214-215 Chapter Review, pages 216-217</p>



TEXT AND STATE STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 7 (pages 218-233)</p> <p><b>TOPIC:</b> GEOMETRY AND MEASUREMENT</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b> <i>Achieving TABE Success in Mathematics, Level A Workbook, pages 136-139, 153-155</i> <i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 7.1-7.2</i> <i>Number Power Transitions Math, pages 90, 128-132</i> <i>Number Power- Geometry, pages 54-59,74-87, 94-109</i> <i>Number Power- Pre-Algebra, pages 114-119, 190-191</i> <i>Number Power- Algebra, pages 188-189</i> <i>Workplace Skills: Applied Mathematics, Lessons 13, 22, 26</i></p> <p><b>DIGITAL RESOURCES:</b> <i>Instruction Targeted for TABE Success , Level A, Mathematics, Lessons 9.1, 9.2, 9.310.3, 10.4</i> <i>LearnSmart Achieve Adaptive, Mathematics, Lessons 3.1, 3.2, 3.3, 3.4</i> <i>MHAchieve Online, Mathematics, Lessons 7.1, 7.2</i> <i>Workforce Connects Applied Mathematics, Lessons 5.2, 6.4, 6.8</i></p>	<p><b>WEEK</b> 12</p> <p><b>UNIT TITLE:</b> 7- GEOMETRY AND MEASUREMENT</p> <p><b>LESSON(S) TITLE:</b> 7.1- <i>Compute Perimeter and Area of Polygons</i>; 7.2- <i>Compute Circumference and Area of Circles</i></p> <p><b>TEXT LESSON OBJECTIVES:</b> 7.1-Compute the perimeter of a polygon; Use geometric formulas to find the area of a polygon; Determine a side length of a polygon when given the perimeter or area 7.2- Compute the circumference and area of a circle; Find the radius or diameter of a circle when given the area or circumference</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b> <b>Calculate Area</b> - compute the area of a rectangle with length and width that are rational, non-whole numbers. Review how to multiply decimals. Ask the students how to determine the number of digits to the right of the decimal point in the product of two decimals- page 221, IRG 97; calculate the area of a circle whose diameter is 30 feet by determining its radius, and then substitute the radius into the formula for area- page 230, IRG 102 <b>Perform Operations</b>- draw a trapezoid with the two bases measuring 4 in. and 5 in. and the height as 8 in.; then show two different solutions of the calculation of area (one with the correct order of operations, the other incorrect) and ask students to identify the error- page 225, IRG 98; Ask the students to identify the variable in the formula for the circumference of a circle that represents radius (<math>r</math>). Discuss with students that when variables or quantities are written next to each other with no operation symbol, it is understood that the quantities should be multiplied together- page 229, IRG 101</p> <p><b>ADDITIONAL STRATEGIES:</b> <b>Evidence-Based Reading Support: Alphabetics-Analyze Words</b> -Write the word <i>polygon</i> on the board. Underline the prefix <i>poly</i> and the base <i>gon</i>. Explain that the base is derived from the Greek word <i>gonia</i>, meaning “angle,” and the prefix is from the Greek word <i>poly</i>, meaning “many.” Ask a volunteer to use the meaning of the prefix and the root to define the term polygon (<i>having many angles</i>). Discuss how this definition relates to the definition in the lesson: “a closed figure in a plane that is formed by three or more segments.”- IRG 97; <b>Alphabetics-Phonemic Awareness</b>- Write the words <i>radius</i> and <i>diameter</i> on the board. Underline the letter <i>i</i> in each word. Read each word slowly, emphasizing the sound that the letter <i>i</i> makes in each word. Discuss with students that in the word <i>radius</i>, the letter <i>i</i> makes an “ee” sound, while in the word <i>diameter</i>, it makes a long “i” sound- IRG 101 <b>Calculator Skills</b> -Calculating the area of a circle requires students to find the square of the radius either by multiplying the radius by itself or using the <math>x^2</math> button on the calculator- page 230, IRG 102</p> <p><b>HOME LEARNING:</b> <b>Skill Builder Activity</b>- Investigate Perimeter and Area- IRG 99-100; Compute Circumference and Area of Circles- IRG 103-104</p>	<p><b>BELL RINGER:</b> 7.1- Point out to students that they are surrounded by polygons in their daily lives. Place students into groups. Instruct groups to look around the room and identify objects that are polygons and list as many of them as they can within 1 minute - IRG 97 7.2- Point out to students that they are surrounded by circles in their daily lives. Ask students to identify examples of circles in familiar objects. Discuss the features that these objects have in common (<i>round, closed, no corners, no sides</i>.)