DOCUMENT RESUME

ED 286 005 CE 048 284

AUTHOR Greenwell, Lynette, Ed.; And Others
TITLE Job Corps GED Competencies Program Guide. ETA Handbook No. 324.
INSTITUTION Employment and Training Administration (DOL), Washington, D.C.
PUB DATE [87]
NOTE 494p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF02/PC20 Plus Postage.
DESCRIPTORS Competence; Course Content; Educational Resources; Fine Arts; High School Equivalency Programs; *Literature; *Mathematics Instruction; Pretests Posttests; *Science Instruction; *Social Studies; Teaching Methods; *Test Coaching; Test Construction; Test Items; Tutoring; Units of Study; *Writing Instruction
IDENTIFIERS *General Educational Development Tests; Job Corps

ABSTRACT
This packet, designed for teachers of Job Corps participants is intended to familiarize them with the contents and presentation methods of the competency program developed to help students prepare for the General Educational Development (GED) (high school equivalency) tests. The first part of the package contains a teacher's guide that presents an overview of the competencies program. The guide covers the following: the content and organization of the 1988 edition of the GED, organization and sequence of the competencies program, how to use the GED competencies program, and resources and references. The competencies program guides are organized in five sections corresponding to the five sections of the GED test: writing skills, social studies, science, literature and the arts, and mathematics. Each of the sections contains a number of units that cover the material expected to be tested by the 1988 GED. Each section contains an overview, descriptions of each content unit, pretests and posttests, content materials for each unit, and supplementary materials. Within the content units, student checklists help teachers to guide their students through the required competencies. (KC)

**********************************************************************
Reproductions supplied by EDRS are the best that can be made from the original document.
**********************************************************************
THE JOB CORPS GED COMPETENCIES PROGRAM

CONTRIBUTORS

Project Manager: Robert J. Emmitt

Editor: Lynette Greenwell

Writers: LeRoy Mobley
Science, Literature and the Arts, Mathematics

           Judith Vitale
Writing Skills, Social Studies, Training Materials

           Linda Smith and Robert Emmitt
Teacher's Guide

Job Corps GED Task Group Members:

              Vern Brown, Weber Basin
              U.S. Department of Interior
              Harriett Caldwell, Gary
              Texas Educational Foundation
              Robert Emmitt, National Office
              U.S. Department of Labor
              Lynette Greenwell, Clearfield
              Management and Training Corp.
              Delle Lambert, San Diego
              Singer Corp.
              LeRoy Mobley, Phoenix
              TeleDyne Corp.
              John Runyon, Earle C. Clements
              Singer Corp.
              Linda Smith, National Office
              U.S. Department of Labor
              Judith Vitale, Schenck
              U.S. Department of Agriculture
              Forest Service
THIS PROGRAM AND THE WORK THAT CREATED IT ARE DEDICATED TO JOHN RUNYON EARLE C. CLEMENTS JOB CORPS CENTER

IN MEMORIAM
TABLE OF CONTENTS

I. Introduction 5

II. The 1988 Edition of the GED 6
   Background on the 1988 GED Test Change Process 6
   Overview of the Committee Recommendations 6

III. The Content and Organization of the 1988 GED 7
   The GED Subject Area Tests 8
   The Cognitive Skills Levels 11

IV. Organization and Sequence of the Competencies Program 13
   The Overall Program 13
   The Subject Area Components 14
   The Competency Units 16
   Subject Area and Unit Study Sequence 17
      Summary 18
      Flow Chart 18
      Examples of Student Progress 19

V. How to Use the GED Competencies Program 20
   1. The Teacher's Role 20
   2. Preparing the Teacher's Guide Components 20
   3. Inventorying and Ordering Books 20
   4. Duplicating Checklists, Charts, and Record Sheets 21
   5. Organizing Classroom Materials for Instruction 21
   6. Entry Test Recommendations and Options 22
   7. Student Folders and Use of Texts 23
   8. Record Sheets and Recordkeeping 23
   9. Recommended Class Size 23
   10. Teacher Discretion 24
   11. Order of Testing 24
   12. Teaching and Scoring Writing 24
   13. Holistic Scoring 25

VI. Resources and References 26
   Essay Checklist 26
   Job Corps GED Record Sheet 27
   Recommended Materials List 29
   Supplementary Materials List 33
   Revised Implementation Dates for the 1988 GED Tests 38
   Bibliography 39

ERI C
INTRODUCTION

The Job Corps GED Competencies Program has been designed to prepare corpsmembers with the general knowledge and skills required to pass the American Council on Education's 1988 edition of the "Tests of General Educational Development" (GED) for high school equivalency certification. The new Job Corps program provides competency-based instruction for the five subject area subtests of the new version of the GED: 1. Writing Skills, 2. Social Studies, 3. Science, 4. Interpreting Literature and the Arts, and 5. Mathematics.

A GED Task Group of Job Corps teachers, staff members and National Office educators was formed in the summer of 1986 to recommend the direction of a new Job Corps GED Program. The Task Group met several times to determine the best approach for developing a preparatory program that would address the new GED test's emphasis on cognitive skills and writing composition. The Task Group reviewed already available materials and arranged with publishers to view and include pre-publication copies of new materials designed to reflect the expected content of the 1988 revision of the GED.

The resulting Job Corps program gives priority to new materials that attempt to help students learn how to use information to reach and apply conclusions or to present them in an original written statement or argument. The program uses newly published worktexts to address the major objectives of the new test and employs the Job Corps Advanced General Education Program (AGEP) and previously published materials as supplements. The materials are organized into individual competency units by unit guides and student checklists.

It should be emphasized that the present program is a preliminary effort to address the needs of Job Corps students and teachers, particularly those in the eleven states where the new GED test will be introduced on January 1, 1988. A list of the dates when the new test will be implemented in each state and the District of Columbia is provided at the end of the guide to assist teachers in phasing in the new program in accordance with local testing policies and timelines.

This initial version of the Job Corps GED Competencies Program is scheduled for implementation throughout Job Corps on October 15, 1987. Regardless of local testing practices, teachers should begin then to inventory and order recommended and supplementary materials, duplicate student record sheets, and plan how and when to initiate instruction with the new program.

The program has been prepared in looseleaf format to allow for a continuous process of revision that will incorporate teacher evaluations and additional GED publications, audio-visual materials, and computer software as they become available throughout 1988. It is the hope of the Task Group that this effort will ultimately result in a program that meets both the immediate and long range needs of Job Corps GED students and teachers.
Background on the 1988 GED Test Change Process

About every ten (10) years a major change in the GED tests is made, the last revision occurring in 1977. The tests to be introduced in 1988 are the result of a five year process which involved adult educators throughout the United States. The Commission on Educational Credit and Credentials, the policy-making body of the GED Testing Service, considers and acts on recommendations of the GED Advisory Committee which is made up of adult education teachers and curriculum experts. Several major changes were recommended by the Advisory Committee for the 1988 test and most are reflected in the final product.

Overview of the Committee Recommendations

1. A Written Essay
   The inclusion of a written essay as part of the GED Writing Skills Test to demonstrate the ability to communicate in written language as part of a secondary education competency.

2. Critical Thinking and Problem Solving
   The new tests demand critical thinking skills and problem solving. Comprehensive, integrated skills rather than isolated fragments of learning from individual disciplines will be tested. A person able to pass the GED should be able to understand, explain and evaluate new experiences.

3. Relations to World of Work
   The new tests include a clear emphasis on the relationship of skills to the aspects of the world of work. Career awareness and work-related use of educational skills will be emphasized.

4. Awareness of Computer Technology
   The fourth recommendation concerns how computers have affected society in 1988. Items would not ask about specific skills needed to operate or to program computers, but an essay topic might ask about changes the computer has caused in the work place for the better or for the worse.

5. Consumer Awareness
   Consumer skills are addressed in the context of many of the tests. Situations which concern consumers and yield useful and accurate information will be included. The tests will contain examples of the ways in which one can become a better consumer by applying educational skills.

5. Adult Settings
   In all the new tests material related to daily adult living are included. Appropriate topics could include news, sports, entertainment, consumer activities, and daily living choices.
# The Tests of General Educational Development

<table>
<thead>
<tr>
<th>Test</th>
<th>Number of Items</th>
<th>Time Limit (minutes)</th>
<th>Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test One</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Skills</td>
<td>55</td>
<td>75</td>
<td>Part One:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Sentence Structure 35%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Usage 35%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Mechanics 30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45</td>
<td>Part Two:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Essay</td>
</tr>
<tr>
<td><strong>Test Two</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>64</td>
<td>85</td>
<td>History 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Geography 15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Economics 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Political Science 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Behavioral Science 20%</td>
</tr>
<tr>
<td><strong>Test Three</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>66</td>
<td>95</td>
<td>Life Sciences (Biology) 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Physical Science 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Earth Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Chemistry</td>
</tr>
<tr>
<td><strong>Test Four</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpreting</td>
<td>45</td>
<td>65</td>
<td>Popular Literature 50%</td>
</tr>
<tr>
<td>Literature and</td>
<td></td>
<td></td>
<td>- Classical Literature 25%</td>
</tr>
<tr>
<td>the Arts</td>
<td></td>
<td></td>
<td>- Commentary 25%</td>
</tr>
<tr>
<td><strong>Test Five</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>56</td>
<td>90</td>
<td>Arithmetic 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Measurement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Number Relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Data Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Algebra 30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Geometry 20%</td>
</tr>
</tbody>
</table>

Total Time: 7 hours, 35 minutes
TEST ONE
THE WRITING SKILLS TEST

The GED Writing Skills Test has two sections. The first section is a multiple-choice test which asks the student to edit sentences within the context of a paragraph or two for structure, usage or mechanical errors. The second section of the Writing Skills Test is the essay. The student will have 45 minutes to respond in writing to an issue or situation with which most adults would be familiar. The essay should present an organized point of view or an explanation of a common situation. Students are encouraged to plan, draft, revise and proofread their essays.

Part 1: Multiple Choice

<table>
<thead>
<tr>
<th>Content Area</th>
<th>% of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Structure</td>
<td>35%</td>
</tr>
<tr>
<td>Usage</td>
<td>35%</td>
</tr>
<tr>
<td>Mechanics</td>
<td>30%</td>
</tr>
</tbody>
</table>

Part 2: Essay

Com-position of an essay on a single topic presenting an opinion or explanation regarding a situation which is general knowledge to most adults.

Scoring

Writings will be scored "holistically" which means that the paper will be evaluated on the basis of overall effectiveness. G. Conlan has described holistic scoring as follows:

The basic assumptions of the holistic reading are that each of the factors involved in writing skill is related to all the others and that no one factor can be separated from the others. Readers must judge an essay as a whole; they must read each paper for the impression its totality makes. A misspelled word, a comma splice, a sentence fragment, a misplaced modifier should carry no great weight in scoring a paper......The reader will judge the general quality of the paper most effectively by reading it as a whole.
The essay score is not reported separately, but is combined with the multiple choice score and is reported as a composite. Essay readers will evaluate on the basis of elements of organization, support, clarity, and correctness of expression.

TEST TWO
THE SOCIAL STUDIES TEST

The GED Social Studies Test measures the ability to comprehend and use information in these content areas.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>% of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>25%</td>
</tr>
<tr>
<td>Economics</td>
<td>20%</td>
</tr>
<tr>
<td>Political Science</td>
<td>20%</td>
</tr>
<tr>
<td>Geography</td>
<td>15%</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>20%</td>
</tr>
<tr>
<td>(Anthropology, Psychology, and Sociology)</td>
<td></td>
</tr>
</tbody>
</table>

TEST THREE
SCIENCE

The Science Test assesses the student's ability to use concepts and information to solve problems or answer questions.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>% of the Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>50%</td>
</tr>
<tr>
<td>Physical Science</td>
<td>50%</td>
</tr>
<tr>
<td>(Earth Science, Physics, and Chemistry)</td>
<td></td>
</tr>
</tbody>
</table>

Items in both the Social Studies and the Science Tests measure thinking skills at the cognitive levels of comprehension (20%), application (30%), analysis (30%), and evaluation (20%).
TEST FOUR
INTERPRETING LITERATURE AND THE ARTS

The Literature Test measures the student's ability to comprehend (60%), apply (15%) and analyze (25%) passages. It is not necessary for the student to have prior knowledge of the literary works or familiarity with the language of literary analysis or criticism.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>% of the Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Literature</td>
<td>50%</td>
</tr>
<tr>
<td>Classical Literature</td>
<td>25%</td>
</tr>
<tr>
<td>Commentary about Literature and the Arts</td>
<td>25%</td>
</tr>
</tbody>
</table>

TEST FIVE MATHEMATICS

The Mathematics Test measures the student's ability to solve mathematics problems in a realistic setting. Many of the items involve several steps to solve a problem and the student may be asked to identify the proper way to set up the problem. The test does not focus on performing complicated calculations. The student needs to determine whether or not some of the problems contain sufficient information and whether or not there is extraneous information in some of the items. About one third of the items are based on graphic stimulus. A page of formulas is included with each Mathematics Test.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>% of the Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic</td>
<td></td>
</tr>
<tr>
<td>Measurement</td>
<td>30%</td>
</tr>
<tr>
<td>Number Relationships</td>
<td>10%</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Algebra</td>
<td>30%</td>
</tr>
<tr>
<td>Geometry</td>
<td>20%</td>
</tr>
</tbody>
</table>
DESCRIPTION OF THE COGNITIVE SKILLS LEVELS

As has been previously stated, the 1988 GED tests will test critical thinking skills. What does this mean to the GED teacher? In 1958, Dr. Benjamin Bloom and associates created a system of organizing thinking skills needed to solve problems. The GED Testing Service has used an adaptation of Bloom's Taxonomy of Educational Objectives to classify items in the 1988 tests. In general, mastery of lower level thinking skills is prerequisite to successful performance on tasks that require higher level cognitive skills. On the GED, test items are classified according to the highest level skill required to complete a task or arrive at the correct answer. The following description of these skills from low to high is adapted from The Official GED Teacher's Guide to the Tests of General Educational Development by the GED Testing Service of the American Council on Education, published by Contemporary Publishing Inc.

1. **Knowledge**: Recall is the first step of Bloom's Taxonomy and can be characterized as the repetition of information given by a teacher or textbook. The Job Corps GED teacher needs to understand that the 1988 tests do not attempt to measure knowledge of facts or terms directly. Instead, all items are written to require the use of previous knowledge or information contained in the test to answer specific questions. For example, it would not be enough to "know" the First Amendment; the student should be able to apply that knowledge to decide if someone's rights may have been violated.

2. **Comprehension**: items require understanding the meaning and intent of written and graphic stimulus material.
   
   They measure the ability to:
   - relate information to a whole
   - summarize or restate ideas
   - identify implications

   Comprehension skills are required in all five subject area tests in the battery. A percentage of the items in the Science, Social Studies, and Interpreting Literature and the Arts subtests require only comprehension, but all items throughout the test require comprehension as an enabling skill.

3. **Application**: items require the ability to use information and ideas in a concrete situation.

   They measure the ability to:
   - use given or remembered facts or ideas in a context different from the one provided.
All five tests in the battery contain items that require the skills of application. Items throughout the battery that test critical thinking at levels higher than application require the skills of application as a step in the thinking or problem-solving process.

4. **Analysis**: items require the ability to break down information and to explore relationships of component ideas.

   They measure the ability to:
   - distinguish facts from hypotheses or opinions
   - recognize unstated assumptions
   - distinguish a conclusion from supporting statements
   - identify cause and effect relationships

Analysis is a required skill on all five tests and items classified at this specific level are on the Science, Social Studies, and Mathematics tests.

5. **Synthesis**: skills at the synthesis level require the production of information in the form of hypotheses, theories, stories, or compositions. The distinction between analysis items and synthesis items is that analysis requires the breaking down of information into parts, whereas synthesis requires using partial information to construct a unique communication. Only the essay in Part II of Writing Skills requires synthesis as the highest level.

6. **Evaluation**: items require the ability to make judgments about the validity or accuracy of information or methods based on provided or assumed criteria.

   They measure the ability to:
   - assess the adequacy or appropriateness of data to substantiate hypotheses, conclusions, or generalizations
   - recognize the role values play in beliefs and decision making
   - assess the accuracy of facts as determined by documentation or proof
   - indicate logical fallacies in arguments

Evaluation items appear exclusively in the Science and Social Studies tests, although some of the processes involved in evaluation are required in the essay section of the Writing Skills Test.
Organization and Sequence of the Job Corps GED Competencies Program

Organization of the Overall Program

As might be expected from the brief statement of purpose in the Introduction to this Teacher's Guide and from the detailed review of the subtests of the 1988 Edition of the Tests of General Educational Development in the preceding sections, the Job Corps GED Competencies Program follows a parallel plan of organization. It is divided into five major Subject Area sections corresponding to the GED subtests: 1. Writing Skills, 2. Social Studies, 3. Science, 4. Interpreting Literature and the Arts, and 5. Mathematics. In the completed and fully assembled program guide, these five sections are meant to follow the teacher's guide in a single, looseleaf-bound document.

Entry into or permission to bypass the instructional units in each of the five Subject Area sections of the Program and the diagnosis of needed instructional units are determined by combined results on two comprehensive program tests, Cambridge's Official GED Practice Test AA and Contemporary's Diagnostic Pre-Tests. Likewise, the need for additional supplementary instruction in a unit or Subject Area or readiness for the GED are determined by Contemporary's Evaluative Post Tests and Cambridge's Official GED Practice Test BB.

Instruction in each of the five Subject Area sections of the Job Corps GED Competencies Program is divided into a series of competency units which identify a discrete learning objective, stated as a competency which the teacher is to assist the student to master by means of the tests and materials listed for the unit. Each unit is divided into seven parts: a topic heading, a content summary, a competency statement, and lists of pre-assessment tests and test items, recommended competency materials, supplementary materials, and post-assessment tests and test items. The tests and instructional materials listed are the best and most relevant to the 1988 Edition of the GED that were available at the time the Program Guide was published.

Corresponding to the unit curriculum guides are student checklists for the tests and materials in each unit. The checklists are to be duplicated to provide a copy for each student and are to be marked and assigned by the teacher based upon diagnostic test results. Completed primary assignments, assigned and completed supplementary assignments, and mastery test results are all to be noted on the checklists by the teacher.

All these elements are explained in detail at the beginning of each Subject Area section of the Program. The following paragraphs provide an overview of and introduction to the components and a flowchart of the progress through a typical series of units.
Description and Use of the Subject Area Section Components

The new Job Corps GED Competencies Program is designed to provide the corpsmember with experience in test taking and knowledge in content areas of diagnosed weakness. It is divided into small units that allow reasonable amounts of study time and maintain the pre-test/post-test style that has been successful in the past AGEP program. Corpsmembers can learn to set realistic goals for themselves for completion of the units, sections, and readiness for the GED test.

Official Practice Test AA (OPT AA)

The first test the corpsmember entering GED class takes is the Official Practice Test form AA. This is a half-length standardized GED Test whose scores predict GED performance with considerable accuracy. To insure the predictive value of the test, and the learning value of the experience, timing, sequence, and testing atmosphere should approximate the local test requirements and environment as closely as possible. The GED teacher should check the test as soon as possible after all sections are completed and discuss strengths and weaknesses with the corpsmember. Together they can plan the needed units of study. It is possible for a corpsmember to "test through" an entire Subject Area section of the GED Program with a standard score of 45. If the corpsmember passes the AA test, the teacher should administer the BB test to insure readiness for the state GED.

Subject Area Diagnostic Pre Tests (OPT)

If a student does not receive a passing score on a Subject Area Test of the OPT AA, the next test he takes is the Diagnostic Pre Test in that same area. The teacher can use the Diagnostic Pre Test Chart included in each Subject Area section of the curriculum to decide which competency units the student needs to take.

Subject Area Diagnostic Pre and Post Test Charts

When the item numbers of questions missed on the Official Practice tests and the Diagnostic and Evaluative Pre and Post tests for a Subject Area circled by the teacher, the charts illustrate which cognitive skills and competency units the corpsmember needs to study further. The charts should be duplicated by the teacher to provide each student with an individual record of the basis for assigning him competency units to be completed or supplementary materials to be studied.

Unit Pre Assessment Tests

Once the teacher has determined, on the basis of the preceding tests and diagnostic charts, which units of a Subject Area section need study, the preassessment tests within those units are optional. If a corpsmember has done poorly on a content portion of both the Official Practice Test and the Diagnostic Pre Test, it is probably not necessary to test on the same content once more. However if the corpsmember's score was on the borderline between "pass" and "more
study needed", the unit preassessment tests may be helpful deciding which assignments in a unit are needed.

**Competency Unit Materials**

Following assignment of materials, work in a competency instructional unit is largely self-directed and can be completed in a relatively short time. Each unit includes one or more books with specific pages designated to cover the required content. Some of the Literature and Math Sections refer to lessons or subtitles rather than pages because the publication cited had not yet been paginated by the publisher when this guide went to print. Teachers can enter page numbers when the materials are received. The numbers will be added in revisions of this guide as soon as they are available. Checklists are provided to enable corpsmembers to record progress. Students should be instructed to use scratch paper to record work and should not write in the books.

Since the Competency Unit is the primary operational component of instruction, further description is provided in the following section.

**Unit Post Assessment Tests**

As the corpsmembers complete a unit of instruction, the unit post assessment is to be administered by the teacher. A score of 75% is a minimum competency score. The GED teacher may choose to have the corpsmembers grade their own post tests. Cheating is usually no problem when students remember that passing the GED is the course objective. The teacher should assign supplementary work for students who fall short of mastery, and then advance them to the next unit without further testing.

**Subject Area Evaluative Post Test**

Each Subject Area section contains a Post Test for testing competency after the student has completed assigned units of study. This test is similar to the actual GED test of that same area. It is anticipated that the corpsmember will have improved his score to a passing level. The diagnostic post charts will help to identify areas of continuing weakness. Supplementary material may be assigned at the discretion of the GED teacher, but further testing should not be required.

**Official Practice Test BB (OPT BB)**

After completion of all assigned sections another Official Practice Test should be administered. Once again, additional supplementary materials should be assigned and individual tutoring provided if the student fails to make the required passing score. However, further testing thereafter is without benefit. After progressing through the last Subject Area section, most corpsmembers should be more familiar with testing and better prepared to face the official state testing environment. The GED teacher’s responsibility at this point is to provide final feedback and encouragement.
Organization and Use of the Competency Units

The first page of each curriculum unit guide gives the title, the content, and the competency objective of the unit followed by a list of references to pages or sections of the instructional resources that have been selected to help the student reach that competency goal. Each unit attempts to identify the available materials most relevant to the content and cognitive skills emphasis of a segment of the 1988 edition of the GED.

Each Competency Unit includes the following components:

Unit Pre Assessment
Unit pre-tests can be used as an additional instrument for evaluation if diagnostic testing does not clearly indicate need for study in an instructional unit and/or if the teacher wants additional diagnostic information.

Unit Study Materials
The recommended and materials for each unit are listed. PRE-GED materials can be used in Pre-GED courses or with less able readers. In general, the dividing point between GED and PRE-GED materials is a calculated or estimated reading level of 7.5.

Unit Post Assessment
A unit post test is included in most units to determine the competency level the corpsmember has achieved from study of the recommended materials.

Supplementary Materials
Additional materials which supplement the unit of study are included as reinforcement. These can be used either before or after post testing at the discretion of the GED teacher.

Checklists
Student checklists are included for the tests and materials in each unit. These should be duplicated by the teacher for the individual student's use. The teacher assigns the materials to be studied on the checklist, which then serves as a reference to the required books and pages and a record of work completed.
A passing score for each Subject Area of Official Practice Tests AA, BB (OPT AA and OPT BB), and for the Evaluative Post Test (EPT) is a standard score of 45 or better. If students fail a Subject Area Subtest of either OPT AA or OPT BB, they take the Diagnostic Pre Test (DPT).

1. If a student passes OPT AA and OPT BB, he is ready either to take the GED test in that subject area or proceed to study the next program area.

2. If the student fails OPT AA, he goes to the Diagnostic Pretest to identify needed Competency Unit materials and assignments for practice.

3. If the student passes OPT AA, but fails OPT BB, he should also take the Diagnostic Pre-Test.

4. After the student takes the Diagnostic Pre-Test, the teacher either gives him a marked checklist for the first of the units identified as an area of weakness by the Pre-Diagnostic Chart, or assigns a Unit Pre-Assessment Test for additional diagnostic information and then assigns materials from the checklist.

5. When the student has completed all the assigned materials on the checklist, he goes to the teacher for the Unit Post Assessment.

6. If the student passes the Post Assessment, the teacher marks the assignments on a new checklist, the one for the next Unit indicated by the Pre Diagnostic Chart or gives the Unit Pre Assessment Test to confirm need for the Unit.

7. If the student fails to pass the Post Assessment, the teacher assigns Supplementary materials from the Unit. After completing the assigned Supplementary materials, the student moves on to the next Unit.

8. After completing the last Unit identified as an area of weakness either by passing the Post-Assessment or completing assigned Supplementary materials, the student proceeds to the Evaluative Post-Test for the Subject Area.

9. If the student passes the Evaluative Post Test, he proceeds to the Official Practice Test, Form BB. (NOTE: Depending on local GED testing practices, OPT BB may be administered either one Subject Area at a time, or as a whole after the units in all Subject Areas are completed.)

10. If the student fails the Evaluative Post Test, the teacher assigns supplementary materials and, when they are completed, administers OPT BB to the student.

11. If the student passes OPT BB, he has completed the Subject Area. If he fails, he should be assigned additional supplementary materials. Thereafter, the student is considered to have completed the Subject Area. He should not be required to take the OPT BB a second time.
EXAMPLES OF STUDENT PROGRESS THROUGH A SUBJECT AREA

Student A

Official Practice Test
OPT(AA)
Score 42

Diagnostic Pre-Test
OPT
Score 61%

Pre-Diagnostic Chart
Assign units of study

Unit 14
Study materials
Post-Assessments
Score 70%
Supplementary materials

Unit 16
Pre-Assessment
Score 68%
Study materials
Post-Assessment
Score 93%

Evaluative Post-Test
EPT
Score 47

Official Practice Test
OPT(BB)
Score 46

Post-Diagnostic Chart
Scores below 45

AND/OR

Student B

Official Practice Test
OPT(AA)
Score 46

Official Practice Test
OPT(BB)
Score 48

Schedule for Test and/or
give next content area OPT

Unit 16
Pre-Assessment
Score 89%
Post-Assessment
Score 93%

Unit 19
Pre-Assessment
Score 89%
Post-Assessment
Score 93%

Post-Diagnostic Chart
Analysis of content
and cognitive skill
strengths/weaknesses
HOW TO USE THE GED COMPETENCIES PROGRAM

The following guidelines are not exhaustive, but are intended to indicate both the logical progression and the permissible latitude incorporated in the program. The structure and strategy are similar to that of the Job Corps Advanced General Education program, so that where specific directions are omitted, an extension of past procedures and practices is implied.

1. The Teacher's Role in Conducting the Program

   A GED teacher functions in many capacities in presenting the GED Competencies Program—as tutor, coach and motivator, among others. As a manager, the teacher demonstrates effective use of materials and time. Another important part of a teacher's responsibilities is directing each student's path through the program. The teacher needs to decide which sections need work, how much study is needed before the desired level of competency is reached, and what sections are to be studied first, second, third and so on. The Teacher's Guide and the Program Guide provide direction, but the teacher should adjust instruction to meet individual needs. As a motivator, the Job Corps GED teacher has an opportunity to be remembered as the person who "made it all possible" for corpsmembers who are afraid to believe in themselves and their ability to succeed.

2. Preparing the Teacher's Guide and Subject Area Components

   The intended organization of the complete Job Corps GED Competencies Program begins with the Teacher's Guide and is followed by master Curriculum Guides and Student Checklists for the five Subject Areas in the order of the GED Tests. The guide, consisting of these parts, could conceivably be put in a single three-ring binder for ready access to all the parts. Teachers who do not teach all sections may want to divide the sections to correspond with their responsibilities, but every GED teacher should have a copy of the Teacher's Guide for convenient reference.

3. Inventorying and Ordering Books

   The first major responsibility of teachers who will use this program will be to order enough books for their classes. Some of the materials are already in use at some centers, so it will be necessary for the GED teacher or teachers to determine which books and what numbers of each must be ordered. This must be done promptly to allow enough time for materials to be shipped to the center. A list of publishers with their addresses and telephone numbers, and of book titles, ISBN numbers (standard publishers' reference numbers), and prices, is included in this Teacher's Guide for easy reference. The materials listed have been divided into recommended or supplementary materials, and into GED and PRE-GED materials. It is suggested that
one of each of the recommended GED books be available for every five
GED students in a class. One supplementary book for every ten GED
students should be sufficient. The same ratios can be used for the
recommended and supplementary PRE-GED materials. Books should be
purchased with center education funds.

4. Duplicating Checklists, Charts, and Record Sheets

GED teachers need to prepare for the introduction of the new
program by duplicating consumable pages and checklists from the Job
Corps GED Competencies Guide well in advance of the first class
session. The original pages should be used as masters and then
returned to the notebook. The pages to be duplicated are: Pre-
Diagnostic Charts, Post-Diagnostic Charts, Student Checklists, Student
Record Sheets, Job Corps GED Record Sheets or Flow Charts, and Essay
Checklists.

5. Organizing Classroom Materials for Instruction

Both newly purchased and previously published texts and workbooks
referenced in the Program Guide should be organized on shelves that
are clearly marked and easily accessible to corpsmembers. These
materials can be logically divided by GED Subject Area and publisher.
A few large texts contain preparatory material for several or all
sections of the test. These can be located on a separate shelf.
Other teachers may prefer placing the books in file cabinets. The
point is that they should be simply and systematically organized so
that students can soon learn to find them for themselves.

The Official Practice Tests and the Pre and Post Assessment Tests
and their answer keys should be placed in the teacher's desk or in a
file cabinet that can be secured, to insure their validity as
evaluation instruments. Most of the commercially published materials
have the answer keys in the books. Supplies of duplicated record
sheets, checklists, and diagnostic charts can be kept in an unsecured
file drawer from which they can be drawn as needed.

Teachers should use the comprehensive Job Corps GED Teacher
Record Sheet provided at the end of this Teacher's Guide to post the
students' course and progress through the program and should keep the
sheets in a notebook or file folder where they can be kept up to date
and are readily accessible. Students should be not only permitted but
couraged to view them regularly to take advantage of their
motivational and informational benefits. The teacher should record
the students' progress regularly and, where possible, organize the
classroom so a conference area exists. Discussions with students as
they complete units or sections can be an opportunity for motivating
students as well as for assessing the effectiveness of the program in
meeting individual needs.
6. Entry Test Recommendations and Options

The Reading Comprehension and Arithmetic Computation subtests of The Tests of Adult Basic Education (TABE), Forms 5 and 6, administered at entry and on TABE Test days quarterly, can be used to identify students ready to enter the GED program. Centers should admit corpsmembers to the GED Program when they achieve scores equal to or higher than grade levels 7.5 in Reading Comprehension and 7.0 in Arithmetic Computation on the D Level of the TABE. (Scores at or above 7.5 and 7.0 on the E or M Level Tests should be confirmed on the D Level Test.) Students who score above grade level 9.0 on the D or A Levels should be given priority admission to the GED program and intensive preparation for the test.

Corpsmembers who complete Basic Reading between TABE Test Days, at least two months after their last official TABE test, can be screened for GED entry on Forms 3 and 4 of the D Level Battery of the TABE (Forms 5 and 6 should be reserved for official entry and quarterly testing). The same grade levels in Reading Comprehension and Arithmetic Computation are recommended. If the center prefers, equivalent scores on another standardized, nationally normed test such as the Stanford Achievement Test (SAT) may be used instead for this interim GED program screening.

Use of the TABE or another standardized test for GED entry screening is not required, but recommended. Use of scores obtained on the required entry and quarterly TABE tests is a convenient, objective way to identify students who may be able to profit from GED instruction. So is the use of TABE Forms 3 and 4 or another standardized test during the intervals between official Test Days. The scores recommended are based on past studies of who passes the GED and who does not. Since there is not yet any information about correlations between the TABE (or any other standardized test) and the new GED, correlations with the previous editions of the GED are the best means available to tag students who are probably ready to study for the GED and to identify those who need more, or much more preparation in basic skills. The purpose of using the tests is to avoid overcrowded GED classrooms filled with discouraged students and teachers.

Provision should be made for corpsmembers who complete basic reading or math but who are still unable to score high enough on the TABE test to indicate readiness for the GED program. Some centers offer a Pre GED class for such students to encourage the completion of reading or math and still allow for continued basic skill development. Materials appropriate for Pre GED have been included in the new Job Corps GED Competencies Program. These materials contain reading material at a somewhat lower level than that in the GED Program. In some GED Subject Areas there is not much material written at this reading level that is appropriate for corpsmembers. Where available, materials that approximate the GED test requirements most closely have been selected for the Pre GED levels.
7. Student Folders and Use of Texts

When they enter GED, corpsmembers can be provided with a folder for their student record sheets, checklists and answers to current assignments. GED teachers can create a "generic" answer form for student use or provide scratch paper. Answers should not be written in the workbooks.

8. Record Sheets and Recordkeeping

Samples of the Program record sheets are provided in the Subject Area Sections of the Program Guide. Where the information to be entered is not self-evident from their description and design, their use is explained in the Subject Area sections and will be demonstrated in the teacher training sessions. Briefly, their use is as follows:

One record sheet is marked and kept by the teacher. This is the Job Corps GED Teacher Record Sheet, which provides a comprehensive progress record of all major test scores and assignments for each student for the teacher's information.

Four record sheets are marked by the teacher and are then either kept in a folder by the student for reference or until the completion of assigned materials and tests. These are: 1. The Pre-Diagnostic Chart, which provides an analysis for the student of test items missed on the OPT AA and the DPT in a Subject Area by cognitive skill and Competency Unit, 2. The Post-Diagnostic Chart, which provides a similar analysis based on the items of the OPT BB and the EPT, 3. The Student Record Sheet, which provides a comprehensive record of Subject Area test scores (OPT, DPT, and EPT) and the numbers of the units assigned for each student, and 4. The Student Checklist, which records the student's Unit assignments and completion dates and the Unit Pre Assessment and Post Assessment scores.

9. Recommended Class size

With the new program, fifteen students (seventeen maximum) per GED class are recommended. The reason is that with the addition of the essay section of the Writing Test, GED teachers will need to manage time carefully to read essays and to provide adequate individual feedback on written assignments. It is strongly recommended that GED teachers have a period which is not scheduled for class time in order to complete all the class administration duties which are needed.
10. Teacher Discretion in Deciding Units to be Studied

Where the guidance provided by program tests and procedures is ambiguous, the GED teacher can make decisions about how many units in a section each corpsmember needs to finish before he is ready to take the evaluative post test. This decision may be different for different corpsmembers. For example, the last unit in the Mathematics Section covers few of the questions on the test and contains concepts which would be very difficult for most corpsmembers. The teacher should weigh the advantages of continued study against the possibility that the student will quit or drop out before completing the program and testing.

In another case, a corpsmember who is good in math may have a lot of trouble in English. For a corpsmember who has learned English as a second language, the essay section may be quite difficult. The GED teacher will want the corpsmember to continue working on English and writing skills, and may assign the final math units with the hope of him achieving a high score in the GED math test and raising his average scores for the entire GED test.

11. Order of Testing

In states where students may take the Subject Area Subtests one at a time, teachers may wish to consider allowing corpsmembers who are competent writers to take the Writing Skills test first. Since scoring the essay is expected to take longer than scoring the objective parts of the GED, this arrangement can reduce delays by allowing the student to study for the other tests while awaiting the results of the Writing Skills Test. Otherwise, the strategy of having students test first in the areas where they are strongest appears to have most to recommend it.

12. Teaching and Scoring Writing

One of the challenges of the new Job Corps GED Competencies Program is the management of instruction in the essay writing section. Since most corpsmembers do not enter the Program as accomplished writers, it is important for the GED teacher to understand the writing section thoroughly and to present it positively. Many of the corpsmembers will probably approach this section of the program with fear of inadequacy and memories of past failure. The Job Corps GED teacher can make a difference by helping the corpsmember experience writing in a positive way. While each paper written should not be "graded" as in a typical high school English class, it is essential that corpsmembers receive feedback on their writing.

GED examinees will be asked to respond in writing to a statement or question of common knowledge. They must be able to decide on a position, defend that position, organize their writing, and use
appropriate language and grammar. These are the elements that will be scored as a "whole" to determine whether the paper is adequate to pass the GED standards. Teachers of GED should become familiar with the concept of holistic scoring to provide the corpsmembers with feedback on their classroom essays.

13. Holistic Scoring

Essays written for the GED Test will be scored for overall effectiveness by two trained readers. Scoring is on a 1 to 6 scale so the readers must decide if the paper fits in the top half or the bottom half of the range. There is no middle score. The readers’ scores are added, resulting in total scores of 2 to 12. If the two readers’ scores vary by more than one point, a third reader is required and the final score is twice the average of the three scores, which will again result in scores from 2 to 12. The essay (Writing II) score is then combined with the multiple choice (Writing I) score to result in a composite Writing Test score. The essay itself will be 35% to 40% of the composite Writing Test score depending on which form of the test is used.

It will be necessary for GED teachers to know the criteria for scoring well in order to evaluate the corpsmembers’ essays. Once the criteria are internalized, it should not take more than a few minutes to evaluate each paper. Time should not be spent worrying about specific errors; the important thing is the effectiveness of the paper as a whole. This is quite different from "grading" each paper and marking or counting usage and mechanical errors. It will take some practice to become comfortable with holistic scoring, but advantages in time management and instructional feedback are worth the effort. Holistic scoring is a fair method of writing evaluation which most teachers appreciate more as they use it more.

Skill and consistency in the techniques of holistic scoring can be developed by reading the GED Essay Scoring Guide and sample essays in The 1988 Tests of General Educational Development: A Preview prepared by the staff of the GED Testing Service and printed by various publishers. Several teachers can practice scoring student essays independently and then comparing and discussing the scores until a degree of consensus develops.

Briefly, these are the criteria in order of importance:

1. Is the purpose or topic clear?
2. Does the writer take a stand or state an opinion?
3. Does the writer support it with relevant evidence?
4. Is the paper organized in a logical way?
5. Is appropriate language used?
6. Does the writer follow the conventions of standard English?

Teachers may want to create a checklist similar to the following to be used for feedback to corpsmembers.
ESSAY CHECKLIST

CORPSMEMBER__________________________________________________________

ESSAY TOPIC___________________________________________________________

**Purpose**........is there a clear idea stated? 1 2 3 4 5 6

**Opinion**........does the writer take a side, express an opinion? 1 2 3 4 5 6

**Support**........do details or examples back up the writer's ideas? 1 2 3 4 5 6

**Organization**........is there a logical presentation? 1 2 3 4 5 6

**Language**........clear and appropriate wording? 1 2 3 4 5 6

**Mechanics**........is good English used? 1 2 3 4 5 6

Check areas needing improvement:
- spelling_________
- punctuation_____
- grammar_________

26
# JOB CORPS GED TEACHER RECORD SHEET

**NAME**

**SS/ID#**

**AGE/D.O.B.**

**TAKE:**

**ENTRY DATE (Job Corps)**

**ENTRY DATE (GED)**

**COMPLETION DATE**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>PRE</th>
<th>POST</th>
<th>PRE</th>
<th>POST</th>
<th>PRE</th>
<th>POST</th>
<th>PRE</th>
<th>POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ENTRY TESTS**

**OPT - FORM AA**

**DATE**

**SCORE**

**DIAGNOSTIC PRE-TESTS**

**DATE**

**SCORE**

**UNIT ASSIGNMENTS**

(See reverse side)

**EVALUATIVE POST-TESTS**

**DATE**

**SCORE**

**EXIT TESTS**

**OPT - FORM BB**

**DATE**

**SCORE**

**GED TESTS**

**DATE**

**SCORE**
<table>
<thead>
<tr>
<th>UNIT</th>
<th>WRITING SKILLS</th>
<th>SOCIAL STUDIES</th>
<th>SCIENCE</th>
<th>LITERATURE</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRIMARY</td>
<td>PRIMARY</td>
<td>PRIMARY</td>
<td>PRIMARY</td>
<td>PRIMARY</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>order #</td>
<td>title</td>
<td>price</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5038-1</td>
<td>Writing Skills New GED Test 1 1987</td>
<td>5.55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5813-7</td>
<td>Writing Skills Workbook, Book 2, 1985</td>
<td>2.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5812-9</td>
<td>Writing Skills Workbook, Book 3, 1982</td>
<td>2.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5193-0</td>
<td>Diagnostic Pre-tests for GED 1985 Instruction, 1985</td>
<td>2.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5912-2</td>
<td>Evaluative Post-tests for GED Instruction, 1985</td>
<td>2.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5036-5</td>
<td>Science New GED Test 3 1987</td>
<td>5.55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5714-9</td>
<td>Number Power 3, Algebra 1983</td>
<td>4.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5583-9</td>
<td>Number Power 4, Geometry 1983</td>
<td>4.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5644-4</td>
<td>Number Power 5 Graphs, Tables, Schedules and Maps 1983</td>
<td>4.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5750-5</td>
<td>Number Power 6, Word Problems</td>
<td>4.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5587-1</td>
<td>The Social Studies Test 1985</td>
<td>5.35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5037-3</td>
<td>Social Studies New GED 1987</td>
<td>5.55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5453-0</td>
<td>The Write Stuff Writing for a Purpose 1985</td>
<td>3.95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5228-7</td>
<td>Mathematics New GED Test 5 1987</td>
<td>5.55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5040-3</td>
<td>Literature and the Arts New GED Test 4 1987</td>
<td>5.55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Date</td>
<td>Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5880-3</td>
<td>Building Basic Skills in Writing Book 1 1984</td>
<td>1984</td>
<td>4.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5972-9</td>
<td>Building Basic Skills in Social Studies 1985</td>
<td>1985</td>
<td>4.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5212-0</td>
<td>The Write Stuff Putting it in Paragraphs 1985</td>
<td>1985</td>
<td>3.95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scott, Foresman and Company  
1900 East Lake Avenue  
Glenview, Illinois 60025  
(800) 323-5482  
(800) 323-9501 (Illinois)  
(312) 729-3000 ext. 2570 (Call collect from Alaska and Hawaii)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Date</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>24305-2</td>
<td>Springboard for GED Math 1986</td>
<td>1986</td>
<td>6.50</td>
</tr>
<tr>
<td>24319-2</td>
<td>Springboard for GED Writing Skills 1987</td>
<td>1987</td>
<td>5.25</td>
</tr>
<tr>
<td>24317</td>
<td>Springboard for GED Social Studies 1987</td>
<td>1987</td>
<td>5.25</td>
</tr>
<tr>
<td>24315</td>
<td>Springboard for Literature and the Arts 1987</td>
<td>1987</td>
<td>5.25</td>
</tr>
</tbody>
</table>

Cambridge  
The Adult Education Company  
888 Seventh Avenue  
New York, New York 10106  
(800) 221-4764

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Date</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>893-865</td>
<td>GED Mathematics Test 1981</td>
<td>1981</td>
<td>5.35</td>
</tr>
<tr>
<td>893-938</td>
<td>GED Exercise Book for Mathematics Test 1982</td>
<td>1982</td>
<td>3.35</td>
</tr>
<tr>
<td>893-890</td>
<td>GED Science Test 1981</td>
<td>1981</td>
<td>5.35</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Price</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>893-954</td>
<td>GED Exercise Book for Science Test 1981</td>
<td>3.35</td>
<td></td>
</tr>
<tr>
<td>893-881</td>
<td>GED Social Studies Test 1981</td>
<td>5.35</td>
<td></td>
</tr>
<tr>
<td>893-946</td>
<td>GED Exercise Book for Social Studies Test 1981</td>
<td>3.35</td>
<td></td>
</tr>
<tr>
<td>893-768</td>
<td>New York State Writing Sample 1986</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td>830-065</td>
<td>Readings in Life Science 1986</td>
<td>3.60</td>
<td></td>
</tr>
<tr>
<td>830-073</td>
<td>Readings in Physical Science 1987</td>
<td>3.60</td>
<td></td>
</tr>
</tbody>
</table>

**PRE-GED**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>897-194</td>
<td>Put it in Writing, Using Paragraphs 1987</td>
<td>3.65</td>
</tr>
<tr>
<td>897-178</td>
<td>Put it in Writing, Using Words 1987</td>
<td>3.65</td>
</tr>
<tr>
<td>897-186</td>
<td>Put it in Writing, Improving Sentences 1987</td>
<td>3.65</td>
</tr>
<tr>
<td>897-291</td>
<td>In Your Own Words, Vol. 1 Sentence Skills 1987</td>
<td>3.50</td>
</tr>
<tr>
<td>893-253</td>
<td>Pre-GED Math Skills 1980</td>
<td>4.95</td>
</tr>
<tr>
<td>893-229</td>
<td>Pre-GED Math Exercise Book 1983</td>
<td>3.35</td>
</tr>
<tr>
<td>893-245</td>
<td>Pre-GED Exercise Book in Reading Skills 1983</td>
<td>3.35</td>
</tr>
<tr>
<td>890-041</td>
<td>Skills in Reading 1 1978</td>
<td>5.95</td>
</tr>
</tbody>
</table>

Steck-Vaughn  
P.O. Box 2028  
Austin, Texas 78768  
(800) 531-5015  
(800) 252-9317 (Texas)

**PRE-GED**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5151-3</td>
<td>Pre-GED Mathematics and Problem Solving Skills Book 1 1987</td>
<td>4.75</td>
</tr>
<tr>
<td>5150-7</td>
<td>Pre-GED Mathematics and Problem Solving Skills Book 2 1987</td>
<td>4.75</td>
</tr>
<tr>
<td>1870-0</td>
<td>Strategies for Success: Writing 1987</td>
<td>4.56</td>
</tr>
</tbody>
</table>
Jamestown Publishers
Post Office Box 9168
Providence, RI 02940
(800) 872-7323

PRE-GED

761  Literary Tales 1980  8.00
760  Disasters 1982  7.20
793  Best Short Stories Middle Level 1983  12.00
790  Best-Selling Chapters Middle Level 1982  12.00
<table>
<thead>
<tr>
<th>order #</th>
<th>title</th>
<th>price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5814-5</td>
<td>Writing Skills Workbook, Book 1, 1985</td>
<td>2.00</td>
</tr>
<tr>
<td>5590-1</td>
<td>The Mathematics Test 1984</td>
<td>5.35</td>
</tr>
<tr>
<td>5100-0</td>
<td>The Write Stuff Test and Essay Writing 1985</td>
<td>2.50</td>
</tr>
<tr>
<td>5136-1</td>
<td>GED: How To Prepare for the High School Equivalency Examination 1985</td>
<td>6.53</td>
</tr>
<tr>
<td>5100-0</td>
<td>The Write Stuff Test and Essay Writing 1985</td>
<td>2.50</td>
</tr>
<tr>
<td>5841-2</td>
<td>Building Basic Skills in Writing Book 2 1982</td>
<td>4.65</td>
</tr>
<tr>
<td>5973-7</td>
<td>Building Basic Skills in Science 1985</td>
<td>4.65</td>
</tr>
<tr>
<td>5205-8</td>
<td>The Write Stuff Shaping Sentences 1985</td>
<td>3.50</td>
</tr>
<tr>
<td>24314</td>
<td>Passing the GED 1987</td>
<td>5.25</td>
</tr>
<tr>
<td>24318-4</td>
<td>Springboard for Science 1987</td>
<td>5.25</td>
</tr>
</tbody>
</table>
GED
893-873  GED Writing Skills Test 1981  5.35

PRE-GED
893-180  Pre-GED Program in Language Skills 1983  4.95
893-237  Pre-GED Exercise Book/Language Skills 1983  3.35
893-202  Pre-GED Program in Reading Skills 1983  4.95

Steck-Vaughn
P.O. Box 2028
Austin, Texas 78768
(800) 531-5015
(800) 252-9317 (Texas)

GED
1276-8  GED ScoreBooster 1 Writing Skills 1985  6.69
1095-1  GED English SkillBoosters
Sentence Structure 1984  1.14
1094-5  GED English SkillBoosters
Grammar and Usage 1984  1.14
1094-3  GED English SkillBoosters
Punctuation and Capitalization 1984  1.14
1897-9  GED Mathematics 1988  5.85
1278-4  GED ScoreBoosters 3 Mathematics 1985  6.69
0999-6  Practical Math Book 2 1982  3.96
1895-2  GED Science 1988  4.85
1279-2  GED ScoreBoosters 4 Science 1985  4.11
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1280-6</td>
<td>GED ScoreBoosters 5 Social Studies 1985</td>
<td>4.11</td>
</tr>
<tr>
<td>1896-0</td>
<td>GED Social Studies 1987</td>
<td>4.85</td>
</tr>
<tr>
<td>1846-4</td>
<td>GED Writing Sample 1987</td>
<td>3.90</td>
</tr>
<tr>
<td>18944</td>
<td>GED Writing Skills 1987</td>
<td>4.85</td>
</tr>
<tr>
<td>1898-7</td>
<td>GED Reading/Literature and the Arts 1988</td>
<td>5.85</td>
</tr>
<tr>
<td>1277-6</td>
<td>GED Scorebooster 2: Reading Skills 1985</td>
<td>6.69</td>
</tr>
</tbody>
</table>

**PRE-GED**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1479-3</td>
<td>Basic Science for Living, Book 1</td>
<td>3.66</td>
</tr>
<tr>
<td>1498-1</td>
<td>Basic Science for Living, Book 2</td>
<td>3.66</td>
</tr>
</tbody>
</table>

Educational Design, Inc.
47 West 13th Street
New York, NY 10114
(800) 221-9372
(212) 255-7900 (New York)

**GED**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>K332</td>
<td>Basic Algebra 1986</td>
<td>3.95</td>
</tr>
<tr>
<td>272</td>
<td>Practicing the Writing Process 2: The Essay 1986</td>
<td>5.50</td>
</tr>
<tr>
<td></td>
<td>(if ordering 10 or more copies)</td>
<td>(3.95)</td>
</tr>
</tbody>
</table>

**PRE-GED**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>328</td>
<td>Practicing the Writing Process 2: The Paragraph 1987</td>
<td>5.50</td>
</tr>
<tr>
<td></td>
<td>(if ordering 10 or more copies)</td>
<td>(3.95)</td>
</tr>
</tbody>
</table>
GED

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>782</td>
<td>Graphic Comprehension 1981</td>
<td>8.00</td>
</tr>
<tr>
<td>552A</td>
<td>Reading the Content Fields, Social Studies Advanced Level Book 1978</td>
<td>4.50</td>
</tr>
<tr>
<td>562A</td>
<td>Reading the Content Fields, Social Studies Advanced Level Cassette 1978</td>
<td>8.50</td>
</tr>
</tbody>
</table>

PRE-GED

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>552M</td>
<td>Reading the Content Fields, Social Studies Middle Level Book 1978</td>
<td>4.50</td>
</tr>
<tr>
<td>562M</td>
<td>Reading the Content Fields, Social Studies Middle Level Cassette 1978</td>
<td>8.50</td>
</tr>
<tr>
<td>791</td>
<td>Best-Sellir Chapters Advanced Level 1979</td>
<td>12.00</td>
</tr>
<tr>
<td>792</td>
<td>Best Short Stories, Advanced Level, 1980</td>
<td>12.00</td>
</tr>
<tr>
<td>764</td>
<td>Heroes, 1986</td>
<td>7.20</td>
</tr>
<tr>
<td>763</td>
<td>Monsters 1985</td>
<td>7.20</td>
</tr>
</tbody>
</table>

PRE-GED

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>852-8</td>
<td>Earth Below and Sky Above 1982</td>
<td>6.75</td>
</tr>
<tr>
<td>850-1</td>
<td>Matter and Energy 1983</td>
<td>8.00</td>
</tr>
</tbody>
</table>
PRE-GED

- 39233-4  Practicing Problem Solving
  Level 8, 1984  1.98

- 39233-3  Practicing Math Applications
  Level 8, 1984  1.98

- 39402-7  Spotlight on Math: Equations
  Level 8, 1984  1.98

- 39390-X  Spotlight on Math: Integers
  Level 8, 1984  1.98

- 39378-0  Spotlight on Math: Measures and
  Geometric Figures Level 8, 1984  1.98

AGEP, Advanced General Education Program
Superintendent of Documents
U. S. Government Printing Office
(also available from Job Corps Distribution Center, McKinney, Texas)
## REVISED IMPLEMENTATION DATES
### 1988 GED TESTS

<table>
<thead>
<tr>
<th>Date</th>
<th>States</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1, 1983</td>
<td>Alabama, Arkansas, District of Columbia</td>
</tr>
<tr>
<td>February 1, 1983</td>
<td>Idaho, Iowa, Maine, Nebraska</td>
</tr>
<tr>
<td>March 1, 1983</td>
<td>Connecticut, Delaware, Hawaii</td>
</tr>
<tr>
<td>April 1, 1983</td>
<td>Georgia, Michigan</td>
</tr>
<tr>
<td>May 1, 1983</td>
<td>Colorado, Indiana, Missouri</td>
</tr>
<tr>
<td>June 1, 1983</td>
<td>Louisiana, Puerto Rico, South Carolina</td>
</tr>
<tr>
<td>July 1, 1983</td>
<td>California, Illinois</td>
</tr>
<tr>
<td>August 1, 1983</td>
<td>Kentucky, Montana, New Mexico, Wyoming</td>
</tr>
<tr>
<td>September 1, 1983</td>
<td>Nevada, New York, New Hampshire, Utah</td>
</tr>
<tr>
<td>October 1, 1983</td>
<td>Oregon</td>
</tr>
<tr>
<td>November 1, 1983</td>
<td>Massachusetts, Alaska</td>
</tr>
<tr>
<td>November 15, 1983</td>
<td>Washington</td>
</tr>
<tr>
<td>December 1, 1983</td>
<td>West Virginia, Kansas, Ohio</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


GED Items, bimonthly publication, the GED Testing Service Publications, One Dupont Circle, N.W., Suite 20, Washington, DC 20036.