-IRG 101</p> <p><b>VOCABULARY:</b> 7.1- area, perimeter, polygon, hypotenuse, parallelogram, trapezoid 7.2- area, circle, circumference, diameter, pi (<math>\pi</math>), radius</p> <p><b>STUDENT PRODUCT/PROJECT:</b> <b>Test-Taking Skill- Evaluate the Answer</b>- working in pairs, one student finds the area of a right triangle with legs measuring 6 and 8 feet; the other student finds the area using the related rectangle, then compare answers- page 223, IRG 98 <b>Workplace Skill: Plan and Organize</b> -calculate the minimum diameter of a circular fountain with a circumference of 47 feet- page 231, IRG 102.</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b> <b>ELL Instruction:</b> Have students return to the section “Parallelograms and Trapezoids.” Draw a parallelogram on the board. Discuss with students that many geometric figures are named according to their features. Because of this, parallelograms are named for their two pairs of parallel sides. Invite a volunteer to identify the two pairs of parallel lines. Next, invite a volunteer to define the term parallelogram (a four-sided figure with two sets of parallel lines)- IRG 98; Since many mathematical terms have roots in Latin words, students whose native languages are Romance languages may be able to identify native-language cognates for some of the key terms and vocabulary words from this lesson. Encourage students to reinforce their understanding of the key terms and vocabulary words by researching corresponding terms in their native languages- IRG 102. <b>Extension Activity:</b> Have students discuss methods for calculating the area of a trapezoid without using the formula <math>12h(b1 + b2)</math>. Guide them to divide a trapezoid into component triangles and rectangles. Ask them to show how the formulas for the areas of the components are connected to the formula for the area of the trapezoid- IRG 98; Using the formulas <math>C = 2\pi r</math> and <math>A = \pi r^2</math>, have students derive a relationship between the circumference and area of a circle with radius <math>r</math>. Guide them to solve one of the formulas for <math>r</math> and substitute that expression into the other formula- IRG 102</p> <p><b>EXIT SLIP:</b> <b>Think About Math</b>, pages 221, 224, 225, 229, 230, 231</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP 1, MP 2, Q.4.a, Q.4.b, Q.4.c, Q.4.d, Q.4.e, Q.5.a, Q.5.b, Q.5.c, Q.5.d, Q.5.f</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP2, MP3, MP5, A.CED.4, G.CO.1, G.SRT.5, N.Q.1</p>	<p><b>TABE CORRELATION TO TEXT:</b> <i>Applied Mathematics:</i> Measurement- perimeter; area; circumference; Geometry and Spatial Sense- plane figure; Pythagorean theorem</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice, pages 226-227, 232-233</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 7 (pages 234-251)</p> <p><b>TOPIC:</b> GEOMETRY AND MEASUREMENT</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT;</b></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 153-157</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 7.3-7.4</i></p> <p><i>Number Power Transitions Math, pages 197</i></p> <p><i>Number Power- Geometry, pages 106-109, 112-127, 144-145, 148-149</i></p> <p><i>Number Power- Pre-Algebra, pages 120-121, 182-184</i></p> <p><i>Workplace Skills: Applied Mathematics, Lessons 21, 30</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success , Level A, Mathematics, Lessons 9.2, 9.3, 9.4</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lessons 3.2, 3.3, 3.4</i></p> <p><i>MHAchieve Online, Mathematics, Lessons 7.3, 7.4</i></p> <p><i>Workforce Connects Applied Mathematics, Lessons 6.3, 7.4</i></p>	<p><b>WEEK</b> 13</p> <p><b>UNIT TITLE:</b> 7- GEOMETRY AND MEASUREMENT</p> <p><b>LESSON(S) TITLE:</b> 7.3- <i>Compute Surface Area and Volume</i>; 7.4- <i>Compute Perimeter, Area, Surface Area, and Volume of Composite Figures</i></p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>7.3-Given the formula, find the volume of three-dimensional objects; Given the