Teaching Adults to Write, Scott, Foresman, 1986.


Tips for Teachers for use with New York State GED Writing Sample, Cambridge, 1986.
WRITING SKILLS
# Overview of the GED Writing Skills Test Part I

1

# Overview of Writing Skills Part I Competency Units

5

# Subject Area Test and Study Sequence

8

## Sentence Structure

- **Unit 1**: Components of Complete and Coherent Sentences
  - Page 10
- **Unit 2**: Combining Ideas in a Sentence
  - Page 12
- **Unit 3**: Parallelism and Modification
  - Page 14

## Usage

- **Unit 4**: Subject-Verb Agreement
  - Page 16
- **Unit 5**: Verbs and Verb Tense Errors
  - Page 18
- **Unit 6**: Pronouns and Errors in Pronoun Reference
  - Page 20
- **Unit 7**: Adjectives and Adverbs
  - Page 22

## Mechanics

- **Unit 8**: Capitalization
  - Page 24
- **Unit 9**: Punctuation
  - Page 26
- **Unit 10**: Spelling
  - Page 28

# Writing Skills Test Part I Bibliography

30

# Writing Skills Part I Pre-Diagnostic Chart Source Materials

34

# Pre-Diagnostic Chart for Writing Skills Part I

35

# Writing Skills Part I Post-Diagnostic Chart Source Materials

36

# Post-Diagnostic Chart for Writing Skills Part I

37
Student Record Sheet ............................................................... 38
Student Checklists
Sentence Structure
Unit 1 Components of Complete and Coherent Sentences .......... 39
Unit 2 Combining Ideas in a Sentence ....................................... 42
Unit 3 Parallelism and Modification ...................................... 45
Usage
Unit 4 Subject-Verb Agreement .............................................. 47
Unit 5 Verbs and Verb Tense Errors ....................................... 51
Unit 6 Pronouns and Errors in Pronoun Reference .................. 53
Unit 7 Adjectives and Adverbs .............................................. 57
Mechanics
Unit 8 Capitalization ............................................................ 60
Unit 9 Punctuation ............................................................... 63
Unit 10 Spelling ................................................................. 66

Master Book List for Writing Skills Part I .............................. 69
Overview of the GED Writing Skills Test Part II .................... 73
Instructional Resources for Holistic Scoring ......................... 76
Overview of Writing Skills Part II Competency Units .............. 77

The Writing Process
Unit 1  Prewriting ....................................................... 80
Instructional Resources for Prewriting ............................... 82
Unit 2  Drafting .......................................................... 83
Instructional Resources for Drafting ................................. 85
Unit 3  Revising .......................................................... 86
Instructional Resources for Revising ................................. 88
Unit 4  Editing ............................................................ 89
Instructional Resources for Editing ................................. 91
Unit 5  Strategies and Practice ....................................... 92
Writing Skills Test Part II Bibliography ............................ 94
Writing Skills Part II Pre-Diagnostic Chart Source Materials .... 98
Pre-diagnostic Chart for Writing Skills Part II ..................... 99
Writing Skills Part II Post-Diagnostic Chart Source Materials .. 100
Post-Diagnostic Chart for Writing Skills Part II .................. 101
CONTENTS

Student Record Sheet ........................................................ 102

Student Checklists

The Writing Process

Unit 1 Prewriting ................................................................. 103
Unit 2 Drafting ................................................................. 105
Unit 3 Revising ................................................................. 107
Unit 4 Editing ................................................................. 109
Unit 5 Strategies and Practice ............................................. 111

Master Book List for Writing Skills Part II ......................... 113
The revised 1988 GED Writing Skills Test consists of two parts: Part I tests knowledge of the conventions of written English and will be sixty (60%) to sixty-five (65%) percent of the composite score. Part II requires the examinee to write a 200 word essay and will be thirty-five (35%) percent to forty (40%) percent of the composite score. The scores earned on both components will be combined and reported as a single Writing Skills Test score.

This section is divided into three areas that explain the various facets of the Writing Skills Test. The first area, ITEM ANALYSIS, lists the number of test items by content area and the percentage of each of these areas. This section also contains information on the cognitive skills tested, including the percentages and a brief description of how each is classified. FORMAT explains the question structure, the types of stimuli used and gives examples of the subject matter to be utilized as stimuli. The third area, CHANGES 1988, highlights the major modifications and differences to the 1977 test.

ITEM ANALYSIS

BY CONTENT AREA

<table>
<thead>
<tr>
<th>NUMBER OF ITEMS</th>
<th>PERCENTAGE OF TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENTENCE STRUCTURE</td>
<td>19</td>
</tr>
<tr>
<td>USAGE</td>
<td>19</td>
</tr>
<tr>
<td>MECHANICS</td>
<td>17</td>
</tr>
<tr>
<td>SPELLING</td>
<td></td>
</tr>
<tr>
<td>PUNCTUATION</td>
<td></td>
</tr>
<tr>
<td>CAPITALIZATION</td>
<td></td>
</tr>
<tr>
<td>TOTAL TEST</td>
<td>55</td>
</tr>
</tbody>
</table>

BY COGNITIVE SKILLS

APPLICATION | 100%

TIME LIMIT 85 MINUTES
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS CURRICULUM GUIDE
PART I CONVENTIONS OF ENGLISH

All items are at the application cognitive skill level and classified by the following item types and percentages.

SENTENCE CORRECTION  50%
Find and correct errors in all writing skills content areas; question repeats one of the sentences from the paragraph and asks what correction should be made.

SENTENCE REVISION  35%
Questions consist of a stem with a part underlined that may or may not contain an error in sentence structure. The alternatives which follow the stem list possible corrections to the underlined section of the stem. The first alternative is always exactly the same as the original sentence. Content areas tested include sentence structure, usage and punctuation.

CONSTRUCTION SHIFT  15%
Questions consist of a stem which must be rewritten using a different structure. The sentence which results from the revision must have the same meaning as the original sentence and must be correct and clearly stated. Logic skills and an understanding of sequence of events are implicitly tested in this item type. Content areas covered include sentence structure and punctuation.

FORMAT
Test stimuli consist of paragraphs, each ten(10) to twelve(12) sentences long, which, when corrected, are examples of good writing. Subject matter for the paragraphs consists of topics with which the examinee is likely to be familiar, such as: consumer affairs, career skills, computer awareness, vacations, family life, and health. The sentence to be corrected is repeated in each question followed by multiple choice answers. Sentence correction items ask what correction should be made; sentence revision items underline the stem that may or may not contain an error; and construction shift items present a stem (which does not contain an error) and lists alternative structures.
The paragraph format of the Writing Skills Test is a change from the disconnected sentences previously used in testing this skill area. Part I directly measures proofreading skills in connected pieces of text. The examinee will be presented with a paragraph and/or paragraphs in which each sentence is numbered. The directions given are to first read the entire paragraph and then answer the items based on the paragraph. In at least half of the items (sentence correction), the answers for each question may be from any of the five Writing Skills content areas. This is important to note because the correction must be consistent with the meaning and tone of the overall paragraph. In each paragraph there are usually one (1) or two (2) questions that require consideration of the total context of the paragraph. For example, in a paragraph that describes how a computer produces the image on a screen, the following sentence is marked for correction:

1. Sentence 10: At the same time, the program translated electronic impulses from the computer into words and numbers on the screen.

What correction should be made to this sentence?

1. replace At the same time with because
2. remove the comma after time
3. change translated to translates
4. insert a comma after impulses
5. no correction is necessary

Number (3) is the correct answer. This item requires referring back to the entire paragraph in order to select the verb that is consistent with the verb tense established in the paragraph as a whole.

Logic and organization will no longer be explicitly tested as a separate content area. As noted above in cognitive skills, this area is implicitly tested in questions dealing with construction shift, and will be measured directly in the essay component of the revised test.

The content areas focus on the errors most often encountered in student writing; the errors most complained about by the public; and the errors most likely to hamper a person's ability to communicate effectively with various audiences.
All questions involve skills at the cognitive level of application. Application requires the ability to use learned materials in new and concrete situations. In the Writing Skills Test this includes the application of the rules of mechanics and conventions of English to written materials. The cognitive skill level of comprehension, that is, understanding these rules, is also a prerequisite to their application.
Content areas in the test are divided into competency based units of instruction. Subject area units in the conventions of written English section are:

UNIT 1  SENTENCE STRUCTURE: COMPONENTS OF COMPLETE AND COHERENT SENTENCES

UNIT 2  SENTENCE STRUCTURE: COMBINING IDEAS IN A SENTENCE

UNIT 3  SENTENCE STRUCTURE: PARALLELISM AND MODIFICATION

UNIT 4  USAGE: SUBJECT-VERB AGREEMENT

UNIT 5  USAGE: VERBS AND VERB TENSE ERRORS

UNIT 6  USAGE: PRONOUNS AND ERRORS IN PRONOUN REFERENCE

UNIT 7  USAGE: ADJECTIVES AND ADVERBS

UNIT 8  MECHANICS: CAPITALIZATION

UNIT 9  MECHANICS: PUNCTUATION

UNIT 10 MECHANICS: SPELLING
Each unit consists of the title of the unit, the content of the unit, and the competency of the unit. The unit is then divided into four sections (1) unit pre-assessment, (2) unit study materials, (3) unit post-assessment, and (4) unit supplementary study materials.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>The subject area that the instructional unit will cover.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>A description or listing of the subject materials contained in the unit.</td>
</tr>
<tr>
<td>COMPETENCY</td>
<td>A statement of what the student should know when he completes the unit.</td>
</tr>
<tr>
<td>PRE-ASSESSMENT</td>
<td>Unit pre-tests can be used as an additional instrument for evaluation if diagnostic testing does not clearly indicate student need to study the materials in an instructional unit.</td>
</tr>
</tbody>
</table>

*** TEACHER NOTE ***
The diagnostic test for the writing skills test (part one) listed below is given first, and results should guide teacher in assigning student competency units to be studied. See pages 8 and 9 for detailed explanation.

**DIAGNOSTIC PRE-TESTS FOR GED INSTRUCTION**
**CONTEMPORARY 1985**
**TEST 1: WRITING SKILLS PAGE 1**

A pre-diagnostic chart for this test is on page 35. To decide to which units a student should be assigned, the teacher should circle the items missed on each student's copy of the Pre-Diagnostic Chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies.

| MATERIALS | Materials to be studied are listed in each competency unit. PRE-GED materials indicate a reading level of 6.5 - 8.0, and GED materials indicate a reading level of 8.0 or above. |
POST-ASSESSMENT

A unit post-test to see how well the student has mastered the material in the unit.

*** TEACHER NOTE ***
The post-assessment or subject area mastery test for the writing skills test (part one) is given upon completion of all assigned competency units. Results should guide teachers in determining readiness for testing.

EVALUATIVE POST-TESTS FOR GED INSTRUCTION
CONTEMPORARY 1985
TEST 1: WRITING SKILLS PAGE 1

*** TEACHER NOTE ***
A post-diagnostic chart for this test is on page 37. An item analysis can be obtained by circling the numbers of the questions missed. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies.

SUPPLEMENTARY

Supplementary materials for use as content area reinforcement are listed after each unit. These materials can be used either before the content unit post-test, depending on teacher evaluation of student need, or after a failing grade on a competency unit post-assessment test. These materials are also listed according to PRE-GED and GED levels.
A passing score for each subject area of Official Practice Tests AA, BB, and for the Evaluative Post Test is a standard score of 45 or better.

1. If a student passes OPT AA and OPT BB, he is ready for the GED in that subject area and should test or proceed to the next area.

2. If the student fails OPT AA, he goes to the Diagnostic Pre-test.

3. If the student passes OPT AA, but fails OPT BB, he should also take the Diagnostic Pre-Test.

4. After the student takes the Diagnostic Pre-Test, the teacher either gives him a marked checklist for the first of the units identified as an area of weakness by the Pre-Diagnostic Chart, or assigns a Unit Pre-Assessment Test for additional diagnostic information and then assigns materials from the checklist.

5. When the student has completed all the assigned materials on the checklist, he goes to the teacher for the Unit Post-Assessment.

6. If the student passes the Post-Assessment, the teacher proceeds to the checklist for the next area of weakness or to the next Unit Pre-Assessment Test.

7. If the student fails to pass the Post-Assessment, the teacher assigns Supplementary materials from the Unit. After completing the assigned Supplementary materials, the student moves on to the next Unit.

8. After completing the last Unit identified as an area of weakness either by passing the Post-Assessment or completing assigned Supplementary materials, the student proceeds to the Evaluative Post-Test for the Subject Area.

9. If the student passes the Evaluative Post Test, he proceeds to the Official Practice Test, Form BB. (NOTE: Depending on local GED testing practices, OPT BB may be administered either one Subject Area at a time, or as a whole after the units in all Subject Areas are completed.)

10. If the student fails the Evaluative Post Test, the teacher assigns supplementary materials and, when they are completed, administers OPT BB to the student.
11. If the student passes OPT BB, he has completed the Subject Area. If he fails, he should be assigned additional supplementary materials. Thereafter, the student is considered to have completed the Subject Area. He should not be required to take the OPT BB a second time.
UNIT 1

CONTENT
Subjects, predicates and complete thoughts, sentence fragments, run-on sentences and the comma splice

COMPETENCY
To recognize complete sentences, and to be able to identify and correct the structural errors of sentence fragments, run-on sentences and comma splices.

PRE-ASSESSMENT
Writing Skills Workbook
Book 3
Contemporary 1982
page 9       page 10       page 11       page 12
items 2,4,6,8, 2,4,6 2,4,6,8, 2,4,6
10,12,14,16,18,20 10,12,14

*** TEACHER NOTE ***
use even numbered questions only for pre-test answers and explanations page 71
passing score 75\% (4 per item)

MATERIALS

GED
*Writing Skills New GED
Contemporary 1987
pages 30-35,137-139

*Springboard for
Passing the GED
Writing Skills
Scott, Foresman 1987
pages 27-36,89-97

PRE-GED
*In Your Own Words
Vol.1 Sentence Skills
Cambridge 1987
pages 7-30

*Strategies for Success
in Writing
Steck-Vaughn 1987
pages 45-50,54-61

POST-ASSESSMENT
Writing Skills Workbook
Book 3
Contemporary 1982
page 9       page 10       page 11       page 12
items 1,3,5,7,9 1,3,5 1,3,5,7 1,3,5,7
11,13,15,17,19 9,11,13

*** TEACHER NOTE ***
use odd numbered questions only for post-test answers and explanations page 71
passing score 75\% (4 per item)

* Titles referenced in units are often abbreviated.
See bibliography for complete titles.

10
UNIT 1

SENTENCE STRUCTURE: COMPONENTS OF COMPLETE AND COHERENT SENTENCES

SUPPLEMENTARY

GED

GED Writing Skills
Steck-Vaughn 1988
pages 160-166

Passing the GED
Scott, Foresman 1987
pages 157-159

New GED: How to Prepare for the High School Equivalency Examination
Contemporary 1985
pages 103-107

Writing Skills Workbook
Book 1
Contemporary 1985
pages 7-12

GED English
Skillboosters
Sentence Structure
Steck-Vaughn 1984
pages 9-10, 19-24

GED ScoreBoosters 1
Steck-Vaughn 1985
pages 44-49

PRE-GED

Building Basic Skills in Writing Book 1
Contemporary 1984
pages 15-46

PRE-GED Language Skills
Cambridge 1983
pages 8-16

PRE-GED Exercise Book in Language Skills
Cambridge 1983
pages 1-4

Building Basic Skills in Writing Book 2
Contemporary 1982
pages 25-28, 58-60

Advanced General Education Program
U.S. Department of Labor
Booklet 90 pages 1-19
UNIT 2

SENTENCE STRUCTURE: COMBINING IDEAS IN A SENTENCE

CONTENT
Dependent and independent clauses, coordinating and subordinating conjunctions, compound and complex sentences

COMPETENCY
To be able to identify and select correct examples of dependent and independent clauses, coordinating and subordinating conjunctions, compound and complex sentences.

PRE-ASSESSMENT
Writing Skills New GED
Contemporary 1987
pages 158-162
items 1-15

*** TEACHER NOTE ***
answers and explanations page 326
passing score 75% (6.6 Per item)

MATERIALS

GED

Writing Skills New GED
Contemporary 1987
pages 127-157

Springboard for Passing the GED
Writing Skills
Scott, Foresman 1987
pages 63-88

POST-ASSESSMENT
Writing Skills New GED
Contemporary 1987
pages 164-167
items 1-13

*** TEACHER NOTE ***
answers and explanations pages 326-327
passing score 75% (5.5 Per item)
UNIT 2

SENTENCE STRUCTURE: COMBINING IDEAS IN A SENTENCE

SUPPLEMENTARY

GED

GED Writing Skills
Steck-Vaughn 1988
pages 167-173, 181-187

Passing the GED
Scott, Foresman 1987
pages 165-168, 173-174

GED Writing Skills Test
Cambridge 1981
pages 147-185

GED ScoreBooster 1
Writing Skills
Steck-Vaughn 1985
pages 35-43

GED English
Skillboosters
Sentence Structure
Steck-Vaughn 1984
pages 11-18

Writing Skills Workbook
Book 3
Contemporary 1982
pages 18-20

PRE-GED

Building Basic Skills in Writing Book 2
Contemporary 1982
pages 17-25

PRE-GED Language Skills
Cambridge 1983
pages 207-214, 220-224, 231-238

PRE-GED Exercise Book in Language Skills
Cambridge 1983
pages 5-9

Advanced General Education Program
U.S. Department of Labor
Booklet 111 pages 1-21
Booklet 116 pages 1-19
UNIT 3
CONTENT
Parallel structure, sequence of verbs, and misplaced and dangling modifiers

COMPETENCY
To recognize and be able to correct sentences with misplaced and dangling modifiers and incorrectly sequenced verbs; and to detect and revise errors of non-parallel sentence structure.

PRE-ASSESSMENT

Exercise Book for Writing Skills Test
Cambridge 1981
page 47  
items 2, 4, 6, 8, 10, 12, 14

*** TEACHER NOTE ***
use even numbered questions only for pre-test answers and explanations pages 62-63
passing score 75% (5 per item)

MATERIALS
GED
Writing Skills New GED
Contemporary 1987
pages 152-156, 182-195

Writing Skills Workbook
Book 3
Contemporary 1982
pages 23-30, 32-34

PRE-GED
Put It In Writing
Improving Sentences
Cambridge 1987
pages 20-32, 41-43

Put It In Writing
Using Words
Cambridge 1986
pages 86-95

POST-ASSESSMENT

Exercise Book for Writing Skills Test
Cambridge 1981
page 47  
items 1, 3, 5, 7, 9, 11, 13, 15

*** TEACHER NOTE ***
use odd numbered questions only for post-test answers and explanations pages 62-63
passing score 75% (4 per item)
**JOB CORPS GED COMPETENCIES PROGRAM**

**WRITING SKILLS CURRICULUM GUIDE**

**PART I CONVENTIONS OF ENGLISH**

**UNIT 3**

**SENTENCE STRUCTURE: PARALLELISM AND MODIFICATION**

### SUPPLEMENTARY

<table>
<thead>
<tr>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED Writing Skills</td>
<td>Building Basic Skills</td>
</tr>
<tr>
<td>Steck-Vaughn 1988</td>
<td>in Writing Book 2</td>
</tr>
<tr>
<td>pages 174-180,188-194</td>
<td>Contemporary 1982</td>
</tr>
<tr>
<td>Springboard for</td>
<td></td>
</tr>
<tr>
<td>Passing the GED</td>
<td></td>
</tr>
<tr>
<td>Writing Skills</td>
<td></td>
</tr>
<tr>
<td>Scott, Foresman 1987</td>
<td></td>
</tr>
<tr>
<td>pages 40-44,55-62</td>
<td></td>
</tr>
<tr>
<td>Passing the GED</td>
<td></td>
</tr>
<tr>
<td>Scott, Foresman 1987</td>
<td></td>
</tr>
<tr>
<td>pages 182-183,190</td>
<td></td>
</tr>
<tr>
<td>GED Writing Skills Test</td>
<td></td>
</tr>
<tr>
<td>Cambridge 1981</td>
<td></td>
</tr>
<tr>
<td>pages 121-130</td>
<td></td>
</tr>
<tr>
<td>GED ScoreBooster 1</td>
<td></td>
</tr>
<tr>
<td>Writing Skills</td>
<td></td>
</tr>
<tr>
<td>Steck-Vaughn 1985</td>
<td></td>
</tr>
<tr>
<td>pages 49-56</td>
<td></td>
</tr>
<tr>
<td>GED English</td>
<td></td>
</tr>
<tr>
<td>Skillboosters</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure</td>
<td></td>
</tr>
<tr>
<td>Steck-Vaughn 1984</td>
<td></td>
</tr>
<tr>
<td>pages 11-18</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 4

USAGE: SUBJECT-VERB AGREEMENT

CONTENT

Singular vs. plural, interrupting phrases and clauses, inverted structure, expletives, indefinite pronouns as subjects, collective nouns, compound subjects, and the connectors either/or and neither/nor.

COMPETENCY

To comprehend the relationship between nouns and verbs in sentences; to understand the concept of verbs agreeing in number with the subject and/or subjects in a sentence; and to be capable of recognizing and correcting this type of usage error in written materials.

PRE-ASSESSMENT

Exercise Book for Writing Skills Test
Cambridge 1981
page 3
items 2, 4, 6, 8, 10, 12, 14

Exercise Book for Writing Skills Test
Cambridge 1981
page 4
items 2, 4, 6, 8, 10, 12, 14

Exercise Book for Writing Skills Test
Cambridge 1981
page 5
items 2, 4, 6, 8, 10, 12, 14

*** TEACHER NOTE ***
use even numbered questions only for pre-test
answers and explanations pages 27-29
passing score 75% (5 per item)

MATERIALS

GED

Writing Skills New GED
Contemporary 1987
pages 92-105

Springboard for Passing the GED
Writing Skills
Scott, Foresman 1987
pages 45-54, 180-190

PRE-GED

Put It In Writing
Using Words
Cambridge 1986
pages 41-55

Springboard for Passing the GED
Strategies for Success
Writing Skills
Steck-Vaughn 1987
pages 51-53, 94-97

POST-ASSESSMENT

Exercise Book for Writing Skills Test
Cambridge 1981
page 3
items 1, 3, 5, 7, 9, 11, 13, 15

Exercise Book for Writing Skills Test
Cambridge 1981
page 4
items 1, 3, 5, 7, 9, 11, 13, 15

Exercise Book for Writing Skills Test
Cambridge 1981
page 5
items 1, 3, 5, 7, 9, 11, 13, 15

*** TEACHER NOTE ***
use odd numbered questions only for post-test
answers and explanations pages 27-29
passing score 75% (4 per item)
<table>
<thead>
<tr>
<th>UNIT 4</th>
<th>USAGE: SUBJECT-VERB AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLEMENTARY</td>
<td>GED</td>
</tr>
<tr>
<td><strong>GED Writing Skills</strong></td>
<td>Steck-Vaughn 1988</td>
</tr>
<tr>
<td><strong>Passing the GED</strong></td>
<td>Scott, Foresman 1987</td>
</tr>
<tr>
<td><strong>Writing Skills Jorkbook</strong></td>
<td>Contemporary 1982</td>
</tr>
<tr>
<td><strong>GED Writing Skills Test</strong></td>
<td>Cambridge 1981</td>
</tr>
<tr>
<td><strong>GED ScoreBooster 1</strong></td>
<td>Writing Skills</td>
</tr>
<tr>
<td><strong>GED English Skillbooster Grammar &amp; Usage</strong></td>
<td>Steck-Vaughn 1984</td>
</tr>
<tr>
<td><strong>New GED: How to Prepare for the High School Equivalency Examination</strong></td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td><strong>Put It In Writing</strong></td>
<td><strong>Improving Sentences</strong></td>
</tr>
<tr>
<td><strong>Building Basic Skills in Writing Book 1</strong></td>
<td>Contemporary 1984</td>
</tr>
<tr>
<td><strong>PRE-GED Language Skills</strong></td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td><strong>PRE-GED Exercise Book in Language Skills</strong></td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td><strong>Advanced General Education Program</strong></td>
<td>U.S. Department of Labor</td>
</tr>
</tbody>
</table>
UNIT 5

CONTENT
Verb tenses, sequence of tenses, word clues to tense, irregular verbs, principal parts of verbs, and troublesome verb pairs.

COMPETENCY
To understand the time relationship in verb tenses and the importance of correct tense sequence in sentences and paragraphs; to recognize and to apply tense word clues; and to identify and be able to use irregular verbs, the principal parts of verbs and troublesome verb pairs.

PRE-ASSESSMENT
Writing Skills New GED
Contemporary 1987
pages 105-108
items 1-15

*** TEACHER NOTE ***
answers and explanations page 319
passing score 75% (6.6 Per item)

MATERIALS
GED
Writing Skills New GED
Contemporary 1987
pages 71-91
Springboard for
Passing the GED
Writing Skills
Scott, Foresman 1987
pages 164-169, 172-177

PRE-GED
Put It In Writing
Using Words
Cambridge 1986
pages 6-35, 102-119
Strategies for Success
Writing
Steck-Vaughn 1987
pages 85-93

POST-ASSESSMENT
Writing Skills New GED
Contemporary 1987
pages 110-112
items 1-16

*** TEACHER NOTE ***
answers and explanations pages 319-320
passing score 75% (6.2 Per item)
UNIT 5

USAGE: VERBS AND VERB TENSE ERRORS

SUPPLEMENTARY

GED

GED Writing Skills
Steck-Vaughn 1988
pages 92-112

Passing the GED
Scott, Foresman 1987
pages 162-165

Writing Skills Workbook
Book 3
Contemporary 1982
pages 29-34

GED Writing Skills Test
Cambridge 1981
pages 19-36

GED ScoreBooster 1
Writing Skills
Steck-Vaughn 1985
pages 70-90

GED English
Skillboosters
Grammar & Usage
Steck-Vaughn 1984
pages 2-12

New GED: How to Prepare
for the High School
Equivalency Examination
Contemporary 1985
pages 71-75

PRE-GED

Building Basic Skills
in Writing Book 1
Contemporary 1984
pages 101-138

PRE-GED Language Skills
Cambridge 1983
pages 87-101

PRE-GED Exercise Book
in Language Skills
Cambridge 1983
pages 28-33

Advanced General
Education Program
U.S. Department of Labor
Booklet 100 pages 2-8
Booklet 102 pages 1-27

Exercise Book for the
Writing Skills Test
Cambridge 1981
pages 1-2
UNIT 6

CONTENT

Subject, object, possessive, relative and reflexive pronouns, contractions, pronoun reference and pronoun agreement

COMPETENCY

To understand the different types of pronouns and their uses; to recognize the difference between contractions and possessive pronouns; to avoid the common errors of incorrect reference, pronoun shift, confusing and vague pronoun reference; and to identify and be able to correct errors in pronoun agreement.

PRE-ASSESSMENT

Exercise Book for Writing Skills Test
Cambridge 1981
page 6 items 2,4,6,8, 10,12,14
page 7 2,4,6,8, 10,12,14
page 8 2,4,6,8, 10,12,14

*** TEACHER NOTE ***
use even numbered questions only for pre-test answers and explanations pages 30-32 passing score 75% (5 per item)

MATERIALS

GED

Writing Skills New GED
Contemporary 1987
pages 50-57,195-205

Springboard for Passing the GED
Writing Skills
Scott, Foresman 1987
pages 194-203

PRE-GED

Put It In Writing
Improving Sentences
Cambridge 1987
pages 6-14,44-47, 58-61

Put It In Writing
Using Words
Cambridge 1986
pages 58-64

POST-ASSESSMENT

Exercise Book for Writing Skills Test
Cambridge 1981
page 6 items 1,3,5,7, 9,11,13,15
page 7 1,3,5,7, 9,11,13,15
page 8 1,3,5,7, 9,11,13,15

*** TEACHER NOTE ***
use odd numbered questions only for post-test answers and explanations pages 30-32 passing score 75% (4 per item)
UNIT 6

SUPPLEMENTARY

GED

GED Writing Skills
Steck-Vaughn 1988
pages 120-147

Passing the GED
Scott, Foresman 1987
pages 184-186, 193-197

Writing Skills Workbook
Book 3
Contemporary 1982
pages 43-50

GED Writing Skills Test
Cambridge 1981
pages 56-70

GED ScoreBooster 1
Writing Skills
Steck-Vaughn 1985
pages 101-114

GED English
Skillboosters
Grammar & Usage
Steck-Vaughn 1984
pages 17-23

New GED: How to Prepare for the High School Equivalency Examination
Contemporary 1985
pages 69-71, 92-96

PRE-GED

Strategies for Success
Writing
Steck-Vaughn 1987
pages 73-75

Building Basic Skills in Writing Book 1
Contemporary 1984
pages 137-158

PRE-GED Language Skills
Cambridge 1983
pages 127-133, 139-150

PRE-GED Exercise Book in Language Skills
Cambridge 1983
pages 69-78

Advanced General Education Program
U.S. Department of Labor
Booklet 97 pages 1-22
Booklet 98 pages 1-20
UNIT 7

USAGE: ADJECTIVES AND ADVERBS

CONTENT
Modifiers and questions each answer, adverb suffix clue, suffix clues for comparisons, problem adjectives and adverbs, and double negatives

COMPETENCY
To understand the function and correct use of adjectives and adverbs in sentences; and to recognize and be able to correct adjective and adverb usage errors in written materials.

PRE-ASSESSMENT
Exercise Book for Writing Skills Test
Cambridge 1981
page 9 page 10
items 2,4,6,8, 2,4,6,8,
10,12,14 10,12,14

*** TEACHER NOTE ***
use even numbered questions only for pre-test answers and explanations page 33
passing score 75% (7 per item)

MATERIAL

GED

Springboard for Passing the GED
Writing Skills
Scott, Foresman 1987
pages 37-40

Writing Skills Workbook
Contemporary 1982
pages 51-62

PRE-GED

Put It In Writing
Improving Sentences
Cambridge 1987
pages 37-41,55-57,
61-67

Put It In Writing
Using Words
Cambridge 1986
pages 72-84

POST-ASSESSMENT
Exercise Book for Writing Skills Test
Cambridge 1981
page 9 page 10
items 1,3,5,7, 1,3,5,7,
9,11,13,15 9,11,13,15

*** TEACHER NOTE ***
use odd numbered questions only for post-test answers and explanations page 33
passing score 75% (6 per item)
### UNIT 7
**USAGE: ADJECTIVES AND ADVERBS**

#### SUPPLEMENTARY

<table>
<thead>
<tr>
<th>GED Writing Skills</th>
<th>Pre-GED Strategies for Success Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steck-Vaughn 1988</td>
<td>Steck-Vaughn 1987</td>
</tr>
<tr>
<td>pages 148-154</td>
<td>pages 76-81, 98-103</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passing the GED</th>
<th>Building Basic Skills in Writing Book 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott, Foresman 1987</td>
<td>Contemporary 1984</td>
</tr>
<tr>
<td>pages 180-181</td>
<td>pages 163-175</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GED Writing Skills Test</th>
<th>Pre-GED Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge 1981</td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td>pages 83-96</td>
<td>pages 154-161, 165-173, 179-189</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GED ScoreBooster 1 Writing Skills</th>
<th>Pre-GED Exercise Book in Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steck-Vaughn 1985</td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td>pages 114-123</td>
<td>pages 79-90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GED English Skillboosters Grammar &amp; Usage</th>
<th>Advanced General Education Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steck-Vaughn 1984</td>
<td>U.S. Department of Labor</td>
</tr>
<tr>
<td>pages 24-30</td>
<td>Booklet 91 pages 1-18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New GED: How to Prepare for the High School Equivalency Examination</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary 1985</td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td>pages 76-79, 98-100</td>
<td>pages 76-79, 98-100</td>
</tr>
</tbody>
</table>

**Notes:**
- GED and Pre-GED materials are used in various contexts to prepare for the GED and equivalency examinations.
- The list includes books published by Steck-Vaughn, Cambridge, and Contemporary, among others.
- The pages listed are for reference and may vary depending on the specific edition used.
UNIT 8

MECHANICS: CAPITALIZATION

CONTENT
Proper nouns and adjectives, titles of people, dates, places/addresses and seasons/time.

COMPETENCY
To understand and be able to apply the capitalization rules most often encountered in conventional writing situations.

PRE-ASSESSMENT
Writing Skills Workbook
Book 2
Contemporary 1985
pages 31-32
items 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

*** TEACHER NOTE ***
use even numbered questions only for pre-test answers and explanations page 63
passing score 75% (10 per item)

MATERIALS

GED
Writing Skills New GED
Contemporary 1987
pages 237-241

Springboard for Passing the GED
Writing Skills
Scott, Foresman 1987
pages 205-210, 269-270

PRE-GED
Strategies for Success
Steck-Vaughn 1987
pages 9-26

Building Basic Skills in Writing Book 1
Contemporary 1984
pages 19-20, 32-33, 55-58

POST-ASSESSMENT
Writing Skills Workbook
book 2
Contemporary 1985
pages 31-32
items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19

*** TEACHER NOTE ***
use odd numbered questions only for post-test answers and explanations page 63
passing score 75% (10 per item)
UNIT 8
MECHANICS: CAPITALIZATION

SUPPLEMENTARY

GED

GED Writing Skills
Steck-Vaughn 1988
pages 16-22, 58-64

Passing the GED
Scott, Foresman 1987
pages 164, 176, 179, 192

Writing Skills Workbook
Book 2
Contemporary 1982
pages 19-30

GED Writing Skills Test
Cambridge 1981
pages 218-227

GED ScoreBooster 1
Writing Skills
Steck-Vaughn 1985
pages 182-188

GED English
Skillboosters
Capitalization &
Punctuation
Steck-Vaughn 1984
pages 23-27

New GED: How to Prepare for the High School Equivalency Examination
Contemporary 1985
pages 128-132

PRE-GED

PRE-GED Language Skills
Cambridge 1983
pages 14-17

PRE-GED Exercise Book
in Language Skills
Cambridge 1983
pages 3, 34

Advanced General Education Program
U.S. Department of Labor
Booklet 105 pages 1-13
UNIT 9

CONTENT
Commas, semi-colons, colons and quotation marks

COMPETENCY
To understand the relationship of punctuation and correct sentence structure; to be able to write sentences using correct punctuation; and to recognize errors of punctuation in written materials.

PRE-ASSESSMENT
Exercise Book for Writing Skills Test
Cambridge 1981
page 80
items 2, 4, 6, 8, 10, 12, 14

*** TEACHER NOTE ***
use even numbered questions only for pre-test answers and explanations pages 87-88
passing score 75% (5 per item)

MATERIALS

GED

Springboard for Passing the GED
Scott, Foresman 1987
pages 211-214, 270-273

Writing Skills Workbook
Contemporary 1985
pages 35-42, 47-50

PRE-GED

Strategies for Success in Writing
Steck-Vaughn 1987
pages 27-41

Building Basic Skills in Writing Book 2
Contemporary 1982
pages 41-62

POST-ASSESSMENT
Exercise Book for Writing Skills Test
Cambridge 1981
page 80
items 1, 3, 5, 7, 9, 11, 13, 15

*** TEACHER NOTE ***
use odd numbered questions only for post-test answers and explanations pages 87-88
passing score 75% (4 per item)
UNIT 9
MECHANICS: PUNCTUATION

SUPPLEMENTARY

GED

GED Writing Skills
Steck-Vaughn 1986
pages 23-50

Writing Skills New GED
Contemporary 1987
pages 38, 42-43, 132-133,
137-139, 144-147,
184-185, 190-191

Passing the GED
Scott, Foresman 1987
pages 182-183, 185, 191

GED ScoreBooster 1
Writing Skills
Steck-Vaughn 1985
pages 137-160

GED English
Skillboosters
Capitalization &
Punctuation
Steck-Vaughn 1984
pages 1-25

GED Writing Skills Test
Cambridge 1981
pages 228-233

PRE-GED

PRE-GED Language Skills
Cambridge 1983
pages 156-158, 211-214,
220-224, 236-238

PRE-GED Exercise Book
in Language Skills
Cambridge 1983
pages 80, 95-96

Advanced General
Education Program
U.S. Department of Labor
Booklet 107 pages 1-16
Booklet 109 pages 1-14
Booklet 112 pages 1-13
UNIT 10

MECHANICS: SPELLING

CONTENT
Commonly-misspelled words, confusing word pairs, homonyms, and the spelling of possessives and contractions

COMPETENCY
To be aware of and be able to correctly spell words on the GED master list of frequently misspelled words; to recognize and be able to use homonyms correctly; and to understand and be able to rectify spelling errors caused by confusing word pairs and by the misuse of possessives and contractions.

PRE-ASSESSMENT
Writing Skills Workbook
Book 2
Contemporary 1985
page 14
items 2, 4, 6, 8, 10, 12, 14, 16, 18

*** TEACHER NOTE ***
use even numbered questions only for pre-test
answers and explanations pages 59-60
passing score 75% (4 per item)

MATERIALS

GED
Writing Skills New GED
Contemporary 1987
pages 241-271

Springboard for Passing the GED
Writing Skills
Scott, Foresman 1987

PRE-GED
Strategies for Success Writing
Steck-Vaughn 1987
pages 107-123

Building Basic Skills in Writing Book 2
Contemporary 1982
pages 116-131

POST-ASSESSMENT
Writing Skills Workbook
Book 2
Contemporary 1985
page 14
items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19

*** TEACHER NOTE ***
use odd numbered questions only for post-test
answers and explanations pages 59-60
passing score 75% (3.7 per item)
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS CURRICULUM GUIDE
PART I CONVENTIONS OF ENGLISH

UNIT 10
MECHANICS: SPELLING

SUPPLEMENTARY

GED

GED Writing Skills
Steck-Vaughn 1988
pages 51-71

Passing the GED
Scott, Foresman 1987
pages 160-161,168-169,
180-181,188-189

Writing Skills Workbook
Book 2
Contemporary 1985
pages 7-13

GED ScoreBooster 1
Writing Skills
Steck-Vaughn 1985
pages 172-180,220-231

GED Writing Skills Test
Cambridge 1981
pages 133-135,244-252

PRE-GED

Building Basic Skills
in Writing Book 1
Contemporary 1984
pages 120-121,149-150

PRE-GED Language Skills
Cambridge 1983
pages 35-36,50-51,
61-62,73-74,82-84,
101-103,134-135,
149-150,161-162,
174-175,189-190,
215-216,226-228

PRE-GED Exercise Book
in Language Skills
Cambridge 1983
pages 34-35,91

Advanced General
Education Program
U.S. Department of Labor
Booklet 89 pages 1-19
Booklet 93 pages 1-14
Booklet 96 pages 1-11
Booklet 100 pages 8-13
Booklet 103 pages 1-14
Booklet 104 pages 1-25
Booklet 108 pages 1-18
Booklet 110 pages 1-13
Booklet 113 pages 1-17
Booklet 114 pages 1-23
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS TEST PART I BIBLIOGRAPHY

SOURCE:
CONTEMPORARY BOOKS INC.
188 NORTH MICHIGAN AVENUE
CHICAGO, ILLINOIS 60601
(312) 782-9181

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>GED MATERIALS</strong></td>
<td></td>
</tr>
<tr>
<td>5038-1</td>
<td>Writing Skills New GED Test 1 1987</td>
<td>5.55</td>
</tr>
<tr>
<td>5813-7</td>
<td>Writing Skills Workbook Book 2 1985</td>
<td>2.00</td>
</tr>
<tr>
<td>5812-9</td>
<td>Writing Skills Workbook Book 3 1982</td>
<td>2.00</td>
</tr>
<tr>
<td>5193-0</td>
<td>Diagnostic Pre-Tests for GED Instruction 1985</td>
<td>2.50</td>
</tr>
<tr>
<td>5912-2</td>
<td>Evaluative Post-Tests for GED Instruction 1985</td>
<td>2.50</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED MATERIALS</strong></td>
<td></td>
</tr>
<tr>
<td>5880-3</td>
<td>Building Basic Skills in Writing Book 1 1984</td>
<td>4.65</td>
</tr>
<tr>
<td></td>
<td><strong>GED SUPPLEMENTARY MATERIALS</strong></td>
<td></td>
</tr>
<tr>
<td>5136-1</td>
<td>GED:How to Prepare for the High School Equivalency Examination 1985</td>
<td>6.53</td>
</tr>
<tr>
<td>5814-5</td>
<td>Writing Skills Workbook Book 1 1985</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED SUPPLEMENTARY MATERIALS</strong></td>
<td></td>
</tr>
<tr>
<td>5841-2</td>
<td>Building Basic Skills in Writing Book 2 1982</td>
<td>4.65</td>
</tr>
</tbody>
</table>
### JOB CORPS GED COMPETENCIES PROGRAM

**WRITING SKILLS TEST PART I BIBLIOGRAPHY**

**SOURCE:**

CAMBRIDGE
THE ADULT EDUCATION COMPANY
888 SEVENTH AVENUE
NEW YORK, NEW YORK 10106
(1-800) 221-4764

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>GED MATERIALS</strong></td>
<td></td>
</tr>
<tr>
<td>893-911</td>
<td>GED Exercise Book for Writing Skills 1981</td>
<td>3.35</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED MATERIALS</strong></td>
<td></td>
</tr>
<tr>
<td>897-178</td>
<td>Put It In Writing Book 1 Using Words 1986</td>
<td>3.65</td>
</tr>
<tr>
<td>897-186</td>
<td>Put It In Writing Book 2 Improving Sentences 1987</td>
<td>3.65</td>
</tr>
<tr>
<td>897-291</td>
<td>In Your Own Words Volume 1 Sentence Skills 1987</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td><strong>GED SUPPLEMENTARY MATERIALS</strong></td>
<td></td>
</tr>
<tr>
<td>893-873</td>
<td>GED Writing Skills Test 1981</td>
<td>5.35</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED SUPPLEMENTARY MATERIALS</strong></td>
<td></td>
</tr>
<tr>
<td>893-180</td>
<td>PRE-GED Program in Language Skills 1983</td>
<td>4.95</td>
</tr>
</tbody>
</table>
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS TEST PART I BIBLIOGRAPHY

SOURCE:
SCOTT, FORESMAN AND COMPANY
1900 EAST LAKE AVENUE
GLENVIEW, ILLINOIS 60025
(1-800) 323-5482
(1-800) 323-9501 (Illinois)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>24319-2</td>
<td>Springboard for Passing the GED Writing Skills 1987</td>
<td>5.25</td>
</tr>
<tr>
<td>24314-1</td>
<td>Passing the GED 1987</td>
<td>7.25</td>
</tr>
</tbody>
</table>
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS TEST PART I BIBLIOGRAPHY

SOURCE:
STECK-VAUGHN
P.O.BOX 2028
AUSTIN, TEXAS 78768
(1-800) 591-5015
(1-800) 252-9317 (Texas)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1870-0</td>
<td>Strategies for Success Writing 1987</td>
<td>4.56</td>
</tr>
<tr>
<td>18944</td>
<td>GED Writing Skills 1988</td>
<td>4.85</td>
</tr>
<tr>
<td>1276-8</td>
<td>GED ScoreBooster 1 Writing Skills 1985</td>
<td>6.69</td>
</tr>
<tr>
<td>1095-1</td>
<td>GED English Skillboosters Sentence Structure 1984</td>
<td>1.14</td>
</tr>
<tr>
<td>1093-5</td>
<td>GED English Skillboosters Grammar &amp; Usage 1984</td>
<td>1.14</td>
</tr>
<tr>
<td>1094-3</td>
<td>GED English Skillboosters Punctuation &amp; Capitalization 1984</td>
<td>1.14</td>
</tr>
</tbody>
</table>
JOB CORPS GED COMPETENCIES PROGRAM
DIAGNOSTIC CHARTS FOR WRITING SKILLS TEST PART I

WRITING SKILLS TEST PART I PRE-DIAGNOSTIC CHART
SOURCE MATERIALS

(1) OFFICIAL GED PRACTICE TEST
FORM AA
PAGES 5-13
ITEMS 1-27
CAMBRIDGE 1987
(1-800) 221-4764

(2) DIAGNOSTIC PRE-TESTS FOR GED INSTRUCTION
TEST 1: WRITING SKILLS
PAGES 1-6
ITEMS 1-60
CONTEMPORARY 1985
(312) 782-9181

On the next page is the pre-diagnostic chart for the GED Writing Skills Test Part I. Students are given Form AA of the Official GED Practice Test and a score below 45 in this area would indicate the need to give the Diagnostic Pre-Test for GED Instruction Test 1: Writing Skills. In order to direct students to needed units of instruction in the Job Corps Writing Skills Part I Curriculum, circle the numbers of the questions missed on both tests on the chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies. See page five (5) in the Writing Skills Part I Curriculum Guide for content areas covered by numbered units.