formula, find the surface area of three-dimensional objects; Given the formula, find the missing length when given the volume of three-dimensional objects</p> <p>7.4-Calculate perimeter and area of 2-dimensional composite figures; Calculate surface area and volume of 3-dimensional composite figures</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b></p> <p><b>Calculate Volume-</b> calculate the volume of a rectangular prism by multiplying the area of its base by its height, rather than using the formula <math>V = lwh</math>- page 236, IRG 106</p> <p><b>Calculate Surface Area-</b> calculate surface area by adding the areas of all faces, rather than using the formulas given in the lesson-page 238, IRG 106</p> <p><b>Calculate Area</b> - calculate the area of a floor that is composed of a rectangle and a semicircle- page 243, IRG 109</p> <p><b>Make Sense of Problems-</b> determine the surface area of a tower that is composed of a cylinder and a cone, by using the formulas for the lateral areas of the solids and prior knowledge of these shapes- page 247, IRG 110</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Evidence-Based Reading Support: Vocabulary-Analyze Words</b> Write the word <i>surface area</i> on the board. Underline the words <i>face</i> and <i>area</i>. Ask students to write down a definition of the word <i>surface area</i> using those underlined words in their definition. Discuss that area is something that is calculated of a two-dimensional shape and so <i>surface area</i> is found on the two-dimensional part of a solid—its surface- IRG 105</p> <p><b>Calculator Skills-</b> the multiple-choice answer choices might not exactly match the calculated answer, depending on whether the <math>\Pi</math> key is used or enter “3.14”- page 239, IRG 106; calculate the cube of the radius by multiplying the radius by itself three times, or by using the <math>\wedge</math> key- page 245, IRG 110</p> <p><b>HOME LEARNING:</b></p> <p><b>Skill Builder Activity-</b> Compute Surface Area and Volume- IRG 107-108; Modeling with Geometric Figures- IRG 111-112</p>	<p><b>BELL RINGER:</b></p> <p>7.3-write “2-D” and “3-D” on the board and ask students to write the names or sketch examples of two- and three-dimensional figures under the appropriate heading- IRG 105</p> <p>7.4- draw an irregular 2-dimensional composite figure on the board and ask students to show how it could be divided into two or more familiar figures- IRG 109</p> <p><b>VOCABULARY:</b></p> <p>7.3- surface area, volume, cylinder, prism, pyramid, sphere</p> <p>7.4- composite figure, composite solid, 2-dimensional, 3-dimensional, hemisphere</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>21st Century Skill: Environmental Literacy</b> - use the formula for the volume of a cylinder to find the total volume of 30 congruent cylindrical barrels- page 237, IRG 106; <b>Financial, Economic, Business, and Entrepreneurial Literacy-</b> students find the volume of a grain silo that is composed of a cone atop a cylinder-page 244, IRG 110</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL Instruction:</b> define the key terms and vocabulary terms from this lesson in own words, sketching figures or referring to figures from this lesson, where appropriate- IRG 106; explain the solutions to the Skills Practice activities- IRG 110</p> <p><b>Extension Activity:</b> students create a table that lists attributes and formulas for surface area and volume for each figure presented in this lesson (prisms, cylinders, pyramids, cones, spheres). Use the table to compare and contrast the figures- IRG 106; compare the volume and surface area of the two 3-dimensional composite figures and justify their comparisons without performing the calculations- IRG 110</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Math</b>, pages 237, 243, 245, 247</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP 1, MP 2, Q.4.c, Q.4.d, Q.5.a, Q.5.b, Q.5.c, Q.5.d, Q.5.f</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP1, MP4, MP5, N.Q.1, N.Q.3, A.CED.4, G.GMD.2, G.GMD.3, G.MG.2</p>	<p><b>TABE CORRELATION TO TEXT:</b> <i>Applied Mathematics:</i> Measurement- area; volume; perimeter</p>	<p><b>EVALUATION/ASSESSMENT:</b> Vocabulary Review, Skill Review, Skill Practice, pages 240-241, 248-249 Chapter Review, pages 250-251</p>