(1) Official GED Practice Test Form AA
(2) Diagnostic Pre-Tests for GED Instruction Test 1: Writing Skills

34

82
## JOB CORPS GED COMPETENCIES PROGRAM

**PRE-DIAGNOSTIC CHART FOR WRITING SKILLS TEST PART I**

<table>
<thead>
<tr>
<th>NAME ______________________________</th>
<th>DATE ____________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>CONTENT AREA</strong></th>
<th><strong>COGNITIVE SKILL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPLICATION</strong></td>
<td><strong>CORRECTION</strong></td>
</tr>
</tbody>
</table>

### SENTENCE STRUCTURE

<table>
<thead>
<tr>
<th>UNIT 1:</th>
<th>(1) OPT(AA)</th>
<th>6</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2) DPT</td>
<td>12,15,27</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2:</th>
<th>(1) OPT(AA)</th>
<th>5,6,7,11,26</th>
<th>2</th>
<th>12,15,23</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2) DPT</td>
<td>10,19,37</td>
<td>34,36,38,42, 52</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3:</th>
<th>(1) OPT(AA)</th>
<th>4,19</th>
<th>3,21,25</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2) DPT</td>
<td>19,28,31</td>
<td>35,37,38,39</td>
<td></td>
</tr>
</tbody>
</table>

#### USAGE

<table>
<thead>
<tr>
<th>UNIT 4:</th>
<th>(1) OPT(AA)</th>
<th>1,8,10,16</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2) DPT</td>
<td>19,20</td>
<td>16,17,26, 29,32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 5:</th>
<th>(1) OPT(AA)</th>
<th>8,9,11,16,19, 8,9,11,25,</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2) DPT</td>
<td>20,22,26, 20,21,28,31</td>
<td>35,46,50,59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 6:</th>
<th>(1) OPT(AA)</th>
<th>8,9,10,11,25,</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2) DPT</td>
<td>19,24,25</td>
<td>30,33,42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 7:</th>
<th>(1) OPT(AA)</th>
<th>18,22,23,27</th>
<th>37,40,44</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2) DPT</td>
<td>18,22,23,27</td>
<td>37,40,44</td>
</tr>
</tbody>
</table>

#### MECHANICS

<table>
<thead>
<tr>
<th>UNIT 8:</th>
<th>(1) OPT(AA)</th>
<th>14,22,26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2) DPT</td>
<td>8,13,15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 9:</th>
<th>(1) OPT(AA)</th>
<th>1,4,5,7,8,9,10</th>
<th>2,17</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2) DPT</td>
<td>11,14,19,20,22</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 10:</th>
<th>(1) OPT(AA)</th>
<th>1,9,10,16,19</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2) DPT</td>
<td>1,2,3,4,5,6,7</td>
<td>11</td>
</tr>
</tbody>
</table>

---

83
JOB CORPS GED COMPETENCIES PROGRAM
DIAGNOSTIC CHARTS FOR WRITING SKILLS TEST PART I

WRITING SKILLS TEST PART I POST-DIAGNOSTIC CHART
SOURCE MATERIALS

(3) EVALUATIVE POST-TESTS FOR GED INSTRUCTION
TEST 1: WRITING SKILLS
PAGES 1-8
ITEMS 1-80
CONTEMPORARY 1985
(312) 782-9181

(4) OFFICIAL GED PRACTICE TEST
FORM BB
PAGES 5-13
ITEMS 1-27
CAMBRIDGE 1987
(1-800) 221-4764

On the next page is the post-diagnostic chart for the GED Writing Skills Test Part I. Students are given the Evaluative Post-Test for GED Instruction Test 1: Writing Skills. A score below 45 would indicate the need to assign supplementary materials. In order to direct students to needed units of instruction in the Job Corps Writing Skills Part I Curriculum, circle the numbers of the questions missed on the test on the chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill. See page five (5) in the Writing Skills Part I Curriculum Guide for content areas covered by numbered units. Form BB of the Official GED Practice Test would be given upon completion of supplementary materials or after a passing grade on the Evaluative Test to determine readiness for testing in this subject area.

(3) Evaluative Post-Tests for GED Instruction Test 1: Writing Skills
(4) Official GED Practice Test Form BB
## JOB CORPS GED COMPETENCIES PROGRAM

### POST-DIAGNOSTIC CHART FOR WRITING SKILLS TEST PART I

**NAME ___________________**

**DATE ________________**

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>COGNITIVE SKILL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SENTENCE STRUCTURE</strong></td>
<td><strong>APPLICATION</strong></td>
</tr>
<tr>
<td>UNIT 1: (3) EPT</td>
<td>5,17,30</td>
</tr>
<tr>
<td>(4) OPT(BB)</td>
<td>3,16</td>
</tr>
<tr>
<td>UNIT 2: (3) EPT</td>
<td>12,19</td>
</tr>
<tr>
<td>(4) OPT(BB)</td>
<td>20</td>
</tr>
<tr>
<td>UNIT 3: (3) EPT</td>
<td>33,40</td>
</tr>
<tr>
<td>(4) OPT(BB)</td>
<td>3,7,12</td>
</tr>
<tr>
<td><strong>USAGE</strong></td>
<td><strong>APPLICATION</strong></td>
</tr>
<tr>
<td>UNIT 4: (3) EPT</td>
<td>24,26,28,32,44</td>
</tr>
<tr>
<td>(4) OPT(BB)</td>
<td>7,16,26,27</td>
</tr>
<tr>
<td>UNIT 5: (3) EPT</td>
<td>21,23,33,40,43</td>
</tr>
<tr>
<td>(4) OPT(BB)</td>
<td>1,12,14,21</td>
</tr>
<tr>
<td>UNIT 6: (3) EPT</td>
<td>25,29,36, 38,40,42</td>
</tr>
<tr>
<td>(4) OPT(BB)</td>
<td>4,14,21,23</td>
</tr>
<tr>
<td>UNIT 7: (3) EPT</td>
<td>22,27,30,31, 35,37</td>
</tr>
<tr>
<td>(4) OPT(BB)</td>
<td>27</td>
</tr>
<tr>
<td><strong>MECHANICS</strong></td>
<td><strong>APPLICATION</strong></td>
</tr>
<tr>
<td>UNIT 8: (3) EPT</td>
<td>13,15,18</td>
</tr>
<tr>
<td>(4) OPT(BB)</td>
<td>1,14</td>
</tr>
<tr>
<td>UNIT 9: (3) EPT</td>
<td>5,12,14,16, 17,19</td>
</tr>
<tr>
<td>(4) OPT(BB)</td>
<td>1,4,7,12,14</td>
</tr>
<tr>
<td>UNIT 10: (3) EPT</td>
<td>1,2,3,4,6,7,8, 9,10</td>
</tr>
<tr>
<td>(4) OPT(BB)</td>
<td>12,21,23, 25,26</td>
</tr>
</tbody>
</table>

37
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS
PART I CONVENTIONS OF ENGLISH
STUDENT RECORD SHEET

Name:_____________________________  SS/ID #:____________________

Entry Date:___________  Exit Date:______________

FORM  DATE  SCORE

Entry (Official GED Practice Test)  _______  _______  _______

Pre-Assessment Diagnostic Test  _______  _______
(Diagnostic Pre-Tests for GED Instruction)

Units Assigned (circle) 1 2 3 4 5 6 7 8 9 10

Post-Assessment Subject Mastery Test  _______  _______
(Evaluative Post-Tests for GED Instruction)

Exit (Official GED Practice Test)  _______  _______  _______

GED WRITING SKILLS TEST  _______  _______

*** TEACHER NOTE ***
See page 34 and page 36 for source information
# JOB CORPS GED COMPETENCIES PROGRAM
## WRITING SKILLS PART I STUDENT CHECKLIST

**NAME ______________________________**

**UNIT 1 SENTENCE STRUCTURE: COMPONENTS OF COMPLETE AND COHERENT SENTENCES**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

### Pre-Assessment

**Writing Skills Workbook**
- **Book 3**
  - Contemporary 1982
  - pp. 9, 10, 11, 12
  - items 2-20, 2-6, 2-14, 2-6
  - (use even numbered questions only)

### Materials

- **GED**
  - Writing Skills
    - New GED
      - Contemporary 1987
      - pp. 30-35, 137-139
  - Springboard for Writing Skills
    - Scott, Foresman 1987
    - pp. 27-36, 89-97

- **PRE-GED**
  - In Your Own Words Sentence Skills
    - Cambridge 1987
    - pp. 7-30
  - Strategies for Success in Writing
    - Steck-Vaughn 1987
    - pp. 45-50, 54-61

### Post-Assessment

**Writing Skills Workbook**
- **Book 3**
  - Contemporary 1982
  - pp. 9, 10, 11, 12
  - items 1-19, 1-5, 1-13, 1-7
  - (use odd numbered questions only)

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**

---

**ERIC**
## JOB CORPS GED COMPETENCIES PROGRAM
### WRITING SKILLS PART I STUDENT CHECKLIST

### UNIT 1  \( \text{SENTENCE STRUCTURE: COMPONENTS OF COMPLETE AND COHERENT SENTENCES} \)

#### NAME ______________________

#### DATE  
- Assigned  
- Completed  

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>GED Writing Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988</td>
</tr>
<tr>
<td></td>
<td>pp. 160-166</td>
</tr>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
</tr>
<tr>
<td></td>
<td>pp. 157-159</td>
</tr>
<tr>
<td></td>
<td><strong>New GED: Prepare for Equivalency Examination</strong></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td></td>
<td>pp. 103-107</td>
</tr>
<tr>
<td></td>
<td><strong>Writing Skills Workbook</strong></td>
</tr>
<tr>
<td></td>
<td>Book 1</td>
</tr>
<tr>
<td></td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td></td>
<td>pp. 7-12</td>
</tr>
<tr>
<td></td>
<td><strong>English Skillboosters Sentence Structure</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1984</td>
</tr>
<tr>
<td></td>
<td>pp. 9-10, 19-24</td>
</tr>
<tr>
<td></td>
<td><strong>ScoreBoosters 1</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
</tr>
<tr>
<td></td>
<td>pp. 44-49</td>
</tr>
</tbody>
</table>

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

NAME ________________________

UNIT 1 SENTENCE STRUCTURE: COMPONENTS OF COMPLETE AND COHERENT SENTENCES

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills in Writing Book 1</td>
<td>Contempary 1984</td>
</tr>
<tr>
<td></td>
<td>pp.15-46</td>
</tr>
<tr>
<td>PRE-GED Language Skills</td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td></td>
<td>pp.8-16</td>
</tr>
<tr>
<td>PRE-GED Language Exercise Book</td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td></td>
<td>pp.1-4</td>
</tr>
<tr>
<td>Basic Skills in Writing Book 2</td>
<td>Contempary 1982</td>
</tr>
<tr>
<td></td>
<td>pp.25-28,58-60</td>
</tr>
<tr>
<td>AGEP Booklet</td>
<td>U.S.Dept.of Labor</td>
</tr>
<tr>
<td></td>
<td>pp.1-19 booklet 90</td>
</tr>
</tbody>
</table>

DATE
Assigned  Completed

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM
## WRITING SKILLS PART I STUDENT CHECKLIST

**NAME ____________________________**

**UNIT 2  SENTENCE STRUCTURE: COMBINING IDEAS IN A SENTENCE**

<table>
<thead>
<tr>
<th><strong>DATE</strong></th>
<th><strong>SCORE</strong></th>
<th><strong>Assigned</strong></th>
<th><strong>Completed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pre-Assessment**
- Writing Skills
  - New GED
  - Contemporary 1987
  - pp.158-162
  - items 1-15
  - Score: ___-___-___

**Materials**
- GED
  - Writing Skills
    - New GED
    - Contemporary 1987
    - pp.127-157
    - Score: ___-___

- Springboard for Writing Skills
  - Scott, Foresman 1987
  - pp.63-88
  - Score: ___-___

**PRE-GED**
- In Your Own Words
  - Sentence Skills
    - Cambridge 1987
    - pp.49-62
    - Score: ___-___

- Put It In Writing
  - Improving Sentences
    - Cambridge 1987
    - pp.78-87
    - Score: ___-___

**Post-Assessment**
- Writing Skills
  - New GED
  - Contemporary 1987
  - pp.164-167
  - items 1-18
  - Score: ___-___-___

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**

42
# JOB CORPS GED COMPETENCIES PROGRAM

## WRITING SKILLS PART I STUDENT CHECKLIST

### UNIT 2 SENTENCE STRUCTURE: COMBINING IDEAS IN A SENTENCE

**NAME __________________**

**DATE**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supplementary GED**

- [ ] GED Writing Skills
  - Steck-Vaughn 1988
    - pp. 167-173, 181-187
  - Passing the GED
    - Scott, Foresman 1987
      - pp. 165-168, 173-174
  - GED Writing Skills
    - Cambridge 1981
      - pp. 147-185
  - ScoreBoosters 1
    - Steck-Vaughn 1987
      - pp. 35-43
  - English Skillboosters
    - Sentence Structure
      - Steck-Vaughn 1984
        - pp. 11-18
  - Writing Skills Workbook
    - Book 3
      - Contemporary 1982
        - pp. 18-20

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

NAME __________________________

UNIT 2  SENTENCE STRUCTURE: COMBINING IDEAS IN A SENTENCE

DATE
Assigned  Completed

Supplementary  PRE-GED

☐  Basic Skills in Writing Book 2
   Contemporary 1982  pp.17-25
   ________  ________

☐  PRE-GED Language Skills
   Cambridge 1983  pp.207-214, 220-224, 231-238
   ________  ________

☐  PRE-GED Language Exercise Book
   Cambridge 1983  pp.5-9
   ________  ________

☐  AGEP Booklets
   U.S. Dept. of Labor  pp.1-21 booklet 111
   ________  ________

☐  pp.1-19 booklet 116  ________  ________

CHECKED BOXES INDICATE ASSIGNED MATERIALS
UNIT 3 SENTENCE STRUCTURE: PARALLELISM AND MODIFICATION

Pre-Assessment

Writing Skills
Exercise Book
Cambridge 1981
pp. 47 48 49
items 2-14 2-14 2-14
(use even numbered questions only)

Materials

GED

Writing Skills
New GED
Contemporary 1987
pp.152-156,1d2-195

Writing Skills Workbook
Book 3
Contemporary 1982
pp.23-30,32-34

PRE-GED

Put It In Writing
Improving Sentences
Cambridge 1987
pp.20-32,41-43

Put It In Writing
Using Words
Cambridge 1986
pp.86-95

Post-Assessment

Writing Skills
Exercise Book
Cambridge 1981
pp. 47 48 49
items 1-15 1-15 1-15
(use odd numbered questions only)

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM
## WRITING SKILLS PART I STUDENT CHECKLIST

**NAME ____________________________**

**UNIT 3  **  SENTENCE STRUCTURE: PARALLELISM AND MODIFICATION

**DATE**
- **Assigned**
- **Completed**

<table>
<thead>
<tr>
<th>Supplementary</th>
<th><strong>GED</strong></th>
</tr>
</thead>
</table>
|               | **GED Writing Skills**  
  Steck-Vaughn 1988  
  pp.174-180,188-194 | ------- ------- |
|               | **Springboard for**  
  Writing Skills  
  Scott, Foresman 1987  
  pp.40-44,55-62 | ------- ------- |
|               | **Passing the GED**  
  Scott, Foresman 1987  
  pp.182-183,190 | ------- ------- |
|               | **GED Writing Skills**  
  Cambridge 1981  
  pp.121-130 | ------- ------- |
|               | **ScoreBoosters 1**  
  Steck-Vaughn 1985  
  pp.49-56 | ------- ------- |
|               | **English Skillboosters**  
  Sentence Structure  
  Steck-Vaughn 1984  
  pp.11-18 | ------- ------- |

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

NAME ______________________

UNIT 3 SENTENCE STRUCTURE: PARALLELISM AND MODIFICATION

DATE
Assigned Completed

Supplementary
Pre-GED

☐ Basic Skills in Writing Book 2
  Contemporary 1982
  pp. 11-16

☐ Basic Skills in Writing Book 1
  Contemporary 1984
  pp. 139-141

☐ AGEP Booklets
  U.S. Dept. of Labor
  pp. 1-22 booklet 115

☐ pp. 1-12 booklet 117

CHECKED BOXES INDICATE ASSIGNED MATERIALS
## JOB CORPS GED COMPETENCIES PROGRAM
### WRITING SKILLS PART I STUDENT CHECKLIST

**UNIT 4 Usage: Subject-Verb Agreement**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

#### Pre-Assessment

**Writing Skills Exercise Book**
Cambridge 1981

- pp. 3, 4, 5
- items 2-14, 2-14, 2-14
  (use even numbered questions only)

#### Materials

**GED**

- **Writing Skills**
  - New GED
  - Contemporary 1987
  - pp. 92-105
- **Springboard for Writing Skills**
  - Scott, Foresman 1987
  - pp. 45-54, 180-190

**PRE-GED**

- **Put It In Writing Using Words**
  - Cambridge 1986
  - pp. 41-55
- **Strategies for Success in Writing**
  - Steck-Vaughn 1987
  - pp. 51-53, 94-97

#### Post-Assessment

**Writing Skills Exercise Book**
Cambridge 1981

- pp. 3, 4, 5
- items 1-15, 1-15, 1-15
  (use odd numbered questions only)

---

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

48
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

NAME _______________________

UNIT 4 USAGE: SUBJECT-VERB AGREEMENT

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th>DATE</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>GED Writing Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988</td>
<td></td>
<td>78-91</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
<td></td>
<td>171-178</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing Skills Workbook</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Book 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1982</td>
<td></td>
<td>35-42</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GED Writing Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1981</td>
<td></td>
<td>40-55</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ScoreBoosters 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
<td></td>
<td>91-101</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>English Skillboosters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Usage</td>
<td></td>
<td>13-16</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>New GED: Prepare for</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equivalency Examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1985</td>
<td></td>
<td>90-92</td>
<td></td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS

49
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

NAME ____________________

UNIT 4 USAGE: SUBJECT-VERB AGREEMENT

DATE
Assigned Completed

### Supplementary

<table>
<thead>
<tr>
<th>Pre-GED</th>
<th>Put It In Writing</th>
<th>Improving Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1987</td>
<td>pp. 87-90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-GED</th>
<th>Basic Skills in Writing Book 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contemporary 1984</td>
</tr>
<tr>
<td></td>
<td>pp. 58-64, 81-95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-GED</th>
<th>PRE-GED Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td></td>
<td>pp. 44-49, 55-61</td>
</tr>
<tr>
<td></td>
<td>66-72, 77-82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-GED</th>
<th>PRE-GED Language Exercise Book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td></td>
<td>pp. 10-26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-GED</th>
<th>AGEP Booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U.S. Dept. of Labor</td>
</tr>
<tr>
<td></td>
<td>pp. 1-26 booklet 101</td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

UNIT 5 USAGE: VERBS AND VERB TENSE ERRORS

NAME ______________________

DATE Assigned Completed

Pre-Assessment

Writing Skills
New GED
Contemporary 1987
pp.105-108
items 1-15

Materials

GED

☐ Writing Skills
New GED
Contemporary 1987
pp.71-91

☐ Springboard for
Writing Skills
Scott, Foresman 1987
pp.164-169,172-177

PRE-GED

☐ Put It In Writing
Using Words
Cambridge 1986
pp.6-35,102-119

☐ Strategies for Success
in Writing
Steck-Vaughn 1987
pp.85-93

Post-Assessment

Writing Skills
New GED
Contemporary 1987
pp.110-112
items 1-16

51

CHECKED BOXES INDICATE ASSIGNED MATERIALS

99
# JOB CORPS GED COMPETENCIES PROGRAM

## WRITING SKILLS PART I STUDENT CHECKLIST

<table>
<thead>
<tr>
<th>Name</th>
<th>UNIT 5 USAGE: VERBS AND VERB TENSE ERRORS</th>
</tr>
</thead>
</table>

**DATE**

- **Assigned**
- **Completed**

**Supplementary**

- **GED**
  - GED Writing Skills
    - Steck-Vaughn 1988
      - pp. 92-112
  - Passing the GED
    - Scott, Foresman 1987
      - pp. 162-165
  - Writing Skills Workbook
    - Book 3
      - Contemporary 1982
        - pp. 29-34
  - GED Writing Skills
    - Cambridge 1981
      - pp. 19-36
  - ScoreBoosters I
    - Steck-Vaughn 1985
      - pp. 70-90
  - English Skillboosters
    - Grammar & Usage
      - Steck-Vaughn 1984
        - pp. 2-12
  - New GED: Prepare for Equivalency Examination
    - Contemporary 1985
      - pp. 71-75
  - Writing Skills Exercise Book
    - Cambridge 1981
      - pp. 1-2

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**

---

52

---

100
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

NAME _______________________

UNIT 5 USAGE: VERBS AND VERB TENSE ERRORS

DATE
Assigned   Completed

Supplementary
PRE-GED

☐ Basic Skills in Writing
   Book 1
   Contemporary 1984
   pp. 101-138

☐ PRE-GED Language Skills
   Cambridge 1983
   pp. 87-101

☐ PRE-GED Language Exercise Book
   Cambridge 1983
   pp. 28-33

☐ AGEP Booklet
   U.S. Dept. of Labor
   pp. 2-8 booklet 100

☐ pp. 1-27 booklet 102

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM

## WRITING SKILLS PART I STUDENT CHECKLIST

### UNIT 6 USAGE: PRONOUNS AND ERRORS IN PRONOUN REFERENCE

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

#### Pre-Assessment

**Writing Skills**

*Exercise Book*

*Cambridge 1981*

pp. 6 7 8  
items 2-14 2-14 2-14  
(use even numbered questions only)

#### Materials

**GED**

- **Writing Skills**
  - *New GED*
  - *Contemporary 1987*
  - pp. 50-57, 195-205

- **Springboard for Writing Skills**
  - *Scott, Foresman 1987*
  - pp. 194-203

**PRE-GED**

- **Put It In Writing**
  - *Improving Sentences*
  - *Cambridge 1987*
  - pp. 6-14, 44-47, 58-61

- **Put It In Writing**
  - *Using Words*
  - *Cambridge 1986*
  - pp. 58-64

#### Post-Assessment

**Writing Skills**

*Exercise Book*

*Cambridge 1981*

pp. 6 7 8  
items 1-15 1-15 1-15  
(use odd numbered questions only)

---

CHECKED BOXES INDICATE ASSIGNED MATERIALS

54

102
# JOB CORPS GED COMPETENCIES PROGRAM
## WRITING SKILLS PART I STUDENT CHECKLIST

<table>
<thead>
<tr>
<th>NAME ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 6 USAGE: PRONOUNS AND ERRORS IN PRONOUN REFERENCE</td>
</tr>
</tbody>
</table>

### DATE
- Assigned
- Completed

#### Supplementary

<table>
<thead>
<tr>
<th>Material</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED Writing Skills</td>
<td>Steck-Vaughn 1988 pp.120-147</td>
</tr>
<tr>
<td>Passing the GED</td>
<td>Scott, Foresman 1987 pp.184-186,193-194</td>
</tr>
<tr>
<td>Writing Skills Workbook</td>
<td>Book 3 Contemporary 1982 pp.43-50</td>
</tr>
<tr>
<td>GED Writing Skills</td>
<td>Cambridge 1981 pp.56-70</td>
</tr>
<tr>
<td>ScoreBoosters 1</td>
<td>Steck-Vaughn 1985 pp.101-114</td>
</tr>
<tr>
<td>English Skillboosters</td>
<td>Grammar &amp; Usage Steck-Vaughn 1984 pp.17-23</td>
</tr>
</tbody>
</table>

- **CHECKED BOXES INDICATE ASSIGNED MATERIALS**

55
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

NAME ____________________________

UNIT 6 USAGE: PRONOUNS AND ERRORS IN PRONOUN REFERENCE

DATE
Assigned  Completed

Supplementary

PRE-GED

☐ Strategies for Success in Writing
Steck-Vaughn 1987 pp.73-75

☐ Basic Skills in Writing
Book 1
Contemporary 1984 pp.137-158

☐ PRE-GED Language Skills
Cambridge 1983 pp.127-133,139-150

☐ PRE-GED Language Exercise Book
Cambridge 1983 pp.69-78

☐ AGEP Booklets
U.S.Dept.of Labor pp.1-22 booklet 97

☐ pp.1-20 booklet 98

CHECKED BOXES INDICATE ASSIGNED MATERIALS
## JOB CORPS GED COMPETENCIES PROGRAM
### WRITING SKILLS PART I STUDENT CHECKLIST

**NAME __________________________**

**UNIT 7 USAGE: ADJECTIVES AND ADVERBS**

<table>
<thead>
<tr>
<th></th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Pre-Assessment**

- **Writing Skills**
  - **Exercise Book**
  - Cambridge 1981
  - pp. 9-10
  - items 2-14
  - (use even numbered questions only)

**Materials**

- **GED**
  - Springboard for Writing Skills
    - Scott, Foresman 1987
    - pp. 37-40
  - Writing Skills Workbook
    - Book 3
    - Contemporary 1982
    - pp. 51-62

- **PRE-GED**
  - Put It In Writing
    - Improving Sentences
      - Cambridge 1987
      - pp. 37-41, 55-57, 61-67
  - Put It In Writing
    - Using Words
      - Cambridge 1986
      - pp. 72-84

**Post-Assessment**

- **Writing Skills**
  - **Exercise Book**
  - Cambridge 1981
  - pp. 9-10
  - items 1-15
  - (use odd numbered questions only)

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**

57

103
# JOB CORPS GED COMPETENCIES PROGRAM

## WRITING SKILLS PART I STUDENT CHECKLIST

NAME ________________________

### UNIT 7 USAGE: ADJECTIVES AND ADVERBS

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GED Writing Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988</td>
<td>pp. 148-154</td>
</tr>
<tr>
<td></td>
<td>Passing the GED</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
<td>pp. 180-181</td>
</tr>
<tr>
<td></td>
<td>GED Writing Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ScoreBoosters 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
<td>pp. 114-123</td>
</tr>
<tr>
<td></td>
<td>English Skillboosters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar &amp; Usage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1984</td>
<td>pp. 24-30</td>
</tr>
<tr>
<td></td>
<td>New GED: Prepare for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equivalency Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1985</td>
<td>pp. 76-79, 98-100</td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

NAME ______________________

UNIT 7 USAGE: ADJECTIVES AND ADVERBS

DATE

Assigned

Completed

Supplementary

PRE-GED

 Strategies for Success in Writing
Steck-Vaughn 1987
pp.76-81,98-103

 Basic Skills in Writing
Book 1
Contemporary 1984
pp.163-175

 PRE-GED Language Skills
Cambridge 1983
pp.154-161,165-173,179-189

 PRE-GED Language Exercise Book
Cambridge 1983
pp.79-90

 AGEP Booklets
U.S.Dept.of Labor
pp.1-18 booklet 91

 pp.1-28 booklet 92

 pp.1-7 booklet 94

CHECKED BOXES INDICATE ASSIGNED MATERIALS
UNIT 8 MECHANICS: CAPITALIZATION

Pre-Assessment

Writing Skills Workbook
Book 2
Contemporary 1985
pp. 31-32
items 2-20
(use even numbered questions only)

Materials

GED

☐ Writing Skills
New GED
Contemporary 1987
pp. 237-241

☐ Springboard for Writing Skills
Scott, Foresman 1987
pp. 205-210, 269-270

PRE-GED

☐ Strategies for Success in Writing
Steck-Vaughn 1987
pp. 9-26

☐ Basic Skills in Writing
Book 1
Contemporary 1984
pp. 19-20, 32-33, 55-58

Post-Assessment

Writing Skills Workbook
Book 2
Contemporary 1985
pp. 31-32
items 1-19
(use odd numbered questions only)
# JOB CORPS GED COMPETENCIES PROGRAM
## WRITING SKILLS PART I STUDENT CHECKLIST

### NAME __________________________

#### UNIT 8 MECHANICS: CAPITALIZATION

<table>
<thead>
<tr>
<th>DATE</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supplements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GED</td>
<td></td>
</tr>
<tr>
<td>GED Writing Skills</td>
<td>Steck-Vaughn 1988&lt;br&gt;pp.16-22,58-64</td>
</tr>
<tr>
<td>Passing the GED</td>
<td>Scott, Foresman 1987&lt;br&gt;pp.164,176,179,192</td>
</tr>
<tr>
<td>Writing Skills Workbook</td>
<td>Book 2&lt;br&gt;Contemporary 1985&lt;br&gt;pp.19-30</td>
</tr>
<tr>
<td>GED Writing Skills</td>
<td>Cambridge 1981&lt;br&gt;pp.218-227</td>
</tr>
<tr>
<td>ScoreBoosters 1</td>
<td>Steck-Vaughn 1985&lt;br&gt;pp.182-188</td>
</tr>
<tr>
<td>English Skillboosters</td>
<td>Capitalization &amp; Punctuation&lt;br&gt;Steck-Vaughn 1984&lt;br&gt;pp.23-27</td>
</tr>
<tr>
<td>New GED: Prepare for Equivalency Examination</td>
<td>Contemporary 1985&lt;br&gt;pp.128-132</td>
</tr>
</tbody>
</table>

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
# JOB CORPS GED COMPETENCIES PROGRAM
# WRITING SKILLS PART I STUDENT CHECKLIST

## UNIT 8  MECHANICS: CAPITALIZATION

### Supplementary

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

- **PRE-GED**
  - **PRE-GED Language Skills**
    - Cambridge 1983
    - pp.14-17
  
- **PRE-GED Language Exercise Book**
  - Cambridge 1983
  - pp.3,34

- **AGEP Booklet**
  - U.S. Dept. of Labor
  - pp.1-13 booklet 105

**NAME _______________________

**DATE**

**Assigned**  **Completed**

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

UNIT 9 MECHANICS: PUNCTUATION

Pre-Assessment

<table>
<thead>
<tr>
<th>Writing Skills</th>
<th>Exercise Book</th>
<th>Cambridge 1981</th>
<th>-----</th>
<th>-----</th>
<th>-----</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>pp. 80 81 82</td>
<td>2-14</td>
<td>2-14</td>
<td>2-14</td>
</tr>
<tr>
<td>(use even numbered questions only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Materials

GED

☐ Springboard for Writing Skills
Scott, Foresman 1987
pp.211-214,270-273

☐ Writing Skills Workbook
Book 2
Contemporary 1985
pp.35-42,47-50

PRE-GED

☐ Strategies for Success in Writing
Steck-Vaughn 1987
pp.27-41

☐ Basic Skills in Writing
Book 2
Contemporary 1982
pp.41-62

Post-Assessment

<table>
<thead>
<tr>
<th>Writing Skills</th>
<th>Exercise Book</th>
<th>Cambridge 1981</th>
<th>-----</th>
<th>-----</th>
<th>-----</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>pp. 80 81 82</td>
<td>1-15</td>
<td>1-15</td>
<td>1-15</td>
</tr>
<tr>
<td>(use odd numbered questions only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS

NAME ___________ _________
DATE ___________ _________
SCORE ___________ _________

Assigned
Completed

63

111
# UNIT 9 MECHANICS: PUNCTUATION

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED Writing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Steck-Vaughn 1988</td>
</tr>
<tr>
<td></td>
<td>pp.23-50</td>
</tr>
<tr>
<td></td>
<td>Writing Skills</td>
</tr>
<tr>
<td></td>
<td>New GED</td>
</tr>
<tr>
<td></td>
<td>Contemporary 1987</td>
</tr>
<tr>
<td></td>
<td>pp.38,42-43,132-133, 137-139,144-147,184-185,190-191</td>
</tr>
<tr>
<td></td>
<td>Passing the GED</td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
</tr>
<tr>
<td></td>
<td>pp.182-183,185,191</td>
</tr>
<tr>
<td></td>
<td>ScoreBoosters 1</td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
</tr>
<tr>
<td></td>
<td>pp.137-160</td>
</tr>
<tr>
<td></td>
<td>English Skillboosters</td>
</tr>
<tr>
<td></td>
<td>Capitalization &amp; Punctuation</td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1984</td>
</tr>
<tr>
<td></td>
<td>pp.1-25</td>
</tr>
<tr>
<td></td>
<td>GED Writing Skills</td>
</tr>
<tr>
<td></td>
<td>Cambridge 1981</td>
</tr>
<tr>
<td></td>
<td>pp.228-233</td>
</tr>
<tr>
<td></td>
<td>New GED: Prepare for</td>
</tr>
<tr>
<td></td>
<td>Equivalency Examination</td>
</tr>
<tr>
<td></td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td></td>
<td>pp.132-139</td>
</tr>
</tbody>
</table>

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
## Writing Skills Part I Student Checklist

### Unit 9: Mechanics: Punctuation

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>PRE-GED</th>
<th>AGEP Booklets</th>
</tr>
</thead>
</table>
|               | **PRE-GED Language Skills**  
Cambridge 1983  
pp.156-158, 211-214,  
220-224, 236-238 | **PRE-GED Language Exercise Book**  
Cambridge 1983  
pp.80, 95-96 |
|               | **AGEP Booklets**  
U.S. Dept. of Labor  
pp.1-16 booklet 107  
pp.1-14 booklet 109  
pp.1-13 booklet 112 |

**Name:** _______________________

**Date:**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Checked boxes indicate assigned materials*
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

UNIT 10 MECHANICS: SPELLING

NAME ______________________

DATE Assigned Completed

SCORE

Pre-Assessment Writing Skills Workbook
Book 2
Contemporary 1985
pp. 14 15 16
items 2-18 2-20 2-14
(use even numbered questions only)

Materials GED

□ Writing Skills
New GED
Contemporary 1987
pp. 241-271

□ Springboard for Writing Skills
Scott, Foresman 1987

PRE-GED

□ Strategies for Success in Writing
Steck-Vaughn 1987
pp. 107-123

□ Basic Skills in Writing
Book 2
Contemporary 1982
pp. 116-131

Post-Assessment Writing Skills Workbook
Book 2
Contemporary 1985
pp. 14 15 16
items 1-19 1-19 1-15
(use odd numbered questions only)

CHECKED BOXES INDICATE ASSIGNED MATERIALS

66

114
# JOB CORPS GED COMPETENCIES PROGRAM
## WRITING SKILLS PART I STUDENT CHECKLIST

**Name** ____________________________

### Unit 10: Mechanics: Spelling

<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

#### Supplementary

- **GED**
  - *GED Writing Skills*
    - Steck-Vaughn 1988
      - pp. 51-71
    - Passing the GED
      - Scott, Foresman 1987
    - *Writing Skills Workbook Book 2*
      - Contemporary 1985
        - pp. 7-13
    - *ScoreBoosters 1*
      - Steck-Vaughn 1985
        - pp. 172-180, 220-231
    - *GED Writing Skills*
      - Cambridge 1981
        - pp. 133-135, 244-252
    - *New GED: Prepare for Equivalency Examination*
      - Contemporary 1985
        - pp. 114-126

---

**Checked boxes indicate assigned materials**
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART I STUDENT CHECKLIST

UNIT 10 MECHANICS: SPELLING

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>PRE-GED</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Basic Skills in Writing</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Pre GED Language</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Contemporary 1984</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.120-121,149-150</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. PRE-GED Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1983</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.35-36,50-51,61-62</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. PRE-GED Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exercise Book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1983</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.34-35,91</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. AGEP Booklets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S. Dept. of Labor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.1-19 booklet 89</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.1-14 booklet 93</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.1-11 booklet 96</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.8-13 booklet 100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.1-14 booklet 103</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.1-25 booklet 104</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.1-18 booklet 108</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.1-13 booklet 110</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.1-17 booklet 113</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.1-23 booklet 114</td>
<td></td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS
MASTER BOOK LIST
WRITING SKILLS PART I

Title for program text

Title for student checklist

GED MATERIALS

Writing Skills New GED
Contemporary 1987

Springboard for Passing the GED Writing Skills
Scott, Foresman 1987

Writing Skills Workbook
Book 2
Contemporary 1985

Writing Skills Workbook
Book 3
Contemporary 1982

Exercise Book for Writing Skills Test
Cambridge 1981

Diagnostic Pre-Tests for GED Instruction
Contemporary 1985

Evaluative Post-Tests for GED Instruction
Contemporary 1985

Writing Skills New GED
Contemporary 1987

Springboard for Writing Skills
Scott, Foresman 1987

Writing Skills Workbook
Book 2
Contemporary 1985

Writing Skills Workbook
Book 3
Contemporary 1982

Writing Skills Exercise Book
Cambridge 1981

Subject Area Diagnostic Test
Contemporary 1985

Subject Area Mastery Test
Contemporary 1985
MASTER BOOK LIST
WRITING SKILLS PART I

Title for program text

Title for student checklist

GED SUPPLEMENTARY MATERIALS

Passing the GED
Scott, Foresman 1987

GED Writing Skills
Steck-Vaughn 1988

GED Writing Skills Test
Cambridge 1981

New GED: How to Prepare for the High School Equivalency Examination
Contemporary 1985

Writing Skills Workbook
Book 1
Contemporary 1985

GED ScoreBooster 1
Writing Skills
Steck-Vaughn 1985

GED English Skillboosters
Sentence Structure
Steck-Vaughn 1984

GED English Skillboosters
Grammar & Usage
Steck-Vaughn 1984

GED English Skillboosters
Capitalization & Punctuation
Steck-Vaughn 1984

70

118
MASTER BOOK LIST
WRITING SKILLS PART I

Title for program
text

Title for student
checklist

PRE-GED MATERIALS

Put It In Writing
Using Words
Cambridge 1986

Put It In Writing
Improving Sentences
Cambridge 1987

In Your Own Words
Vol. 1 Sentence Skills
Cambridge 1987

Strategies for Success
in Writing
Steck-Vaughn 1987

Building Basic Skills
in Writing Book 1
Contemporary 1984
MASTER BOOK LIST
WRITING SKILLS PART I

Title for program text

Title for student checklist

PRE-GED SUPPLEMENTARY MATERIALS

Building Basic Skills in Writing Book 2
Contemporary 1982

Basic Skills in Writing Book 2
Contemporary 1982

PRE-GED Language Skills
Cambridge 1983

PRE-GED Language Skills
Cambridge 1983

PRE-GED Exercise Book in Language Skills
Cambridge 1983

PRE-GED Language Exercise Book
Cambridge 1983

Advanced General Education Program
U.S. Department of Labor
Office of Job Corps 1977

AGEP
U.S. Department of Labor
Office of Job Corps 1977
The 1988 revised GED Writing Skills Test consists of two parts: Part II tests the ability to compose an expository writing sample and will be thirty-five (35%) to forty (40%) percent of the composite score. Part I tests knowledge of the conventions of written English and will be sixty (60%) to sixty-five (65%) percent of the composite score. The scores earned on both components will be combined and reported as a single Writing Skills Test score. Part II Essay Writing is a single item test with a time limit of forty-five minutes.

This section is divided into four areas that explain the various facets of this new addition to the Writing Skills Test. The first area, CONTENT, explains the type of topics to be used, and the approach that the examinee is required to take in addressing the topic. FORMAT explains the question structure, and the recommended strategy the examinee should apply in preparing his answer. The third area, CHANGES 1988, explains the reasons for adding this component to the Writing Skills Test and highlights the cognitive skills required. The last area is a brief description of the SCORING method that is used in grading the essay.

CONTENT

No specialized knowledge is required to respond to a topic. Topics identify issues or situations familiar to adults. The following is a list of "typical" issues or situations.

1. More and more people are living by themselves today. What are the advantages and disadvantages of living alone?

2. Do you think the trend towards smaller families is good or bad?

3. What effect does advertising have on the consumer?

4. Why do you think fast food restaurants have become so popular in America?

Examinees need to express an opinion on the presented issue or situation and to defend it with appropriate evidence, detail and argumentative strategies.
FORMAT

An expository essay based on the topic presented. An answer sheet booklet will be provided. Test instructions encourage the use of the writing process and advise planning by making notes (space for this is provided in the test booklet or through the use of scratch paper) writing, revising and editing. Notes made on the pages provided or on the scratch paper will not be scored. Examinees must write legibly and use a ball point pen.

CHANGES 1988

The addition of this section to the test makes the GED more closely reflect high school curricula since most states now require writing proficiency (part of their competency exams) for graduation. The entire test specifications committee agreed that "no one should receive credit for high school equivalency without being asked to demonstrate writing ability directly as well as indirectly."

Essay writing is classified in the thinking skill hierarchy at the two highest cognitive levels - synthesis and evaluation. Therefore, it also requires the use of all skills at the lower levels in the hierarchy - comprehension, application and analysis.

Comprehension measures the ability to restate information, summarize ideas, and identify implications.

Application measures the ability to use given or remembered ideas in a context other than that provided.

Analysis measures the ability to distinguish facts from hypotheses or opinion, recognize unstated assumptions, distinguish a conclusion from supporting statements, and identify cause and effect relationships.

Synthesis measures the ability to put parts together to form a new whole and requires the construction and production of information in the form, for example, of theories, hypotheses, stories or compositions. Only the essay in Part II of the Writing Skills Test is at the synthesis skill level.

Evaluation which measures the ability to assess the adequacy or appropriateness of data to substantiate hypotheses, conclusions, or generalizations; to recognize the role values play in beliefs and decision making; to assess the accuracy of facts as determined by documentation or proof; and to indicate logical fallacies in arguments.
SCORING

An essay will be evaluated as a whole, on the basis of its overall effectiveness or "holistically". The writing is judged for the impression its totality makes; therefore, errors such as a misspelled word, a sentence fragment, or a misplaced modifier should not greatly affect the score. Each paper is scored by two trained readers on a six point scale; the two scores are added, resulting in a range of scores from two (2) to twelve (12). If the two readers' scores differ by more than one (1) point, the paper is scored by a third reader. All three scores are added, divided by three and then multiplied by two to yield a score from 2 to 12.

Because the scale is even-numbered, it forces readers away from a natural tendency to give scores that are midpoint. Readers must decide if a paper belongs in the upper half or in the lower half of the scoring scale. Rangefinders or sample papers at each point on the scoring scale are used to make readers aware of the total range of writing ability represented by the papers.

Upper-half papers show a clear understanding of the purpose of the task, pursued with varying degrees of effectiveness. Ideas are presented in an organized way and show evidence of deliberate planning. Effective use of language and control of the conventions of English range from reliable to accomplished.

Lower-half papers fail to show understanding of purpose; ideas are superficial or insufficient; and the writing shows a lack of organization and planning. Lower-half papers also exhibit inadequate language use and errors in the conventions of English that interfere with understanding.

*** TEACHER NOTE ***

A score of 0 is possible in two cases: (1) Student does not address the topic. (2) Paper is illegible. See the cited pages in the instructional resources list on the next page for more information on holistic scoring.
JOB CORPS GED COMPETENCIES PROGRAM
CURRICULUM GUIDE FOR WRITING SKILLS
PART II ESSAY WRITING

INSTRUCTIONAL RESOURCES
FOR
HOLISTIC SCORING

Teaching Adults to Write
Scott, Foresman 1986
pages 21-33

The Write Stuff
Instructor’s Guide
Teaching the Writing Process
Contemporary 1985
pages 43-54

The Writing Program Viewer’s Guide
Contemporary 1987
pages 70-72

Tips for Teachers
for use with
New York State GED Writing Sample
Cambridge 1986
pages 1-6
OVERVIEW OF THE WRITING SKILLS COMPETENCY UNITS
PART II ESSAY WRITING

Content areas in the test are divided into competency based units of instruction. Units in the essay section are:

UNIT 1    THE WRITING PROCESS: PRE-WRITING
UNIT 2    THE WRITING PROCESS: DRAFTING
UNIT 3    THE WRITING PROCESS: REVISING
UNIT 4    THE WRITING PROCESS: EDITING
UNIT 5    STRATEGIES AND PRACTICE
Each unit consists of the title of the unit, the content of the unit, and the competency of the unit. The unit is then divided into four sections (1) unit study materials, (2) unit post-assessment, (3) unit supplementary study materials and (4) unit instructional resources.

UNIT
The writing skill area that the instructional unit will cover.

CONTENT
A description or listing of the writing skill elements contained in the unit.

COMPETENCY
A statement of the writing skill the student should be able to execute when he completes the unit.

PRE-ASSESSMENT
The diagnostic test for the writing skills essay test (part two) listed below is given first, and results should guide teacher in assigning student competency units to be studied.

NEW YORK STATE GED WRITING SAMPLE
PRE-TEST
PAGE 3
CAMBRIDGE 1986

An evaluation of the pre-test can be obtained by using Tips for Teachers for use with the New York State GED Writing Sample pages 12-13.

*** TEACHER NOTE ***

A pre-diagnostic chart for this test is on page 99. To decide to which units a student should be assigned, the teacher should circle the items missed on each student's copy of the Pre-Diagnostic Chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies. Before correcting the Official Practice Test Form AA for Writing Skills Test Part II or the Pre-Assessment Diagnostic Test, teachers not familiar with "holistic" scoring should read some of the references cited on page 76.

MATERIALS
Materials to be studied are listed in each competency unit. PRE-GED materials indicate a reading level of 6.5 - 8.0, and GED materials indicate a reading level of 8.0 or above.
POST-ASSESSMENT
A post-test to see how well the student has mastered the materials in the instructional units.

NEW YORK STATE GED WRITING SAMPLE
POST-TESTS
PAGES 54-56 (choose one)
CAMBRIDGE 1986

An evaluation of the post-test can be obtained by using Scoring the Post-Test on pages 59-60 in the New York State GED Writing Sample in conjunction with Tips for Teachers pages 16-17.

*** TEACHER NOTE ***
Before correcting the Post-Assessment test or the Official Practice Test Form BB, teachers not familiar with "holistic" scoring should read some of the references cited on page 76. Upon completion of the evaluation use the post-diagnostic chart on page 101 in this curriculum program as a guide in determining readiness for GED testing.

SUPPLEMENTARY
Supplementary materials for use as content area reinforcement are listed after each unit. These materials can be used either before the content unit post-test, depending on teacher evaluation of student need, or after a failing grade on a competency unit post-assessment test. These materials are also listed according to PRE-GED and GED levels.

INSTRUCTIONAL RESOURCES
A list of resource materials is included for each instructional unit in the Writing Skills Part II Curriculum Guide. Each instructional unit lists materials that provide additional teacher information on; (1) management strategies to facilitate integrating each stage of the writing process into the classroom, (2) discussions and descriptions of each step in the writing process, and (3) a variety of teaching strategies for use in individualized small group and classroom instruction during each point in the writing process.
UNIT 1

THE WRITING PROCESS: PREWRITING

CONTENT
Free-writing, journal writing, brainstorming, clustering and outlining

COMPETENCY
To understand and be able to use pre-writing techniques as a means to approach and gather ideas and thoughts on a topic; and to be able to group the ideas into an organized framework.

MATERIALS

GED
*The Write Stuff: Writing for a Purpose
Contemporary 1985
pages 1-30

*Writing Skills New GED
Contemporary 1987
pages 18-23, 26-28, 168-174

PRE-GED
*Put It In Writing Using Paragraphs
Cambridge 1987
pages 3-21, 27-30

*The Write Stuff: Putting it in Paragraphs
Contemporary 1985
pages 1-11, 41-55

POSTASSESSMENT
New York State GED Writing Sample
Cambridge 1986
pages 23-24 Exercise 3
(Students do Prewriting sections only Brainstorming and Organizing Your Notes)

*** TEACHER NOTE ***
Using warm-up Exercise 3 on pages 23-24 have student complete the Prewriting and Organizing Your Notes sections. Check to be sure student has completed all steps recommended in both sections and has demonstrated competency in these two areas. Have students save this work; it will be used in the unit 2 post-assessment.

*Titles referenced in units throughout this guide are often abbreviated. See bibliography for complete title.
UNIT 1
THE WRITING PROCESS: PRE-WRITING

SUPPLEMENTARY

GED

Springboard for Passing the GED Writing Skills
Scott, Foresman 1987
pages 110-117

GED Writing Sample
Steck-Vaughn 1988
pages 9-40

Passing the GED
Scott, Foresman 1987
pages 204-207

The Write Stuff: Test and Essay Writing Exercise Book
Contemporary 1986
pages 10-12,17-23

PRE-GED

Practicing the Writing Process 1:
The Paragraph
Educational Design 1987
pages 7-26

The Write Stuff:
Shaping Sentences
Contemporary 1985
pages 14-15
UNIT 1 THE WRITING PROCESS: PRE-WRITING

INSTRUCTIONAL RESOURCES

Teaching Adults to Write
Scott, Foresman 1986
pages 9-14

The Write Stuff
Instructor's Guide
Teaching the Writing Process
Contemporary 1985

Writing for a Purpose pages 35-36

Putting it in Paragraphs pages 27-30

Shaping Sentences page 19

The Writing Program Viewer's Guide
Contemporary 1987
pages 10-18, 50-52, 56, 62-65

Tips for Teachers
for use with
New York State GED Writing Sample
Cambridge 1986
pages 13-14
UNIT 2

THE WRITING PROCESS: DRAFTING

CONTENT

Using pre-writing thoughts and ideas; putting ideas into form using sentences and paragraphs; and creating a purpose statement, supporting paragraphs and a conclusion.