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b> <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 8 (pages 252-287)</p> <p><b>TOPIC:</b> DATA ANALYSIS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving TABE Success in Mathematics, Level A Workbook, pages 96-107</i></p> <p><i>Common Core Achieve 2014 GED® Mathematics Exercise Book, Lessons 8.1-8.4</i></p> <p><i>Number Power- Analyzing Data, pages 26-68, 106-123, 146-163</i></p> <p><i>Number Power- Pre-Algebra, pages 42, 58, 70-85</i></p> <p><i>Workplace Skills: Applied Mathematics, Lesson 8</i></p> <p><i>Workplace Skills: Locating Information, Lessons 4-7, 9, 11-14</i></p> <p><b>DIGITAL RESOURCES:</b></p> <p><i>Instruction Targeted for TABE Success, Level A, Mathematics, Lessons 11.1, 11.2, 11.3, 15.2</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lessons 4.1, 4.2, 5.1, 5.2</i></p> <p><i>MHAchieve Online, Mathematics, Lessons 8.1, 8.2, 8.3, 8.4</i></p> <p><i>Workforce Connects Applied Mathematics, Lesson 4.4</i></p> <p><i>Workforce Connects Locating Information, Lessons 4.2-4.5, 5.2, 5.4, 6.1-6.3</i></p>	<p><b>WEEK</b> 14</p> <p><b>UNIT TITLE:</b> 8- DATA ANALYSIS</p> <p><b>LESSON(S) TITLE:</b> 8.1- Calculate Measures of Central Tendency; 8.2- Display Categorical Data; 8.3- Display One-Variable Data; 8.4- Display Two-Variable Data</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>8.1- Calculate the mean, median, mode, and range of a data set; Find a missing data item given the mean and the rest of the data; Calculate a mean based on frequency counts; Calculate a weighted average</p> <p>8.2- Interpret and display data in a bar graph; Interpret and display data in a circle graph</p> <p>8.3- Interpret and display data in a dot plot, histogram, and box plot</p> <p>8.4- Interpret and display two-variable data in tables; Interpret and display two-variable data in scatter plots; Interpret and display two-variable data in line graphs</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b></p> <p><b>Interpret Data Displays-</b> interpret data displayed in tables to solve real-world problems (review the title, columns, rows in a table)- page 256, IRG 114; Use an example of a double-bar graph that shows two sets of related data, with two kinds of bars (legend identifies data sets)- page 263, IRG 118</p> <p><b>Interpret Graphs-</b> challenge students to explain mathematically why the graph makes the snowfall in Brushwood appear to be 9 times as much as Dover- page 264, IRG 118; graphs that use adjustments to the axes or selective data mislead interpretation of data- page 283, IRG 126</p> <p><b>Model with Mathematics-</b> in a box plot the outlier is noticeably smaller or larger and will be the first or last in the list- page 275, IRG 122</p> <p><b>Interpret Data Displays: Dot Plots-</b> find the fraction of data values that meet certain conditions (count the dots to find the total number of dots or data values)- page 271, IRG 121</p> <p><b>Build Lines of Reasoning-</b> look at two scatter plots of customer satisfaction plotted against age and then education to determine if there is a positive trend in either case- page 281, IRG 126</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Calculator Skills-</b> using the <i>data</i> button to show mean, median minimum and maximum- page 258; review with students how to find a percent of a number using a calculator- page 267, IRG 118; when finding the median of an odd number of data values put parentheses around the two numbers being added so that they add before dividing by 2- page 274, IRG 122; use a calculator to input two-variable data- page 280, IRG 126</p> <p><b>Test-Taking Tips: Circle Graphs-</b> discuss why knowing how much the whole represents in a circle graph is needed- page 265, IRG 118</p> <p><b>HOME LEARNING:</b></p> <p><b>Skill Builder Activity-</b> Compare Measures of Central Tendency- IRG 115-116; Create Categorical Data Displays- IRG 119-120; Display One-Variable Survey Data- IRG 123-124; Identify Trends in Two-Variable Triathlon Data- IRG 127-128</p>	<p><b>BELL RINGER:</b></p> <p>8.1- a measure of central tendency is simply a number people use to summarize all the values in a data set, such as a student’s final grade-point average summarizes all the grades that year-IRG 113</p> <p>8.2-compare and contrast examples of bar graphs and circle graphs from textbooks, newspapers, magazines, or the Internet- IRG 117</p> <p>8.3-make a list of the model years of the cars students are currently driving and ask how to plot this data- IRG 121</p> <p>8.4- discuss positive (age and weight of babies), negative (speed and distance covered), and no trends (daily temperature) between two sets of data- IRG 125</p> <p><b>VOCABULARY:</b></p> <p>8.1- mean, median, mode, range, weighted average</p> <p>8.2- bar graph, circle graph, legend</p> <p>8.3- dot plot, histogram, box plot, first quartile, third quartile, distribution, median</p> <p>8.4- scatter plot, line graph, positive trend, negative trend, no trend</p> <p><b>STUDENT PRODUCT/PROJECT:</b></p> <p><b>Workplace Skill: Plan and Organize-</b> Invite volunteers to explain how using a formula to solve a problem is an example of planning and organizing- page 257, IRG 114; <b>Understand Business Fundamentals-</b>find a weighted average as used in business (average sales price of an item sold at regular and discounted prices)- page 259, IRG 114; <b>Find Information in Workplace Graphics</b> -use circle graphs to solve problems and make decisions instead of listing the data or describing it- page 266, IRG 118; <b>Make Decisions Based on Workplace Graphics-</b> interpret a histogram to make a decision on how many tables of different sizes should be in a restaurant- page 273, IRG 122; use a table to determine how much it would cost to add a staff person to fill in empty shifts- page 279, IRG 125</p> <p><b>21<sup>st</sup> Century Skill- Viewing Line Graphs Online-</b> use the Dow Jones Industrial Average to describe trends- page 282, IRG 126</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>ELL Instruction:</b> pairs of students take turns asking and answering “What” and “How” questions- IRG 114; Review the comparison words <i>more, most, greater, greatest, less, least, fewer, and fewest</i> using groups of objects and simple sentences to illustrate the meanings- IRG 118; use a box plot to illustrate the words “first quartile,” “third quartile,” “median,” and “range”- IRG 122; Practice the use of a scatter plot with a sample plot- IRG 126</p> <p><b>Extension Activity:</b> collect numerical data about one subject and organize into sets and find the mean, median, mode, and range of each set- IRG 114; students divide their spending into 5 or 6 categories and display the data in a bar or circle graph- IRG 118; create dot and box plots for sets of data- IRG 122; Differentiate between sets of two-variable data and choose the best representation for each- IRG 126</p> <p><b>EXIT SLIP:</b></p> <p><b>Think About Math,</b> pages 256, 258, 259, 265, 266, 271, 273, 275, 279, 281, 283</p>
<p><b>GED® STANDARDS EMBEDDED IN TEXT:</b> MP1, MP 2, MP 3, MP 4, Q.6.a, Q.6.b, Q.6.c, Q.7.a</p> <p><b>CCRS STANDARDS EMBEDDED IN TEXT:</b> MP1, MP2, MP3, MP4, MP5, N.Q.1, S.ID.1, S.ID.3, S.ID.5</p>	<p><b>TABE CORRELATION TO TEXT:</b></p> <p><i>Applied Mathematics:</i> Data Display- bar, line, circle graph; table, chart, diagram; conclusions from data; Problem Solving and Reasoning- model problem situation, solution</p>	<p><b>EVALUATION/ASSESSMENT:</b></p> <p>Vocabulary Review, Skill Review, Skill Practice, pages 260-261, 268-269, 276-277, 284-285</p> <p>Chapter Review, pages 286-287</p>