COMPETENCY

To be able to use prewriting ideas to develop written material that is not polished writing but does show evidence of organization. To use an introductory paragraph, supporting paragraphs that provide details, and a unifying conclusion.

MATERIALS

<table>
<thead>
<tr>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Write Stuff:</td>
<td>Put It In Writing</td>
</tr>
<tr>
<td>Writing for a Purpose</td>
<td>Using Paragraphs</td>
</tr>
<tr>
<td>Contemporary 1985</td>
<td>Cambridge 1987</td>
</tr>
<tr>
<td>pages 35-62,71-82</td>
<td>pages 33-66</td>
</tr>
<tr>
<td>Writing Skills New GED</td>
<td>The Write Stuff:</td>
</tr>
<tr>
<td>Contemporary 1987</td>
<td>Putting it in Paragraphs</td>
</tr>
<tr>
<td>pages 29,63-70,</td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td>117-126,174-181</td>
<td>pages 14-33</td>
</tr>
</tbody>
</table>

POST-ASSESSMENT

New York State GED Writing Sample
Cambridge 1986
page 23-24 Exercise 3
(Students use Prewriting work from Unit 1 to complete the section Writing the Composition on page 24)

*** TEACHER NOTE ***
Check to be sure student has followed the Guidelines for Writing a Composition on page 24 and the result demonstrates competency in writing a draft. Have students save this draft; it will be used in the unit 3 post-assessment.
UNIT 2  
THE WRITING PROCESS: DRAFTING

SUPPLEMENTARY  
GED  
Springboard for Passing the GED: Writing Skills  
Scott, Foresman 1987  
pages 118-143

GED Writing Sample  
Steck-Vaughn 1988  
pages 41-67

Passing the GED  
Scott, Foresman 1987  
pages 207-208

The Write Stuff: Test and Essay Writing Exercise Book  
Contemporary 1986  
pages 34-44, 70-71

Practicing the Writing Process 2: The Essay  
Educational Design 1986  
pages 57-68

PRE-GED  
Practicing the Writing Process 1: The Paragraph  
Educational Design 1987  
pages 43-59

The Write Stuff: Shaping Sentences  
Contemporary 1985  
pages 109-122
JOB CORPS GED COMPETENCIES PROGRAM
CURRICULUM GUIDE FOR WRITING SKILLS
PART II ESSAY WRITING

UNIT 2 THE WRITING PROCESS: DRAFTING

INSTRUCTIONAL RESOURCES

Teaching Adults to Write
Scott, Foresman 1986
pages 14-17

The Write Stuff
Instructor's Guide
Teaching the Writing Process
Contemporary 1985

Writing for a Purpose pages 36-37, 39-40

Putting it in Paragraphs pages 28-29

Shaping Sentences page 23

The Writing Program Viewer's Guide
Contemporary 1987
pages 19-21, 52, 57, 64-66

Tips for Teachers
for use with
New York State GED Writing Sample
Cambridge 1986
page 15
UNIT 3

THE WRITING PROCESS: REVISING

CONTENT
Reviewing and "re-seeing," adding, deleting, moving and substituting words and ideas

COMPETENCY
To be able to analyze the strengths and weaknesses of a draft; make changes to strengthen the content, organization and wording; and evaluate the overall effect for achievement of purpose.

MATERIALS

GED
The Write Stuff: Writing for a Purpose
Contemporary 1985
pages 88-124

Writing Skills New GED
Contemporary 1987
pages 218-234

PRE-GED
Put It In Writing Using Paragraphs
Cambridge 1987
pages 77-102

The Write Stuff: Putting it in Paragraphs
Contemporary 1985
pages 38-54, 85-101

POST-ASSESSMENT
New York State GED Writing Sample
Cambridge 1986
pages 13-14
(Students use draft from Unit 2 for revision and rewriting.)

*** TEACHER NOTE ***
Using the Proofreading, Revising, and Rewriting (questions 1-6) and the Guide for Proofreading (omitting Usage and Mechanics) check to be sure student has revised composition and the result demonstrates competency in this area. Have students save this revised essay; it will be used in the Unit 4 post-assessment.
### UNIT 3
#### THE WRITING PROCESS: REVISIONING

**SUPPLEMENTARY**

**GED**

- *Springboard for Passing the GED Writing Skills*
  - Scott, Foresman 1987
  - Pages 144-155

- *GED Writing Sample*
  - Steck-Vaughn 1988
  - Pages 69-78

- *Passing the GED*
  - Scott, Foresman 1987
  - Pages 208-213

**PRE-GED**

- *Practicing the Writing Process 1: The Paragraph*
  - Educational Design 1987
  - Pages 61-77

- *The Write Stuff: Shaping Sentences*
  - Contemporary 1985
  - Pages 125-150

- *The Write Stuff: Test and Essay Writing Exercise Book*
  - Contemporary 1986
  - Pages 57-58

- *Practicing the Writing Process 2: The Essay*
  - Educational Design 1986
  - Pages 69-89
UNIT 3
THE WRITING PROCESS: REVISING

INSTRUCTIONAL RESOURCES

Teaching Adults to Write
Scott, Foresman 1986
pages 17-20

The Write Stuff
Instructor's Guide
Teaching the Writing Process
Contemporary 1985

Writing for a Purpose pages 40-41
Putting it in Paragraphs pages 29-33
Shaping Sentences pages 23-24

The Writing Program Viewer's Guide
Contemporary 1987
pages 22-26, 52, 58-59, 67-68

Tips for Teachers
for use with
New York State GED Writing Sample
Cambridge 1986
page 11-12, 15
THE WRITING PROCESS: EDITING

Spelling, punctuation, capitalization and grammar

To recognize that errors in the mechanics of English interfere with the overall effectiveness of a composition; and to be able to correct these errors in written papers.

MATERIALS

GED

The Write Stuff:
Writing for a Purpose
Contemporary 1985
pages 129-155

Writing Skills New GED
Contemporary 1987
pages 235,237

PRE-GED

Put It In Writing
Using Paragraphs
Cambridge 1987
pages 24-26,67-71
103-109

The Write Stuff:
Putting it in Paragraphs
Contemporary 1985
pages 106-117

POST-ASSESSMENT

New York State GED Writing Sample
Cambridge 1986
pages 13-14
(Students edit the revised essay from Unit 3.)

*** TEACHER NOTE ***

Using the Proofreading, Revising, and Rewriting questions 7-8 and the Guide for Proofreading Usage and Mechanics on page 14 check to be sure student has edited essay and the result demonstrates competency in this area.
UNIT 4

THE WRITING PROCESS: EDITING

SUPPLEMENTARY

GED

GED Writing Sample
Steck-Vaughn 1988
pages 118-127

Passing the GED
Scott, Foresman 1987
pages 214-215

Practicing the Writing
Process 2:
The Essay
Educational Design 1986
pages 69-89

PRE-GED

Practicing the Writing
Process 1:
The Paragraph
Educational Design 1987
pages 79-88

The Write Stuff:
Shaping Sentences
Contemporary 1985
pages 151-160
UNIT 4

THE WRITING PROCESS: EDITING

INSTRUCTIONAL RESOURCES

Teaching Adults to Write
Scott, Foresman 1986
page 21

The Write Stuff
Instructor's Guide
Teaching the Writing Process
Contemporary 1985

Writing for a Purpose pages 41-42

Putting it in Paragraphs page 33

Shaping Sentences page 24

The Writing Program Viewer's Guide
Contemporary 1987
pages 27-29

Tips for Teachers
for use with
New York State GED Writing Sample
Cambridge 1986
page 11-12,15
UNIT 5

STRATEGIES AND PRACTICE

CONTENT
Budgeting time, reading topic question carefully, planning, writing, revising and editing practice essays

COMPETENCY
To recognize the importance of strategy and practice when in an essay testing situation; and be able to apply the components of the writing process to practice essays.

MATERIALS

GED

Writing Skills New GED
Contemporary 1987
pages 279-285

The Write Stuff:
Test and Essay Writing
Exercise Book
Contemporary 1986
pages 72-85

POST-ASSESSMENT
Writing Skills New GED
Contemporary 1987
page 286
(Have students choose or assign 2 of the topics on page 286. Time each essay at 45 minutes and correct using holistic scoring. A score of 4 is a passing grade.)
UNIT 5
SUPPLEMENTARY
STRATEGIES AND PRACTICE
GED

GED Writing Sample
Steck-Vaughn 1988
pages 80-117

 Practicing the Writing Process 2:
The Essay
Educational Design 1986
pages 119-128
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS TEST PART II BIBLIOGRAPHY

SOURCE:

CONTEMPORARY BOOKS INC.
188 NORTH MICHIGAN AVENUE
CHICAGO, ILLINOIS 60601
(312) 782-9181

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5038-1</td>
<td>Writing Skills New GED Test 1 1987</td>
<td>5.55</td>
</tr>
<tr>
<td>5453-0</td>
<td>The Write Stuff Series Writing for a Purpose 1985</td>
<td>3.95</td>
</tr>
<tr>
<td>5212-0</td>
<td>The Write Stuff Series Putting It in Paragraphs 1985</td>
<td>3.95</td>
</tr>
<tr>
<td>5100-0</td>
<td>The Write Stuff Series Test and Essay Writing 1986</td>
<td>2.50</td>
</tr>
<tr>
<td>5205-8</td>
<td>The Write Stuff Series Shaping Sentences 1985</td>
<td>3.95</td>
</tr>
</tbody>
</table>

Instructional Resources

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5098-5</td>
<td>The Write Stuff Instructor's Guide Teaching the Writing Process 1985</td>
<td>3.95</td>
</tr>
</tbody>
</table>

Videotapes

<table>
<thead>
<tr>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Process of Writing: What Works for Teachers and Students</td>
<td>225.00</td>
</tr>
<tr>
<td>The GED Writing Sample: How to Prepare for the Test</td>
<td>225.00</td>
</tr>
</tbody>
</table>

Viewer's Guides

<table>
<thead>
<tr>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Writing Programs Viewer's Guide 1987</td>
<td>5.95</td>
</tr>
</tbody>
</table>
SOURCE:

SCOTT, FORESMAN AND COMPANY
1900 EAST LAKE AVENUE
GLENVIEW, ILLINOIS 60025
(1-800) 323-5482
(1-800) 323-9501 (Illinois)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>24319-2</td>
<td>Springboard for Passing the GED Writing Skills 1987</td>
<td>5.25</td>
</tr>
<tr>
<td></td>
<td><strong>GED SUPPLEMENTARY MATERIALS</strong></td>
<td></td>
</tr>
<tr>
<td>24314-1</td>
<td>Passing the GED 1987</td>
<td>7.25</td>
</tr>
<tr>
<td></td>
<td><strong>Instructional Resources</strong></td>
<td></td>
</tr>
<tr>
<td>L24320</td>
<td>Teaching Adults to Write 1986</td>
<td>3.95</td>
</tr>
</tbody>
</table>
**JOB CORPS GED COMPETENCIES PROGRAM**
**WRITING SKILLS TEST PART II BIBLIOGRAPHY**

**SOURCE:**
CAMBRIDGE
THE ADULT EDUCATION COMPANY
888 SEVENTH AVENUE
NEW YORK, NEW YORK 10106
(1-800) 221-4764

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>GED MATERIALS</strong></td>
<td></td>
</tr>
<tr>
<td>893-768</td>
<td>New York State GED Writing Sample 1986</td>
<td>2.50</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED MATERIALS</strong></td>
<td></td>
</tr>
<tr>
<td>897-194</td>
<td>Put It In Writing Using Paragraphs 1987</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td><strong>Instructional Resources</strong></td>
<td></td>
</tr>
<tr>
<td>893-776</td>
<td>Tips for Teachers 1986</td>
<td>1.50</td>
</tr>
</tbody>
</table>
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS TEST PART II BIBLIOGRAPHY

SOURCE:
STECK-VAUGHN
P.O.BOX 2028
AUSTIN,TEXAS 78768
(1-800) 531-5015
(1-800) 252-9317 (Texas)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1846-4</td>
<td>GED Writing Sample 1988</td>
<td>3.90</td>
</tr>
</tbody>
</table>

SOURCE:
EDUCATIONAL DESIGN, INC
47 WEST 13 STREET
NEW YORK, NEW YORK 10011
(212) 255-7900

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>272</td>
<td>Practicing the Writing Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Essay 1986</td>
<td>5.50</td>
</tr>
<tr>
<td>(ten or more copies)</td>
<td></td>
<td>3.95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>328</td>
<td>Practicing the Writing Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Paragraph 1987</td>
<td>5.50</td>
</tr>
<tr>
<td>(ten or more copies)</td>
<td></td>
<td>3.95</td>
</tr>
</tbody>
</table>
(1) OFFICIAL GED PRACTICE TEST
FORM AA
PAGE 15
CAMBRIDGE 1987
(1-800) 221-4764

(2) NEW YORK STATE GED WRITING SAMPLE
THE PRE-TEST
PAGE 3
CAMBRIDGE 1986
(1-800) 221-4764

On the next page is the pre-diagnostic chart for the GED Writing Skills Test Part II. Students are given Form AA of the Official GED Practice Test and a score below 4 in this area would indicate the need to give the Diagnostic Pre-Test from The New York State GED Writing Sample. The pre-diagnostic chart is based on the holistic scores. In order to direct students to needed units of instruction in the Job Corps Writing Skills Part II Curriculum, circle the number of the holistic score received on both tests on the chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies. See page 77 in the Writing Skills Part II Curriculum Guide for content areas covered by numbered units.

(1) Official GED Practice Test Form AA
(2) New York State GED Writing Sample: The Pre-Test
### THE WRITING PROCESS

#### UNIT 1
1. (1) OPT(AA) 1,2,3  
2. (2) DPT 1,2,3

#### UNIT 2
1. (1) OPT(AA) 1,2,3,4
2. (2) DPT 1,2,3,4

#### UNIT 3
1. (1) OPT(AA) 1,2,3,4,5
2. (2) DPT 1,2,3,4,5

#### UNIT 4
1. (1) OPT(AA) 1,2,3,4,5,6
2. (2) DPT 1,2,3,4,5,6

### STRATEGIES AND PRACTICE

#### UNIT 5
1. (1) OPT(AA) 1,2,3,4,5,6
2. (2) DPT 1,2,3,4,5,6

---

**99**

---

**1.47**
On the next page is the post-diagnostic chart for the GED Writing Skills Test Part II. Students are given one of the Post-Tests from The New York State GED Writing Sample. A score below 4 would indicate the need to assign supplementary materials. In order to direct students to needed units of instruction in the Job Corps Writing Skills Part II Curriculum, circle the number of the holistic score received on the test on the post-diagnostic chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill. See page 77 in the Writing Skills Part II Curriculum Guide for content areas covered by numbered units. Form BB of the Official GED Practice Test would be given upon completion of supplementary materials or after a passing grade on the Evaluative Test to determine readiness for testing in this subject area.

(3) New York State GED Writing Sample: Post-Tests
(4) Official GED Practice Test Form BB
JOB CORPS GED COMPETENCIES PROGRAM
POST-DIAGNOSTIC CHART FOR WRITING SKILLS TEST PART II

NAME ___________________________ DATE ____________

SYNTHESIS EVALUATION

HOLISTIC SCORE

THE WRITING PROCESS

UNIT 1
(3) EPT 1,2,3 1,2,3
(4) OPT(BB) 1,2,3 1,2,3

UNIT 2
(3) EPT 1,2,3,4 1,2,3,4
(4) OPT(BB) 1,2,3,4 1,2,3,4

UNIT 3
(3) EPT 1,2,3,4,5 1,2,3,4,5
(4) OPT(BB) 1,2,3,4,5 1,2,3,4,5

UNIT 4
(3) EPT 1,2,3,4,5,6 1,2,3,4,5,6
(4) OPT(BB) 1,2,3,4,5,6 1,2,3,4,5,6

STRATEGIES AND PRACTICE

UNIT 5
(3) EPT 1,2,3,4,5,6 1,2,3,4,5,6
(4) OPT(BB) 1,2,3,4,5,6 1,2,3,4,5,6

101
# JOB CORPS GED COMPETENCIES PROGRAM

## WRITING SKILLS PART II ESSAY WRITING

### STUDENT RECORD SHEET

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>SS/ID #: ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Date: __________</td>
<td>Exit Date: __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FORM</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry (Official GED Practice Test)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Pre-Assessment Diagnostic Test</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(Diagnostic Pre-Tests for GED Instruction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units Assigned (circle) 1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Assessment Subject Mastery Test</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(Evaluative Post-Tests for GED Instruction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit (Official GED Practice Test)</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

**GED WRITING SKILLS TEST**

<table>
<thead>
<tr>
<th>FORM</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

*** TEACHER NOTE ***

See page 98 and page 100 for source information
# JOB CORPS GED COMPETENCIES PROGRAM

## WRITING SKILLS PART II ESSAY WRITING STUDENT CHECKLIST

**NAME ______________________**

**UNIT 1 THE WRITING PROCESS: PREWRITING**

<table>
<thead>
<tr>
<th>Materials</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td><strong>Writing for a Purpose</strong>&lt;br&gt;Contemporary 1985&lt;br&gt;pp.1-30</td>
</tr>
<tr>
<td>□</td>
<td><strong>Writing Skills</strong>&lt;br&gt;New GED&lt;br&gt;Contemporary 1987&lt;br&gt;pp.18-23, 26-28, 168-174</td>
</tr>
<tr>
<td>□</td>
<td><strong>PRE-GED</strong></td>
</tr>
<tr>
<td>□</td>
<td><strong>Put It In Writing</strong>&lt;br&gt;Using Paragraphs&lt;br&gt;Cambridge 1987&lt;br&gt;pp.3-21, 27-30</td>
</tr>
<tr>
<td>□</td>
<td><strong>Putting it in</strong>&lt;br&gt;Paragraphs&lt;br&gt;Contemporary 1985&lt;br&gt;pp.1-11, 41-55</td>
</tr>
</tbody>
</table>

**Post-Assessment**

| GED Writing Sample<br>Cambridge 1986 | □ |
| ----- | □ |
| pp.23-24 Exercise 3 | □ |
| (Prewriting sections Brainstorming and Organizing Your Notes) | □ |
| Save this prewriting; it will be used in the Unit 2 post-assessment. | □ |

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
UNIT 1  THE WRITING PROCESS: PREWRITING

Supplementary | DATE Assigned Completed
--- | ---
GED

- **Springboard for Writing Skills**
  Scott, Foresman 1987
  pp. 110-117

- **GED Writing Sample**
  Stock-Vaughn 1988
  pp. 9-40

- **Passing the GED**
  Scott, Foresman 1987
  pp. 204-207

- **Test and Essay Writing Exercise Book**
  Contemporary 1985
  pp. 10-12, 17-23

- **Practicing the Writing Process 2: The Essay**
  Educational Designs 1986
  pp. 7-12, 29-37

PRE-GED

- **Practicing the Writing Process 2: The Paragraph**
  Educational Designs 1987
  pp. 7-26

- **Shaping Sentences**
  Contemporary 1985
  pp. 14-15

CHECKED BOXES INDICATE ASSIGNED MATERIALS
UNIT 2 THE WRITING PROCESS: DRAFTING

Materials

GED

☐ Writing for a Purpose
   Contemporary 1985
   pp.35-62, 71-82
   _______ _______

☐ Writing Skills
   New GED
   Contemporary 1987
   pp.29, 63-70, 117-126, 174-181
   _______ _______

PRE-GED

☐ Put It In Writing
   Using Paragraphs
   Cambridge 1987
   pp.33-66
   _______ _______

☐ Putting it in
   Paragraphs
   Contemporary 1985
   pp.14-33
   _______ _______

Post-Assessment

GED Writing Sample
   Cambridge 1986
   pp.23-24 Exercise 3
   _______ _______ _______
   (Using your Prewriting work from Unit 1 complete the section Writing the Composition on page 24)
   Save this draft; it will be used in the Unit 3 post-assessment.

CHECKED BOXES INDICATE ASSIGNED MATERIALS

105
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART II ESSAY WRITING STUDENT CHECKLIST

NAME ____________________

UNIT 2 THE WRITING PROCESS: DRAFTING

Supplementary

GED

☐ Springboard for Writing Skills
Scott, Foresman 1987
pp.118-143

☐ GED Writing Sample
Steck-Vaughn 1988
pp.41-67

☐ Passing the GED
Scott, Foresman 1987
pp.207-208

☐ Test and Essay Writing
Exercise Book
Contemporary 1985
pp.34-44, 70-71

☐ Practicing the Writing Process 2: The Essay
Educational Designs 1986
pp.57-68

PRE-GED

☐ Practicing the Writing Process 2: The Paragraph
Educational Designs 1987
pp.43-59

☐ Shaping Sentences
Contemporary 1985
pp.109-122

DATE
Assigned  Completed

CHECKED BOXES INDICATE ASSIGNED MATERIALS

106

154
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART II ESSAY WRITING STUDENT CHECKLIST

UNIT 3 THE WRITING PROCESS: REVISING

NAME ______________________

DATE Score
Assigned Completed

Materials GED

☐ Writing for a Purpose
Contemporary 1985 pp.88-124

☐ Writing Skills
New GED
Contemporary 1987 pp.218-234

PRE-GED

☐ Put It In Writing
Using Paragraphs
Cambridge 1987 pp.77-102

☐ Putting it in
Paragraphs
Contemporary 1985 pp.38-54,85-101

Post-Assessment GED Writing Sample
Cambridge 1986 pp.13-14
(Using your Draft from Unit 2 revise and rewrite your essay)
Save this revised essay; it will be used in the Unit 4 post-assessment.

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM

## WRITING SKILLS PART II ESSAY WRITING STUDENT CHECKLIST

**NAME ___________________________**

## UNIT 3 THE WRITING PROCESS: REVISING

**DATE**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supplementary

#### GED

- **Springboard for Writing Skills**
  - Scott, Foresman 1987
  - pp. 144-155
  - [ ]

- **GED Writing Sample**
  - Steck-Vaughn 1988
  - pp. 68-78
  - [ ]

- **Passing the GED**
  - Scott, Foresman 1987
  - pp. 208-213
  - [ ]

- **Test and Essay Writing Exercise Book**
  - Contemporary 1985
  - pp. 57-58
  - [ ]

- **Practicing the Writing Process 2: The Essay**
  - Educational Designs 1986
  - pp. 69-89
  - [ ]

#### PRE-GED

- **Practicing the Writing Process 2: The Paragraph**
  - Educational Designs 1987
  - pp. 61-77
  - [ ]

- **Shaping Sentences**
  - Contemporary 1985
  - pp. 125-150
  - [ ]

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
# JOB CORPS GED COMPETENCIES PROGRAM

## WRITING SKILLS PART II ESSAY WRITING STUDENT CHECKLIST

**NAME __________________**

**UNIT 4 THE WRITING PROCESS: EDITING**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

### Materials

<table>
<thead>
<tr>
<th><strong>GED</strong></th>
</tr>
</thead>
</table>
| [ ] Writing for a Purpose  
  Contemporary 1985  
  pp.129-155 |
| [ ] Writing Skills  
  New GED  
  Contemporary 1987  
  pp.235,237 |

<table>
<thead>
<tr>
<th><strong>PRE-GED</strong></th>
</tr>
</thead>
</table>
| [ ] Put It In Writing  
  Using Paragraphs  
  Cambridge 1987  
  pp.24-26,67-71,103-109 |
| [ ] Putting it in  
  Paragraphs  
  Contemporary 1985  
  pp.106-117 |

**Post-Assessment**  
GED Writing Sample  
Cambridge 1986  
pp.13-14  
(EDIT YOUR REVISED ESSAY FROM UNIT 3.)

---

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART II ESSAY WRITING STUDENT CHECKLIST

NAME ______________________

UNIT 4  THE WRITING PROCESS: EDITING

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED Writing Sample</th>
<th>Passing the GED</th>
<th>Practicing the Writing Process 2: The Essay</th>
<th>Pre-GED</th>
<th>Practicing the Writing Process 2: The Paragraph</th>
<th>Shaping Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GED Writing Sample</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steck-Vaughn 1988</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 118-127</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing the GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott, Foresman 1987</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 214-215</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicing the Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process 2: The Essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Designs 1986</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 69-89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicing the Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process 2: The Paragraph</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Designs 1987</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 79-88</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaping Sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary 1985</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 151-160</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DATE
Assigned  Completed

CHECKED BOXES INDICATE ASSIGNED MATERIALS

110
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART II ESSAY WRITING STUDENT CHECKLIST

NAME ______________________

UNIT 5 STRATEGIES AND PRACTICE

DATE
SCORE
Assigned Completed

Materials

GED

☐ Writing Skills
New GED
Contemporary 1987
pp. 279-285

☐ Test and Essay Writing
Exercise Book
Contemporary 1985
pp. 72-85

Post-Assessment

Writing Skills New GED
Contemporary 1987
page 286
(Write 2 essays using the topics on page 286. Time each essay at 45 minutes and have teacher correct them.)

CHECKED BOXES INDICATE ASSIGNED MATERIALS

111

153
JOB CORPS GED COMPETENCIES PROGRAM
WRITING SKILLS PART II ESSAY WRITING STUDENT CHECKLIST

NAME ______________________

UNIT 5 STRATEGIES AND PRACTICE

Supplementary

GED

☐ GED Writing Sample
Steck-Vaughn 1988
pp. 80-117

☐ Practicing the Writing Process 2: The Essay
Educational Designs 1986
pp. 119-128

DATE
Assigned Completed

CHECKED BOXES INDICATE ASSIGNED MATERIALS
MASTER BOOK LIST
WRITING SKILLS PART II

Title for program text

Title for student checklist

GED MATERIALS

Writing Skills New GED
Contemporary 1987

The Write Stuff:
Writing for a Purpose
Contemporary 1985

New York State
GED Writing Sample
Cambridge 1986

GED SUPPLEMENTARY MATERIALS

GED Writing Sample
Steck-Vaughn 1988

Springboard for Passing
the GED Writing Skills
Scott, Foresman 1987

Passing the GED
Scott, Foresman 1987

The Write Stuff:
Test and Essay Writing
Exercise Book
Contemporary 1986

Practicing the Writing
Process 2: The Essay
Educational Designs 1986
MASTER BOOK LIST
WRITING SKILLS PART II

Title for program text

Title for student checklist

PRE-GED MATERIALS

Put It In Writing
Using Paragraphs
Cambridge 1987

Put It In Writing
Using Paragraphs
Cambridge 1987

The Write Stuff:
Putting it in Paragraphs
Contemporary 1985

Putting it in Paragraphs
Contemporary 1985

PRE-GED SUPPLEMENTARY MATERIALS

Practicing the Writing
Process 2: The Paragraph
Educational Designs 1986

Practicing the Writing
Process 2: The Paragraph
Educational Designs 1986

The Write Stuff:
Shaping Sentences
Contemporary 1985

Shaping Sentences
Contemporary 1985
INSTRUCTIONAL MASTER BOOK AND MATERIALS LIST
WRITING SKILLS PART II

INSTRUCTIONAL RESOURCE MATERIALS

Teaching Adults to Write
Scott, Foresman 1986

The Write Stuff
Instructor's Guide
Teaching the Writing Process
Contemporary 1985

Tips for Teachers
New York State GED Writing Sample
Cambridge 1986

The Writing Program Viewer's Guide
Contemporary 1987

Videotapes

The Process of Writing: What Works for Teachers and Students
Contemporary 1987

The GED Writing Sample: How to Prepare for the Test
Contemporary 1987
CONTENTS

Overview of the GED Social Studies Test ....................... 1
Overview of the Social Studies Competency Units .................. 4
Subject Area Test and Study Sequence .......................... 8

Unit 1 The Cognitive Skills for Social Studies .................. 10
Unit 2 Graphs ............................................. 11
Unit 3 Schedules, Charts, Tables and Cartoons .................. 13
Unit 4 Maps: Geographical, Directional and Informational .......... 15

U.S. History

Unit 5 Exploration - New Nation .................................. 17
Unit 6 Civil War - Reconstruction ................................ 19
Unit 7 Industrial Revolution - Progressive Era .................. 21
Unit 8 Foreign and Domestic Policy .............................. 23
Unit 9 Challenges of the Modern World ............................ 25

Economics

Unit 10 Economic Systems ...................................... 27
Unit 11 Free Enterprise - Roles of Consumer, Business and Labor ... 29
Unit 12 The National Economy - Government's Role in the Economy ... 31
Unit 13 Foreign Trade and the Economy .......................... 33

Political Science

Unit 14 Forms of Government - System/Processes U.S. Government ... 35
Unit 15 State and Local Governments .............................. 37

Geography

Unit 16 Basic Principles, Concepts and Tools ..................... 39
Unit 17 Major Cultural Regions ................................. 41

Behavioral Science

Unit 18 Psychology ........................................... 43
Unit 19 Sociology .............................................. 45
Unit 20 Anthropology .......................................... 47

Social Studies Test Bibliography .................................. 49
Social Studies Pre-Diagnostic Chart Source Materials .............. 54
Pre-Diagnostic Chart for Social Studies ............................ 55
Social Studies Post-Diagnostic Chart Source Materials ............ 57
Post-Diagnostic Chart for Social Studies ........................... 58
Student Record Sheet ................................................................. 60

Student Checklists

Unit 1  The Cognitive Skills for Social Studies ......................... 61
Unit 2  Graphs ................................................................. 62
Unit 3  Schedules, Charts, Tables and Cartoons ...................... 65
Unit 4  Maps: Geographical, Directional and Informational ...... 67

U.S. History

Unit 5  Exploration - New Nation ........................................ 69
Unit 6  Civil War - Reconstruction ...................................... 71
Unit 7  Industrial Revolution - Progressive Era ..................... 73
Unit 8  Foreign and Domestic Policy ................................... 75
Unit 9  Challenges of the Modern World ............................... 77

Economics

Unit 10  Economic Systems ............................................... 79
Unit 11  Free Enterprise - Roles of Consumer, Business and Labor 81
Unit 12  The National Economy - Government's Role in the Economy 83
Unit 13  Foreign Trade and the Economy ............................. 85

Political Science

Unit 14  Forms of Government - System/Processes U.S. Government 87
Unit 15  State and Local Governments ................................. 89

Geography

Unit 16  Basic Principles, Concepts and Tools ....................... 91
Unit 17  Major Cultural Regions ....................................... 93

Behavioral Science

Unit 18  Psychology ...................................................... 95
Unit 19  Sociology ....................................................... 97
Unit 20  Anthropology .................................................. 99

Master Book List for Social Studies ................................. 101
OVERVIEW OF THE GED SOCIAL STUDIES TEST

This section is divided into three areas that explain the various facets of the GED Social Studies Test. The first area, ITEM ANALYSIS, lists the number of test items by content area, and the percentage of the test by content area and by cognitive skills. FORMAT explains the type of stimuli used in the test questions and the structure of the test questions. The third area, CHANGES 1988, highlights the major modifications and differences made to the 1977 test.

ITEM ANALYSIS

<table>
<thead>
<tr>
<th>BY CONTENT AREA</th>
<th>NUMBER OF ITEMS</th>
<th>PERCENTAGE OF TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. HISTORY</td>
<td>16</td>
<td>25%</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>13</td>
<td>20%</td>
</tr>
<tr>
<td>POLITICAL SCIENCE</td>
<td>13</td>
<td>20%</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>9</td>
<td>15%</td>
</tr>
<tr>
<td>BEHAVIORAL SCIENCE</td>
<td>13</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL TEST</strong></td>
<td><strong>64</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BY COGNITIVE SKILLS</th>
<th>PERCENTAGE OF TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPREHENSION</td>
<td>20%</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>30%</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>30%</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TIME LIMIT</strong></td>
<td><strong>85 MINUTES</strong></td>
</tr>
</tbody>
</table>

1
FORMAT

Test questions consist of multiple choice items based on either a written stimulus (editorials, speeches, popular magazine and journal articles and primary sources) or a graphic stimulus (graphs, tables, charts, diagrams and cartoons).

*** Two thirds (2/3) written stimuli ***
*** One third (1/3) graphic stimuli ***

Two thirds of the questions are in item sets (250 words or a graphic stimulus followed by 6-7 questions). One third of the questions are single items (40 words or a graphic stimulus followed by one question).

CHANGES 1988

Although the subject material for the questions in the Social Studies Test is taken from the content areas of history, economics, political science, geography and behavioral science, the primary emphasis is on the overall study of social studies. Consequently, questions may test a variety of content areas simultaneously. For example, a question dealing with a national election may combine principles and/or concepts from the areas of political science, economics and geography. Global issues will also be addressed across the content areas; a question on economic boycotts could include the effect on individuals, multinational corporations, foreign policy, and the global community.

Questions that rely solely on recall of factual knowledge are no longer used in the test, but general knowledge and the ability to comprehend are necessary in order to apply, analyze, and evaluate principles, concepts, and events in the areas of social studies. The test demands higher level thinking skills and the social studies questions are classified according to the following cognitive levels:

Comprehension which measures the ability to restate information, summarize ideas, and identify implications.

Application which measures the ability to use given or remembered ideas in a context other than that provided.
Analysis which measures the ability to distinguish facts from hypotheses or opinion, recognize unstated assumptions, distinguish a conclusion from supporting statements, and identify cause and effect relationships.

Evaluation which measures the ability to assess the adequacy or appropriateness of data to substantiate hypotheses, conclusions, or generalizations; to recognize the role values play in beliefs and decision making; to assess the accuracy of facts as determined by documentation or proof; and to indicate logical fallacies in arguments.
Content areas in the test are divided into competency based units of instruction. Subject area units in the social studies section of the Job Corps Competencies Program are:

UNIT 1  THE COGNITIVE SKILLS FOR SOCIAL STUDIES

UNIT 2  GRAPHS

UNIT 3  SCHEDULES, CHARTS, TABLES AND CARTOONS

UNIT 4  MAPS: GEOGRAPHICAL, DIRECTIONAL AND INFORMATIONAL

UNIT 5  U.S. HISTORY: EXPLORATION - NEW NATION (1400-1850)

UNIT 6  U.S. HISTORY: CIVIL WAR - RECONSTRUCTION (1850-1877)

UNIT 7  U.S. HISTORY: INDUSTRIAL REVOLUTION - PROGRESSIVE ERA (1865-1917)

UNIT 8  U.S. HISTORY: FOREIGN AND DOMESTIC POLICY (1890-1945)


UNIT 10  ECONOMICS: ECONOMIC SYSTEMS

UNIT 11  ECONOMICS: FREE ENTERPRISE SYSTEM AND THE ROLES OF THE CONSUMER, BUSINESS AND LABOR
UNIT 12 ECONOMICS: THE NATIONAL ECONOMY AND THE GOVERNMENT’S ROLE IN THE ECONOMY

UNIT 13 ECONOMICS: FOREIGN TRADE AND THE ECONOMY


UNIT 15 POLITICAL SCIENCE: STATE AND LOCAL GOVERNMENTS

UNIT 16 GEOGRAPHY: BASIC PRINCIPLES, CONCEPTS AND TOOLS

UNIT 17 GEOGRAPHY: MAJOR CULTURAL REGIONS

UNIT 18 BEHAVIORAL SCIENCE: PSYCHOLOGY

UNIT 19 BEHAVIORAL SCIENCE: SOCIOLOGY

UNIT 20 BEHAVIORAL SCIENCE: ANTHROPOLOGY
Each unit consists of the title of the unit, the content of the unit, and the competency of the unit. The unit is then divided into four sections (1) unit pre-assessment, (2) unit study materials, (3) unit post-assessment, and (4) unit supplementary study materials.

UNIT
The subject area that the instructional unit will cover.

CONTENT
A description or listing of the subject materials contained in the unit.

COMPETENCY
A statement of what the student should know when he complete the unit.

PRE-ASSESSMENT
Unit pre-tests can be used as an additional instrument for evaluation if diagnostic testing does not clearly indicate student need to study the materials in an instructional unit.

*** TEACHER NOTE ***
The diagnostic test for the entire social studies test listed below is given first, and results should guide teacher in assigning student competency units to be studied. See pages 8 and 9 for a detailed explanation.

DIAGNOSTIC PRE-TESTS FOR GED INSTRUCTION
CONTEMPORARY 1985
TEST 2: SOCIAL STUDIES PAGE 7

A pre-diagnostic chart for this test is on page 55. To decide to which units a student should be assigned, the teacher should circle the items missed on each student's copy of the Pre-Diagnostic Chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies.

MATERIALS
Materials to be studied are listed in each competency unit. PRE-GED materials indicate a reading level of 6.5 - 8.0 and GED materials indicate a reading level of 8.0 or above.
POST-ASSESSMENT A unit post-test to see how well the student has mastered the material in the unit.

*** TEACHER NOTE ***
The post-assessment or subject area mastery test for the entire social studies test is given upon completion of assigned competency units, and results should guide teacher in determining student test readiness.

EVALUATIVE POST-TESTS FOR GED INSTRUCTION
CONTEMPORARY 1985
TEST 2: SOCIAL STUDIES PAGE 9

*** TEACHER NOTE ***
A post-diagnostic chart for this test is on page 57. An item analysis can be obtained by circling the numbers of the questions missed. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies.

SUPPLEMENTARY Supplementary materials for use as content area reinforcement are listed after each unit. These materials can be used either before the content unit post-test, depending on teacher evaluation of student need, or after a failing grade on a competency unit post-assessment test. These materials are also listed according to PRE-GED and GED levels.
A passing score for each subject area of Official Practice Tests AA, BB, and for the Evaluative Post Test is a standard score of 45 or better.

1. If a student passes OPT AA and OPT BB, he is ready for the GED in that subject area and should test or proceed to the next area.

2. If the student fails OPT AA, he goes to the Diagnostic Pre-test.

3. If the student passes OPT AA, but fails OPT BB, he should also take the Diagnostic Pre-Test.

4. After the student takes the Diagnostic Pre-Test, the teacher either gives him a marked checklist for the first of the units identified as an area of weakness by the Pre-Diagnostic Chart, or assigns a Unit Pre-Assessment Test for additional diagnostic information and then assigns materials from the checklist.

5. When the student has completed all the assigned materials on the checklist, he goes to the teacher for the Unit Post-Assessment.

6. If the student passes the Post-Assessment, the teacher proceeds to the checklist for the next area of weakness or to the next Unit Pre-Assessment Test.

7. If the student fails to pass the Post-Assessment, the teacher assigns Supplementary materials from the Unit. After completing the assigned Supplementary materials, the student moves on to the next Unit.

8. After completing the last Unit identified as an area of weakness either by passing the Post-Assessment or completing assigned Supplementary materials, the student proceeds to the Evaluative Post-Test for the Subject Area.

9. If the student passes the Evaluative Post Test, he proceeds to the Official Practice Test, Form BB. (NOTE: Depending on local GED testing practices, OPT BB may be administered either one Subject Area at a time, or as a whole after the units in all Subject Areas are completed.)

10. If the student fails the Evaluative Post Test, the teacher assigns supplementary materials and, when they are completed, administers OPT BB to the student.
11. If the student passes OPT BB, he has completed the Subject Area. If he fails, he should be assigned additional supplementary materials. Thereafter, the student is considered to have completed the Subject Area. He should not be required to take the OPT BB a second time.
UNIT 1

COGNITIVE SKILLS FOR SOCIAL STUDIES

CONTENT

Comprehension, analysis, application and evaluation of materials in the social sciences

COMPETENCY

To be able to understand the meaning and implications of written and graphic materials in the social sciences; to be capable of breaking down information and seeing the relationship of the parts to the whole; to recognize how given information and ideas can be used in different situations; and to be able to judge the value, logic and accuracy of information or methods based on given or assumed criteria.

PRE-ASSESSMENT

Results of Diagnostic Pre-Tests

Official Practice
Diagnostic Pre-Tests for GED Instruction
Test Form AA
Test 2: Social Studies
Cambridge 1987
Contemporary 1985
pages 17-29
pages 7-16
items 1-32
items 1-30

MATERIALS

GED

COMPREHENSION

Social Studies New GED
Contemporary 1987
pages 23-36

ANALYSIS

Social Studies New GED
Contemporary 1987
pages 37-67

APPLICATION

Social Studies New GED
Contemporary 1987
pages 68-81

EVALUATION

Social Studies New GED
Contemporary 1987
pages 82-98

POST-ASSESSMENT

To be given upon completion of all assigned instructional units

Results of Evaluative Post-Tests

Official Practice
Evaluation Post-Tests for GED Instruction
Test Form BB
Test 2: Social Studies
Cambridge 1987
Contemporary 1985
pages 15-28
pages 9-26
items 1-32
items 1-30

10
UNIT 2

GRAPHS

CONTENT
Graphs in history, economics, political science, geography, and behavioral science

COMPETENCY
To identify, interpret, and use social studies data given in circle, bar, picture and line graphs and evaluate the adequacy of the data provided.

PRE-ASSESSMENT

Number Power 5
Contemporary 1983
pages 1-4
items 1-24

*** TEACHER NOTE ***
answer key page 162
passing score 75% (4.1 per item)
pre-test diagnostic chart page 5

MATERIALS

GED

*Number Power 5
Contemporary 1983
pages 6-57

*Social Studies New GED
Contemporary 1987
pages 25-27, 35-36, 42-43, 60-61, 96-97

PRE-GED

*Number Power 5
Contemporary 1983
pages 6-57

POST-ASSESSMENT

Number Power 5
Contemporary 1983
pages 58-65
items 1-32

*** TEACHER NOTE ***
answer key page 163
passing score 75% (3.2 per item)
post-test diagnostic chart page 66

*Titles referenced in units are often abbreviated. See bibliography for complete titles.
### UNIT 2: SUPPLEMENTARY

#### Graphs

**GED**

- *Springboard for Passing the GED*
  - Social Studies
  - Scott, Foresman 1987
  - pages 7-9

- *Passing the GED*
  - Scott, Foresman 1987
  - pages 254-256

- *GED Social Studies Test*
  - Cambridge 1981
  - pages 144-153

- *GED Math Test*
  - Cambridge 1981
  - pages 166-181

- *Graphical Comprehension*
  - Jamestown 1981
    - drill 3-2 pages 19-20
    - drill 11 pages 46-47
    - drill 31 pages 118-119

**PRE-GED**

- *Strategies for Success*
  - Social Studies
  - Steck-Vaughn 1987
  - pages 92-95

- *PRE-GED Reading Skills*
  - Cambridge 1983
  - pages 182-201

- *PRE-GED Exercise Book in Reading Skills*
  - Cambridge 1983
  - pages 83-89

- *Advanced General Education Program*
  - U.S. Department of Labor
  - Booklet 27 pages 16-32
  - Booklet 28 pages 1-30
UNIT 3  SCHEDULES, CHARTS, TABLES AND CARTOONS

CONTENT
Graphic materials in history, economics, political science, geography, and behavioral science

COMPETENCY
To identify, interpret, and use social studies data given in schedules, charts, tables and cartoons and evaluate the data provided.

PRE-ASSESSMENT
Number Power 5
Contemporary 1983
pages 67-69
items 1-12

*** TEACHER NOTE ***
answer key page 163
passing score 75% (8.3 per item)
pre-test diagnostic chart page 69

MATERIALS
GED
Number Power 5
Contemporary 1983
pages 70-85
Social Studies New GED
Contemporary 1987

PRE-GED
Number Power 5
Contemporary 1983
pages 70-85

POST-ASSESSMENT
Number Power 5
Contemporary 1983
pages 86-91
items 1-24

*** TEACHER NOTE ***
answer key page 164
passing score 75% (4.1 per item)
post-test diagnostic chart page 91
# UNIT 3

## SCHEDULES, CHARTS, TABLES AND CARTOONS

### SUPPLEMENTARY

<table>
<thead>
<tr>
<th>JOB CORPS GED COMPETENCIES PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRICULUM GUIDE FOR SOCIAL STUDIES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
</table>
| **Passing the GED**  
Scott, Foresman 1987  
pages 256-257 | **Building Basic Skills in Social Studies**  
Contemporary 1982  
pages 146-149 |
| **GED Social Studies Test**  
Cambridge 1981  
pages 142-144, 153-157 | **PRE-GED Reading Skills**  
Cambridge 1983  
pages 178-181 |
| **The Mathematics Test**  
Contemporary 1984  
pages 202-205 | **Advanced General Education Program**  
U.S. Department of Labor  
Booklet 27 pages 4-15 |
| **Reading the Content**  
Fields Social Studies  
Advanced Level  
Jamestown 1978  
exercise 16 pages 68-69  
exercise 23 pages 82-83 | *** TEACHER NOTE ***  
middle level program  
also available for  
**Reading the Content**  
Fields Social Studies  
Middle Level  
Jamestown 1978 |

*** TEACHER NOTE ***
optional cassettes  
available to accompany  
Jamestown text
UNIT 4

MAPS: GEOGRAPHICAL, DIRECTIONAL AND INFORMATIONAL

CONTENT
Maps in history, economics, political science, geography, behavioral science

COMPETENCY
To apply, analyze, interpret and use social studies data given in geographical, directional and informational maps.

PRE-ASSESSMENT
Number Power 5
Contemporary 1983
pages 92-95
items 1-18

*** TEACHER NOTE ***
answer key page 164
passing score 75% (5.5 per item)
pre-test diagnostic chart page 95

MATERIALS

GED

Number Power 5
Contemporary 1983
pages 96-125

Social Studies New GED
Contemporary 1987
pages 32-33, 61-63, 92-93

PRE-GED

Number Power 5
Contemporary 1983
pages 96-125

Number Power 5
Contemporary 1983
pages 96-125

POST-ASSESSMENT
Number Power 5
Contemporary 1983
pages 126-131
items 1-24

*** TEACHER NOTE ***
answer key page 165
passing score 75% (4.1 per item)
post-test diagnostic chart page 131
UNIT 4

MAPS: GEOGRAPHICAL, DIRECTIONAL AND INFORMATIONAL

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987
pages 252-254

Springboard for
Passing the GED
Social Studies
Scott, Foresman 1987
pages 5-7

New GED: How to Prepare
for the High School
Equivalency Examination
Contemporary 1985
pages 306-307

Reading the Content
Fields Social Studies
Advanced Level
Jamestown 1978
exercise 5 pages 32-33
exercise 3 pages 42-43
exercise 11 pages 58-59
exercise 20 pages 76-77
exercise 21 pages 78-79

*** TEACHER NOTE ***
optional cassettes
available to accompany
Jamestown text

PRE-GED

PRE-GED Reading Skills
Cambridge 1983
pages 192-195

PRE-GED Exercise Book
in Reading Skills
Cambridge 1983
page 82,90

Advanced General
Education Program
U.S. Department of Labor
booklet 3 pages 2-10

*** TEACHER NOTE ***
middle level program
also available for
Reading the Content
Fields Social Studies
Middle Level
Jamestown 1978
UNIT 5 U.S. HISTORY: EXPLORATION - NEW NATION (1400-1850)

CONTENT Exploration and colonization, economic, social, cultural and political developments leading to the revolutionary war, the establishment of a new nation, Manifest Destiny and the Monroe Doctrine

COMPETENCY To comprehend and analyze the circumstances that lead to the development of the new world; to examine the events leading to the Revolutionary War and the growth of a new nation; and to understand Manifest Destiny and how this idea led to the Monroe Doctrine.

PRE-ASSESSMENT Exercise Book for the Social Studies Test Cambridge 1981 pages 1-4 page 11 items 2, 4, 6, 8, 10, 50, 52 12, 14, 16

*** TEACHER NOTE *** use even numbered questions only for pretest answers and explanations pages 18-20 passing score 75% (10 per item)

MATERIALS

GED

Social Studies New GED Contemporary 1987 pages 99-111
Springboard for Passing the GED Social Studies Scott, Foresman 1987 pages 208-219

PRE-GED

Strategies for Success in Social Studies Steck-Vaughn 1987 pages 37-45
Building Basic Skills in Social Studies Contemporary 1982 pages 94-100

POST-ASSESSMENT Exercise Book for the Social Studies Test Cambridge 1981 pages 1-4 page 11 items 1, 3, 5, 7, 9, 49, 51 11, 13, 15

*** TEACHER NOTE *** use odd numbered questions only for post-test answers and explanations pages 18-20 passing score 75% (10 per item)
UNIT 5 U.S. HISTORY: EXPLORATION - NEW NATION (1400-1850)

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987
pages 293-301

GED Social Studies
Steck-Vaughn 1988
pages 41-53

GED Social Studies Test
Cambridge 1981
pages 15-25

GED ScoreBooster 5
Social Studies
Steck-Vaughn 1985
pages 14-18

Reading the Content
Fields Social Studies
Advanced Level
Jamestown 1978
exercise 5 pages 46-47
exercise 7 pages 50-51
exercise 15 pages 66-67

PRE-GED

PRE-GED Exercise Book in Reading Skills
Cambridge 1983
page 36

Advanced General Education Program
U.S. Department of Labor
Booklet 29 pages 1-18

*** TEACHER NOTE ***
optional cassettes available to accompany Jamestown text
UNIT 6 U.S. HISTORY: CIVIL WAR - RECONSTRUCTION (1850-1877)

CONTENT Expansion, nationalism, sectionalism, abolitionist movement, secession, Civil War, constitutional amendments and segregation

COMPETENCY To recognize and understand how political, social and economic differences led to sectionalism and the Civil War; and to evaluate why the period of Reconstruction following the war failed to re-unite the country.

PRE-ASSESSMENT The Social Studies Test Contemporary 1985 pages 84-91 items 19-29

*** TEACHER NOTE *** answers and explanations page 126 passing score 75% (9.1 per item)

MATERIALS GED Springboard for Passing the GED Social Studies Scott, Foresman 1987 pages 220-225

PRE-GED Building Basic Skills in Social Studies Contemporary 1982 pages 101-104

Springboard for Passing the GED Social Studies Scott, Foresman 1987 pages 220-225

POST-ASSESSMENT GED Social Studies Test Cambridge 1981 pages 25-30 items 1-12

*** TEACHER NOTE *** answers and explanations pages 41-42 passing score 75% (8.3 per item)
UNIT 6
U.S. HISTORY: CIVIL WAR - RECONSTRUCTION
(1850-1877)

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987
pages 302-303

GED Social Studies
Steck-Vaughn 1988
pages 54-60

GED ScoreBooster 5
Social Studies
Steck-Vaughn 1985
pages 19-20

Reading the Content
Fields Social Studies
Advanced Level
Jamestown 1978
exercise 2 pages 40-41

*** TEACHER NOTE ***
on optional cassettes
available to accompany
Jamestown text

PRE-GED

PRE-GED Exercise Book
in Reading Skills
Cambridge 1983
pages 37, 110, 121-122

Advanced General
Education Program
U.S. Department of Labor
Booklet 34 pages 1-16

*** TEACHER NOTE ***
middle level program
also available for
Reading the Content
Fields Social Studies
Middle Level
Jamestown 1978
UNIT 7  
U.S. HISTORY: INDUSTRIAL REVOLUTION - PROGRESSIVE ERA (1865-1917)

CONTENT  
Technology, industrialization, immigration, urbanization, labor, and social and political crisis and reform

COMPETENCY  
To understand the causes of the Industrial Revolution; its effects on economic, social and political structures; and to recognize how the resulting conditions led to the subsequent period of crisis and reform.

PRE-ASSESSMENT  
The Social Studies Test  
Contemporary 1985  
pages 91-105  
items 30, 32, 34, 36, 38, 40, 42, 44, 46, 48

*** TEACHER NOTE ***  
use even numbered questions only for pre-test answers and explanations pages 126-127  
passing score 75% (10 per item)

MATERIALS  
GED  
Social Studies New GED  
Contemporary 1987  
pages 119-126

Springboard for Passing the GED  
Social Studies  
Scott, Foresman 1987  
pages 225-231

PRE-GED  
Building Basic Skills in Social Studies  
Contemporary 1982  
pages 104-107

POST-ASSESSMENT  
The Social Studies Test  
Contemporary 1985  
pages 91-105  
items 31, 33, 35, 37, 39, 41, 43, 45, 47, 49

*** TEACHER NOTE ***  
use odd numbered questions only for post-test answers and explanations pages 126-128  
passing score 75% (10 per item)
## UNIT 7

**U.S. HISTORY: INDUSTRIAL REVOLUTION - PROGRESSIVE ERA (1865-1917)**

### SUPPLEMENTARY

<table>
<thead>
<tr>
<th><strong>GED</strong></th>
<th><strong>PRE-GED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing the GED</strong></td>
<td><strong>PRE-GED Exercise Book</strong></td>
</tr>
<tr>
<td>Scott, Foresman 1987</td>
<td>in Reading Skills</td>
</tr>
<tr>
<td>pages 304-307</td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td><strong>GED Social Studies</strong></td>
<td><strong>PRE-GED Reading Skills</strong></td>
</tr>
<tr>
<td>Steck-Vaughn 1988</td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td>pages 61-67</td>
<td>page 215</td>
</tr>
<tr>
<td><strong>GED Social Studies Test</strong></td>
<td><strong>Advanced General Education Program</strong></td>
</tr>
<tr>
<td>Cambridge 1981</td>
<td>U.S. Department of Labor</td>
</tr>
<tr>
<td>pages 30-33</td>
<td>Booklet 14 pages 4-17</td>
</tr>
<tr>
<td><strong>GED ScoreBooster 5 Social Studies</strong></td>
<td>Booklet 35 pages 2-22</td>
</tr>
<tr>
<td>Steck-Vaughn 1985</td>
<td>Booklet 36 pages 1-16</td>
</tr>
<tr>
<td>pages 20-24</td>
<td>Booklet 37 pages 1-24</td>
</tr>
</tbody>
</table>
UNIT 8
U.S. HISTORY: FOREIGN AND DOMESTIC POLICY
(1890-1945)

CONTENT
Imperialism, Spanish-American War, World War I, isolationism, Great Depression, New Deal and World War II

COMPETENCY
To understand U.S. foreign and domestic policy from 1890 to 1945, and to analyze the impact that these policies had on the development of the modern world.

PRE-ASSESSMENT
Exercise Book for the Social Studies Test
Cambridge 1981
page 5 page 7 page 9
items 23-27 32-34 38-39

*** TEACHER NOTE ***
answers and explanations pages 19-20
passing score 75% (10 per item)

MATERIALS
GED
Social Studies New GED
Contemporary 1987
pages 127-136
Springboard for Passing the GED
Social Studies
Scott, Foresman 1987
pages 231-240

PRE-GED
Building Basic Skills in Social Studies
Contemporary 1982
pages 108-114
Strategies for Success in Social Studies
Steck-Vaughn 1987
pages 51-53

POST-ASSESSMENT
Exercise Book for the Social Studies Test
Cambridge 1981
pages 10-11 pages 16-17
items 45-48 68-75

*** teachers note ***
answers and explanations pages 20-22
passing score 75% (8.3 per item)
UNIT 8

U.S. HISTORY: FOREIGN AND DOMESTIC POLICY
(1890-1945)

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987
pages 308-309

GED Social Studies
Steck-Vaughn 1988
pages 68-71

GED ScoreBooster 5
Social Studies
Steck-Vaughn 1985
pages 25-30

PRE-GED

PRE-GED Exercise Book in Reading Skills
Cambridge 1983
pages 36, 38, 124-125

Advanced General Education Program
U.S. Department of Labor
Booklet 74 pages 1-19
Booklet 78 pages 1-18

New GED: How to Prepare for the High School Equivalency Examination
Contemporary 1985
page 270
UNIT 9

U.S. HISTORY: CHALLENGES OF THE MODERN WORLD
(1945-1980's)

CONTENT
Cold war, containment, arms race, third world, detente, civil rights, nuclear age, post-industrial economy, government's role in social and economic needs, foreign policy and global interdependence

COMPETENCY
To understand how foreign and domestic events and policies since 1945 have lead to the emergence of the United States as we know it today; to evaluate the global effects of political decisions; and to explore and analyze the challenges the country faces in the future.

PRE-ASSESSMENT
GED Social Studies Test
Cambridge 1981
page 33     pages 38-39
items 1-5     1-7

*** TEACHER NOTE ***
answers and explanations pages 43-44
passing score 75% (8.3 per item)

MATERIALS
GED
Social Studies New GED Contemporary 1987
pages 137-146
Springboard for Passing the GED
Social Studies Scott, Foresman 1987
pages 240-245.194-197

PRE-GED
Strategies for Success in Social Studies
Steck-Vaughn 1987
pages 54-55

POST-ASSESSMENT
Exercise Book for the Social Studies Test
Cambridge 1981
page 8     pages 9-10     pages 12-13     pages 14-15
items 35-37     40-44     53-55     60-66

*** TEACHER NOTE ***
answers and explanations pages 19-21
passing score 75% (6.6 per item)
UNIT 9

U.S. HISTORY: CHALLENGES OF THE MODERN WORLD
(1945-1980'S)

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987
pages 310-311

GED Social Studies
Steck-Vaughn 1988
pages 72-74, 127-132

GED ScoreBooster 5
Social Studies
Steck-Vaughn 1985
pages 30-33, 36-42

GED Social Studies Test
Cambridge 1981
pages 76-77, 192-193,
196, 206-207, 213, 216, 223

PRE-GED

PRE-GED Exercise Book
in Reading Skills
Cambridge 1983
page 71
UNIT 10  ECONOMICS: ECONOMIC SYSTEMS

CONTENT  Economic terminology, capitalism, socialism, communism, mixed economies

COMPETENCY  To understand the basic principles upon which different types of economic systems are based, and be aware of their similarities and differences.

PRE-ASSESSMENT  The Social Studies Test
Contemporary 1985
pages 209-215
items 1-8

*** TEACHER NOTE ***
answers and explanations page 248
passing score 75% (12 per item)

MATERIALS  GED
Social Studies New GED
Contemporary 1987
pages 241-245
Springboard for
Passing the GED
Social Studies
Scott, Foresman 1987
pages 123-126

PRE-GED  Building Basic Skills in Social Studies
Contemporary 1982
pages 35-41

POST-ASSESSMENT  GED Social Studies Test
Cambridge 1981
pages 46-47
items 1-6

*** TEACHER NOTE ***
answers and explanations pages 60
passing score 75% (9 per item)
<table>
<thead>
<tr>
<th>UNIT 10</th>
<th>ECONOMICS: ECONOMIC SYSTEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLEMENTARY</td>
<td>GED</td>
</tr>
<tr>
<td><strong>Passing the GED</strong></td>
<td>Scott, Foresman 1987</td>
</tr>
<tr>
<td>pages 278-279</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GED Social Studies</strong></td>
<td>Steck-Vaughn 1988</td>
</tr>
<tr>
<td>pages 78-79</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exercise Book for the Social Studies Test</strong></td>
<td>Cambridge 1981</td>
</tr>
<tr>
<td>pages 28, 83</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 11

ECONOMICS: FREE ENTERPRISE SYSTEM AND THE ROLES OF THE CONSUMER, BUSINESS AND LABOR

CONTENT
Supply and demand, equilibrium, elasticity, savings, interest, credit, budgeting, consumer protection, financial institutions, profits, competition, monopoly, union and non-union workers

COMPETENCY
To understand the elements of a free enterprise system and to analyze and apply these principles to the roles played by the consumer, business and labor in a free enterprise system.

PRE-ASSESSMENT
GED Social Studies Test
Cambridge 1981
page 54  page 56  page 58
items 1-5  1-5  1-5

*** TEACHER NOTE ***
answers and explanations page 61
passing score 75% (6.6 per item)

MATERIALS

<table>
<thead>
<tr>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Springboard for Passing the GED Social Studies Scott, Foresman 1987 pages 127-148</td>
<td>Building Basic Skills in Social Studies Contemporary 1982 pages 21-24, 144-147</td>
</tr>
</tbody>
</table>

POST-ASSESSMENT
Exercise Book for the Social Studies Test Cambridge 1981
pages 22-23  pages 25-26  page 28  page 32
items 1-8  13-20  29-31  49-50

*** TEACHER NOTE ***
answers and explanations pages 33-35
passing score 75% (4 per item)
UNIT 11  ECONOMICS: FREE ENTERPRISE SYSTEM AND THE ROLES OF BUSINESS, PRODUCTION AND THE CONSUMER

SUPPLEMENTARY  GED  PRE-GED

Passing the GED  PRE-GED Reading Skills
Scott, Foresman 1987  Cambridge 1983
pages 280-283,286  pages 136-137,140,
  185-186,188,215

GED Social Studies  PRE-GED Exercise Book
Steck-Vaughn 1988  in Reading Skills
pages 87-93,98-99  Cambridge 1983

GED ScoreBooster 5  Advanced General
Social Studies  Education Program
Steck-Vaughn 1985  U.S.Department of Labor
pages 50-58  Booklet 9 pages 14-15

Booklet 37 pages 1-26
Booklet 73 pages 1-11
UNIT 12  
ECONOMICS: THE NATIONAL ECONOMY AND THE GOVERNMENT'S ROLE IN THE ECONOMY

CONTENT  
G.N.P., C.P.I., inflation, recession, unemployment, Federal Reserve System, monetary and fiscal policies, and government spending and regulations

COMPETENCY  
To understand the instruments used to measure economic growth and change; to identify the economic problems that result from growth and change; and to understand how government affects the economy through monetary and fiscal policies, expenditures, and regulations.

PRE-ASSESSMENT  
GED Social Studies Test  
Cambridge 1981  
page 51  page 245  page 256  page 259  
items 1-5  11-12  48-49  58-59

*** TEACHER NOTE ***  
answers and explanations pages 60, 262, 265-266  
passing score 75% (9.1 per item)

MATERIALS  
GED  
Springboard for Passing the GED  
Scott, Foresman 1987  
pages 148-155

Social Studies  
Contemporary 1987  
pages 251-263

Social Studies New GED  
Contemporary 1987  
pages 251-263

PRE-GED  
Building Basic Skills in Social Studies  
Contemporary 1982  
pages 25-31, 150-151

Strategies for Success in Social Studies  
Steck-Vaughn 1987  
pages 96-98

POST-ASSESSMENT  
Exercise Book for the Social Studies Test  
Cambridge 1981  
pages 28-32  
items 32-48

*** TEACHER NOTE ***  
answers and explanations pages 34-35  
passing score 75% (6.2 per item)
UNIT 12

ECONOMICS: THE NATIONAL ECONOMY AND THE
GOVERNMENT'S ROLE IN THE ECONOMY

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987
pages 284-285

GED Social Studies
Steck-Vaughn 1988
pages 80-86, 94-97, 120-124

GED ScoreBooster 5
Social Studies
Steck-Vaughn 1985
pages 48-50

PRE-GED

PRE-GED Reading Skills
Cambridge 1983
pages 7, 12, 40-41

PRE-GED Exercise Book
in Reading Skills
Cambridge 1983
pages 40, 89, 112

Advanced General
Education Program
U.S. Department of Labor
Booklet 73 pages 12-21
Booklet 75 pages 1-21
UNIT 13 ECONOMICS: FOREIGN TRADE AND THE ECONOMY

CONTENT Imports, exports, balance of trade, multinational corporations, and foreign competition

COMPETENCY To understand the basic terminology and economic elements involved in foreign trade and competition; and to comprehend and analyze the difficulties surrounding the question of trade balance.

PRE-ASSESSMENT GED Social Studies Test
Cambridge 1981
pages 59-60 page 226 page 257
items 1-6 90-92 51-52

*** TEACHER NOTE ***
answers and explanations pages 62, 235, 265
passing score 75% (14 per item)

MATERIALS GED PRE-GED

Springboard for Building Basic Skills
Passing the GED in Social Studies
Social Studies Contemporary 1982
Scott, Foresman 1987 pages 31-34
pages 156-161

Social Studies New GED PRE-GED Reading Skills
Contemporary 1987 Cambridge 1983
pages 239-240 pages 197, 210

POST-ASSESSMENT Exercise Book for the Social Studies Test
Cambridge 1981
pages 23-24 page 26-27 page 69
items 9-12 items 21-26 items 33-36

*** TEACHER NOTE ***
answers and explanations pages 33-34, 74
passing score 75% (7 per item)
UNIT 13

ECONOMICS: FOREIGN TRADE AND THE ECONOMY

SUPPLEMENTARY

GED

Passing the GED
Scott, Fo'sman 1987
page 287

GED Social Studies
Steck-Vaughn 1988
page 29

PRE-GED

PRE-GED Exercise Book
in Reading Skills
Cambridge 1983
pages 68,85

Advanced General
Education Program
U.S.Department of Labor
Booklet 76 pages 1-21
UNIT 14

POLITICAL SCIENCE: FORMS OF GOVERNMENT AND THE SYSTEM AND PROCESSES OF THE U.S. GOVERNMENT

CONTENT

Dictatorship, monarchy, oligarchy, federalism, U.S. Constitution, checks and balances, political parties, elections, and special interest groups

COMPETENCY

To understand different forms of government and identify how power and authority are distributed in each; and to understand and be able to analyze the political system and processes of the federal government.

PRE-ASSESSMENT

Exercise Book for the Social Studies Test
Cambridge 1981
pages 38  page 40  pages 40-41
items 12-14  20-22  25-29

*** TEACHER NOTE ***
answers and explanations pages 47-48
passing score 75% (7 per item)

MATERIALS

GED

Social Studies New GED
Contemporary 1987
pages 147-167

Springboard for
Passing the GED
Social Studies
Scott, Foresman 1987
pages 171-187

PRE-GED

Building Basic Skills in Social Studies
Contemporary 1982
pages 71-86

Strategies for Success Social Studies
Steck-Vaughn 1987
pages 59-69,73-80

POST-ASSESSMENT

Exercise Book for the Social Studies Test
Cambridge 1981
pages 42-45
items 30-45

*** TEACHER NOTE ***
answers and explanations page 48
passing score 75% (6.6 per item)

35
UNIT 14

POLITICAL SCIENCE: FORMS OF GOVERNMENT AND THE SYSTEM AND PROCESSES OF THE U.S. GOVERNMENT

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987
pages 288-294

GED Social Studies
Steck-Vaughn 1988
pages 106-114, 117-118

GED Social Studies Test
Cambridge 1981
pages 63-73

GED ScoreBooster 5
Social Studies
Steck-Vaughn 1985
pages 63-72

PRE-GED

PRE-GED Exercise Book in Reading Skills
Cambridge 1983
pages 7-10, 42, 68, 73-74

Advanced General Education Program
U.S. Department of Labor
Booklet 9 pages 1-12
Booklet 12 pages 1-17
Booklet 33 pages 1-13
UNIT 15

POLITICAL SCIENCE: STATE AND LOCAL GOVERNMENTS

CONTENT

Shared powers, states' rights, executive, legislative, and judicial branches, counties, townships and municipalities

COMPETENCY

To examine and identify the structures and functions of state and local government; and to understand and be able to apply the concepts of shared powers and states' rights.

PRE-ASSESSMENT

Exercise Book for the Social Studies Test
Cambridge 1981
pages 36-37 page 38
items 2,4,6,8,10 15-16

*** TEACHER NOTE ***
use even numbered questions only on pages 36-37 answers and explanations pages 47-48 passing score 75% (14 per item)

MATERIALS

GED

Social Studies New GED
Contemporary 1987
pages 168-175

Springboard for Passing the GED
Scott, Foresman 1987
pages 188-193

POST-ASSESSMENT

Exercise Book for the Social Studies Test
Cambridge 1981
pages 36-37 page 40
items 1,3,5,7,9,11 23-24

*** TEACHER NOTE ***
use odd numbered questions only on pages 36-37 answers and explanations pages 47-48 passing score 75% (12.5 per item)
UNIT 15
POLITICAL SCIENCE: STATE AND LOCAL GOVERNMENTS

SUPPLEMENTARY

**GED**

*Passing the GED*
Scott, Foresman 1987
page 295

*GED Social Studies*
Steck-Vaughn 1988
pages 110-111, 115-116

*Reading the Content*
Fields Social Studies
Advanced Level
Jamestown 1978
exercise 4 pages 44-45
exercise 16 pages 68-69
exercise 18 pages 72-73

***TEACHER NOTE***
optional cassettes
available to accompany
Jamestown text

**PRE-GED**

*PRE-GED Reading Skills*
Cambridge 1983
pages 67-70, 180

*Advanced General Education Program*
U.S. Department of Labor
Booklet 15 pages 1-19

***TEACHER NOTE***
middle level program
also available for
*Reading the Content*
Fields Social Studies
Middle Level
Jamestown 1978
UNIT 16

CONTENT

GEOGRAPHY: BASIC PRINCIPLES, CONCEPTS AND TOOLS

Climate, natural resources, land, water, air, regions and population distribution

COMPETENCY

To understand and apply the basic principles, concepts and tools of geography; and evaluate the relationship between natural environment and the location of human activity.

PRE-ASSESSMENT

Exercise Book for the Social Studies Test
Cambridge 1981
pages 62-67
items 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26

*** TEACHER NOTE ***
use even numbered questions only for pre-test

answers and explanations pages 72-73
passing score 75% (7.6 per item)

MATERIALS

GED

Social Studies New GED
Contemporary 1987
pages 210-229

Springboard for
Passing the GED
Social Studies
Scott, Foresman 1987
pages 26-51

PRE-GED

Building Basic Skills in Social Studies
Contemporary 1982
pages 45-54

Strategies for Success
Social Studies
Steck-Vaughn 1987
pages 11-19

POST-ASSESSMENT

Exercise Book for the Social Studies Test
Cambridge 1981
pages 62-67
items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27

*** TEACHER NOTE ***
answers and explanations pages 72-73
passing score 75% (7 per item)
UNIT 16  SUPPLEMENTARY

GEOGRAPHY: BASIC PRINCIPLES, CONCEPTS AND TOOLS

GED

Passing the GED
Scott, Foresman 1987
pages 261-263

GED Social Studies
Steck-Vaughn 1988
pages 12-13, 28-30

GED Social Studies Test
Cambridge 1981
pages 81-86

New GED: How to Prepare for the High School Equivalency Examination
Contemporary 1985
pages 275-276
(passage 8)
pages 281-282
(passage 13)

PRE-GED

PRE-GED Reading Skills
Cambridge 1983
pages 109-114

Advanced General Education Program
U.S. Department of Labor
booklet 3 pages 11-38
booklet 4 pages 1-45

*** TEACHER NOTE ***
middle level program also available for
Reading the Content
Fields Social Studies Middle Level
Jamestown 1978

*** TEACHER NOTE ***
optional cassettes available to accompany Jamestown text
UNIT 17

GEOGRAPHY: MAJOR CULTURAL REGIONS

CONTENT
Effects of physical, climatic and demographic factors, racial and ethnic distribution, migration and ecological systems on a cultural region.

COMPETENCY
To recognize and understand the major factors that contribute to the formation of cultural regions.

PRE-ASSESSMENT
Exercise Book for the Social Studies Test
Cambridge 1981
pages 67-71
items 28,30,32,34,36,38,40,42,44,46,48,50

*** teachers note ***
use even numbered questions only for pre-test answers and explanations pages 65-67
passing score 75% (8.3 per item)

MATERIALS

GED

Social Studies New GED
Contemporary 1987
pages 230-239
Springboard for
Passing the GED
Social Studies
Scott, Foresman 1987
pages 52-70

PRE-GED

Building Basic Skills in Social Studies
Contemporary 1982
pages 55-64
Strategies for Success
Social Studies
Steck-Vaughn 1987
pages 20-34

POST-ASSESSMENT
Exercise Book for the Social Studies Test
Cambridge 1981
pages 67-71
items 29,31,33,35,37,39,41,43,45,47,49

*** TEACHER NOTE ***
use odd numbered questions only for post-test answers and explanations pages 73-75
passing score 75% (9 per item)
UNIT 17  

GEOGRAPHY: MAJOR CULTURAL REGIONS  

SUPPLEMENTARY  

GED  

Passing the GED  
Scott, Foresman 1987  
pages 265-268  

GED Social Studies  
Steck-Vaughn 1988  
pages 14-26  

GED Social Studies Test  
Cambridge 1981  
pages 87-89  

New GED: How to Prepare for the High School Equivalency Examination  
Contemporary 1985  
pages 276-277  
(passage 9)  
pages 283-284  
(passage 14)  

Reading the Content  
Fields Social Studies  
Advanced Level  
Jamestown 1978  
exercise 8 pages 52-53  
exercise 10 pages 56-57  
exercise 13 pages 62-63  

*** TEACHER NOTE ***  
optional cassettes available to accompany Jamestown text  

PRE-GED  

Advanced General Education Program  
U.S. Department of Labor  
booklet 6 pages 1-21  

*** TEACHER NOTE ***  
middle level program also available for  
Reading the Content  
Fields Social Studies  
Middle Level  
Jamestown 1978
UNIT 18

BEHAVIORAL SCIENCE: PSYCHOLOGY

CONTENT
Behavior, personality, motivation, conditioning and intelligence of individuals, defense mechanisms, neurosis, and psychosis

COMPETENCY
To understand how studying the behavior, the mental and emotional growth, and the personality enables psychologists to explain, predict and at times control these elements in individuals.

PRE-ASSESSMENT
Exercise Book for the Social Studies Test
Cambridge 1981
page 50 page 56 page 58
items 5-10 34-35 44,48

*** TEACHER NOTE ***
answers and explanations pages 59-61
passing score 75% (11 per item)

MATERIALS

GED

Social Studies New GED
Contemporary 1987
pages 198-209

Springboard for
Passing the GED
Scott, Foresman 1987
pages 79-91

PRÉ-GED

Building Basic Skills in Social Studies
Contemporary 1982
pages 125-127,135-140

Strategies for Success
Social Studies
Steck-Vaughn 1987
pages 101-103,110-117

POST-ASSESSMENT
Social Studies New GED
Contemporary 1987
pages 11 page 13 page 265 page 273 page 280
items 1-2 8-10 5-6 34-36 57-58

*** TEACHER NOTE ***
answers and explanations pages 21,283-284
passing score 75% (8.3 per item)
UNIT 18  

BEHAVIORAL SCIENCE: PSYCHOLOGY  

SUPPLEMENTARY  

GED  

Passing the GED  
Scott, Foresman 1987  
pages 269-271  

GED Social Studies  
Steck-Vaughn 1988  
pages 142-143  

GED Social Studies Test  
Cambridge 1981  
pages 90-93  

GED ScoreBooster 5  
Social Studies  
Steck-Vaughn 1985  
pages 75-77, 80-83  

PRE-GED  

PRE-GED Exercise Book in Reading Skills  
Cambridge 1983  
page 70
UNIT 19

BEHAVIORAL SCIENCE: SOCIOLOGY

CONTENT
Primary and secondary groups, group behavior, socialization, and social stratification.

COMPETENCY
To understand how people behave and interact in groups; to examine the rules and norms governing actions in groups; and to analyze the roles played by class, status, race, and ethnic background in the social structure.

PRE-ASSESSMENT
Exercise Book for the Social Studies Test
Cambridge 1981
page 49 page 51 page 59
items 3-4 11-15 49-50

*** TEACHER NOTE ***
answers and explanations pages 59-61
passing score 75% (11 per item)

MATERIALS

GED
Social Studies New GED
Contemporary 1987
pages 188-197

Springboard for
Passing the GED
Social Studies
Scott, Foresman 1987
pages 92-103

PRE-GED
Building Basic Skills
in Social Studies
Contemporary 1982
pages 128-135

Strategies for Success
Social Studies
Steck-Vaughn 1987
pages 105-107

POST-ASSESSMENT
Exercise Book for the Social Studies Test
Cambridge 1981
page 52 page 55 page 57
items 16-23 31-33 39-42

*** TEACHER NOTE ***
answers and explanations pages 60-61
passing score 75% (6.6 per item)
UNIT 19

BEHAVIORAL SCIENCE: SOCIOLOGY

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987
pages 272-274

GED Social Studies
Steck-Vaughn 1988
pages 147-148

GED Social Studies Test
Cambridge 1981
pages 93-96,122-123,199
202-203,212

GED ScoreBooster 5
Social Studies
Steck-Vaughn 1985
pages 77-80

PRE-GED

PRE-GED Exercise Book in Reading Skills
Cambridge 1983
pages 11-12,86-87,114

PRE-GED Reading Skills
Cambridge 1983
pages 92-95,188,206
UNIT 20

BEHAVIORAL SCIENCE: ANTHROPOLOGY

CONTENT
Components of culture (values, beliefs, customs, ideas, traditions, tools, race, physical evolution), ethnocentrism, cultural relativity

COMPETENCY
To understand the elements that determine culture; to compare and contrast past and present cultures; and to analyze the relationship between human behavior and culture.

PRE-ASSESSMENT
GED Social Studies Test
Cambridge 1981
page 97-98 page 190 page 193
items 1-5 1-3 9-10

*** TEACHER NOTE ***
answers and explanations pages 99, 230
passing score 75% (10 per item)

MATERIALS

GED
Social Studies New GED
Contemporary 1987
pages 178-187

Springboard for
Passing the GED
Social Studies
Scott, Foresman 1987
pages 103-114

PRE-GED
Building Basic Skills in Social Studies
Contemporary 1982
pages 122-124

POST-ASSESSMENT
Exercise Book for the Social Studies Test
Cambridge 1981
page 49 pages 54-55 page 56 page 58
items 1-3 24-30 37-38 45-46

*** TEACHER NOTE ***
answers and explanations page 59-61
passing score 75% (7 per item)
UNIT 20
SUPPLEMENTARY
BEHAVIORAL SCIENCE: ANTHROPOLOGY

GED

Passing the GED
Scott, Foresman 1987
pages 275-277

GED Social Studies
Steck-Vaughn 1988
pages 138-141, 145-146

GED Social Studies Test
Cambridge 1981
pages 96-97

PRE-GED

Advanced General Education Program
U.S. Department of Labor
Booklet 5 pages 18-19
Booklet 6 pages 1-17
### JOB CORPS GED COMPETENCIES PROGRAM

#### SOCIAL STUDIES TEST BIBLIOGRAPHY

**SOURCE:**

CONTemporary Books Inc.,
188 North Michigan Avenue
Chicago, Illinois 60601
(312) 782-9181

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5037-3</td>
<td>Social Studies New GED Test 2 1987</td>
<td>5.55</td>
</tr>
<tr>
<td>5587-1</td>
<td>Test 2: The Social Studies Test 1985</td>
<td>5.35</td>
</tr>
<tr>
<td>5644-4</td>
<td>Number Power 5: Graphs, Tables, Schedules, Maps 1983</td>
<td>3.85</td>
</tr>
<tr>
<td>5193-0</td>
<td>Diagnostic Pre-Tests for GED Instruction 1985</td>
<td>2.50</td>
</tr>
<tr>
<td>5912-2</td>
<td>Evaluative Post-Tests for GED Instruction 1985</td>
<td>2.50</td>
</tr>
</tbody>
</table>

**PRE-GED MATERIALS**

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5972-9</td>
<td>Building Basic Skills in Social Studies 1985</td>
<td>4.65</td>
</tr>
<tr>
<td>5644-4</td>
<td>Number Power 5: Graphs, Tables, Schedules, Maps 1983</td>
<td>3.85</td>
</tr>
</tbody>
</table>

**GED SUPPLEMENTARY MATERIALS**

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5136-1</td>
<td>GED: How to Prepare for the High School Equivalency Examination 1985</td>
<td>6.53</td>
</tr>
<tr>
<td>5590-1</td>
<td>The Mathematics Test 1984</td>
<td>5.35</td>
</tr>
</tbody>
</table>
**JOB CORPS GED COMPETENCIES PROGRAM**  
**SOCIAL STUDIES TEST BIBLIOGRAPHY**

**SOURCE:**  
SCOTT, FORESMAN AND COMPANY  
1900 EAST LAKE AVENUE  
GLENVIEW, ILLINOIS 60025  
(1-800) 323-5482  
(1-800) 323-9501 (Illinois)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>24317</td>
<td>Springboard for Passing the GED</td>
<td>5.25</td>
</tr>
<tr>
<td></td>
<td>Social Studies 1987</td>
<td></td>
</tr>
</tbody>
</table>

**GED MATERIALS**

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>24314</td>
<td>Passing the GED 1987</td>
<td>7.25</td>
</tr>
</tbody>
</table>
## JOB CORPS GED COMPETENCIES PROGRAM
### SOCIAL STUDIES TEST BIBLIOGRAPHY

**SOURCE:**

CAMBRIDGE
THE ADULT EDUCATION COMPANY
888 SEVENTH AVENUE
NEW YORK, NEW YORK 10106
(1-800) 221-4764

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>893-881</td>
<td>GED Social Studies Test 1981</td>
<td>5.35</td>
</tr>
<tr>
<td>893-946</td>
<td>GED Exercise Book for Social Studies 1981</td>
<td>3.35</td>
</tr>
<tr>
<td>893-202</td>
<td>PRE-GED Program in Reading Skills 1983</td>
<td>4.95</td>
</tr>
<tr>
<td>893-865</td>
<td>GED Mathematics Test 1981</td>
<td>5.35</td>
</tr>
<tr>
<td>893-245</td>
<td>PRE-GED Exercise Book in Reading Skills 1983</td>
<td>3.35</td>
</tr>
</tbody>
</table>
## JOB CORPS GED COMPETENCIES PROGRAM

### SOCIAL STUDIES TEST BIBLIOGRAPHY

**SOURCE:**

STECK-VAUGHN
P.O. BOX 2028
AUSTIN, TEXAS 78768
(1-800) 531-5015
(1-800) 252-9317 (Texas)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1896-0</td>
<td>GED Social Studies 1988</td>
<td>4.85</td>
</tr>
<tr>
<td>1280-6</td>
<td>GED ScoreBooster 5 Social Studies 1985</td>
<td>4.11</td>
</tr>
<tr>
<td>1875-8</td>
<td>Strategies for Success Social Studies 1987</td>
<td>4.56</td>
</tr>
</tbody>
</table>
SOURCE:
JAMESTOWN PUBLISHERS
POST OFFICE BOX 9168
PROVIDENCE, RHODE ISLAND 02940
(1-800) 872-7323

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>782</td>
<td>Graphic Comprehension 1981</td>
<td>8.00</td>
</tr>
<tr>
<td>552A</td>
<td>Reading the Content Fields Advanced Level - Book 1978</td>
<td>4.50</td>
</tr>
<tr>
<td>562A</td>
<td>Reading the Content Fields Advanced Level - Cassette 1978</td>
<td>8.50</td>
</tr>
<tr>
<td>PRE-GED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>552M</td>
<td>Reading the Content Fields Middle Level - Book 1978</td>
<td>4.50</td>
</tr>
<tr>
<td>562M</td>
<td>Reading the Content Fields Middle Level - Cassette 1978</td>
<td>8.50</td>
</tr>
</tbody>
</table>
(1) OFFICIAL GED PRACTICE TEST
FORM AA
PAGES 17-29
ITEMS 1-32
CAMBRIDGE 1987
(1-800) 221-4764

(2) DIAGNOSTIC PRE-TESTS FOR GED INSTRUCTION
TEST 2: SOCIAL STUDIES
PAGES 7-16
ITEMS 1-30
CONTEMPORARY 1985
(312) 782-9181

On the following two pages is the pre-diagnostic chart for the GED Social Studies Test. Students are given Form AA of the Official GED Practice Test and a score below 45 in this area would indicate the need to give the Diagnostic Pre-Test for GED Instruction Test 2: Social Studies. In order to direct students to needed units of instruction in the Job Corps Social Studies Curriculum, circle the numbers of the questions missed on both tests on the chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies. See pages 4 and 5 in the Social Studies Curriculum Guide for content areas covered by numbered units.

(1) Official GED Practice Test Form AA
(2) Diagnostic Pre-Tests for GED Instruction Test 2: Social Studies
### JOB CORPS GED COMPETENCIES PROGRAM
**PRE-DIAGNOSTIC CHART FOR SOCIAL STUDIES**

**NAME __________________________ DATE ____________**

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>COGNITIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPREHENSION</td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td><strong>UNIT 3</strong></td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td><strong>UNIT 4</strong></td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>U.S. HISTORY</strong></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 5</strong></td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td><strong>UNIT 6</strong></td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td><strong>UNIT 7</strong></td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td><strong>UNIT 8</strong></td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td><strong>UNIT 9</strong></td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ECONOMICS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 10</strong></td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td><strong>UNIT 11</strong></td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 12</strong></td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# JOB CORPS GED COMPETENCIES PROGRAM

## PRE-DIAGNOSTIC CHART FOR SOCIAL STUDIES

<table>
<thead>
<tr>
<th>NAME __________________________</th>
<th>DATE __________</th>
</tr>
</thead>
</table>

### CONTENT AREA | COGNITIVE SKILLS

<table>
<thead>
<tr>
<th></th>
<th>COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECONOMICS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### UNIT 13:
- (1) OPT (AA) 15, 26
- (2) DPT 16

#### POLITICAL SCIENCE

#### UNIT 14:
- (1) OPT (AA) 15, 23, 7, 8, 13, 16, 24
- (2) DPT 14, 26

#### UNIT 15:
- (1) OPT (AA) 15, 26
- (2) DPT 28

### GEOGRAPHY

#### UNIT 16:
- (1) OPT (AA) 21, 29
- (2) DPT 19, 30

#### UNIT 17:
- (1) OPT (AA) 29
- (2) DPT 4, 19

### BEHAVIORAL SCIENCE

#### UNIT 18:
- (1) OPT (AA) 32
- (2) DPT 17, 18, 19, 20, 31

#### UNIT 19:
- (1) OPT (AA) 32
- (2) DPT 17, 31

#### UNIT 20:
- (1) OPT (AA) 28
- (2) DPT 14, 27
On the following two pages is the post-diagnostic chart for the GED Social Studies Test. Students are given the Evaluative Post-Test for GED Instruction Test 2: Social Studies. A score below 45 would indicate the need to assign supplementary materials. In order to direct students to needed units of instruction in the Job Corps Social Studies Curriculum, circle the numbers of the questions missed on the chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill. See pages 4 and 5 in the Social Studies Curriculum Guide for content areas covered by numbered units. Form BB of the Official GED Practice Test would be given upon completion of supplementary materials or after a score of 45 or above on the Evaluative Test to determine readiness for GED testing.

(3) Evaluative Post-Tests for GED Instruction Test 2: Social Studies
(4) Official GED Practice Test Form BB
### JOB CORPS GED COMPETENCIES PROGRAM
#### POST-DIAGNOSTIC CHART FOR SOCIAL STUDIES

**NAME ____________________________**  **DATE ____________**

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>COGNITIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPREHENSION</td>
</tr>
<tr>
<td>UNIT 2:</td>
<td>(3) EPT 6,21,28,29</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td>UNIT 3:</td>
<td>(3) EPT 3,47</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td>UNIT 4:</td>
<td>(3) EPT 6</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td><strong>U.S. HISTORY</strong></td>
<td></td>
</tr>
<tr>
<td>UNIT 5:</td>
<td>(3) EPT 59,60</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td>UNIT 6:</td>
<td>(3) EPT 45</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td>UNIT 7:</td>
<td>(3) EPT 10,54,55</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td>UNIT 8:</td>
<td>(3) EPT 35,52,53,56,57,58</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td>UNIT 9:</td>
<td>(3) EPT 28</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td><strong>ECONOMICS</strong></td>
<td></td>
</tr>
<tr>
<td>UNIT 10:</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td>UNIT 11:</td>
<td>(3) EPT 10,14,17</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

58

224
# JOB CORPS GED COMPETENCIES PROGRAM

## POST-DIAGNOSTIC CHART FOR SOCIAL STUDIES

**NAME __________________________**  **DATE ____________**

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>COGNITIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPREHENSION</td>
</tr>
<tr>
<td><strong>ECONOMICS</strong></td>
<td></td>
</tr>
<tr>
<td>UNIT 12: (3) EPT</td>
<td>6,35,43</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td>UNIT 13: (3) EPT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td><strong>POLITICAL SCIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>UNIT 14: (3) EPT</td>
<td>40,45,51,</td>
</tr>
<tr>
<td></td>
<td>54,55</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 15: (3) EPT</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td><strong>GEOGRAPHY</strong></td>
<td></td>
</tr>
<tr>
<td>UNIT 16: (3) EPT</td>
<td>23,29,30,41</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 17: (3) EPT</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td><strong>BEHAVIORAL SCIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>UNIT 18: (3) EPT</td>
<td>10,25</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 19: (3) EPT</td>
<td>3,10,25</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 20: (3) EPT</td>
<td>7,27</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
</tr>
</tbody>
</table>

59

225
<table>
<thead>
<tr>
<th>Entry (Official GED Practice Test)</th>
<th>-----</th>
<th>-----</th>
<th>-----</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Assessment Diagnostic Test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Diagnostic Pre-Tests for GED Instruction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units Assigned (circle) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Assessment Subject Mastery Test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Evaluative Post-Tests for GED Instruction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit (Official GED Practice Test)</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>GED SOCIAL STUDIES TEST</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** TEACHER NOTE ***
See page 54 and page 57 for source information
# JOB CORPS GED COMPETENCIES PROGRAM

## SOCIAL STUDIES STUDENT CHECKLIST

**NAME __________________________**

### UNIT 1 THE COGNITIVE SKILLS FOR SOCIAL STUDIES

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Pre-Assessment**

**Materials**

**COMPREHENSION**

- [ ] Social Studies
  - *New GED*
  - Contemporary 1987
  - pp.23-36

**ANALYSIS**

- [ ] Social Studies
  - *New GED*
  - Contemporary 1987
  - pp.37-67

**APPLICATION**

- [ ] Social Studies
  - *New GED*
  - Contemporary 1987
  - pp.68-81

**EVALUATION**

- [ ] Social Studies
  - *New GED*
  - Contemporary 1987
  - pp.82-98

**Post-Assessment**

**Evaluative Post-Tests**

---

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
# JOB CORPS GED COMPETENCIES PROGRAM

## SOCIAL STUDIES STUDENT CHECKLIST

**UNIT 2 GRAPHS**

<table>
<thead>
<tr>
<th></th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Power 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary 1983</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp.1-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>items 1-24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Materials**

- **GED**
  - Number Power 5
    - Contemporary 1983
    - pp.6-57
    - Score: ________
  - Social Studies
    - New GED
    - Contemporary 1987
    - pp.25-27, 35-36
    - 42-43, 60-61, 96-97
    - Score: ________

- **PRE-GED**
  - Number Power 5
    - Contemporary 1983
    - pp.6-57
    - Score: ________

<table>
<thead>
<tr>
<th></th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post-Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Power 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary 1983</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp.58-65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>items 1-32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Checked boxes indicate assigned materials.

---

62

CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
SOCIAL STUDIES STUDENT CHECKLIST

NAME _________________________

UNIT 2  GRAPHS

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th>DATE Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Springboard for Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987 pp.7-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987 pp.254-256</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GED Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1981 pp.144-153</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GED Math</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1981 pp.166-181</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Graphic Comprehension</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jamestown 1981 pp.19-20 drill 3-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.46-47 drill 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.118-119 drill 31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# Social Studies Student Checklist

**Unit 2: Graphs**

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>Pre-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategies for Success</td>
</tr>
<tr>
<td></td>
<td>Social Studies Steck-Vaughn 1987 pp. 92-95</td>
</tr>
<tr>
<td></td>
<td>PRE-GED Reading Skills Cambridge 1983 pp. 182-201</td>
</tr>
<tr>
<td></td>
<td>PRE-GED Reading Exercise Book Cambridge 1983 pp. 83-89</td>
</tr>
<tr>
<td></td>
<td>AGEP Booklets U.S. Dept. of Labor pp. 16-32 booklet 27</td>
</tr>
<tr>
<td></td>
<td>pp. 1-30 booklet 28</td>
</tr>
</tbody>
</table>

Checked boxes indicate assigned materials.
## JOB CORPS GED COMPETENCIES PROGRAM

### SOCIAL STUDIES STUDENT CHECKLIST

**NAME __________________________**

### UNIT 3  SCHEDULES, CHARTS, TABLES AND CARTOONS

<table>
<thead>
<tr>
<th></th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number Power 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary 1983</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 67-69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>items 1-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number Power 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary 1983</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 70-85</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Social Studies**       |      |       |
| **New GED**              |      |       |
| Contemporary 1987        |      |       |
| pp. 48-49, 54-56, 66-67,74-75,79-81, 85-86,89-90 | | |

| **PRE-GED**              |      |       |
| **Number Power 5**       |      |       |
| Contemporary 1983        |      |       |
| pp. 70-85                |      |       |

| Post-Assessment          |      |       |
| **Number Power 5**       |      |       |
| Contemporary 1983        |      |       |
| pp. 86-91                |      |       |
| items 1-24               |      |       |

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
### JOB CORPS GED COMPETENCIES PROGRAM
### SOCIAL STUDIES STUDENT CHECKLIST

<table>
<thead>
<tr>
<th>Name</th>
<th>UNIT 3 SCHEDULES, CHARTS, TABLES AND CARTOONS</th>
</tr>
</thead>
</table>

#### DATE
- Assigned
- Completed

#### Supplementary
**GED**
- **Passing the GED**
  - Scott, Foresman 1987
  - pp. 256-257
- **GED Social Studies**
  - Cambridge 1981
  - pp. 142-144, 153-157
- **Math**
  - Contemporary 1984
  - pp. 202-205
- **Reading the Content Field**
  - Social Studies Advanced Level
  - Jamestown 1978
  - pp. 68-69 exercise 16
  - pp. 82-83 exercise 23

#### PRE-GED
- **Basic Skills Social Studies**
  - Contemporary 1982
  - pp. 146-149
- **PRE-GED Reading Skills**
  - Cambridge 1983
  - pp. 178-181
- **AGEP Booklet**
  - U.S. Dept. of Labor
  - pp. 4-15 booklet 27

_CHECKED BOXES INDICATE ASSIGNED MATERIALS_
## JOB CORPS GED COMPETENCIES PROGRAM
### SOCIAL STUDIES STUDENT CHECKLIST

<table>
<thead>
<tr>
<th>NAME</th>
<th>________________</th>
</tr>
</thead>
</table>

### UNIT 4 MAPS: GEOGRAPHICAL, DIRECTIONAL AND INFORMATIONAL

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
</table>

#### Pre-Assessment

<table>
<thead>
<tr>
<th>Materials</th>
<th>GED</th>
</tr>
</thead>
</table>
| | Number Power 5  
Contemporary 1983  
pp.96-125 |
| | Social Studies  
New GED  
Contemporary 1987  
pp.32-33,61-63,  
92-93 |

#### Post-Assessment

<table>
<thead>
<tr>
<th>Materials</th>
<th>GED</th>
</tr>
</thead>
</table>
| | Number Power 5  
Contemporary 1983  
pp.126-131 |

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

67

23,3
# JOB CORPS GED COMPETENCIES PROGRAM

## SOCIAL STUDIES STUDENT CHECKLIST

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

## UNIT 4 MAPS: GEOGRAPHICAL, DIRECTIONAL AND INFORMATIONAL

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
<td>Scott, Foresman 1987</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 252-254</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Springboard for Social Studies</strong></td>
<td>Scott, Foresman 1987</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 5-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>New GED: Prepare for Equivalency Examination</strong></td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 306-307</td>
</tr>
<tr>
<td></td>
<td><strong>Reading the Content Field Social Studies Advanced Level</strong></td>
<td>Jamestown 1978</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 32-33 exercise 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 42-43 exercise 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 58-59 exercise 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 76-77 exercise 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 78-79 exercise 21</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED Reading Skills</strong></td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 192-195</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED Reading Exercise Book</strong></td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 82, 90</td>
</tr>
<tr>
<td></td>
<td><strong>AGEP Booklet</strong></td>
<td>U.S. Dept. of Labor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 2-10 booklet 3</td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

68
JOB CORPS GED COMPETENCIES PROGRAM
SOCIAL STUDIES STUDENT CHECKLIST

NAME ____________________________

UNIT 5 U.S. HISTORY: EXPLORATION-NEW NATION (1400-1850)

DATE 
SCORE 

Assigned Completed

Pre-Assessment

Social Studies
Exercise Book
Cambridge 1981 pp. 1-4 11 items 2-16 50-52 
(use even numbered questions only)

Materials

GED

Social Studies
New GED
Contemporary 1987 pp.99-111

Springboard for
Social Studies
Scott, Foresman 1987 pp.208-219

PRE-GED

Strategies for Success
Social Studies
Steck-Vaughn 1987 pp.37-45

Basic Skills Social Studies
Contemporary 1982 pp.94-100

Post-Assessment

Social Studies
Exercise Book
Cambridge 1981 pp. 1-4 11 items 1-15 49-51 
(use odd numbered questions only)

CHECKED BOXES INDICATE ASSIGNED MATERIALS

69

235
NAME ______________________________

UNIT 5  U.S. HISTORY: EXPLORATION-NEW NATION (1400-1850)

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

DATE
Assigned  Completed

Reading the Content Field
Social Studies Advanced Level
Jamestown 1978
pp.46-47 exercise 5

pp.50-51 exercise 7

pp.66-67 exercise 15

PRE-GED

PRE-GED Reading Exercise Book
Cambridge 1983
p.36

AGEP Booklet
U.S. Dept. of Labor
pp.1-18 booklet 29

CHECKED BOXES INDICATE ASSIGNED MATERIALS

70

238
## JOB CORPS GED COMPETENCIES PROGRAM
### SOCIAL STUDIES STUDENT CHECKLIST

**NAME ________________________**

**UNIT 6  U.S.HISTORY:  CIVIL WAR-RECONSTRUCTION (1850-1877)**

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Social Studies</th>
<th>Contemporary 1985</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>pp.84-91, items 19-29</td>
<td></td>
</tr>
</tbody>
</table>

**Materials**

- **GED**
  - Social Studies
    - New GED
      - Contemporary 1987
        - pp.112-118
      
  - Springboard for Social Studies
    - Scott, Foresman 1987
      - pp.220-225

**PRE-GED**

- Basic Skills Social Studies
  - Contemporary 1982
    - pp.101-104

- Strategies for Success Social Studies
  - Steck-Vaughn 1987
    - pp.48-50

<table>
<thead>
<tr>
<th>Post-Assessment</th>
<th>GED Social Studies</th>
<th>Cambridge 1981</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>pp.29-30, items 1-12</td>
<td></td>
</tr>
</tbody>
</table>

**DATE**

- **Assigned**
- **Completed**

---

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 302-303</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GED Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 54-60</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ScoreBoosters 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 19-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reading the Content Field</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies Advanced Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jamestown 1978</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 40-41 exercise 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRE-GED</th>
<th><strong>PRE-GED Reading Exercise Book</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1983</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 37, 110, 121-122</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AGEP Booklet</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S. Dept. of Labor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 1-16 booklet 34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM
## SOCIAL STUDIES STUDENT CHECKLIST