GED 2014® MATH STANDARDS\*

**MATHEMATICAL PRACTICES:**

- MP1:** Building solution pathways and lines of reasoning
- MP2:** Abstracting problems
- MP3:** Furthering lines of reasoning
- MP4:** Mathematical fluency
- MP5:** Evaluating reasoning and solution pathways.

**ALGEBRAIC PROBLEM SOLVING STANDARDS:**

- A.1:** Write, evaluate, and compute with expressions and polynomials
- A.2:** Write, manipulate, solve, and graph linear equations
- A.3:** Write, manipulate, solve, and graph linear inequalities
- A.4:** Write, manipulate, and solve quadratic equations
- A.5:** Connect and interpret graphs and functions
- A.6:** Connect coordinates, lines and equations
- A.7:** Compare, represent, and evaluate functions

**QUANTITATIVE PROBLEM SOLVING STANDARDS:**

- Q.1:** Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents.
- Q.2:** Add, subtract, multiply, divide, and use exponents and roots of rational, fraction, and decimal numbers
- Q.3:** Calculate and use ratios, percents, and scale factors
- Q.4:** Calculate dimensions, perimeter, circumference, and area of two-dimensional figures
- Q.5:** Calculate dimensions, surface area, and volume of three-dimensional figures
- Q.6:** Interpret and create data displays
- Q.7:** Calculate and use mean, median, mode, and weighted average
- Q.8:** Utilize counting techniques and determine probabilities

TEXT & DIGITAL MATERIALS LIST (with ISBN numbers)

- Achieving TABE Success in Mathematics, Level A (978-0-07-704470-1)
- Common Core Achieve: Mathematics Core Subject Module (978-0-02-143257-8)
- Common Core Achieve: Mathematics Resource Guide (978-0-02-136703-0)
- 2014 GED® Exercise Book- Mathematics (978-0-02-135568-6)
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