**NAME ____________________________**

### UNIT 7 U.S. HISTORY: INDUSTRIAL REVOLUTION - PROGRESSIVE ERA (1865-1917)

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

#### Pre-Assessment

**Social Studies**

*Contemporary 1985*

pp. 91-105

items 30-48

(Use even numbered questions only)

#### Materials

- **GED**
  - Social Studies
    - *New GED*
      - Contemporary 1987
        - pp. 119-126
    - *Springboard for Social Studies*
      - Scott, Foresman 1987
        - pp. 225-231
- **PRE-GED**
  - *Basic Skills Social Studies*
    - Contemporary 1982
      - pp. 104-107

#### Post-Assessment

**Social Studies**

*Contemporary 1985*

pp. 91-105

items 31-49

(Use odd numbered questions only)

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**

73

239
# JOB CORPS GED COMPETENCIES PROGRAM

## SOCIAL STUDIES STUDENT CHECKLIST

**NAME ____________________________**

**UNIT 7 U.S.HISTORY: INDUSTRIAL REVOLUTION - PROGRESSIVE ERA**  
(1865-1917)

**DATE**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

**Supplementary**

### GED

- **Passing the GED**  
  Scott, Foresman 1987  
  pp. 304-307

- **GED Social Studies**  
  Steck-Vaughn 1988  
  pp. 61-67

- **GED Social Studies**  
  Cambridge 1981  
  pp. 30-33

- **ScoreBoosters 5**  
  Steck-Vaughn 1985  
  pp. 20-24

### PRE-GED

- **PRE-GED Reading Exercise Book**  
  Cambridge 1983  
  pp. 41, 111

- **PRE-GED Reading Skills**  
  Cambridge 1983  
  p. 215

### AGEP Booklets

- **U.S. Dept. of Labor**  
  pp. 4-17 booklet 14

- **pp. 2-22 booklet 35**

- **pp. 1-16 booklet 36**

- **pp. 1-24 booklet 37**

**74**

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
### JOB CORPS GED COMPETENCIES PROGRAM

#### SOCIAL STUDIES STUDENT CHECKLIST

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

#### UNIT 8 U.S. HISTORY: FOREIGN AND DOMESTIC POLICY (1890-1945)

**Pre-Assessment**

**Social Studies Exercise Book**

- **Cambridge 1981**
  - pp. 5-7
  - items 23-27, 32-34, 38-39

**Materials**

- **GED**
  - **New GED**
    - **Contemporary 1987**
      - pp. 127-136
  - **Springboard for Social Studies**
    - **Scott, Foresman 1987**
      - pp. 231-240

- **PRE-GED**
  - **Basic Skills Social Studies**
    - **Contemporary 1982**
      - pp. 108-114
  - **Strategies for Success Social Studies**
    - **Steck-Vaughn 1987**
      - pp. 51-53

**Post-Assessment**

**Social Studies Exercise Book**

- **Cambridge 1981**
  - pp. 10-11
  - items 45-48
  - items 68-75

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**

75

241
### JOB CORPS GED COMPETENCIES PROGRAM

#### SOCIAL STUDIES STUDENT CHECKLIST

**NAME ____________________________

**UNIT 8** U.S. HISTORY: FOREIGN AND DOMESTIC POLICY (1890-1945)

<table>
<thead>
<tr>
<th><strong>DATE</strong></th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

#### Supplementary

**GED**

- **Passing the GED**
  - Scott, Foresman 1987
  - pp. 308-309

- **GED Social Studies**
  - Steck-Vaughn 1988
  - pp. 68-71

- **ScoreBoosters 5**
  - Steck-Vaughn 1985
  - pp. 25-30

- **New GED: Prepare for Equivalency Examination**
  - Contemporary 1985
  - p. 270

**PRE-GED**

- **PRE-GED Reading Exercise Book**
  - Cambridge 1983
  - pp. 36, 38, 124-125

- **AGEP Booklets**
  - U.S. Dept. of Labor
  - pp. 1-19 booklet 74

- **pp. 1-18 booklet 78**

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
## JOB CORPS GED COMPETENCIES PROGRAM

### SOCIAL STUDIES STUDENT CHECKLIST

**UNIT 9** U.S. HISTORY: CHALLENGES OF THE MODERN WORLD (1945-1980'S)

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GED Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge 1981</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38-39</td>
<td>Assigned</td>
<td>Completed</td>
</tr>
<tr>
<td>items 1-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Materials**

- **GED**
  - Social Studies
  - Contemporary 1987
    - pp. 137-146
  - Springboard for
    - Social Studies
    - Scott, Foresman 1987
      - pp. 240-245, 194-197

**PRE-GED**

- Strategies for Success
  - Social Studies
  - Steck-Vaughn 1987
    - pp. 54-55

**Post-Assessment**

- Social Studies
  - Exercise Book
  - Cambridge 1981
    - pp. 8 9-10 12-13 14-15
    - items 35-37 40-44 53-55 60-66

---

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

77

---

243
JOB CORPS GED COMPETENCIES PROGRAM
SOCIAL STUDIES STUDENT CHECKLIST

NAME _________________________


DATE
Assigned  Completed

Supplementary  GED

☐ ☐ Passing the GED
Scott, Foresman 1987                     _______  _______
pp.310-311

☐ ☐ GED Social Studies
Steck-Vaughn 1988                        _______  _______
pp.72-74,127-132

☐ ☐ ScoreBoosters 5
Steck-Vaughn 1985                        _______  _______
pp.30-33,36-42

☐ ☐ GED Social Studies
Cambridge 1981                            _______  _______
pp.76-77,192-193,196,  
206-207,213,216,223

PRE-GED

☐ ☐ PRE-GED Reading Exercise Book
Cambridge 1983                            _______  _______
p.71

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM

## SOCIAL STUDIES STUDENT CHECKLIST

### UNIT 10 ECONOMICS: ECONOMIC SYSTEMS

**NAME ___________________________**

**DATE**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
<th><strong>SCORE</strong></th>
</tr>
</thead>
</table>

**Pre-Assessment**

- **Social Studies**
  - Contemporary 1985
  - pp. 209-215
  - items 1-8

**Materials**

- **GED**
  - Social Studies
    - New GED
    - Contemporary 1987
    - pp. 241-245
  - Springboard for
    - Social Studies
    - Scott, Foresman 1987
    - pp. 123-126

- **PRE-GED**
  - Basic Skills Social Studies
    - Contemporary 1982
    - pp. 35-41

**Post-Assessment**

- **GED Social Studies**
  - Cambridge 1981
  - pp. 46-47
  - items 1-6

- **GED Social Studies**
  - Cambridge 1981
  - pp. 46-47
  - items 1-6

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
### JOB CORPS GED COMPETENCIES PROGRAM
### SOCIAL STUDIES STUDENT CHECKLIST

#### UNIT 10 ECONOMICS: ECONOMIC SYSTEMS

**DATE**
- Assigned
- Completed

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 278-279</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GED Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 78-79</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Social Studies Exercise Book</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1981</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 28, 83</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED Reading Exercise Book</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1983</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>p. 39</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AGEP Booklet</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S. Dept. of Labor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 2-18 booklet 77</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
JOB CORPS GED COMPETENCIES PROGRAM
SOCIAL STUDIES STUDENT CHECKLIST

NAME __________________________

UNIT 11 ECONOMICS: FREE ENTERPRISE SYSTEM AND THE ROLES OF
THE CONSUMER, BUSINESS AND LABOR

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-Assessment
GED Social Studies
Cambridge 1981
pp. 54 56 58
items 1-5 1-5 1-5

Materials

GED
Springboard for
Social Studies
Scott, Foresman 1987
pp. 127-148

Social Studies
New GED
Contemporary 1987
pp. 245-250

PRE-GED
Basic Skills Social Studies
Contemporary 1982
pp. 21-24, 144-147

Strategies for Success
Social Studies
Steck-Vaughn 1987
pp. 84-89

Post-Assessment
Social Studies
Exercise Book
Cambridge 1981
pp. 22-23 25-26 28 32
items 1-8 13-20 29-31 49-50

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM

## SOCIAL STUDIES STUDENT CHECKLIST

**NAME ________________________________**

**UNIT 11  ECONOMICS: FREE ENTERPRISE SYSTEM AND THE ROLES OF THE CONSUMER, BUSINESS AND LABOR**

**DATE**
- Assigned
- Completed

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Passing the GED</td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
</tr>
<tr>
<td></td>
<td>pp. 280-283, 286</td>
</tr>
<tr>
<td></td>
<td>GED Social Studies</td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988</td>
</tr>
<tr>
<td></td>
<td>pp. 87-93, 98-99</td>
</tr>
<tr>
<td></td>
<td>ScoreBoosters 5</td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
</tr>
<tr>
<td></td>
<td>pp. 50-58</td>
</tr>
<tr>
<td></td>
<td>PRE-GED</td>
</tr>
<tr>
<td></td>
<td>PRE-GED Reading Skills</td>
</tr>
<tr>
<td></td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td></td>
<td>pp. 136-137, 140, 185-186, 215</td>
</tr>
<tr>
<td></td>
<td>PRE-GED Reading Exercise Book</td>
</tr>
<tr>
<td></td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td></td>
<td>pp. 41, 85</td>
</tr>
<tr>
<td></td>
<td>AGEP Booklets</td>
</tr>
<tr>
<td></td>
<td>U.S. Dept. of Labor</td>
</tr>
<tr>
<td></td>
<td>pp. 14-15 booklet 9</td>
</tr>
<tr>
<td></td>
<td>pp. 1-26 booklet 37</td>
</tr>
<tr>
<td></td>
<td>pp. 1-11 booklet 73</td>
</tr>
</tbody>
</table>

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**
UNIT 12 ECONOMICS: THE NATIONAL ECONOMY AND THE GOVERNMENT’S ROLE IN THE ECONOMY

DATE
Assigned Completed

Pre-Assessment
GED Social Studies
Cambridge 1981
pp. 51 245 256 259
items 1-5 11-12 48-49 58-59

Materials
GED

Springboard for Social Studies
Scott, Foresman 1987
pp. 148-155

New GED Social Studies
Contemporary 1987
pp. 251-263

PRE-GED

Basic Skills Social Studies
Contemporary 1982
pp. 25-31, 150-151

Strategies for Success Social Studies
Steck-Vaughn 1987
pp. 96-98

Post-Assessment
Social Studies Exercise Book
Cambridge 1981
pp. 28-32
items 32-48

CHECKED BOXES INDICATE ASSIGNED MATERIALS

NAME ___________________________

83

249
UNIT 12 ECONOMICS: THE NATIONAL ECONOMY AND THE GOVERNMENT'S ROLE IN THE ECONOMY

DATE
Assigned  Completed

Supplementary  GED

- [ ] Passing the GED
  Scott, Foresman 1987  pp.284-285

- [ ] GED Social Studies
  Steck-Vaughn 1988  pp.80-86,94-97

- [ ] ScoreBoosters 5
  Steck-Vaughn 1985  pp.48-50

PRE-GED

- [ ] PRE-GED Reading Skills
  Cambridge 1983  pp.7,12,40-41

- [ ] PRE-GED Reading Exercise Book
  Cambridge 1983  pp.40,89,112

AGEP Booklets
  U.S. Dept. of Labor
  pp.12-21 booklet 73

  pp.1-2: booklet 75

CHECKED BOXES INDICATE ASSIGNED MATERIALS
### UNIT 13 ECONOMICS: FOREIGN TRADE AND THE ECONOMY

**Pre-Assessment**

<table>
<thead>
<tr>
<th>GED Social Studies</th>
<th>Cambridge 1981</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 59-60</td>
<td>226</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>items 1-6</td>
<td>90-92</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Post-Assessment**

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Exercise Book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1981</td>
</tr>
<tr>
<td></td>
<td>pp. 23-24</td>
</tr>
<tr>
<td></td>
<td>items 9-12</td>
</tr>
</tbody>
</table>

**Score**

- **DATE**
  - Assigned: 
  - Completed: 
- **SCORE**
  - 251

**Materials**

- **GED**
  - Springboard for Social Studies
    - Scott, Foresman 1987
    - pp. 156-161
  - Social Studies
    - New GED
      - Contemporary 1987
      - pp. 239-240
  - Basic Skills Social Studies
    - Contemporary 1982
    - pp. 31-34
  - PRE-GED Reading Skills
    - Cambridge 1983
    - pp. 197, 210

**Post-Assessment**

- **Social Studies**
  - Exercise Book
    - Cambridge 1981
    - pp. 23-24
    - items 9-12

**Score**

- **DATE**
  - Assigned: 
  - Completed: 
- **SCORE**
  - 85

**Checked boxes indicate assigned materials**
## JOB CORPS GED COMPETENCIES PROGRAM
### SOCIAL STUDIES STUDENT CHECKLIST

NAME ______________________

UNIT 13 ECONOMICS: FOREIGN TRADE AND THE ECONOMY

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th>DATE</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Passing the GED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
<td>p.287</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GED Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988</td>
<td>p.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRE-GED</th>
<th>PRE-GED Reading Exercise Book</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1983</td>
<td>pp.68,85</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AGEP Booklet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S. Dept. of Labor</td>
<td>pp.1-21 booklet 76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
SOCIAL STUDIES STUDENT CHECKLIST

NAME ________________________

UNIT 14 POLITICAL SCIENCE: FORMS OF GOVERNMENT AND THE SYSTEM
AND PROCESSES OF THE U.S. GOVERNMENT

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

Pre-Assessment

Social Studies
Exercise Book
Cambridge 1981
pp. 38
items 12-14

40
20-22
25-29

Materials

GED

Social Studies
New GED
Contemporary 1987
pp. 147-167

Springboard for
Social Studies
Scott, Foresman 1987
pp. 171-187

PRE-GED

Basic Skills Social Studies
Contemporary 1982
pp. 71-86

Strategies for Success
Social Studies
Steck-Vaughn 1987
pp. 59-69, 73-80

Post-Assessment

Social Studies
Exercise Book
Cambridge 1981
pp. 42-45
items 30-45

CHECKED BOXES INDICATE ASSIGNED MATERIALS

87
253
JOB CORPS GED COMPETENCIES PROGRAM
SOCIAL STUDIES STUDENT CHECKLIST

NAME ______________________


DATE
Assigned Completed

Supplementary  GED

☐  Passing the GED
  Scott, Foresman 1987  pp.288-294

☐  GED Social Studies
  Steck-Vaughn 1988  pp.106-114,117-118

☐  GED Social Studies
  Cambridge 1981  pp.63-73

☐  ScoreBoosters 5
  Steck-Vaughn 1985  pp.63-72

PRE-GED

☐  PRE-GED Reading Exercise Book
  Cambridge 1983  pp.7-10,42,68, 73-74

☐  AGEP Booklets
  U.S.Dept.of Labor  pp.1-12 booklet 9

☐  pp.1-17 booklet 12

☐  pp.1-13 booklet 33

CHECKED BOXES INDICATE ASSIGNED MATERIALS
<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Social Studies Exercise Book</th>
<th>Cambridge 1981</th>
<th>pp.36-37</th>
<th>items 2,4,6,8,10</th>
<th>38</th>
<th>15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies New GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1987</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.168-175</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Springboard for Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.188-193</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Assessment</td>
<td>Social Studies Exercise Book</td>
<td>Cambridge 1981</td>
<td>pp.36-37</td>
<td>items 1,3,5,7,11</td>
<td>40</td>
<td>23-24</td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
SOCIAL STUDIES STUDENT CHECKLIST

NAME ____________________________

UNIT 15 POLITICAL SCIENCE: STATE AND LOCAL GOVERNMENT

DATE
Assigned Completed

Supplementary

GED

☐ Passing the GED
Scott, Foresman 1987
p.295

☐ GED Social Studies
Steck-Vaughn 1988
pp.110-111,115-116

Reading the Content Field
Social Studies Advanced Level
Jamestown 1978
pp.44-45 exercise 4

☐ pp.68-69 exercise 16

☐ pp.72-73 exercise 18

PRE-GED

☐ PRE-GED Reading Skills
Cambridge 1983
pp.67-70,180

☐ AGEP Booklet
U.S.Dept.of Labor
pp.1-19 booklet 15

CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
SOCIAL STUDIES STUDENT CHECKLIST

NAME __________________________

UNIT 16 GEOGRAPHY: BASIC PRINCIPLES, CONCEPTS AND TOOLS

DATE SCORE
Assigned Completed

Pre-Assessment

Social Studies Exercise Book
Cambridge 1981
pp. 62-67
items 2-26
(use even numbered questions only)

Materials

GED

☐ Social Studies
  New GED
  Contemporary 1987
  pp. 210-229

☐ Springboard for
  Social Studies
  Scott, Foresman 1987
  pp. 26-51

PRE-GED

☐ Basic Skills Social Studies
  Contemporary 1982
  pp. 45-54

☐ Strategies for Success
  Social Studies
  Steck-Vaughn 1987
  pp. 11-19

Post-Assessment

Social Studies Exercise Book
Cambridge 1981
pp. 62-67
items 1-27
(use odd numbered questions only)

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM

## SOCIAL STUDIES STUDENT CHECKLIST

**NAME ____________________________**

**UNIT 16 GEOGRAPHY: BASIC PRINCIPLES, CONCEPTS AND TOOLS**

**DATE**

Assigned  
Completed

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parsing the GED</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.261-263</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GED Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.12-13, 28-30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GED Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1981</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.81-86</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New GED: Prepare for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equivalency Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1985</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.275-276 passage 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.281-282 passage 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading the Content Field</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies Advanced Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jamestown 1978</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.42-43 exercise 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRE-GED</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRE-GED Reading Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1983</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.109-114</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AGEP Booklets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S. Dept. of Labor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.11-38 booklet 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp.1-45 booklet 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS

258
**JOB CORPS GED COMPETENCIES PROGRAM**

**SOCIAL STUDIES STUDENT CHECKLIST**

<table>
<thead>
<tr>
<th>UNIT 17 GEOGRAPHY: MAJOR CULTURAL REGIONS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Pre-Assessment**

**Social Studies**

*Exercise Book*

Cambridge 1981

pp. 66-71

items 28-50

(use even numbered question only)

**Materials**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GED**

- Social Studies
  - Exercise Book
  - Cambridge 1981
  - pp. 66-71
  - items 28-50
  - (use even numbered question only)

**Pre-GED**

- Social Studies
  - New GED
  - Contemporary 1987
  - pp. 230-239

- Springboard for Social Studies
  - Scott, Foresman 1987
  - pp. 52-70

**Post-Assessment**

**Social Studies**

*Exercise Book*

Cambridge 1981

pp. 66-71

items 29-49

(use odd numbered question only)

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**

93

259
UNIT 17 GEOGRAPHY: MAJOR CULTURAL REGIONS

DATE
Assigned Completed

Supplementary  GED

☐  Passing the GED
Scott, Foresman 1987 pp.265-268

☐  GED Social Studies
Steck-Vaughn 1988 pp.14-26

☐  GED Social Studies
Cambridge 1981 pp.87-89

☐  New GED: Prepare for
Equivalency Examination
Contemporary 1985 pp.276-277 passage 9

☐  pp.283-284 passage 14

☐  Reading the Content Field
Social Studies Advanced Level
Jamestown 1978 pp.52-53 exercise 8

☐  pp.56-57 exercise 10

☐  PRE-GED

☐  AGEP Booklet
U.S. Dept. of Labor pp.1-21 booklet 6

CHECKED BOXES INDICATE ASSIGNED MATERIALS
## UNIT 18 BEHAVIORAL SCIENCE: PSYCHOLOGY

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exercise Book</td>
</tr>
<tr>
<td></td>
<td>Cambridge 1981</td>
</tr>
<tr>
<td></td>
<td>pp.55</td>
</tr>
<tr>
<td></td>
<td>items 5-10</td>
</tr>
<tr>
<td></td>
<td>34-35</td>
</tr>
<tr>
<td></td>
<td>Assigned</td>
</tr>
<tr>
<td></td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>44,48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>New GED</td>
</tr>
<tr>
<td>Contemporary 1987</td>
<td>pp.198-209</td>
</tr>
<tr>
<td>Springboard for Social Studies</td>
<td>Scott, Foresman 1987</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Assessment</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>New GED</td>
<td>Contemporary 1987</td>
</tr>
<tr>
<td>pp.11</td>
<td>13 265 273 280</td>
</tr>
<tr>
<td>items 1-2</td>
<td>8-10 5-6 34-36 57-58</td>
</tr>
</tbody>
</table>

CHECKED BOXES INDICATE ASSIGNED MATERIALS
## JOB CORPS GED COMPETENCIES PROGRAM
### SOCIAL STUDIES STUDENT CHECKLIST

**NAME _______________________**

### UNIT 18 BEHAVIORAL SCIENCE: PSYCHOLOGY

**DATE**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

**Supplementary GED**

- [ ] **Passing the GED**
  Scott, Foresman 1987
  pp.269-271
  [ ]

- [ ] **GED Social Studies**
  Steck-Vaughn 1988
  pp.142-143
  [ ]

- [ ] **GED Social Studies**
  Cambridge 1981
  pp.90-93
  [ ]

- [ ] **ScoreBoosters 5**
  Steck-Vaughn 1985
  pp.75-77,80-83
  [ ]

**PRE-GED**

- [ ] **PRE-GED Reading Exercise Book**
  Cambridge 1983
  p.70
  [ ]

***CHECKED BOXES INDICATE ASSIGNED MATERIALS***

96

262
## JOB CORPS GED COMPETENCIES PROGRAM
### SOCIAL STUDIES STUDENT CHECKLIST

**UNIT 19 BEHAVIORAL SCIENCE: SOCIOLOGY**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Pre-Assessment

**Social Studies Exercise Book**
Cambridge 1981
pp. 49-51
items 3-4

**Materials**

- GED
- Social Studies
  - New GED
  - Contemporary 1987
  - pp. 188-197
- Springboard for Social Studies
  - Scott, Foresman 1987
  - pp. 92-103

**PRE-GED**

- Basic Skills Social Studies
  - Contemporary 1982
  - pp. 128-135
- Strategies for Success Social Studies
  - Steck-Vaughn 1987
  - pp. 105-107

### Post-Assessment

**Social Studies Exercise Book**
Cambridge 1981
pp. 52-53
items 16-23

---

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**

97

263
**JOB CORPS GED COMPETENCIES PROGRAM**

**SOCIAL STUDIES STUDENT CHECKLIST**

NAME _______________________

**UNIT 19  BEHAVIORAL SCIENCE: SOCIOLOGY**

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
</tr>
<tr>
<td></td>
<td>pp.272-274</td>
</tr>
<tr>
<td></td>
<td><strong>GED Social Studies</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988</td>
</tr>
<tr>
<td></td>
<td>pp.147-148</td>
</tr>
<tr>
<td></td>
<td><strong>GED Social Studies</strong></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1981</td>
</tr>
<tr>
<td></td>
<td>pp.93-96,122-123,199,202-203,212</td>
</tr>
<tr>
<td></td>
<td><strong>ScoreBoosters 5</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
</tr>
<tr>
<td></td>
<td>pp.77-80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRE-GED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>PRE-GED Reading Exercise Book</strong></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td></td>
<td>pp.11-12,86-87,114</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED Reading Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1983</td>
</tr>
<tr>
<td></td>
<td>pp.92-95,188,206</td>
</tr>
</tbody>
</table>

**DATE**

**Assigned**  **Completed**

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**

98
# JOB CORPS GED COMPETENCIES PROGRAM

## SOCIAL STUDIES STUDENT CHECKLIST

### NAME ____________________________

#### UNIT 20  BEHAVIORAL SCIENCE: ANTHROPOLOGY

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th><strong>GED Social Studies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
<tr>
<td>pp.97-98</td>
<td>190</td>
</tr>
<tr>
<td>items 1-5</td>
<td>1-3</td>
</tr>
</tbody>
</table>

#### Materials

- **GED**
  - Social Studies
  - New GED
    - Contemporary 1987
    - pp.178-187
  - Springboard for Social Studies
    - Scott, Foresman 1987
    - pp.103-114

- **PRE-GED**
  - Basic Skills Social Studies
    - Contemporary 1982
    - pp.124-124

#### Post-Assessment

| **Social Studies Exercise Book** |
| **DATE**       | **Score**             |
| **Assigned**   | **Completed**         |
| pp.49          | 54-55                 |
| items 1-3      | 24-30                 |
|                | 56                    |
|                | 58                    |
|                | 37-38                 |
|                | 45-46                 |

CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
SOCIAL STUDIES STUDENT CHECKLIST

NAME __________________________

UNIT 20  BEHAVIORAL SCIENCE: ANTHROPOLOGY

DATE
Assigned  Completed

Supplementary  GED

☐
Passing the GED
Scott, Foresman 1987
pp.275-277

☐
GED Social Studies
Steck-Vaughn 1988
pp.138-141, 145-146

☐
GED Social Studies
Cambridge 1981
pp.96-97

PRE-GED

☐
AGEP Booklets
U.S.Dept.of Labor
pp.18-19 booklet 5

☐
pp.1-17 booklet 6

CHECKED BOXES INDICATE ASSIGNED MATERIALS

100

266
## MASTER BOOK LIST
### SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Title for program text</th>
<th>Title for student checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATERIALS GED</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social Studies New GED</strong></th>
<th><strong>Social Studies New GED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary 1987</td>
<td>Contemporary 1987</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Springboard for Passing the GED</strong></th>
<th><strong>Springboard for GED Social Studies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott, Foresman 1987</td>
<td>Scott, Foresman 1987</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GED Social Studies Test</strong></th>
<th><strong>GED Social Studies Test</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Exercise Book for Social Studies Test</strong></th>
<th><strong>Exercise Book for Social Studies Test</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>The Social Studies Test</strong></th>
<th><strong>The Social Studies Test</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary 1985</td>
<td>Contemporary 1985</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Number Power 5</strong></th>
<th><strong>Number Power 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary 1983</td>
<td>Contemporary 1983</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Diagnostic Pre-Tests for GED Instruction</strong></th>
<th><strong>Diagnostic Pre-Tests for GED Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary 1985</td>
<td>Contemporary 1985</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluative Post-Tests for GED Instruction</strong></th>
<th><strong>Evaluative Post-Tests for GED Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary 1985</td>
<td>Contemporary 1985</td>
</tr>
</tbody>
</table>
MASTER BOOK LIST
SOCIAL STUDIES

Title for program text

SUPPLEMENTARY MATERIALS GED

Passing the GED
Scott, Foresman 1987

GED Social Studies
Steck-Vaughn 1988

GED ScoreBoosters 5 Social Studies
Steck-Vaughn 1985

New GED: How to Prepare for the High School Equivalency Examination
Contemporary 1985

Graphic Comprehension
Jamestown 1981

GED Math Test
Cambridge 1981

The Mathematics Test
Contemporary 1984

Reading the Content Fields
Social Studies Advanced Level
Jamestown 1978

Title for student checklist

Passing the GED
Scott, Foresman 1987

GED Social Studies
Steck-Vaughn 1988

ScoreBoosters 5
Steck-Vaughn 1985

New GED: Prepare for Equivalency Examination
Contemporary 1985

Graphic Comprehension
Jamestown 1981

GED Math
Cambridge 1981

Math
Contemporary 1984

Reading the Content Fields
Social Studies Advanced Level
Jamestown 1978
MASTER BOOK LIST
SOCIAL STUDIES

Title for program text

Title for student checklist

MATERIALS PRE-GED

Strategies for Success Social Studies
Steck-Vaughn 1987

Building Basic Skills in Social Studies
Contemporary 1985

PRE-GED Reading Skills
Cambridge 1983
MASTER BOOK LIST
SOCIAL STUDIES

Title for program

text

Title for student

checklist

SUPPLEMENTARY MATERIALS  PRE-GED

PRE-GED Exercise Book
in Reading Skills
Cambridge 1983

PRE-GED Reading Exercise Book
Cambridge 1983

Advanced General Education Program
U.S. Department of Labor
Office of Job Corps 1977

AGEP
U.S. Dept. of Labor
Office of Job Corps 1977
CONTENTS

Overview of GED Science Test ................................................................. 1
Overview of Science Competency Units .................................................. 3
Subject Area Test and Study Sequence .................................................. 6

All Content Areas

Unit 1  COMPREHENSION SKILLS IN SCIENCE ...................................... 8
Unit 2  APPLICATION SKILLS IN SCIENCE ............................................ 10
Unit 3  ANALYSIS SKILLS IN SCIENCE ................................................. 12
Unit 4  EVALUATION SKILLS IN SCIENCE AND SCIENTIFIC METHOD .... 14

Biology

Unit 5  BIOLOGY - CELL STRUCTURE AND FUNCTION .......................... 16
Unit 6  BIOLOGY - HEREDITY, EVOLUTION, & CLASSIFICATION OF LIFE . 18
Unit 7  BIOLOGY - THE VARIETY OF LIFE ........................................... 20
Unit 8  BIOLOGY - THE HUMAN BODY ............................................... 22
Unit 9  BIOLOGY - ECOSYSTEMS .......................................................... 24

Earth Science

Unit 10 EARTH SCIENCE - ASTRONOMY .............................................. 26
Unit 11 EARTH SCIENCE - THE EARTH ................................................ 28
Unit 12 EARTH SCIENCE - GEOLOGIC CHANGES .................................. 30
Unit 13 EARTH SCIENCE - METEOROLOGY AND OCEANOGRAPHY ........ 32

Physics

Unit 14 PHYSICS - MECHANICS AND THERMODYNAMICS ..................... 34
Unit 15 PHYSICS - NATURE OF WAVES .............................................. 36
Unit 16 PHYSICS - ELECTRICITY AND MAGNETISM ............................ 38
Unit 17 PHYSICS - NUCLEAR PHYSICS AND ALTERNATIVE ENERGY SOURCES 40

Chemistry

Unit 18 CHEMISTRY - THE STRUCTURE OF MATTER ............................ 42
Unit 19 CHEMISTRY - CHEMICAL REACTIONS AND APPLICATIONS ....... 44

Science Test Bibliography ................................................................. 46

Science Pre-Test Diagnostic Chart Source Materials ............................. 50
Pre-Test Diagnostic Chart for Science .................................................. 51
Science Post-Test Diagnostic Chart Source Materials ........................... 54
Post-Test Diagnostic Chart for Science ................................................ 55
Student Record Sheet ............................................................... 58

All Content Areas

Unit 1  COMPREHENSION SKILLS IN SCIENCE............................ 59
Unit 2  APPLICATION SKILLS IN SCIENCE................................. 61
Unit 3  ANALYSIS SKILLS IN SCIENCE........................................ 63
Unit 4  EVALUATION SKILLS IN SCIENCE AND SCIENTIFIC METHOD,... 65

Biology

Unit 5  BIOLOGY - CELL STRUCTURE AND FUNCTION.................. 67
Unit 6  BIOLOGY - HEREDITY, EVOLUTION, & CLASSIFICATION OF LIFE.. 70
Unit 7  BIOLOGY - THE VARIETY OF LIFE................................. 72
Unit 8  BIOLOGY - THE HUMAN BODY...................................... 75
Unit 9  BIOLOGY - ECOSYSTEMS............................................. 78

Earth Science

Unit 10  EARTH SCIENCE - ASTRONOMY...................................... 81
Unit 11  EARTH SCIENCE - THE EARTH.................................... 83
Unit 12  EARTH SCIENCE - GEOLOGIC CHANGES.......................... 86
Unit 13  EARTH SCIENCE - METEOROLOGY AND OCEANOGRAPHY........ 89

Physics

Unit 14  PHYSICS - MECHANICS AND THERMODYNAMICS............... 91
Unit 15  PHYSICS - NATURE OF WAVES.................................... 94
Unit 16  PHYSICS - ELECTRICITY AND MAGNETISM..................... 96
Unit 17  PHYSICS - NUCLEAR PHYSICS AND ALTERNATE ENERGY SOURCES.99

Chemistry

Unit 18  CHEMISTRY - THE STRUCTURE OF MATTER.................... 101
Unit 19  CHEMISTRY - CHEMICAL REACTIONS AND APPLICATIONS....... 104

Master Book List for Science.................................................. 107
Overview of the GED Science Test

This section is divided into three areas: The first area, Item Analysis, lists the percentage and number of test items by content area and cognitive skills. The second area, Format, explains the general format of the GED Science Test. The third area, Changes 1988, explains how the 1988 version of the GED Science Test differs from the 1977 version.

Item Analysis

<table>
<thead>
<tr>
<th>By Content Area</th>
<th>Approximate Number of Items</th>
<th>Approximate Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Science:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>32</td>
<td>50%</td>
</tr>
<tr>
<td>Physical Science:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Science</td>
<td>32</td>
<td>50%</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Test</td>
<td>64</td>
<td>100%</td>
</tr>
</tbody>
</table>

By Cognitive Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>20%</td>
</tr>
<tr>
<td>Application</td>
<td>30%</td>
</tr>
<tr>
<td>Analysis</td>
<td>30%</td>
</tr>
<tr>
<td>Evaluation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Time Limit

85 minutes

Format

Multiple choice questions based on either written stimulus material or graphic stimulus material (graphs, tables, charts, and diagrams).

Some items are grouped into sets for the sake of sharing common stimulus material (a set of items based on a written article or a set of items based on a graphic stimulus). Stimulus materials represent realistic situations encountered by large segments of the examinee population.
The 1988 GED Science Test has no questions which
directly test factual knowledge. Examinees will
need to use information acquired either from test
items or from life experiences. Problem solving
and abstract reasoning are, therefore, important
aspects of the Science Test.

The content of the test is approximately half
life science and half physical science. Test
items focus on broad principles of science rather
than specific details of a particular discipline.

While factual recall is not directly measured, a
knowledge of scientific principles, concepts, and
methods is necessary in order both to demonstrate
understanding and to use in performing higher
level cognitive skills.

**Comprehension questions** measure the ability to
understand both written and graphic materials by
restating content, summarizing ideas, or
identifying implications.

**Application questions** measure the ability to
apply information and ideas in a new situation.

**Analysis questions** measure the ability to
distinguish facts from opinions, infer
assumptions, identify cause and effect
relationships, or distinguish conclusions from
supporting statements.

**Evaluation questions** measure the ability to make
judgments about accuracy or validity. This
includes judging the adequacy of supporting data
to a generalization, the accuracy of facts based
on proof or documentation, and the validity of
the logic in an argument. It also includes the
ability to recognize the role personal values
play in decision-making and beliefs.
OVERVIEW OF THE SCIENCE COMPETENCY UNITS

Content areas in the test are divided into competency based units of instruction. Subject area units in science are as follows:

UNIT 1  COMPREHENSION SKILLS IN SCIENCE
UNIT 2  APPLICATION SKILLS IN SCIENCE
UNIT 3  ANALYSIS SKILLS IN SCIENCE
UNIT 4  EVALUATION SKILLS IN SCIENCE AND SCIENTIFIC METHOD
UNIT 5  BIOLOGY - CELL STRUCTURE AND FUNCTION
UNIT 6  BIOLOGY - HEREDITY, EVOLUTION, AND CLASSIFICATION OF LIFE
UNIT 7  BIOLOGY - THE VARIETY OF LIFE
UNIT 8  BIOLOGY - THE HUMAN BODY
UNIT 9  BIOLOGY - ECOSYSTEMS
UNIT 10  EARTH SCIENCE - ASTRONOMY
UNIT 11  EARTH SCIENCE - THE EARTH
UNIT 12  EARTH SCIENCE - GEOLOGIC CHANGES
UNIT 13  EARTH SCIENCE - METEOROLOGY AND OCEANOGRAPHY
UNIT 14  PHYSICS - MECHANICS AND THERMODYNAMICS
UNIT 15  PHYSICS - NATURE OF WAVES
UNIT 16  PHYSICS - ELECTRICITY AND MAGNETISM
UNIT 17  PHYSICS - NUCLEAR PHYSICS AND ALTERNATE ENERGY SOURCES
UNIT 18  CHEMISTRY - THE STRUCTURE OF MATTER
UNIT 19  CHEMISTRY - CHEMICAL REACTIONS AND APPLICATIONS
Each unit consists of the title of the unit, the content of the unit, and a statement of competency for the unit. The unit is then divided into four sections (1) unit pre-assessment, (2) unit study materials, (3) unit post-assessment, and (4) unit supplementary study materials.

| UNIT | The subject area that the instructional area will cover. |
| CONTENT | A description or listing of specific topics addressed in the unit. |
| COMPETENCY | A statement of what the student should be able to do when he or she completes the unit. |
| PRE-ASSESSMENT | Unit pre-tests can be used as an additional instrument for evaluation if diagnostic listing does not clearly indicate students need to study the materials in an instructional unit. |

*** TEACHER NOTE ***
The diagnostic test for the entire science section is:

*Diagnostic Pre-Tests for GED Instruction*  
Contemporary  
Test 3: Science pages 17-27

A pre-diagnostic chart for this test is on page 51. To decide to which units a student should be assigned, the teacher should circle the items missed on each student’s copy of the Pre-Diagnostic Chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies.

| MATERIALS | Materials to be studied are listed in each competency unit. PRE-GED materials have a reading level below 8.0. GED materials are written at a reading level of 8.0 or above. |

*** TEACHER NOTE ***  
*Springboard for Science* (Scott, Foresman 1987#) was available only as an outline at this printing. It is indexed by lesson number.
The Post-Assessment is a unit inventory to see how well the corpsmember has mastered the material in the instructional unit.

*** TEACHER NOTE ***
The Post-Assessment for the entire science section is:

Evaluative Post-Tests for GED Instruction
Contemporary
Test 3: Science pages 27-39

A diagnostic chart begins on page 55. An item analysis of the questions missed can be obtained by circling the questions missed. The horizontal rows indicate content area and the vertical columns indicate cognitive skills. PRE-GED materials have a reading level below 8.0. GED materials are written at a reading level of 8.0 or above.

Supplementary materials for use as content area reinforcement are listed after each unit. These materials can be used before the Unit Post-Assessment if the teacher is certain that additional study is needed, or after the Post-Assessment if the student fails to demonstrate competency.
JOB CORPS GED COMPETENCIES PROGRAM
CURRICULUM GUIDE FOR SCIENCE

SUBJECT AREA TEST AND STUDY SEQUENCE

A passing score for each subject area of Official Practice Tests AA, BB, and for the Evaluative Post Test is a standard score of 45 or better.

1. If a student passes OPT AA and OPT BB, he is ready for the GED in that subject area and should test or proceed to the next area.

2. If the student fails OPT AA, he goes to the Diagnostic Pre-test.

3. If the student passes OPT AA, but fails OPT BB, he should also take the Diagnostic Pre-Test.

4. After the student takes the Diagnostic Pre-Test, the teacher either gives him a marked checklist for the first of the units identified as an area of weakness by the Pre-Diagnostic Chart, or assigns a Unit Pre-Assessment Test for additional diagnostic information and then assigns materials from the checklist.

5. When the student has completed all the assigned materials on the checklist, he goes to the teacher for the Unit Post-Assessment.

6. If the student passes the Post-Assessment, the teacher proceeds to the checklist for the next area of weakness or to the next Unit Pre-Assessment Test.

7. If the student fails to pass the Post-Assessment, the teacher assigns Supplementary materials from the Unit. After completing the assigned Supplementary materials, the student moves on to the next Unit.

8. After completing the last Unit identified as an area of weakness either by passing the Post-Assessment or completing assigned Supplementary materials, the student proceeds to the Evaluative Post Test for the Subject Area.

9. If the student passes the Evaluative Post Test, he proceeds to the Official Practice Test, Form BB. (NOTE: Depending on local GED testing practices, OPT BB may be administered either one Subject Area at a time, or as a whole after the units in all Subject Areas are completed.)

10. If the student fails the Evaluative Post Test, the teacher assigns supplementary materials and, when they are completed, administers OPT BB to the student.
11. If the student passes OPT BB, he has completed the Subject Area. If he fails, he should be assigned additional supplementary materials. Thereafter, the student is considered to have completed the Subject Area. He should not be required to take the OPT BB a second time.
UNIT 1

COMPREHENSION SKILLS IN SCIENCE

CONTENT

Comprehension

COMPETENCY

Summarize main idea, locate supporting detail, restate information, identify implications, and make inferences using written and graphic science materials.

PRE-ASSESSMENT

Results of Diagnostic Pre-Tests

Official Practice
Test Form AA
Cambridge 1987
pages 31-41
items 1-33

Diagnostic Pre-Tests for GED Instruction
Test 3: Science
Contemporary 1985
pages 17-27
items 1-40

MATERIALS:

GED

*The Science Test
Contemporary 1987#
pages 14-30

*GED Science Test
Cambridge 1981
pages 85-92, 93-95,
97-114, 118-139

PRE-GED

*Strategies for Success: Science
Steck-Vaughn 1987
pages 22-23, 56-57

POST-ASSESSMENT

Results of Diagnostic Post-Tests

Official Practice
Test Form BB
Cambridge 1987
pages 31-41
items 1-33

Evaluative Post-Tests for GED Instruction
Test 3: Science
Contemporary 1985
pages 17-27
items 1-40

*** TEACHER NOTE ***

*Titles referenced in units are often abbreviated. See bibliography for complete titles.
UNIT 1
COMPREHENSION SKILLS IN SCIENCE

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
Pages 331-336

GED Science
Steck-Vaughn 1988#
Pages 15, 22, 36, 81

Springboard for Science
Scott, Foresman 1987#
Lessons 1, 2, 3, 4, 11, 12, 13

PRE-GED
UNIT 2

APPLICATION SKILLS IN SCIENCE

CONTENT
Application (including classification questions)

COMPETENCY
Apply remembered and given (from written and graphic materials) ideas to new contexts.

PRE-ASSESSMENT
Results of Diagnostic Pre-Tests

Official Practice for GED Instruction
Diagnostic Pre-Tests
Test Form AA
Cambridge 1987
pages 31-41
items 1-33

Test 3: Science for GED Instruction
Diagnostic Pre-Tests
Contemporary 1985
pages 17-27
items 1-40

MATERIALS:

GED
The Science Test
Contemporary 1987#
pages 31-41

GED Science Test
Cambridge 1981
Pages 95-97, 116-117

PRE-GED

POST-ASSESSMENT
Results of Diagnostic Post-Tests

Official Practice for GED Instruction
Evaluative Post-Tests
Test Form BB
Cambridge 1987
pages 31-41
items 1-33

Test 3: Science for GED Instruction
Evaluative Post-Tests
Contemporary 1985
pages 17-27
items 1-40
UNIT 2 
APPLICATION SKILLS IN SCIENCE

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 336-337

GED Science
Steck-Vaughn 1988#
pages 88, 113

Pre-GED

Springboard for Science
Scott, Foresman 1987#
lessons 5, 18, 23
UNIT 3

ANALYSIS SKILLS IN SCIENCE

CONTENT

Analysis

COMPETENCY

Distinguish facts from hypotheses and opinions, recognize unstated assumptions, identify cause and effect relationships, and draw conclusions.

PRE-ASSESSMENT

Results of Diagnostic Pre-Tests

Official Practice
Test Form AA
Cambridge 1987
pages 31-41
items 1-33

Diagnostic Pre-Tests
for GED Instruction
Test 3: Science
Contemporary 1985
pages 17-27
items 1-40

MATERIALS:

GED

The Science Test
Contemporary 1987#
pages 42-67

GED Science Test
Cambridge 1981
pages 92-93, 114-115

PRE-GED

Strategies for Success: Science
Steck-Vaughn 1987
pages 86-87, 108-109

POST-ASSESSMENT

Results of Diagnostic Post-Tests

Official Practice
Test Form BB
Cambridge 1987
pages 31-41
items 1-33

Evaluative Post-Tests
for GED Instruction
Test 3: Science
Contemporary 1985
pages 17-27
items 1-40
UNIT 3

ANALYSIS SKILLS IN SCIENCE

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 337-338

GED Science
Steck-Vaughn 1988#
pages 29, 43, 95, 102,
131, 138

Springboard for Science
Scott, Foresman 1987#
lessons 6, 7, 8, 14,
15, 19, 20, 24
UNIT 4

EVALUATION SKILLS IN SCIENCE AND SCIENTIFIC METHOD

CONTENT

Evaluation

COMPETENCY

Judge the usefulness and adequacy of information and recognize the influence of values.

PRE-ASSESSMENT

Results of Diagnostic Pre-Tests

<table>
<thead>
<tr>
<th>MATERIALS:</th>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Test Form AA</td>
<td>Diagnostic Pre-Tests for GED Instruction Test 3: Science</td>
</tr>
<tr>
<td></td>
<td>Cambridge 1987</td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td></td>
<td>pages 31-41</td>
<td>pages 17-27</td>
</tr>
<tr>
<td></td>
<td>items 1-33</td>
<td>items 1-40</td>
</tr>
</tbody>
</table>

POST-ASSESSMENT

Results of Diagnostic Post-Tests

<table>
<thead>
<tr>
<th>MATERIALS:</th>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Test Form BB</td>
<td>Evaluative Post-Tests for GED Instruction Test 3: Science</td>
</tr>
<tr>
<td></td>
<td>Cambridge 1987</td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td></td>
<td>pages 31-41</td>
<td>pages 17-27</td>
</tr>
<tr>
<td></td>
<td>items 1-33</td>
<td>items 1-40</td>
</tr>
</tbody>
</table>
UNIT 4  EVALUATION SKILLS IN SCIENCE AND SCIENTIFIC METHOD

SUPPLEMENTARY

<table>
<thead>
<tr>
<th></th>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing the GED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott, Foresman 1987#</td>
<td>pages 320, 339</td>
<td></td>
</tr>
<tr>
<td><strong>GED Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steck-Vaughn 1988#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 50, 57, 64, 120, 145</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Springboard for Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott, Foresman 1987#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lessons 9, 10, 16, 17, 21, 22, 25, 26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 5

CONTENT
Cell structure, and cellular processes (including photosynthesis, respiration, mitosis and meiosis)

COMPETENCY
Identify the components of cells and recognize their processes.

PRE-ASSESSMENT
Readings in Life Science
Cambridge 1986
pages 29-30 items 1(1-10) 2(1-10) 3(1-10)

*** TEACHER NOTE ***
answer key pages k3-4
passing score 75% (3.3 per item)

MATERIALS:

GED
The Science Test
Contemporary 1987#
pages 92-97, 106-110

GED Science Test
Cambridge 1981
pages 16-20, 160-161

PRE-GED
Readings in Life Science
Cambridge 1986
pages 1-28

POST-ASSESSMENT
Exercise Book for Science Test
Cambridge 1981
pages 2-3 items 7-18
Page 6 items 31-36

*** TEACHER NOTE ***
answer key pages 42, 43
passing score 75% (5.5 per item)
UNIT 5

BIOLOGY - CELL STRUCTURE AND FUNCTION

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 340-342

GED Science
Steck-Vaughn 1988#
pages 14-27

GED ScoreBoosters 4:
Science
Steck-Vaughn 1985
pages 23-28, 52-54

Springboard for Science
Scott, Foresman 1987#
lesson 3

PRE-GED

Building Basic Skills in Science
Contemporary 1985
pages 41-44

Advanced General Education Program
Gov. Printing Office
Booklets 50, 51, 83, 84
UNIT 6

BILOGY - HEREDITY, EVOLUTION, AND CLASSIFICATION OF LIFE

CONTENT

Mendelian genetics, chromosomes, genes, DNA, evolution, and the system of classification of living things.

COMPETENCY

Recognize and apply the physical and chemical basis for the laws of heredity. Identify the principles of evolution and the classes of living things.

PRE-ASSESSMENT

Readings in Life Science
Cambridge 1986
pages 78-79 items 1(1-8) & 2(1-9)

*** TEACHER NOTE ***
answer key page k6
passing score 75% (5.9 per item)

MATERIALS:

GED

The Science Test
Contemporary 1987#
pages 111-115, 118-121, 147-151

GED Science Test
Cambridge 1981
pages 20-25, 172-174

PRE-GED

Readings in Life Science
Cambridge 1986
pages 31-69

POST-ASSESSMENT

Exercise Book for Science Test
Cambridge 1981
page 1 items 1-6
pages 4-5 items 19-30

*** TEACHER NOTE ***
answer key pages 23, 24
passing score 75% (5.5 per item)

18
## Unit 6

### Biology - Heredity, Evolution, and Classification of Life

#### Supplementary

<table>
<thead>
<tr>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing the GED</strong></td>
<td><strong>Basic Science for Living Book 1</strong></td>
</tr>
<tr>
<td>Scott, Foresman 1987#</td>
<td>Steck-Vaughn 1986</td>
</tr>
<tr>
<td>pages 343-345</td>
<td>page 57</td>
</tr>
<tr>
<td><strong>GED Science</strong></td>
<td><strong>Building Basic Skills in Science</strong></td>
</tr>
<tr>
<td>Steck-Vaughn 1988#</td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td>pages 28-33, 56-61, 72</td>
<td>pages 23-26, 30-33, 38-41</td>
</tr>
<tr>
<td><strong>GED ScoreBoosters 4: Science</strong></td>
<td><strong>Advanced General Education Program</strong></td>
</tr>
<tr>
<td>Steck-Vaughn 1985</td>
<td>Gov. Printing Office</td>
</tr>
<tr>
<td>pages 36-40, 46-49</td>
<td>Booklets 86, 87</td>
</tr>
<tr>
<td><strong>Springboard for Science</strong></td>
<td></td>
</tr>
<tr>
<td>Scott, Foresman 1987#</td>
<td></td>
</tr>
<tr>
<td>lesson 4</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 7

BIOLOGY - THE VARIETY OF LIFE

CONTENT

The characteristics of the 5 kingdoms, the structure and function of plants, the classes of animals, and the orders of mammals

COMPETENCY

Identify the five kingdoms. Recognize plant parts and their functions.

PRE-ASSESSMENT

Readings in Life Science
Cambridge 1986
pages 112-113
items 1(1-10) 2(1-10) 3(1-10) 4(1-5)

*** TEACHER NOTE ***
answer key page k7
passing score 75% (2.9 per item)

MATERIALS:

GED

The Science Test
Contemporary 1987#
pages 98-105
GED Science Test
Cambridge 1981
pages 25-29, 180-181

PRE-GED

Readings in Life Science
Cambridge 1986
pages 70-77, 80-111

POST-ASSESSMENT

Exercise Book for Science Test
Cambridge 1981
page 6 items 31-36
page 9 items 49-54
page 11 items 61-66
page 19 items 109-114
page 21 items 121-126

*** TEACHER NOTE ***
answer key page k24, 25, 26, 28, 29
passing score 75% (3.3 per item)
**UNIT 7**

**BIOLOGY - THE VARIETY OF LIFE**

**SUPPLEMENTARY**

**GED**

- Passing the GED
  - Scott, Foresman 1987
  - Pages 346-357

- GED Science
  - Steck-Vaughn 1988
  - Pages 35-40, 70, 73

- GED ScoreBoosters 4: Science
  - Steck-Vaughn 1985
  - Pages 49-52, 54-56

- Springboard for Science
  - Scott, Foresman 1987
  - Lessons 5, 6, 7, 8

**PRE-GED**

- Basic Science for Living Book 1
  - Steck-Vaughn 1986
  - Pages 48-56, 58-67

- Strategies for Success: Science
  - Steck-Vaughn 1987
  - Pages 19-21, 36-39

- Advanced General Education Program
  - Gov. Printing Office
  - Booklet 79
UNIT 8

BIOLOGY - THE HUMAN BODY

CONTENT

The tissues, organs, and systems of the human body

COMPETENCY

Recognize the major systems of the human body and their functions.

PRE-ASSESSMENT

Readings in Life Science
Cambridge 1986
pages 135-136 items 1(1-10) 2(1-10)

*** TEACHER NOTE ***
answer key page k8
passing score 75% (5 per item)

MATERIALS:

GED

The Science Test
Contemporary 1987#
pages 122-146

GED Science Test
Cambridge 1981
pages 29-31, 164-165, 186-187

PRE-GED

Readings in Life Science
Cambridge 1986
pages 114-128

POST-ASSESSMENT

Exercise Book for Science Test
Cambridge 1981
pages 14-16 items 80-96
page 22 items 127-132

*** TEACHER NOTE ***
answer key pages 27, 29
passing score 75% (4.2 per item)
<table>
<thead>
<tr>
<th>UNIT 8</th>
<th>SUPPLEMENTARY</th>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOB CORPS GED COMPETENCIES PROGRAM</td>
<td>BIOLOGY - THE HUMAN BODY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRICULUM GUIDE FOR SCIENCE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 9

BIOLOGY - ECOSYSTEMS

CONTENT
The behavior and interdependence of organisms and man's impact on natural ecosystems

COMPETENCY
Evaluate effects of organisms on and adaptation to their environments.

PRE-ASSESSMENT
Readings in Life Science
Cambridge 1986
pages 133-134 items A(1-10) B(1-5)

*** TEACHER NOTE ***
answer key page k8
passing score 75% (6.7 per item)

MATERIALS:

GED

The Science Test
Contemporary 1987#
pages 115-118

GED Science Test
Cambridge 1981
pages 32-33, 168-169, 178-179

PRE-GED

Readings in Life Science
Cambridge 1986
pages 129-132

POST-ASSESSMENT
Exercise Book for Science Test
Cambridge 1981
pages 12-13 items 67-78
page 18 items 103-108
page 20 items 115-120

*** TEACHER NOTE ***
answer key page 26, 28
passing score 75% (4.2 per item)
UNIT 9
SUPPLEMENTARY

BIOLOGY - ECOSYSTEMS

GED

Passing the GED
Scott, Foresman 1987#
page 359

GED Science
Steck-Vaughn 1988#
pages 63-68, 71, 77

GED ScoreBoosters 4: Science
Steck-Vaughn 1985
pages 14-23

Springboard for Science
Scott, Foresman 1987#
lessons 9, 10

PRE-GED

Basic Science for Living Book 1
Steck-Vaughn 1986
pages 68-81

Strategies for Success: Science
Steck-Vaughn 1987
pages 24-27

Building Basic Skills in Science
Contemporary 1985
pages 15-23
UNIT 10

EARTH SCIENCE - ASTRONOMY

CONTENT

The earth in space, the solar system, and the universe

COMPETENCY

Interpret the theory of origin, recognize components and characteristics of our solar system and the universe through the tools and techniques of astronomy.

PRE-ASSESSMENT

Readings in Physical Science
Cambridge 1987
pages 83-84 items 1(1-5) 2(1-10)

*** TEACHER NOTE ***
answer key page k6
passing score 75% (6.7 per item)

MATERIALS:

GED

The Science Test
Contemporary 1987#
pages 152-161

Passing the GED
Scott, Foresman 1987#
pages 37-39, 176-177

PRE-GED

Readings in Physical Science
Cambridge 1987
pages 79-83

POST-ASSESSMENT

Exercise Book for Science Test
Cambridge 1981
page 40 items 61-66
page 88 items 53-56

*** TEACHER NOTE ***
answer key pages 44-45, 92
passing score 75% (10 per item)
UNIT 10
SUPPLEMENTARY

EARTH SCIENCE - ASTRONOMY

GED

Passing the GED
Scott, Foresman 1987#
pages 360-361

GED ScoreBoosters 4: Science
Steck-Vaughn 1985
pages 96-98, 100-102

Springboard for Science
Scott, Foresman 1987#
lesson 11

PRE-GED

Basic Science for Living Book 1
Steck-Vaughn 1986
pages 12-17

Strategies for Success: Science
Steck-Vaughn 1987
pages 104-107

Building Basic Skills in Science
Contemporary 1985
pages 71-80, 112-115

Earth Below and Sky Above
New Reader's Press 1983
pages 138-157
UNIT 11

EARTH SCIENCE - THE EARTH

CONTENT
Structure, composition, and physical characteristics of the earth and eras of geologic time

COMPETENCY
Identify the earth's structure and composition, and the eras of geologic time.

PRE-ASSESSMENT
Readings in Physical Science
Cambridge 1987
pages 92-93 items 1(1-5) 2(1-10)

*** TEACHER NOTE ***
answer key page k6
passing score 75% (6.7 per item)

MATERIALS:

GED
The Science Test
Contemporary 1987#
pages 162-167, 180-183

GED Science Test
Cambridge 1981
pages 39-41, 44-45

PRE-GED
Readings in Physical Science
Cambridge 1987
pages 86-92

POST-ASSESSMENT
Exercise Book for Science Test
Cambridge 1981
page 30 items 1-6
pages 35-36 items 31-42
page 86 items 45-48

*** TEACHER NOTE ***
answer key page
passing score 75% (per item)
UNIT 11

EARTH SCIENCE - THE EARTH

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 362, 365-366

GED Science
Steck-Vaughn 1988#
pages 80-85, 108

GED ScoreBoosters 4:
Science
Steck-Vaughn 1985
pages 112-117

Springboard for Science
Scott, Foresman 1987#
lessons 12, 13

PRE-GED

Basic Science for
Living Book 1
Steck-Vaughn 1986
pages 4-11

Building Basic Skills
in Science
Contemporary 1985
pages 52-55, 63-66

Earth Below and Sky
Above
New Reader’s Press
1983
pages 7-33
UNIT 12

CONTENT
Weathering, erosion, earthquakes, volcano, continental drift, and the mapping of the resulting landforms

COMPETENCY
Assess the results of changes in the earth's surface and identify the resulting landforms using topographical maps.

PRE-ASSESSMENT
Readings in Physical Science
Cambridge 1987
pages 99-100 items 1(1-5) 2(1-10)

*** TEACHER NOTE ***
answer key page k7
passing score 75% (6.7 per item)

MATERIALS:

GED
The Science Test
Contemporary 1987
pages 176-179

GED Science Test
Cambridge 1981
pages 41-43, 162-163

PRE-GED
Readings in Physical Science
Cambridge 1987
pages 94-99

POST-ASSESSMENT
Exercise Book for Science Test
Cambridge 1981
pages 31-33 items 7-24
page 37 items 43-48
page 39 items 55-60

*** TEACHER NOTE ***
answer key pages 42-44
passing score 75% (3.3 per item)
# JOB CORPS GED COMPETENCIES PROGRAM
## CURRICULUM GUIDE FOR SCIENCE

### UNIT 12
#### EARTH SCIENCE - GEOLOGIC CHANGES

<table>
<thead>
<tr>
<th>SUPPLEMENTARY</th>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
<td><strong>Strategies for Success: Science</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987#</td>
<td>Steck-Vaughn 1987</td>
</tr>
<tr>
<td></td>
<td>pages 363-364, 369</td>
<td>pages 52-55, 58-65</td>
</tr>
<tr>
<td></td>
<td><strong>GED Science</strong></td>
<td><strong>Basic Science for Living Book 1</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988#</td>
<td>Steck-Vaughn 1986</td>
</tr>
<tr>
<td></td>
<td>pages 101-106</td>
<td>pages 58-63</td>
</tr>
<tr>
<td></td>
<td><strong>GED ScoreBoosters 4: Science</strong></td>
<td><strong>Earth Below and Sky Above</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
<td>New Reader's Press</td>
</tr>
<tr>
<td></td>
<td>pages 106-112</td>
<td>1983</td>
</tr>
<tr>
<td></td>
<td><strong>Springboard for Science</strong></td>
<td>pages 35-63</td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987#</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lesson 16</td>
<td></td>
</tr>
</tbody>
</table>

---

31

304
JOB CORPS GED COMPETENCIES PROGRAM
CURRICULUM GUIDE FOR SCIENCE

UNIT 13
EARTH SCIENCE - METEOROLOGY AND OCEANOGRAPHY

CONTENT
Composition and structure of the atmosphere and hydrosphere, and the effects of solar energy on both

COMPETENCY
Determine the interaction between the atmosphere and hydrosphere and how both are affected by solar energy.

PRE-ASSESSMENT
Readings in Physical Science
Cambridge 1987
pages 107-108 item 2(1-10)
page 115 item 2(1-10)
page 122 item 2(1-10)

*** TEACHER NOTE ***
answer key page k7
passing score 75% (3.3 per item)

MATERIALS:

GED
The Science Test
Contemporary 1987#
pages 168-175

PRE-GED
Readings in Physical Science
Cambridge 1987
pages 101-107, 109-114, 116-121

POST-ASSESSMENT
Exercise Book for Science Test
Cambridge 1981
page 34 items 25-30
page 38 items 49-54
page 82 items 29-32

*** TEACHER NOTE ***
answer key page k43, 44, 91
passing score 75% (6.3 per item)
UNIT 13
SUPPLEMENTARY

EARTH SCIENCE - METEOROLOGY AND OCEANOGRAPHY

GED

Passing the GED
Scott, Foresman 1987#
pages 367-368

GED Science
Steck-Vaughn 1988#
pages 87-92, 109

GED ScoreBoosters 4:
Science
Steck-Vaughn 1985
pages 99-100, 102-105

Springboard for Science
Scott, Foresman 1987#
lessons 14-15

PRE-GED

Basic Science for
Living Book 1
Steck-Vaughn 1986
pages 18-33, 36-47

Strategies for
Success: Science
Steck-Vaughn 1987
pages 44-51, 66-69

Building Basic Skills
in Science
Contemporary 1985
pages 55-58, 66-68

Earth Below and Sky
Above
New Reader's Press
1983
pages 65-135
UNIT 14

CONTENT
Laws of motion, types of energy, simple machines, powered machines, heat engines, units of work

COMPETENCY
Examine the laws of motion and the types of energy. Analyze and apply the principles of machines.

PRE-ASSESSMENT
Readings in Physical Science
Cambridge 1987
page 39 item 2(1-10)
page 46 item 2 (1-10)

*** TEACHER NOTE ***
answer key page k4
passing score 75% (5 per item)

MATERIALS:
GED
The Science Test
Contemporary 1987#
pages 221-234
GED Science Test
Cambridge 1981
pages 63-67, 166-167, 182-183

PRE-GED
Readings in Physical Science
Cambridge 1987
pages 34-39, 41-45

POST-ASSESSMENT
Exercise Book for Science Test
Cambridge 1981
pages 62-65 items 1-24
page 70 items 49-54
page 72-73 items 61-72

*** TEACHER NOTE ***
answer key page 74-77
passing score 75% (2.4 per item)
UNIT 14

PHYSICS - MECHANICS AND THERMODYNAMICS

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 379-380

GED Science
Steck-Vaughn 1988#
pages 130-135

GED ScoreBoosters 4: Science
Steck-Vaughn 1985
pages 84-93

Springboard for Science
Scott, Foresman 1987#
lesson 14

PRE-GED

Basic Science for Living Book 2
Steck-Vaughn 1986
pages 4-13, 18-23

Building Basic Skills in Science
Contemporary 1985
pages 109-111, 118-121

Matter and Energy
New Readers Press 1983
pages 39-118

Advanced General Education Program
Gov. Printing Office
Booklets 61, 62, 63, 66, 67, 68, 69
UNIT 15

PHYSICS - NATURE OF WAVES

CONTENT

Energy transfer, properties of sound and light waves, and wave behavior (reflection, refraction, diffraction, and polarization)

COMPETENCY

Recognize how energy is transferred. Compare the properties and behavior of sound and light waves.

PRE-ASSESSMENT

Readings in Physical Science
Cambridge 1987
page 55 item 2 (1-10)

*** TEACHER NOTE ***
answer key page k5
passing score 75% (10 per item)

MATERIALS:

GED

The Science Test
Contemporary 1987#
pages 234-241

GED Science Test
Cambridge 1981
pages 69-71, 184-185

PRE-GED

Readings in Physical Science
Cambridge 1987
pages 48-54

POST-ASSESSMENT

Exercise Book for Science Test
Cambridge 1981
pages 66-67 items 25-36
page 83 items 33-36

*** TEACHER NOTE ***
answer key page 75, 91
passing score 75% (6.3 per item)
UNIT 15
PHYSICS - NATURE OF WAVES

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 383-385

GED Science
Steck-Vaughn 1988#
pages 144-149

GED ScoreBoosters 4: Science
Steck-Vaughn 1985
pages 76-84

Springboard for Science
Scott, Foresman 1987#
lesson 15

PRE-GED

Basic Science for Living Book 2
Steck-Vaughn 1986
pages 42-55, 58-61

Strategies for Success: Science
Steck-Vaughn 1987
pages 100-103, 110-112

Building Basic Skills in Science
Contemporary 1985
pages 106-109

Matter and Energy
New Readers Press 1983
pages 167-216
UNIT 16

CONTENT

Electric currents and circuits, generating and transmitting electricity, and magnetic behavior.

COMPETENCY

Identify how electricity is generated and transmitted and the properties and behavior of magnetism and electricity.

PRE-ASSESSMENT

*Readings in Physical Science*
Cambridge 1987
page 62 item 2 (1-10)
page 69 item 2 (1-10)

*** TEACHER NOTE ***
answer key page k5-6
passing score 75% (5 per item)

MATERIALS:

**GED**

The Science Test
Contemporary 1987#
pages 241-249

GED Science Test
Cambridge 1981
pages 67-69

**PRE-GED**

Readings in Physical Science
Cambridge 1987
pages 56-61, 63-68

POST-ASSESSMENT

*Exercise Book for Science Test*
Cambridge 1981
pages 68-69 items 37-48

*** TEACHER NOTE ***
answer key pages 75-76
passing score 75% (8.3 per item)
UNIT 16
SUPPLEMENTARY

PHYSICS - ELECTRICITY AND MAGNETISM

GED
Passing the GED
Scott, Foresman 1987#
pages 381-382

GED Science
Steck-Vaughn 1988#
pages 137-142

GED ScoreBoosters 4: Science
Steck-Vaughn 1985
pages 74-75

Springboard for Science
Scott, Foresman 1987#
lesson 25

PRE-GED
Basic Science for Living Book 2
Steck-Vaughn 1986
pages 30-37

Building Basic Skills in Science
Contemporary 1985
pages 115-118

Matter and Energy
New Readers Press 1983
pages 119-166

Advanced General Education Program
Gov. Printing Office
Booklets 64, 65, 70, 71, 72
UNIT 17  PHYSICS - NUCLEAR PHYSICS AND ALTERNATE ENERGY SOURCES

CONTENT  Rays and radiation, fission and fusion, the technology of nuclear and solar energy, wind and water power

COMPETENCY  Analyze and apply the concepts of radiation, fission, and fusion, and identify the processes by which energy is derived from alternate sources.

PRE-ASSESSMENT  Readings in Physical Science  Cambridge 1987  page 76 items 1(1-10) 2(1-10)

*** TEACHER NOTE ***  answer key page k6  passing score 75% (6.7 per item)

MATERIALS:  

GED  
The Science Test  Contemporary 1987#  pages 250-257  

PRE-GED  
Readings in Physical Science  Cambridge 1987  pages 70-75

POST-ASSESSMENT  Exercise Book for Science Test  Cambridge 1981  page 41 items 67-72  page 54 items 49-54  page 55 items 55-60

*** TEACHER NOTE ***  answer key page 45, 60, 76  passing score 75% (5.6 per item)

40

313
UNIT 17

PHYSICS - NUCLEAR PHYSICS AND ALTERNATE ENERGY SOURCES

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 370, 377, 386

GED Science
Steck-Vaughn 1988#
pages 94-99, 151-152

Springboard for Science
Scott, Foresman 1987#
lessons 17, 26

PRE-GED

Basic Science for Living Book 1
Steck-Vaughn 1986
pages 34-35

Basic Science for Living Book 2
Steck-Vaughn 1986
pages 26-27, 86-98

Strategies for Success: Science
Steck-Vaughn 1987
pages 116-118

Building Basic Skills in Science
Contemporary 1985
pages 9-71, 121-123

Matter and Energy
New Readers Press 1983
pages 217-236
UNIT 18

CHEMISTRY - THE STRUCTURE OF MATTER

CONTENT

Physical and chemical changes, states of matter, structure of the atom, periodicity of elements, valence, atomic number and weight.

COMPETENCY

Identify the states of matter and the components of the atom. Differentiate between physical and chemical changes. Demonstrate how particles relate to valence, atom number and weight. Be familiar with the organization of the periodic table.

PRE-ASSESSMENT

Readings in Physical Science
Cambridge 1987
page 6 item 2(1-10)
page 12 item 1(1-5)
page 18 item 1(1-10)
page 25 item 1 (1-10)

*** TEACHER NOTE ***
answer key page k3
passing score 75% (2.9 per item)

MATERIALS:

GED

The Science Test
Contemporary 1987#
pages 184-193, 200-205

GED Science Test
Cambridge 1981
pages 49-52

PRE-GED

Readings in Physical Science
Cambridge 1987
pages 1-5, 7-11, 13-17, 19-25

POST-ASSESSMENT

Exercise Book for Science Test
Cambridge 1981
page 46 items 1-6
page 50 items 25-30
page 53 items 43-48
page 57 items 61-66

*** TEACHER NOTE ***
answer key page 58-72
passing score 75% (4.2 per item)
SUPPLEMENTARY

UNIT 18  CHEMISTRY - THE STRUCTURE OF MATTER

GED

- Passing the GED
  Scott, Foresman 1987#
  pages 371-372

- GED Science
  Steck-Vaughn 1988#
  pages 112-117

- GED ScoreBoosters 4:
  Science
  Steck-Vaughn 1985
  pages 59-64

- Springboard for Science
  Scott, Foresman 1987#
  lessons 18, 19

PRE-GED

- Basic Science for Living Book 2
  Steck-Vaughn 1986
  pages 72-81

- Strategies for Success: Science
  Steck-Vaughn 1987
  pages 78-85

- Building Basic Skills in Science
  Contemporary 1985
  pages 84-94

- Matter and Energy
  New Readers Press 1983
  pages 5-23

- Advanced General Education Program
  Gov. Printing Office
  Booklets 17, 18, 19, 20
UNIT 19

CHEMISTRY - CHEMICAL REACTIONS AND APPLICATIONS

CONTENT

Law of conservation of matter, chemical formulas and equations, bonding, solutions, acids, bases, and salts, chemical equilibrium, oxidation/reduction, electro-chemistry, properties of carbon, hydrocarbons, polymers, chemical applications, and environmental impact

COMPETENCY

Analyze and apply concepts associated with chemical reactions and applications.

PRE-ASSESSMENT

Readings in Physical Science
Cambridge 1987
pages 30-31 items 1(1-5) 2(1-10)

*** TEACHER NOTE ***
answer key page k3
passing score 75% (6.7 per item)

MATERIALS:

GED

The Science Test
Contemporary 1987#
pages 194-199, 205-220

GED Science Test
Cambridge 1981
pages 52-60

PRE-GED

Readings in Physical Science
Cambridge 1987
pages 26-30

POST-ASSESSMENT

Exercise Book for Science Test
Cambridge 1981
pages 47-49 items 7-24
pages 51-52 items 31-42
page 55- items 55-60

*** TEACHER NOTE ***
answer key page 58-60
passing score 75% (2.8 per item)
UNIT 19

CHEMISTRY - CHEMICAL REACTIONS AND APPLICATIONS

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 373-376, 378

GED Science
Steck-Vaughn 1988#
pages 119-124

GED ScoreBoosters 4:
Science
Steck-Vaughn 1985
pages 64-72

Springboard for Science
Scott, Foresman 1987#
lessons 20, 21, 22

PRE-GED

Basic Science for Living Book 2
Steck-Vaughn 1986
pages 82-83

Strategies for Success: Science
Steck-Vaughn 1987
pages 70-73, 88-90, 94-96

Building Basic Skills in Science
Contemporary 1985
pages 94-103

Matter and Energy
New Readers Press 1983
pages 24-37

Advanced General Education Program
Gov. Printing Office
Booklets 21, 22
### JOB CORPS GED COMPETENCIES PROGRAM

**SCIENCE DIAGNOSTIC PRE-TEST SOURCE MATERIALS**

**SOURCE:**

**CONTEMPORARY BOOKS INC.**  
188 NORTH MICHIGAN AVENUE  
CHICAGO, ILLINOIS 60601  
(312) 782-9181

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5036-5</td>
<td>Test 3: The Science Test 1987#</td>
<td>5.55</td>
</tr>
<tr>
<td>5193-0</td>
<td>Diagnostic Pre-Tests for GED</td>
<td>2.50</td>
</tr>
<tr>
<td>5912-2</td>
<td>Evaluative Post-Tests for GED</td>
<td>2.50</td>
</tr>
</tbody>
</table>

**PRE-GED SUPPLEMENTARY MATERIALS**

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5973-7</td>
<td>Building Basic Skills in Science 1985</td>
<td>4.65</td>
</tr>
</tbody>
</table>

**SOURCE:**

**SCOTT, FORESMAN AND COMPANY**  
LIFELONG LEARNING DIVISION  
1900 EAST LAKE AVENUE  
GLENVIEW, ILLINOIS 60025  
(800) 323-5482  
(800) 323-9501 (Illinois)  
(312) 729-3000 ext. 2570 (Call collect from Alaska & Hawaii)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>L24314-1</td>
<td>Passing the GED 1987</td>
<td>7.25</td>
</tr>
<tr>
<td>L24318-4</td>
<td>Springboard for Passing the GED Science Test</td>
<td>5.25</td>
</tr>
</tbody>
</table>

---

* Note: All prices are in U.S. dollars.
SOURCE:
CAMBRIDGE
THE ADULT EDUCATION COMPANY
888 SEVENTH AVENUE
NEW YORK, NEW YORK 10106
(800) 221-4764

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>893-89X</td>
<td>GED Science Test 1981</td>
<td>5.35</td>
</tr>
<tr>
<td>893-954</td>
<td>GED Exercise Book for Science 1981</td>
<td>3.35</td>
</tr>
<tr>
<td>830-065</td>
<td>Readings in Life Science 1986</td>
<td>3.60</td>
</tr>
<tr>
<td>830-073</td>
<td>Readings in Physical Science 1987</td>
<td>3.60</td>
</tr>
</tbody>
</table>
# JOB CORPS GED COMPETENCIES PROGRAM

## SCIENCE DIAGNOSTIC PRE-TEST SOURCE MATERIALS

**Source:**

STECK-VAUGHN  
P.O. BOX 2028  
AUSTIN, TEXAS 78768  
(800) 531-5015  
(800) 252-9317 (Texas)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1279-2</td>
<td>GED ScoreBooster 4 Science 1985</td>
<td>4.11</td>
</tr>
<tr>
<td>1895-2</td>
<td>GED Science 1988</td>
<td>4.85</td>
</tr>
<tr>
<td>1877-4</td>
<td>Strategies for Success Science 1987</td>
<td>4.56</td>
</tr>
<tr>
<td>1479-3</td>
<td>Basic Science for Living Book 1 1986</td>
<td>3.66</td>
</tr>
<tr>
<td>1498-1</td>
<td>Basic Science for Living Book 2 1986</td>
<td>3.66</td>
</tr>
</tbody>
</table>
SOURCE:

NEW READERS PRESS
PUBLISHING DIVISION OF LAUBACH LITERACY INTERNATIONAL
BOX 131
SYRACUSE, NY 13210
(800) 448-8878
(800) 624-6703 (New York)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>852-8</td>
<td>Earth Below and Sky Above 1983</td>
<td>6.75</td>
</tr>
<tr>
<td>850-1</td>
<td>Matter and Energy 1983</td>
<td>8.00</td>
</tr>
</tbody>
</table>
On the following pages is the pre-test diagnostic chart for the Science Test. Students should be given Form AA of the Official Practice Tests. A score below 45 would indicate a need to take the Science Diagnostic Test. An analysis for purposes of guiding instruction may be obtained by circling on the following chart the item numbers of incorrect responses. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies. See page 3 in the Science Curriculum Guide for a listing of science content units.

Note that while the cognitive skill of recall is not tested on the 1988 edition of the GED Tests, it is listed in this chart in order to make questions of this type on the Science Diagnostic Test available for content analysis.
## JOB CORPS GED COMPETENCIES PROGRAM
### DIAGNOSTIC PRE-TEST CHART FOR SCIENCE

<table>
<thead>
<tr>
<th>NAME ___________________________</th>
<th>DATE __________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>COGNITIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPREHENSION</td>
</tr>
</tbody>
</table>

### COGNITIVE SKILLS

#### UNIT 1

**OPT (AA) 1, 9, 10, 11, 12, 24**

**DPT**

8, 13, 15, 16, 17, 18,
19, 20, 23, 24, 25, 26,
27, 29, 31, 33, 34, 35,
36, 37, 38, 40

#### UNIT 2

**OPT (AA) 6, 13, 14, 15, 16,**

18, 20, 22, 27, 28,

**DPT**

1, 4, 5, 7, 9, 10, 12,
14, 21, 22, 32

#### UNIT 3

**OPT (AA) 7, 8, 17, 19, 21,**

23, 25, 29, 30,
31, 32, 33

**DPT**

11, 28, 30, 39

#### UNIT 4

**OPT (AA) 2, 3, 4, 5, 26**

**DPT**

**BIOLOGY**

#### UNIT 5

**OPT (AA)**

**DPT** 23, 24, 25

#### UNIT 6

**OPT (AA) 6**

**DPT** 26
### JOB CORPS GED COMPETENCIES PROGRAM

#### DIAGNOSTIC PRE-TEST CHART FOR SCIENCE

<table>
<thead>
<tr>
<th>NAME __________________________</th>
<th>DATE __________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>COGNITIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPREHENSION</td>
</tr>
<tr>
<td>UNIT 7</td>
<td></td>
</tr>
<tr>
<td>(1) OPT(AA)</td>
<td>1,12,24</td>
</tr>
<tr>
<td>(2) DPT</td>
<td>13,15,16,24</td>
</tr>
<tr>
<td>UNIT 8</td>
<td></td>
</tr>
<tr>
<td>(1) OPT(AA)</td>
<td></td>
</tr>
<tr>
<td>(2) DPT</td>
<td>1</td>
</tr>
<tr>
<td>UNIT 9</td>
<td>24</td>
</tr>
<tr>
<td>(2) DPT</td>
<td>15</td>
</tr>
</tbody>
</table>

**EARTH SCIENCE**

| UNIT 10      |                  |             |          |            |        |
| (1) OPT(AA)  |                  | 36,37       |          |            |        |
| (2) DPT      |                  |            |          |            |        |

| UNIT 11      |                  |             |          |            |        |
| (1) OPT(AA)  |                  | 4           |          |            |        |
| (2) DPT      |                  |            |          |            |        |

| UNIT 12      |                  |             |          |            |        |
| (1) OPT(AA)  | 9,10,11           | 32          |          |            |        |
| (2) DPT      |                  |             |          |            |        |

| UNIT 13      |                  |             |          |            |        |
| (1) OPT(AA)  | 27                |             |          |            |        |
| (2) DPT      | 33,34,35          | 32          |          |            |        |

52

325
# JOB CORPS GED COMPETENCIES PROGRAM
## DIAGNOSTIC PRE-TEST CHART FOR SCIENCE

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>COGNITIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPREHENSION</td>
</tr>
<tr>
<td><strong>PHYSICS</strong></td>
<td></td>
</tr>
<tr>
<td>UNIT 14</td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td>UNIT 15</td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td>UNIT 16</td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td>UNIT 17</td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td><strong>CHEMISTRY</strong></td>
<td></td>
</tr>
<tr>
<td>UNIT 18</td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
<tr>
<td>UNIT 19</td>
<td>(1) OPT(AA)</td>
</tr>
<tr>
<td></td>
<td>(2) DPT</td>
</tr>
</tbody>
</table>
On the following pages is the post-test diagnostic chart for the Science Test. Students should be given the Science Evaluative Test. A score below 45 would indicate a need for review in supplementary materials. An analysis for purposes of guiding instruction may be obtained by circling on the following chart the item numbers of incorrect responses. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies. See page 3 in the Science Curriculum Guide for a listing of science content units.

Form BB of the Official Practice Tests should be given upon completion of supplementary assignments or after passing the Evaluative Post Tests to determine readiness for GED Testing.

Note that while the cognitive skill of recall is not tested on the 1988 edition of the GED Tests, it is listed in this chart in order to make questions of this type on the Science Evaluative Test available for content analysis.
## JOB CORPS GED COMPETENCIES PROGRAM
### DIAGNOSTIC POST-TEST CHART FOR SCIENCE

<table>
<thead>
<tr>
<th>NAME ___________________________</th>
<th>DATE ____________</th>
</tr>
</thead>
</table>

**CONTENT AREA**

<table>
<thead>
<tr>
<th>COGNITIVE SKILLS</th>
<th>COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS</th>
<th>EVALUATION</th>
<th>RECALL</th>
</tr>
</thead>
</table>

**COGNITIVE SKILLS**

**UNIT 1**  
(3)EPT  
8, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 38, 40, 42, 43, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 59, 60  
(4)OPT(BB)  
3, 4, 10, 21, 26, 27  

**UNIT 2**  
(3)EPT  
3, 7, 9, 11, 12, 13, 14, 15, 16, 18, 24, 36, 41, 58  
(4)OPT(BB)  
6, 7, 8, 13, 14, 19, 20, 23, 25  

**UNIT 3**  
(3)EPT  
39, 44, 46  
(4)OPT(BB)  
2, 5, 16, 17, 18, 24, 28, 29, 30, 32  

**UNIT 4**  
(3)EPT  
1, 9, 11, 12, 15, 22  
(4)OPT(BB)  
31, 33  

**BIOLOGY**  
**UNIT 5**  
(3)EPT  
(4)OPT(BB)  
55  

**328**
<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONTENT AREA</th>
<th>COMPREHENSION</th>
<th>APPLICATION</th>
<th>COGNITIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>UNIT 6</td>
<td>50,52,53</td>
<td>3</td>
<td>RECALL 2,19,38</td>
</tr>
<tr>
<td></td>
<td>(3) EPT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>UNIT 7</td>
<td>6,7,8,14</td>
<td>5,16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) EPT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>UNIT 8</td>
<td>25,26,27,28,29,7,15</td>
<td>1,5,6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) EPT</td>
<td>30,31,32,47,48,49,50,51</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
<td>13</td>
<td>28,29,30,32</td>
<td>31</td>
</tr>
<tr>
<td>9</td>
<td>UNIT 9</td>
<td>8,37,38,40</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) EPT</td>
<td>41,58</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
<td>3,4</td>
<td>6,7,8,14</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>EARTH SCIENCE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>UNIT 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) EPT</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
<td>19</td>
<td>17,18</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>UNIT 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) EPT</td>
<td>57</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
<td>20</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>UNIT 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) EPT</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT(BB)</td>
<td>2,18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTENT AREA</td>
<td>COGNITIVE SKILLS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMPREHENSION</td>
<td>APPLICATION</td>
<td>ANALYSIS</td>
<td>EVALUATION</td>
</tr>
<tr>
<td>UNIT 13</td>
<td>(3) EPT 33,34,35,54,55, 36</td>
<td>56,59</td>
<td>10,17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT (BB)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 14</td>
<td>(3) EPT 20,21,22,23</td>
<td>24</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT (BB)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 15</td>
<td>(3) EPT 33,34,35</td>
<td>14,16,36</td>
<td>9,11,12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT (BB)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 16</td>
<td>(3) EPT 47,48,49,51,60</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT (BB)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 18</td>
<td>(3) EPT 42,43,45,57</td>
<td>44,46</td>
<td>24,22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) OPT (BB)</td>
<td>21 23,25 24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### JOB CORPS GED COMPETENCIES PROGRAM
### CURRICULUM GUIDE FOR SCIENCE
### STUDENT RECORD SHEET

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>SS/ID #: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Date: ________________</td>
<td>Exit Date: ________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FORM</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry (Official GED Practice Test)</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

| Pre-Assessment Diagnostic Test | ______ | ______ |
| (Diagnostic Pre-Tests for GED Instruction) |

**Circle Units Assigned:**
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

| Post-Assessment Subject Mastery Test | ______ | ______ |
| (Evaluative Post-Tests for GED Instruction) |

| Exit (Official GED Practice Test) | ______ | ______ |

### GED SCIENCE TEST
| ______ | ______ |

***TEACHER NOTE***
See pages 50 and 54 for source information
## JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR SCIENCE

### UNIT 1 COMPREHENSION SKILLS IN SCIENCE

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Diagnostic Pre-Tests</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED</td>
</tr>
</tbody>
</table>

- **Science**
  - Contemporary 1987
    - Pages 14-30
- **GED Science**
  - Cambridge 1981
    - Pages 85-92, 93-95, 97-114, 118-139

<table>
<thead>
<tr>
<th>Post-Assessment</th>
<th>Evaluative Post-Tests</th>
</tr>
</thead>
</table>

---

**NAME ____________________________**

**DATE**

**SCORE**

**Assigned** **Completed**

---

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987# pages 331-336</td>
</tr>
<tr>
<td></td>
<td><strong>GED Science</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988# pages 15, 22, 36, 81</td>
</tr>
<tr>
<td></td>
<td><strong>Springboard: Science</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987# lessons 1, 2, 3, 4, 11, 12, 13</td>
</tr>
</tbody>
</table>

**PRE-GED**

---

### UNIT 1 COMPREHENSION SKILLS IN SCIENCE

**NAME __________________________**

**DATE**

Assigned  Completed

---

*** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
UNIT 2 APPLICATION SKILLS IN SCIENCE

Pre-Assessment Diagnostic Pre-Tests

Materials

GED

Science
Contemporary 1987#
pages 31-41

GED Science
Cambridge 1981
pages 95-97, 116-117

PRE-GED

Post-Assessment Evaluative Post-Tests

NAME ____________________________

DATE Assigned Completed SCORE

61

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

NAME _______________________

UNIT 2 APPLICATION SKILLS IN SCIENCE

DATE
Assigned Completed

Supplementary

GED

☐ Passing the GED
Scott, Foresman 1987#
pages 336-337

☐ GED Science
Steck-Vaughn 1988#
pages 88, 113

☐ Springboard: Science
Scott, Foresman 1987#
lessons 5, 18, 23

PRE-GED

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

UNIT 3 ANALYSIS SKILLS IN SCIENCE

DATE
Assigned Completed

PRE-ASSESSMENT

Diagnostic Pre-Tests

SCORE

MATERIALS

GED

Science
Contemporary 1987#
pages 42-67

postAssessment

Evaluative Post-Tests

PRE-GED

Strategies: Science
Steck-Vaughn 1987
pages 86-87, 108-109

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS

NAME ____________________________

63
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

UNIT 3 ANALYSIS SKILLS IN SCIENCE

NAME __________________________

DATE
Assigned  Completed

Supplementary  GED

☐  Passing the GED
Scott, Foresman 1987#
pages 337-338

☐  GED Science
Steck-Vaughn 1988#
pages 29, 43, 95, 102,
131, 138

☐  Springboard: Science
Scott, Foresman 1987#
lessons 6, 7, 8, 14,
15, 19, 20, 24

PRE-GED

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM
## STUDENT CHECKLIST FOR SCIENCE

### UNIT 4 EVALUATION SKILLS IN SCIENCE AND SCIENTIFIC METHOD

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Diagnostic Pre-Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>GED</td>
</tr>
<tr>
<td></td>
<td>□ Science Contemporary 1987# pages 68-91</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Assessment</td>
<td>Evaluative Post Tests</td>
</tr>
</tbody>
</table>

**DATE**
- Assigned
- Completed

**SCORE**
- □
- 65

**NOTE**
- CHECKED BOXES INDICATE ASSIGNED MATERIALS
UNIT 4 EVALUATION SKILLS IN SCIENCE AND SCIENTIFIC METHOD

Supplementary

GED

☐ Passing the GED
Scott, Foresman 1987#
pages 320, 339

☐ GED Science
Steck-Vaughn 1988#
pages 50, 57, 64, 120, 145

☐ Springboard: Science
Scott, Foresman 1987#
lessons 9, 10, 16, 17, 21, 22, 25, 26

PRE-GED

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
### JOB CORPS GED COMPETENCIES PROGRAM

**STUDENT CHECKLIST FOR SCIENCE**

**UNIT 5 BIOLOGY - CELL STRUCTURE AND FUNCTION**

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Life Science</th>
<th>Assigned</th>
<th>Completed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1986</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pages 29-30 items 1-3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>GED</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1987#</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pages 92-97, 106-110</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GED Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1981</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pages 16-20, 160-161</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| PRE-GED         | Life Science           |          |           |       |
|-----------------| Cambridge 1986        |          |           |       |
|                 | pages 1-28             |          |           |       |

| Post-Assessment | Science Exercise Book  |          |           |       |
|-----------------| Cambridge 1981        |          |           |       |
|                 | pages 2-3 items 7-18  |          |           |       |
|                 | page 6 items 31-36    |          |           |       |

---

**DATE**

**SCORE**

---

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

67

340
## UNIT 5 BIOLOGY - CELL STRUCTURE AND FUNCTION

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987#</td>
</tr>
<tr>
<td></td>
<td>pages 340-342</td>
</tr>
<tr>
<td></td>
<td><strong>GED Science</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988#</td>
</tr>
<tr>
<td></td>
<td>pages 14-27</td>
</tr>
<tr>
<td></td>
<td><strong>ScoreBoosters 4</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
</tr>
<tr>
<td></td>
<td>pages 23-28, 52-54</td>
</tr>
<tr>
<td></td>
<td><strong>Springboard: Science</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987#</td>
</tr>
<tr>
<td></td>
<td>lesson 3</td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

NAME ________________________

UNIT 5 BIOLOGY - CELL STRUCTURE AND FUNCTION

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>PRE-GED</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Skills Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1985</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pages 41-44</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AGEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>USGPO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Booklet 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AGEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Booklet 51</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AGEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Booklet 83</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AGEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Booklet 84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
### UNIT 6 BIOLOGY - HEREDITY, EVOLUTION, AND CLASSIFICATION OF LIFE

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Materials</th>
<th>Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life Science</strong>&lt;br&gt;Cambridge 1986&lt;br&gt;pages 78-79&lt;br&gt;items 1(1-8) 2(1-9)</td>
<td><strong>GED</strong>&lt;br&gt;<strong>Science</strong>&lt;br&gt;Contemporary 1987#&lt;br&gt;pages 111-115, 118-121, 147-151</td>
<td><strong>Science Exercise Book</strong>&lt;br&gt;Cambridge 1981&lt;br&gt;page 1 items 1-6&lt;br&gt;pages 4-5 items 19-30</td>
</tr>
</tbody>
</table>

**DATE**<br>Assigned <br>Completed<br>**SCORE**<br>--------- <br>--------- <br>---------
# JOB CORPS GED COMPETENCIES PROGRAM

## STUDENT CHECKLIST FOR SCIENCE

**NAME ____________________________**

**UNIT 6 BIOLOGY - HEREDITY, EVOLUTION, AND CLASSIFICATION OF LIFE**

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DATE**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supplementary**

- **Passing the GED**
  - Scott, Foresman 1987# pages 343-345

- **GED Science**
  - Steck-Vaughn 1988# pages 28-33, 56-61, 72

- **ScoreBoosters 4**
  - Steck-Vaughn 1985 pages 36-40, 46-49

- **Springboard: Science**
  - Scott, Foresman 1987# lesson 4

**PRE-GED**

- **Basic Science Book 1**
  - Steck-Vaughn 1986 page 57

- **Basic Skills Science**
  - Contemporary 1985 pages 23-26, 30-33, 38-41

- **AGEP**
  - USGPO Booklet 86

- **AGEP**
  - Booklet 87

---

**71**

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

NAME _______________________

UNIT 7 BIOLOGY - THE VARIETY OF LIFE

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Life Science</th>
<th>Cambridge 1986</th>
<th>pages 112-113</th>
<th>items 1-4</th>
<th>DATE</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Materials

<table>
<thead>
<tr>
<th>GED</th>
</tr>
</thead>
</table>

Materials

<table>
<thead>
<tr>
<th>GED</th>
</tr>
</thead>
</table>

Materials

<table>
<thead>
<tr>
<th>Contemporary 1987#</th>
</tr>
</thead>
<tbody>
<tr>
<td>pages 98-105</td>
</tr>
</tbody>
</table>

Materials

<table>
<thead>
<tr>
<th>GED Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge 1981</td>
</tr>
<tr>
<td>pages 25-29, 180-181</td>
</tr>
</tbody>
</table>

PRE-GED

<table>
<thead>
<tr>
<th>Life Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge 1986</td>
</tr>
<tr>
<td>pages 70-77, 80-111</td>
</tr>
</tbody>
</table>

Post-Assessment

<table>
<thead>
<tr>
<th>Science Exercise Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge 1981</td>
</tr>
<tr>
<td>page 6 items 31-36</td>
</tr>
<tr>
<td>page 9 items 49-54</td>
</tr>
<tr>
<td>page 11 items 61-66</td>
</tr>
<tr>
<td>page 19 items 109-114</td>
</tr>
<tr>
<td>page 21 items 121-126</td>
</tr>
</tbody>
</table>

DATE | Score |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
**UNIT 7 BIOLOGY - THE VARIETY OF LIFE**

**DATE**
Assigned Completed

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

- **Passing the GED**
  *Scott, Foresman 1987*#  
  *pages 346-357*

- **GED Science**
  *Steck-Vaughn 1988*#  
  *pages 35-40, 70, 73*

- **ScoreBoosters 4**
  *Steck-Vaughn 1985*  
  *pages 49-52, 54-56*

- **Springboard: Science**
  *Scott, Foresman 1987*#  
  *lessons 5, 6, 7, 8*

---

**NAME _____________________________**

---

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
JO3 CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

NAME __________________________

UNIT 7 BIOLOGY - THE VARIETY OF LIFE

DATE
Assigned  Completed

\[ ^\text{Supplementary} \]

PRE-GED

- Basic Science Book 1
  Steck-Vaughn 1986
  pages 48-56, 58-67

- Strategies: Science
  Steck-Vaughn 1987
  pages 19-21, 36-39

- AGEP
  USGPO
  Booklet 79

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM

## STUDENT CHECKLIST FOR SCIENCE

### UNIT 8 BIOLOGY - THE HUMAN BODY

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>DATE Assigned</th>
<th>DATE Completed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Assessment</td>
<td><strong>Life Science</strong>&lt;br&gt;Cambridge 1986&lt;br&gt;pages 135-136&lt;br&gt;items 1-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td><strong>GED</strong>&lt;br&gt;Science&lt;br&gt;Contemporary 1987#&lt;br&gt;pages 122-146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GED Science&lt;br&gt;Cambridge 1981&lt;br&gt;pages 29-31, 164-165, 186-187</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRE-GED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Life Science</strong>&lt;br&gt;Cambridge 1986&lt;br&gt;pages 114-128</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Assessment</td>
<td><strong>Science Exercise Book</strong>&lt;br&gt;Cambridge 1981&lt;br&gt;pp. 14-16 items 80-96&lt;br&gt;page 22 items 127-132</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**NAME ____________________________**

---

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

75

---

348
### UNIT 8 BIOLOGY - THE HUMAN BODY

#### DATE

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

### Supplementary

<table>
<thead>
<tr>
<th>GED</th>
<th>Passing the GED</th>
<th>Scott, Foresman 1987#</th>
</tr>
</thead>
</table>

| GED Science          | Steck-Vaughn 1988# | pages 42-54, 74-76 |

| ScoreBoosters 4      | Steck-Vaughn 1985 | pages 28-36, 40-46 |

<table>
<thead>
<tr>
<th>Springboard: Science</th>
<th>Scott, Foresman 1987#</th>
</tr>
</thead>
<tbody>
<tr>
<td>lessons 1, 2</td>
<td></td>
</tr>
</tbody>
</table>

### Notes

- **NOTE:**
  - Checked boxes indicate assigned materials.
| Supplementary | PRE-GED | | | |
|---------------|---------|---------|---------|
| [ ] | Basic Skills Science | Contemporary 1985 | pages 27-30, 33-38, 44-51 | | |
| [ ] | AGEP | USGPO | Booklet 52 | | |
| [ ] | AGEP | Booklet 53 | | | |
| [ ] | AGEP | Booklet 54 | | | |
| [ ] | AGEP | Booklet 80 | | | |
| [ ] | AGEP | Booklet 81 | | | |
| [ ] | AGEP | Booklet 82 | | | |
| [ ] | AGEP | Booklet 85 | | | |
| [ ] | AGEP | Booklet 86 | | | |

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM
## STUDENT CHECKLIST FOR SCIENCE

**UNIT 9 BIOLOGY - ECOSYSTEMS**

<table>
<thead>
<tr>
<th>DATE</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Pre-Assessment**
- **Life Science**
  - Cambridge 1986
  - Pages 133-134
  - Items 1-2
- **Materials**
- **GED**
- **Science**
  - Contemporary 1987#
  - Pages 115-118
- **GED Science**
  - Cambridge 1981
  - Pages 32-33, 168-169, 178-179

**PRE-GED**
- **Life Science**
  - Cambridge 1986
  - Pages 129-132

**Post-Assessment**
- **Science Exercise Book**
  - Cambridge 1981
  - Pp. 12-13 items 67-78
  - Page 18 items 103-108
  - Page 20 items 115-120

---

***NOTE***

Checked boxes indicate assigned materials.
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

UNIT 9 BIOLOGY - ECOSYSTEMS

Supplementary 
GED

☐ Passing the GED
Scott, Foresman 1987#
page 359

☐ GED Science
Steck-Vaughn 1988#
pages 63-68, 71, 77

☐ ScoreBoosters 4
Steck-Vaughn 1985
pages 14-23

☐ Springboard: Science
Scott, Foresman 1987#
lessons 9, 10

NAME _______________________

DATE
Assigned Completed

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS

352
## JOB CORPS GED COMPETENCIES PROGRAM

### STUDENT CHECKLIST FOR SCIENCE

**NAME ________________________**

### UNIT 9 BIOLOGY - ECOSYSTEMS

#### DATE

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

#### Supplementary

<table>
<thead>
<tr>
<th>Pre-GED</th>
<th></th>
</tr>
</thead>
</table>

- **Basic Science Book 1**
  - Steck-Vaughn 1986
  - Pages 68-81

- **Strategies: Science**
  - Steck-Vaughn 1987
  - Pages 24-27

- **Basic Skills Science**
  - Contemporary 1985
  - Pages 15-23

---

***NOTE***

Checked boxes indicate assigned materials.
## JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR SCIENCE

#### UNIT 10 EARTH SCIENCE - ASTRONOMY

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Materials</th>
<th>Posts-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Science</strong>&lt;br&gt;Cambridge 1987&lt;br&gt;pages 83-84 items 1-2</td>
<td><strong>GED</strong>&lt;br&gt;Science Contemporary 1987#&lt;br&gt;pages 152-161</td>
<td><strong>Science Exercise Book</strong>&lt;br&gt;Cambridge 1981&lt;br&gt;page 40 items 61-66&lt;br&gt;page 88 items 53-56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>DATE</strong></th>
<th><strong>SCORE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NOTE
CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM

## STUDENT CHECKLIST FOR SCIENCE

### UNIT 10 EARTH SCIENCE - ASTRONOMY

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing the GED</strong></td>
<td>Scott, Foresman 1987#</td>
</tr>
<tr>
<td>Pages 360-361</td>
<td></td>
</tr>
</tbody>
</table>

| ScoreBoosters 4 | Steck-Vaughn 1985 |
| Pages 96-98, 100-102 |

| Springboard: Science | Scott, Foresman 1987# |
| Lesson 11 |

### PRE-GED

| Basic Science Book 1 | Steck-Vaughn 1986 |
| Pages 12-17 |

| Strategies: Science | Steck-Vaughn 1987 |
| Pages 104-107 |

| Basic Skills Science | Contemporary 1985 |
| Pages 71-80, 112-115 |

| Earth Below and Sky Above | New Readers Press 1983 |
| Pages 138-157 |

### *** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM

## STUDENT CHECKLIST FOR SCIENCE

**UNIT 11 EARTH SCIENCE - THE EARTH**

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Physical Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge 1987</td>
<td>pages 92-93 items 1-2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>GED Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge 1981</td>
<td>pages 39-41, 44-45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Assessment</th>
<th>Science Exercise Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge 1981</td>
<td>page 30 items 1-6</td>
</tr>
<tr>
<td>pp. 35-36 items 31-42</td>
<td></td>
</tr>
<tr>
<td>page 86 items 45-48</td>
<td></td>
</tr>
</tbody>
</table>

**DATE**

**SCORE**

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**

---

83

*** NOTE ***
### UNIT 11 EARTH SCIENCE - THE EARTH

**NAME ________________________

**DATE**

**Assigned** **Completed**

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
</tr>
</tbody>
</table>
|               | *Scott, Foresman 1987*
|               | *pages 362, 365-366*                     |
|               | **GED Science**                          |
|               | *Steck-Vaughn 1988*
|               | *pages 80-85, 108*                       |
|               | **ScoreBoosters 4**                      |
|               | *Steck-Vaughn 1985*                      |
|               | *pages 112-117*                          |
|               | **Springboard: Science**                 |
|               | *Scott, Foresman 1987*                   |
|               | *lessons 12, 13*                         |

*NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
UNIT 11 EARTH SCIENCE - THE EARTH

DATE
Assigned Completed

Supplementary

<table>
<thead>
<tr>
<th>Material</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Science Book 1</td>
<td>Steck-Vaughn 1986</td>
</tr>
<tr>
<td>Basic Skills Science</td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td>Earth and Sky</td>
<td>New Readers Press 1983</td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
## JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR SCIENCE

**NAME __________________________**

**UNIT 12 EARTH SCIENCE - GEOLOGIC CHANGES**

| Pre-Assessment | Physical Science  
Cambridge 1987  
pages 99-100 items 1-2 | Assigned | Completed |
|----------------|-------------------------------------------------|
| Materials      | GED Science  
Contemporary 1987#  
pages 176-179 | | |
|                | GED Science  
Cambridge 1981  
pages 41-43, 162-163 | | |
|                | **PRE-GED**  
|                | Physical Science  
Cambridge 1987  
pages 94-99 | | |
| Post-Assessment| Science Exercise Book  
Cambridge 1981  
pages 31-33 items 7-24, 37 items 43-48, 39 items 55-60 | | |

---

*** NOTE ***
Checked boxes indicate assigned materials

---

86

*** CHECKED BOXES INDICATE ASSIGNED MATERIALS ***
## STUDENT CHECKLIST FOR SCIENCE

### UNIT 12 EARTH SCIENCE - GEOLOGIC CHANGES

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Passing the GED**
  - Scott, Foresman 1987#
  - Pages 363-364, 369

- **GED Science**
  - Steck-Vaughn 1988#
  - Pages 101-106

- **ScoreBoosters 4**
  - Steck-Vaughn 1985
  - Pages 106-112

- **Springboard: Science**
  - Scott, Foresman 1987#
  - Lesson 16

### CHECKED BOXES INDICATE ASSIGNED MATERIALS
**JOB CORPS GED COMPETENCIES PROGRAM**  
**STUDENT CHECKLIST FOR SCIENCE**

**NAME __________________________**

**UNIT 12 EARTH SCIENCE - GEOLOGIC CHANGES**

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Strategies: Science</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1987</td>
</tr>
<tr>
<td></td>
<td>pages 52-55, 58-65</td>
</tr>
<tr>
<td></td>
<td><strong>Basic Science Book 1</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1986</td>
</tr>
<tr>
<td></td>
<td>pages 58-63</td>
</tr>
<tr>
<td></td>
<td><strong>Earth and Sky</strong></td>
</tr>
<tr>
<td></td>
<td>New Readers Press 1983</td>
</tr>
<tr>
<td></td>
<td>pages 35-63</td>
</tr>
</tbody>
</table>

**DATE**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
</tbody>
</table>

*** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

NAME ____________________

UNIT 13 EARTH SCIENCE – METEOROLOGY AND OCEANOGRAPHY

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

### Pre-Assessment

**Physical Science**
Cambridge 1987
- pages 107-108 item 2
- page 115 item 2
- page 122 item 2

### Materials

- **GED**
- **Science**
  - Contemporary 1987#
  - pages 168-175

### PRE-GED

- **Physical Science**
  - Cambridge 1987
  - pages 101-107, 109-114, 116-121

### Post-Assessment

**Science Exercise Book**
Cambridge 1981
- page 34 items 25-30
- page 38 items 49-54
- page 82 items 29-32

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM

## STUDENT CHECKLIST FOR SCIENCE

### UNIT 13 EARTH SCIENCE - METEOROLOGY AND OCEANOGRAPHY

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987#</td>
</tr>
<tr>
<td></td>
<td>pages 367-368</td>
</tr>
<tr>
<td></td>
<td><strong>GED Science</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988#</td>
</tr>
<tr>
<td></td>
<td>pages 87-92, 109</td>
</tr>
<tr>
<td></td>
<td><strong>ScoreBoosters 4</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
</tr>
<tr>
<td></td>
<td>pages 99-100, 102-105</td>
</tr>
<tr>
<td></td>
<td><strong>Springboard: Science</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987#</td>
</tr>
<tr>
<td></td>
<td>lessons 14, 15</td>
</tr>
</tbody>
</table>

### PRE-GED

| Basic Science Book 1 |
| Steck-Vaughn 1986 |
| pages 18-33, 36-47 |

| Strategies: Science |
| Steck-Vaughn 1987 |
| pages 44-51, 66-69 |

| Basic Skills Science |
| Contemporary 1985 |
| pages 55-58, 66-68 |

| Earth and Sky |
| New Readers Press 1983 |
| pages 65-135 |

---

**DATE**

Assigned Completed

---

**NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge 1987</td>
<td>Assigned</td>
<td>Completed</td>
</tr>
<tr>
<td>page 39 item 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 46 item 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary 1987#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 221-234</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GED Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge 1981</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 63-67, 166-167, 182-183</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRE-GED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge 1987</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 34-39, 41-45</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Post-Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science Exercise Book</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge 1981</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 62-65 items 1-24</td>
<td>Assigned</td>
<td>Completed</td>
</tr>
<tr>
<td>page 70- items 49-54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 72-73 items 61-72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

NAME _______________________

UNIT 14 PHYSICS - MECHANICS AND THERMODYNAMICS

DATE
Assigned Completed

Supplementary  GED

☐ Passing the GED
Scott, Foresman 1987#
pages 379-380

☐ GED Science
Steck-Vaughn 1988#
pages 130-135

☐ ScoreBoosters 4
Steck-Vaughn 1985
pages 84-93

☐ Springboard: Science
Scott, Foresman 1987#
lesson 14

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM
## STUDENT CHECKLIST FOR SCIENCE

**NAME ____________________________**

**UNIT 14 PHYSICS - MECHANICS AND THERMODYNAMICS**

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Basic Science Book 2</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1986</td>
</tr>
<tr>
<td></td>
<td>pages 4-13, 18-23</td>
</tr>
<tr>
<td></td>
<td><strong>Basic Skills Science</strong></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td></td>
<td>pages 109-111, 118-121</td>
</tr>
<tr>
<td></td>
<td><strong>Matter and Energy</strong></td>
</tr>
<tr>
<td></td>
<td>New Readers Press 1983</td>
</tr>
<tr>
<td></td>
<td>pages 39-118</td>
</tr>
<tr>
<td></td>
<td><strong>AGEP</strong></td>
</tr>
<tr>
<td></td>
<td>USGPO</td>
</tr>
<tr>
<td></td>
<td>Booklet 61</td>
</tr>
<tr>
<td></td>
<td><strong>AGEP</strong></td>
</tr>
<tr>
<td></td>
<td>Booklet 62</td>
</tr>
<tr>
<td></td>
<td><strong>AGEP</strong></td>
</tr>
<tr>
<td></td>
<td>Booklet 63</td>
</tr>
<tr>
<td></td>
<td><strong>AGEP</strong></td>
</tr>
<tr>
<td></td>
<td>Booklet 66</td>
</tr>
<tr>
<td></td>
<td><strong>AGEP</strong></td>
</tr>
<tr>
<td></td>
<td>Booklet 67</td>
</tr>
<tr>
<td></td>
<td><strong>AGEP</strong></td>
</tr>
<tr>
<td></td>
<td>Booklet 68</td>
</tr>
<tr>
<td></td>
<td><strong>AGEP</strong></td>
</tr>
<tr>
<td></td>
<td>Booklet 69</td>
</tr>
</tbody>
</table>

**DATE**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

93

366
UNIT 15 PHYSICS - NATURE OF WAVES

Pre-Assessment

Physical Science
Cambridge 1987
page 55 item 2

Materials

GED

Science
Contemporary 1987#
pages 234-241

GED Science
Cambridge 1981
pages 69-71, 184-185

PRE-GED

Physical Science
Cambridge 1987
pages 48-54

Post-Assessment

Science Exercise Book
Cambridge 1981
pp. 66-67 items 25-36
page 83 items 33-36

NAME _________________________
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

NAME _______________________

UNIT 15 PHYSICS - NATURE OF WAVES

NAME _______________________

DATE
Assigned Completed

Supplementary GED

<table>
<thead>
<tr>
<th>Title</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing the GED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott, Foresman 1987</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 383-385</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GED Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steck-Vaughn 1988</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 144-149</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ScoreBoosters 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steck-Vaughn 1985</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 76-84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Springboard: Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott, Foresman 1987</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lesson 15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRE-GED

<table>
<thead>
<tr>
<th>Title</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Science Book 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steck-Vaughn 1986</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 42-55, 58-61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies: Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steck-Vaughn 1987</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 100-103, 110-112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Skills Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary 1985</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 106-109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matter and Energy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Readers Press 1983</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 167-21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS

95
## JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR SCIENCE

**NAME __________________________________________**

**UNIT 16 PHYSICS - ELECTRICITY AND MAGNETISM**

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Physical Science</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1987</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>page 62 item 2</td>
<td>Assigned</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>page 69 item 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Materials**

- **GED Science**
  - Contemporary 1987#
  - pages 241-249

- **GED Science**
  - Cambridge 1981
  - pages 67-69

- **PRE-GED**
  - Physical Science
  - Cambridge 1987
  - pages 56-61, 63-68

**Post-Assessment**

- **Science Exercise Book**
  - Cambridge 1981
  - pp. 68-69 items 37-48

**DATE**

**SCORE**

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

96

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS

369
# JOB CORPS GED COMPETENCIES PROGRAM
## STUDENT CHECKLIST FOR SCIENCE

### UNIT 16 PHYSICS - ELECTRICITY AND MAGNETISM

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
</table>
| ☐ | Passing the GED  
Scott, Foresman 1987#  
pages 381-382 |
| ☐ | GED Science  
Steck-Vaughn 1988#  
pages 137-142 |
| ☐ | ScoreBoosters 4  
Steck-Vaughn 1985  
pages 74-75 |
| ☐ | Springboard: Science  
Scott, Foresman 1987#  
lesson 25 |

**DATE**

Assigned  
Completed

---

*** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
## JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR SCIENCE

#### UNIT 16 PHYSICS - ELECTRICITY AND MAGNETISM

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Science Book 2</td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1986</td>
</tr>
<tr>
<td></td>
<td>pages 30-37</td>
</tr>
<tr>
<td></td>
<td>Basic Skills Science</td>
</tr>
<tr>
<td></td>
<td>Contemporary 1985</td>
</tr>
<tr>
<td></td>
<td>pages 115-118</td>
</tr>
<tr>
<td></td>
<td>Matter and Energy</td>
</tr>
<tr>
<td></td>
<td>New Readers Press 1983</td>
</tr>
<tr>
<td></td>
<td>pages 119-166</td>
</tr>
<tr>
<td></td>
<td>AGEP</td>
</tr>
<tr>
<td></td>
<td>USGPO</td>
</tr>
<tr>
<td></td>
<td>Booklet 64</td>
</tr>
<tr>
<td></td>
<td>AGEP</td>
</tr>
<tr>
<td></td>
<td>Booklet 65</td>
</tr>
<tr>
<td></td>
<td>AGEP</td>
</tr>
<tr>
<td></td>
<td>Booklet 70</td>
</tr>
<tr>
<td></td>
<td>AGEP</td>
</tr>
<tr>
<td></td>
<td>Booklet 71</td>
</tr>
<tr>
<td></td>
<td>AGEP</td>
</tr>
<tr>
<td></td>
<td>Booklet 72</td>
</tr>
</tbody>
</table>

*** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM
## STUDENT CHECKLIST FOR SCIENCE

### UNIT 17 PHYSICS - NUCLEAR PHYSICS AND ALTERNATE ENERGY SOURCES

<table>
<thead>
<tr>
<th>DATE Assigned</th>
<th>DATE Completed</th>
<th>SCORE</th>
</tr>
</thead>
</table>

#### Pre-Assessment

**Physical Science**  
Cambridge 1987  
page 76 items 1-2

- Materials
  - GED Science  
Cambridge 1981  
pages 186-187

#### Materials

- Contemporary 1987#  
pages 250-257

- GED Science  
Cambridge 1981  
pages 186-187

#### PRE-GED

- Physical Science  
Cambridge 1987  
pages 70-75

#### Post-Assessment

**Science Exercise Book**  
Cambridge 1981  
page 41 items 67-72  
page 54 items 49-54  
page 55 items 55-60

### *** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
## JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR SCIENCE

**NAME __________________________**

**UNIT 17 PHYSICS - NUCLEAR PHYSICS AND ALTERNATE ENERGY SOURCES**

**DATE**
- Assigned
- Completed

### Supplementary

<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Editor</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing the GED</td>
<td>Scott, Foresman</td>
<td>370, 377, 386</td>
</tr>
<tr>
<td>GED Science</td>
<td>Steck-Vaughn</td>
<td>94-99, 151-152</td>
</tr>
<tr>
<td>Springboard: Science</td>
<td>Scott, Foresman</td>
<td>lessons 17, 26</td>
</tr>
</tbody>
</table>

### PRE-GED

<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Editor</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Science Book 1</td>
<td>Steck-Vaughn</td>
<td>34-35</td>
</tr>
<tr>
<td>Basic Science Book 2</td>
<td>Steck-Vaughn</td>
<td>26-27, 86-98</td>
</tr>
<tr>
<td>Strategies: Science</td>
<td>Steck-Vaughn</td>
<td>116-118</td>
</tr>
<tr>
<td>Basic Skills Science</td>
<td>Contemporary</td>
<td>69-71, 121-123</td>
</tr>
<tr>
<td>Matter and Energy</td>
<td>New Readers Press</td>
<td>217-236</td>
</tr>
</tbody>
</table>

### GED

<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Editor</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED Science</td>
<td>Steck-Vaughn</td>
<td>94-99, 151-152</td>
</tr>
<tr>
<td>Springboard: Science</td>
<td>Scott, Foresman</td>
<td>lessons 17, 26</td>
</tr>
</tbody>
</table>

**100**

***NOTE***
- CHECKED BOXES INDICATE ASSIGNED MATERIALS
### JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR SCIENCE

**NAME __________________________**

**UNIT 18 CHEMISTRY - THE STRUCTURE OF MATTER**

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th><strong>Physical Science</strong></th>
<th><strong>DATE</strong></th>
<th><strong>SCORE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1987</td>
<td>Assigned</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>page 6 item 2</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>page 12 item 1</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>page 18 item 1</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>page 25 item 1</td>
<td>---------</td>
<td>---------</td>
</tr>
</tbody>
</table>

**Materials**

<table>
<thead>
<tr>
<th><strong>GED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Cambridge 1987#</td>
</tr>
<tr>
<td>pages 184-193, 200-205</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GED Science</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge 1981</td>
</tr>
<tr>
<td>pages 49-52</td>
</tr>
</tbody>
</table>

**PRE-GED**

<table>
<thead>
<tr>
<th><strong>Physical Science</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge 1987</td>
</tr>
<tr>
<td>pages 1-5, 7-11, 13-17, 19-25</td>
</tr>
</tbody>
</table>

**Post-Assessment**

<table>
<thead>
<tr>
<th><strong>Science Exercise Book</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge 1981</td>
</tr>
<tr>
<td>page 46 items 1-6</td>
</tr>
<tr>
<td>page 50 items 25-30</td>
</tr>
<tr>
<td>page 53 items 43-48</td>
</tr>
<tr>
<td>page 56 items 61-66</td>
</tr>
</tbody>
</table>

---

**101****

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

NAME _______________________

UNIT 18 CHEMISTRY - THE STRUCTURE OF MATTER

DATE
Assigned Completed

Supplementary GED

☐ Passing the GED
Scott, Foresman 1987#
pages 371-372

☐ GED Science
Steck-Vaughn 1988#
pages 112-117

☐ ScoreBoosters 4
Steck-Vaughn 1985
pages 59-64

☐ Springboard: Science
Scott, Foresman 1987#
lessons 18-19

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
## JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR SCIENCE

**NAME __________________________

**UNIT 18 CHEMISTRY - THE STRUCTURE OF MATTER**

#### DATE

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

**Supplementary**

### PRE-GED

<table>
<thead>
<tr>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Science Book 2</td>
<td>72-81</td>
</tr>
<tr>
<td>Strategies: Science</td>
<td>78-85</td>
</tr>
<tr>
<td>Basic Skills Science</td>
<td>84-94</td>
</tr>
<tr>
<td>Matter and Energy</td>
<td>5-23</td>
</tr>
<tr>
<td>AGEP</td>
<td></td>
</tr>
<tr>
<td>USGPO Booklet 17</td>
<td></td>
</tr>
<tr>
<td>AGEP</td>
<td></td>
</tr>
<tr>
<td>Booklet 18</td>
<td></td>
</tr>
<tr>
<td>AGEP</td>
<td></td>
</tr>
<tr>
<td>Booklet 19</td>
<td></td>
</tr>
<tr>
<td>AGEP</td>
<td></td>
</tr>
<tr>
<td>Booklet 20</td>
<td></td>
</tr>
</tbody>
</table>

### NOTE

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

103

---

376
# JOB CORPS GED COMPETENCIES PROGRAM
## STUDENT CHECKLIST FOR SCIENCE

**NAME ____________________________**

### UNIT 19 CHEMISTRY - CHEMICAL REACTIONS AND APPLICATIONS

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>DATE</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Science</strong>&lt;br&gt;Cambridge 1987&lt;br&gt;pages 30-31 items 1-2</td>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Materials**

- **GED**
  - **Science**<br>Contemporary 1987#<br>pages 194-199, 205-220
  - **GED Science**<br>Cambridge 1981<br>pages 52-60

**PRE-GED**

- **Physical Science**<br>Cambridge 1987<br>pages 26-30

**Post-Assessment**

- **Science Exercise Book**<br>Cambridge 1981<br>pages 47-49 items 7-24<br>pp. 51-52 items 31-42<br>page 55 items 55-60

---

**NOTE:**

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

104

*** NOTE ***

377
### JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR SCIENCE

**NAME ____________________________**

**UNIT 19 CHEMISTRY – CHEMICAL REACTIONS AND APPLICATIONS**

**DATE**
- Assigned
- Completed

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing the GED</strong></td>
<td>Scott, Foresman 1987#</td>
</tr>
<tr>
<td></td>
<td>pages 373-376, 378</td>
</tr>
<tr>
<td><strong>GED Science</strong></td>
<td>Steck-Vaughn 1988#</td>
</tr>
<tr>
<td></td>
<td>pages 119-124</td>
</tr>
<tr>
<td><strong>ScoreBoosters 4</strong></td>
<td>Steck-Vaughn 1985</td>
</tr>
<tr>
<td></td>
<td>pages 64-72</td>
</tr>
<tr>
<td><strong>Springboard: Science</strong></td>
<td>Scott, Foresman 1987#</td>
</tr>
<tr>
<td></td>
<td>lessons 20, 21, 22</td>
</tr>
</tbody>
</table>

*** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

105

378
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR SCIENCE

UNIT 19 CHEMISTRY - CHEMICAL REACTIONS AND APPLICATIONS

NAME _______________________

DATE
Assigned Completed

Supplementary  PRE-GED

☐ Basic Science Book 2
Steck-Vaughn 1986
pages 82-83

☐ Strategies: Science
Steck-Vaughn 1987
pages 70-73, 88-90, 94-96

☐ Basic Skills Science
Contemporary 1985
pages 94-103

☐ Matter and Energy
New Readers Press 1983
pages 24-37

☐ AGEP
USGPO
Booklet 21

☐ AGEP
Booklet 22

106
*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
The Science Test
Contemporary 1987#

GED Science Test
Cambridge 1981

Exercise Book for Science Test
Cambridge 1981

Passing the GED
Scott, Foresman 1987#

GED Science
Steck-Vaughn 1988#

GED ScoreBoosters 4: Science
Steck-Vaughn 1985

Springboard for Science
Scott, Foresman 1987#
JOB CORPS GED COMPETENCIES PROGRAM
SCIENCE
MASTER BOOK LIST

MATERIALS PRE-GED

Title for program text

Strategies for Success: Science
Steck-Vaughn 1987

Readings in Life Science
Cambridge 1986

Readings in Physical Science
Cambridge 1987

Title for student checklist

Strategies: Science
Steck-Vaughn 1987

Life Science
Cambridge 1986

Physical Science
Cambridge 1986

SUPPLEMENTARY MATERIALS PRE-GED

Title for program text

Basic Science for Living Book 1
Steck-Vaughn 1986

Basic Science for Living Book 2
Steck-Vaughn 1986

*Strategies for Success: Science
Steck-Vaughn 1987

Building basic Skills in Science
Contemporary 1985

Earth Below and Sky Above
New Reader's Press 1983

Matter and Energy
New Readers Press 1983

Advanced General Education Program
Gov. Printing Office
Booklets 17, 18, 19, 20, 21, 22, 50, 51, 52, 53, 54, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88

Title for student checklist

Basic Science Book 1
Steck-Vaughn 1986

Basic Science Book 2
Steck-Vaughn 1986

*Strategies: Science
Steck-Vaughn 1987

Basic Skills Science
Contemporary 1985

Earth and Sky
New Readers Press 1983

Matter and Energy
New Readers Press 1983

AGEP
USGPO
Booklets 17, 18, 19, 20, 21, 22, 50, 51, 52, 53, 54, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88

108

381
CONTENTS

Overview of GED Literature and the Arts .................. 1
Overview of Literature and the Arts Competency Units .... 4
Subject Area Test and Study Sequence ..................... 7

Unit 1 Literal and Inferential Comprehension, Application, Analysis of Style and Structure ............... 9
Unit 2 Prose Nonfiction .................................... 11
Unit 3 Prose Fiction ......................................... 13
Unit 4 Poetry .................................................. 15
Unit 5 Drama .................................................. 17
Unit 6 Commentary on Literature and the Arts .......... 19

Literature and the Arts Test Bibliography .................. 21

Literature and the Arts Diagnostic Pre-Test Source Materials ........ 24
Diagnostic Pre-Test Chart for Literature and the Arts ...... 25
Literature and the Arts Diagnostic Post-Test Source Materials 26
Diagnostic Post-Test Chart for Literature and the Arts ...... 27
# CONTENTS

Student Record Sheet ................................................. 28

Unit 1  Literal and Inferential Comprehension, Application, Analysis of Style and Structure .......... 29

Unit 2  Prose Nonfiction ............................................. 30
Unit 3  Prose Fiction .................................................. 32
Unit 4  Poetry ............................................................ 34
Unit 5  Drama ............................................................. 36
Unit 6  Commentary on Literature and the Arts ..................... 38

Master Book List for Literature and the Arts ....................... 40
OVERVIEW OF THE GED INTERPRETING LITERATURE AND THE ARTS TEST

This section is divided into three areas: The first area, ITEM ANALYSIS, lists the percentage and number of test items by content area and cognitive skill. The second area, FORMAT, explains the general format of the GED Interpreting Literature and the Arts Test. The third area, CHANGES 1988, explains how the 1988 edition of the GED Interpreting Literature and the Arts Test differs from the 1977 edition.

ITEM ANALYSIS

<table>
<thead>
<tr>
<th>BY CONTENT AREA</th>
<th>NUMBER OF ITEMS</th>
<th>PERCENTAGE OF TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>POPULAR LITERATURE</td>
<td>23</td>
<td>50%</td>
</tr>
<tr>
<td>CLASSICAL LITERATURE</td>
<td>11</td>
<td>25%</td>
</tr>
<tr>
<td>COMMENTARY ON LITERATURE AND THE ARTS</td>
<td>11</td>
<td>25%</td>
</tr>
</tbody>
</table>

**TOTAL TEST** 45 100%

<table>
<thead>
<tr>
<th>BY COGNITIVE SKILLS</th>
<th>PERCENTAGE OF TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPREHENSION</td>
<td>60%</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>15%</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>25%</td>
</tr>
</tbody>
</table>

**TIME LIMIT** 65 minutes
FORMAT

All test items are classified by one of three cognitive levels: COMPREHENSION, APPLICATION, or ANALYSIS.

COMPREHENSION items which require an understanding of the meaning and intent of the writing are of two types: literal comprehension and inferential comprehension. Literal comprehension questions refer to information and/or ideas which are stated explicitly either in a specific portion of the passage or throughout the passage. They measure the ability to restate information and ideas or to summarize ideas. Inferential comprehension questions refer to ideas that are implied either in a specific portion of the passage or throughout the passage. They measure the ability to identify implications, to understand consequences, or to draw conclusions.

APPLICATION questions measure the ability to use ideas and information from the passage in a context different from that provided in the passage.

ANALYSIS questions require the ability to examine elements of style and structure in the passage and determine how these elements effect the passage. They measure the ability to identify (but not to name) elements or techniques of style and structure, techniques used to produce a particular effect, or the effects produced by a particular technique.

The stimulus items in the Interpreting Literature and the Arts Test are drawn from works of prose non-fiction, fiction, poetry and lyrics, drama, and commentary on literature, theatre, music and dance, film, and visual art. Each reading selection, whether an entire work or an excerpt, is a coherent unit with an identifiable beginning, middle, and end. Prose excerpts range from 200 to 400 words; poetry excerpts range from 8 to 25 lines. Each stimulus item is followed by 5 to 8 test items.
Both classical and popular literature are drawn from works of the 19th and 20th centuries. For purposes of the GED test, classical literature is represented by authors such as Charles Dickens and F. Scott Fitzgerald. Popular literature is represented by authors such as Joyce Carol Oates and James Baldwin. Sources for commentary include journals, travelogues, essays, biographies, and articles from major newspapers.

The new title for this test reflects its shift in emphasis. The Reading Skills Test has become the Interpreting Literature and the Arts Test. There are no sections on practical and general reading on the new test. They were removed because these skills were adequately measured in other GED tests. Commentary on literature and the arts was added because this subject is part of the standard high school curriculum.

All stimulus items will be preceded by a purpose question. This short, easily-read question is provided to focus the reader's attention.
OVERVIEW OF THE LITERATURE AND THE ARTS COMPETENCY UNITS

The content areas of the materials contained in the literature section of the Job Corps GED Competencies Program are:

UNIT 1: LITERAL AND INFERENTIAL COMPREHENSION, APPLICATION, ANALYSIS OF STYLE AND STRUCTURE

UNIT 2: PROSE NONFICTION

UNIT 3: PROSE FICTION

UNIT 4: POETRY

UNIT 5: DRAMA

UNIT 6: COMMENTARY ON LITERATURE AND THE ARTS
### JOB CORPS GED COMPETENCIES PROGRAM

#### INTERPRETING LITERATURE AND THE ARTS CURRICULUM GUIDE

Each competency unit begins with a heading containing the title of the unit, the content of that unit, and the statement of competency. Also listed are the pre-assessment for that unit, the materials to be used, the post-assessment, and a list of supplementary materials.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>The unit title states the general topic of the instructional unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Content is a listing of the specific topics in the unit.</td>
</tr>
<tr>
<td>COMPETENCY</td>
<td>The competency is a statement of what the student should be able to do upon completion of the unit.</td>
</tr>
<tr>
<td>PRE-ASSESSMENT</td>
<td>Unit pre-tests can be used as an additional instrument for evaluation if diagnostic testing does not clearly indicate student need to study the materials in an instructional unit.</td>
</tr>
</tbody>
</table>

*** ***

**TEACHER NOTE**

The diagnostic test for the entire literature test listed below is given first and results should guide teacher in assigning student competency units to be studied. See pages 7 and 8 for detailed explanation.

#### DIAGNOSTIC PRE-TESTS FOR GED INSTRUCTION

**CONTEMPORARY 1985**

**TEST 4: READING SKILLS PAGES 28-38**

A diagnostic chart for this test is found on page 25. To decide to which units a student should be assigned, the teacher should circle the items missed on each student's copy of the Pre-Diagnostic Chart. The horizontal rows indicate content area and the vertical columns indicate cognitive skills.

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>Materials to be studied are listed in each competency unit. PRE-GED materials indicate a reading level of 6.5 - 8.0, and GED materials indicate a reading level of 8.0 or above.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Materials which address the 1988 edition of the GED Tests are identified with a hash mark (#) following the copyright date.</td>
</tr>
</tbody>
</table>
The Post-Assessment is a unit inventory used to see how well the corpsmember has mastered the material in the instructional unit. The Post-Assessment for the entire literature section is:

**EVALUATIVE POST-TESTS FOR GED INSTRUCTION**
**CONTEMPORARY 1985**
**TEST 4: READING SKILLS PAGES 41-51**

*** TEACHER NOTE ***
A diagnostic chart for this test is found on page 27. An item analysis of the questions missed can be obtained by circling the numbers of the questions missed. The horizontal rows indicate content area and the vertical columns indicate cognitive skills.

**SUPPLEMENTARY**
Supplementary materials are also divided by PRE-GED and GED levels and are used as content area reinforcements. These materials can be used before the unit post-assessment if the teacher is certain that additional study is needed, or after the post-assessment if the student fails to demonstrate competency.
A passing score for each subject area of Official Practice Tests AA, BB, and for the Evaluative Post Test is a standard score of 45 or better.

1. If a student passes OPT AA and OPT BB, he is ready for the GED in that subject area and should test or proceed to the next area.

2. If the student fails OPT AA, he goes to the Diagnostic Pre-test.

3. If the student passes OPT AA, but fails OP1 BB, he should also take the Diagnostic Pre-Test.

4. After the student takes the Diagnostic Pre-Test, the teacher either gives him a marked checklist for the first of the units identified as an area of weakness by the Pre-Diagnostic Chart, or assigns a Unit Pre-Assessment Test for additional diagnostic information and then assigns materials from the checklist.

5. When the student has completed all the assigned materials on the checklist, he goes to the teacher for the Unit Post-Assessment.

6. If the student passes the Post-Assessment, the teacher proceeds to the checklist for the next area of weakness or to the next Unit Pre-Assessment Test.

7. If the student fails to pass the Post-Assessment, the teacher assigns Supplementary materials from the Unit. After completing the assigned Supplementary materials, the student moves on to the next Unit.

8. After completing the last Unit identified as an area of weakness either by passing the Post-Assessment or completing assigned Supplementary materials, the student proceeds to the Evaluative Post-Test for the Subject Area.

9. If the student passes the Evaluative Post Test, he proceeds to the Official Practice Test, Form BB. (NOTE: Depending on local GED testing practices, OPT BB may be administered either one Subject Area at a time, or as a whole after the units in all Subject Areas are completed.)

10. If the student fails the Evaluative Post Test, the teacher assigns supplementary materials and, when they are completed, administers OPT BB to the student.
11. If the student passes OPT BB, he has completed the Subject Area. If he fails, he should be assigned additional supplementary materials. Thereafter, the student is considered to have completed the Subject Area. He should not be required to take the OPT BB a second time.

\[
\text{START) } \quad \text{OPT(AA)} \quad P \quad \text{OPT(BB)} \quad P \quad \text{SUBJECT AREA COMPLETED}
\]

\[
\text{OPT(BB)} \quad P \quad \text{OPT(BB)} \quad P \quad \text{EPT} \quad P
\]

\[
\text{EPT} \quad F \quad \text{SUPPLEMENTARY MATERIALS}
\]

\[
\text{SUPPLEMENTARY MATERIALS}
\]

\[
\text{OPT(AA)} \quad F \quad \text{OPT(BB)} \quad F
\]

\[
\text{COMPETENCY MATERIALS}
\]
UNIT 1

LITERAL AND INFERENTIAL COMPREHENSION, APPLICATION, ANALYSIS OF STYLE AND STRUCTURE

CONTENT

Directly stated information; information not directly stated; analysis of information, style and structure

COMPETENCY

Restate and summarize information and ideas. Identify implications and consequences and draw conclusions. Apply concepts to new contexts. Analyze style through diction, figurative language and tone. Analyze structure including organization and classification. Examine cause and effect relationships.

PRE-ASSESSMENT

Results of Diagnostic Pre-Tests

Official Practice
Test Form AA
Cambridge 1987
pages 43-52
items 1-22

Diagnostic Pre-Test
for GED Instruction
Test 4: Reading Skills
Contemporary 1985
pages 28-38
items 1-40

MATERIALS:

GED

LITERAL

COMPREHENSION

The Literature Test
Contemporary, 1987#
pages 9-26

INFERENTIAL

COMPREHENSION

AND APPLICATION

The Literature Test
Contemporary, 1987#
pages 31-49

ANALYSIS OF

STYLE/STRUCTURE

The Literature Test
Contemporary, 1987#
pages 55-80
POST-ASSESSMENT  The Literature Test
Contemporary, 1987#
pages 27-30
items 1-12

pages 50-54
items 1-17

pages 80-84
items 1-10

*** teacher note ***
answer key page 271-274
passing score 75% (2.6% per item)
UNIT 2 PROSE NONFICTION

COMPETENCY
Comprehension, application, and analysis skills in reading prose nonfiction

Read and interpret passages from nonfiction prose.

PRE-ASSESSMENT
The Literature Test
Contemporary, 1987#
pages 2 items 1-4
pages 256-258 items 1-13

*** teacher note ***
answer keys pages 7, 267
passing score 75% (5.9 per item)

MATERIALS:
GED
*The Literature Test
Contemporary, 1987#
pages 85-103

*Springboard for
Passing the GED
Interpreting
Literature and
the Arts
Scott, Foresman, 1987#
pages 21-86

PRE-GED
*Literary Tales
Jamestown, 1980
(2 selections)

*Disasters
Jamestown, 1982
(2 selections)

POST-ASSESSMENT
The Literature Test
Contemporary, 1987#
pages 104-109
items 1-18

*** teacher note ***
answer key page 277
passing score 75% (5.6 per item)

*Titles referenced in units are often abbreviated. See bibliography for complete titles.
UNIT 2

PROSE NONFICTION

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 83-97

GED Reading
Steck-Vaughn 1988#
pages 46-52, 84-90, 177-183, 191-197

PRE-GED

Skills in Reading 1
Cambridge 1978
pages 168-183

Heroes
Jamestown, 1986
(2 selections)

Literary Tales
Jamestown, 1980
(2 selections)

Disasters
Jamestown, 1982
(2 selections)
UNIT 3

PROSE FICTION

CONTENT
Setting, plot, point of view, characterization, dialogue, narration, figurative language, and theme.

COMPETENCY
Analyze and interpret excerpts from prose fiction, including novels and short stories.

PRE-ASSESSMENT
The Literature Test
Contemporary, 1987#
page 3 pages 259-260
items 5-8 items 14-21

*** teacher note ***
answer key pages 7, 267
passing score 75% (8.3 per item)

MATERIALS:
GED
The Literature Test
Contemporary, 1987#
pages 110-149

Springboard for
Passing the GED
Interpreting
Literature and the Arts
Scott, Foresman, 1987#
pages 121-174

PRE-GED
Best-Selling Chapters
Middle Level
Jamestown, 1982
(2 selections)

Best Short Stories
Middle Level
Jamestown, 1983
(2 selections)

POST-ASSESSMENT
The Literature Test
Contemporary, 1987#
pages 150-156
items 1-20

*** teacher note ***
answer key pages 279-280
passing score 75% (5 per item)
**UNIT 3**

**PROSE FICTION**

**SUPPLEMENTARY**

<table>
<thead>
<tr>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
</table>
| GED Reading Skills Test  
Cambridge 1981  
Pages 151-174  
Passing the GED  
Scott, Foresman 1987#  
Pages 106-116  
GED Reading  
Steck-Vaughn 1988#  
Pages 18-45, 53-80, 154-176, 184-190 | Skills in Reading 1  
Cambridge 1978  
Pages 139-152  
Monsters  
Jamestown, 1985  
(2 selections)  
Best-Selling Chapters  
Middle Level  
Jamestown, 1982  
(2 selections)  
Best-Selling Chapters  
Advanced Level  
Jamestown, 1979  
(2 selections)  
Best Short Stories  
Advanced Level  
Jamestown, 1980  
(2 selections) |
UNIT 4

POETRY

CONTENT

Characteristics of poetry, literary and figurative language (including concepts of simile, metaphor, personification, understatement, hyperbole, and irony)

COMPETENCY

Apply critical concepts to readings in poetry.

PRE-ASSESSMENT

The Literature Test
Contemporary, 1987#
page 4 pages 261-262
items 9-12 items 22-28

*** teacher note ***
answer key pages 7, 267-268
passing score 75% (10 per item)

MATERIALS:

GED

The Literature Test
Contemporary, 1987#
pages 157-181

PRE-GED

Skills in Reading 1
Cambridge 1978
pages 184-197

Springboard for
Passing the GED
Interpreting
Literature and
the Arts
Scott, Foresman, 1987#
pages 204-236

POST-ASSESSMENT

The Literature Test
Contemporary, 1987#
pages 182-187
items 1-22

*** teacher note ***
answer key pages 282-283
passing score 75% (4.5 per item)
UNIT 4

POETRY

SUPPLEMENTARY

GED

GED Reading Skills Test
Cambridge 1981
pages 196-209

Passing the GED
Scott, Foresman 1987#
pages 125-132

GED Reading
Steck-Vaughn 1988#
pages 91-118, 198-211

GED ScoreBooster 2:
Reading
Steck-Vaughn 1985
pages 171-180

PRE-GED

No PRE-GED materials are cited for this unit. If a student has difficulty reading materials at the GED level, he should continue to practice with PRE-GED materials from the preceding units.
UNIT 5 DRAMA

CONTENT Conventions of dramatic writing (acts and scenes, cast lists, stage directions), plot, setting, characterization, dialogue, and theme

COMPETENCY To be able to interpret content and analyze elements of passages from dramatic literature.

PRE-ASSESSMENT The Literature Test Contemporary, 1987#
page 5 pages 263-264
items 13-16 items 29-36

*** teacher note ***
answer key pages 7, 268
passing score 75% (8.3 per item)

MATERIALS: GED
The Literature Test Contemporary, 1987#
pages 188-214
Springboard for Passing the GED Interpreting Literature and the Arts Scott, Foresman, 1987#
pages 173-203

POST-ASSESSMENT The Literature Test Contemporary, 1987#
pages 214-220
items 1-17

*** teacher note ***
answer key page 284-285
passing score 75% (5.9 per item)
UNIT 5  DRAMA

SUPPLEMENTARY  GED

GED Reading Skills Test
Cambridge 1981
pages 178-193

Passing the GED
Scott, Foresman 1987#
pages 117-124

GED Reading
Steck-Vaughn 1988#
pages 119-146, 212-225

PRE-GED

No PRE-GED materials are cited for this unit. If a student has difficulty reading materials at the GED level, he should continue to practice with PRE-GED materials from the preceding units.
UNIT 6

CONTENT
Reviews, critical essays, and informative essays on films and TV, performing arts, visual arts, and literature.

COMPETENCY
Determine the author’s purpose and differentiate fact from opinion; analyze and apply information from commentaries on literature and other arts.

PRE-ASSESSMENT
The Literature Test
Contemporary, 1987#
pages 265-266
items 37-45

*** teacher note ***
answer key pages 7, 249
passing score 75% (7.7 per item)

MATERIALS:
GED
The Literature Test
Contemporary, 1987#
pages 221-249

Springboard for Passing the GED
Interpreting Literature and the Arts
Scott, Foresman, 1987#
pages 87-120

POST-ASSESSMENT
The Literature Test
Contemporary, 1987#
pages 249-254
items 1-17

*** teacher note ***
answer key pages 287-288
passing score 75% (5.9 per item)
UNIT 8

COMMENTARY ON LITERATURE AND THE ARTS

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 99-105

GED Reading
Steck-Vaughn 1988#
pages 232-286

PRE-GED

No PRE-GED materials are cited for this unit. If a student has difficulty reading materials at the GED level, he should continue to practice with PRE-GED materials from the preceding units.
# JOB CORPS GED COMPETENCIES PROGRAM
**LITERATURE AND THE ARTS TEST BIBLIOGRAPHY**

**SOURCE:**

**CONTEMPORARY BOOKS INC.**  
188 NORTH MICHIGAN AVENUE  
CHICAGO, ILLINOIS 60601  
(312) 782-9181

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
</table>
| 5040-3    | **GED MATERIALS**  
| 5193-0    | Diagnostic Pre-Tests for GED Instruction 1985                         | 2.50  |
| 5912-2    | Evaluative Post-Tests for GED Instruction 1985                       | 2.50  |

**SOURCE:**

**SCOTT, FORESMAN AND COMPANY**  
LIFELONG LEARNING DIVISION  
1900 EAST LAKE AVENUE  
GLENVIEW, ILLINOIS 60025  
(800) 323-5482  
(800) 323-9501 (Illinois)  
(312) 729-3000 ext. 2570 (Call collect from Alaska & Hawaii)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
</table>
| L24314-1  | **GED SUPPLEMENTARY MATERIALS**  
Passing the GED: A Complete Preparation Program for the High School Equivalency Examination 1987# | 5.25  |
| L24315-X  | Springboard for Passing the GED Test  
Interpreting Literature and the Arts 1987# | 5.25  |
## JOB CORPS GED COMPETENCIES PROGRAM

**LITERATURE AND THE ARTS TEST BIBLIOGRAPHY**

**SOURCE:**

CAMBRIDGE  
THE ADULT EDUCATION COMPANY  
888 SEVENTH AVENUE  
NEW YORK, NEW YORK 10106  
(800) 221-4764

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>893-903</td>
<td>GED Reading Skills Test 1981</td>
<td>5.35</td>
</tr>
<tr>
<td>890-041</td>
<td>Skills in Reading 1 1978</td>
<td>5.95</td>
</tr>
</tbody>
</table>

**SOURCE:**

STECK-VAUGHN  
P.O. BOX 2028  
AUSTIN, TEXAS 78768  
(800) 531-5015  
(800) 252-9317 (Texas)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1898-7</td>
<td>GED Reading: Literature &amp; the Arts 1988#</td>
<td>5.85</td>
</tr>
<tr>
<td>1277-6</td>
<td>GED ScoreBooster 2: Reading Skills 1985</td>
<td>6.69</td>
</tr>
</tbody>
</table>
## JOB CORPS GED COMPETENCIES PROGRAM
### LITERATURE AND THE ARTS TEST BIBLIOGRAPHY

**SOURCE:**

JAMESTOWN PUBLISHERS  
POST OFFICE BOX 9168  
PROVIDENCE, RI 02940  
(800) 872-7323

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>761</td>
<td>Literary Tales 1980</td>
<td>8.00</td>
</tr>
<tr>
<td>760</td>
<td>Disasters 1982</td>
<td>7.20</td>
</tr>
<tr>
<td>793</td>
<td>Best Short Stories Middle Level 1983</td>
<td>12.00</td>
</tr>
<tr>
<td>790</td>
<td>Best-Selling Chapters Middle Level 1982</td>
<td>12.00</td>
</tr>
<tr>
<td>791</td>
<td>Best-Selling Chapters Advanced Level 1979</td>
<td>12.00</td>
</tr>
<tr>
<td>792</td>
<td>Best Short Stories Advanced Level 1980</td>
<td>12.00</td>
</tr>
<tr>
<td>764</td>
<td>Heroes 1986</td>
<td>7.20</td>
</tr>
<tr>
<td>763</td>
<td>Monsters 1985</td>
<td>7.20</td>
</tr>
</tbody>
</table>
On the following pages is the pre-test diagnostic chart for the GED Literature and the Arts Test. Students should be given Form AA of the Official GED Practice Tests. A score below 45 would indicate a need to give the Diagnostic Pre-Test for GED Instruction Test 4: Interpreting Literature and the Arts. In order to direct students to needed units of instruction in the Job Corp Literature Curriculum, circle the numbers of the questions missed on both tests on the chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies. See page 4 in the Literature and the Arts Curriculum Guide for content areas covered by numbered units.

(1) Official GED Practice Test Form AA
(2) Diagnostic Pre-Tests for GED Instruction Test 4: Reading
<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>COGNITIVE SKILL</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERAL AND INFERENTIAL COMPREHENSION</td>
<td>APPLICATION</td>
</tr>
<tr>
<td>UNIT 1 (1) OPT(AA)</td>
<td>1,2,4,9,16,17, 3,6,7,8,10,18, 15,22 19,21</td>
</tr>
<tr>
<td>(2) DPT</td>
<td>1,2,3,4,7,9,10 5,6,8,11,12, 22 19,20,21,23,24 13,17,18,25,28 26,27,29,35,37 30,31,32,33,34 38,40</td>
</tr>
<tr>
<td>UNIT 2 (1) OPT(AA)</td>
<td>10 15</td>
</tr>
<tr>
<td>(2) DPT</td>
<td>1,2,3,4,24, 26,27,37,38, 40</td>
</tr>
<tr>
<td>UNIT 3 (1) OPT(AA)</td>
<td>16,17,19</td>
</tr>
<tr>
<td>(2) DPT</td>
<td>7,19,20,29</td>
</tr>
<tr>
<td>UNIT 4 (1) OPT(AA)</td>
<td>21</td>
</tr>
<tr>
<td>(2) DPT</td>
<td>12,13,14,15,16</td>
</tr>
<tr>
<td>UNIT 5 (1) OPT(AA)</td>
<td>9</td>
</tr>
<tr>
<td>(2) DPT</td>
<td>35</td>
</tr>
<tr>
<td>UNIT 6 (1) OPT(AA)</td>
<td>1,2,4</td>
</tr>
<tr>
<td>(2) DPT</td>
<td>5</td>
</tr>
</tbody>
</table>

25 409
On the following pages is the post-test diagnostic chart for the Literature and the Arts Test. Students should be given the Reading Skills Evaluative Test. A score below 45 would indicate a need to assign supplementary materials. In order to direct students to needed units of instruction in the Job Corps Literature Curriculum, circle the numbers of the questions missed on the chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies. See page 4 in the Literature and the Arts Curriculum Guide for a listing of literature content units.

Form BB of the Official Practice Tests should be given after passing the Evaluative Post Tests to determine readiness for GED Testing.
<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>COGNITIVE SKILL</th>
<th>LITERAL AND INFERENTIAL COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1 (3) EPT</td>
<td>1,2,3,5,9,11, 4,6,8,12,13 16,19,22,26,27,14,15,18,20 28,35,38,39,40 21,23,24,25 29,30,31,32, 33,34,37</td>
<td>10</td>
<td>7,17,31,36</td>
<td></td>
</tr>
<tr>
<td>(4) OPT(BB) 6,7,8,12,14,20,5,9,13,15,16, 22</td>
<td>1,2,4</td>
<td>3,10,11,19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 2 (3) EPT</td>
<td>1,2,3,26,27, 4,29,34,37 28,35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) OPT(BB) 12,14</td>
<td></td>
<td>13,15,16</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>UNIT 3 (3) EPT</td>
<td>5</td>
<td>6,8,9,10,11, 12,30,32,33</td>
<td></td>
<td>7,31</td>
</tr>
<tr>
<td>(4) OPT(BB)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 4 (3) EPT</td>
<td>16,19</td>
<td>18,20</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>(4) OPT(BB) 6,7,8</td>
<td></td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>UNIT 5 (3) EPT</td>
<td>22</td>
<td>21,23,24,25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) OPT(BB) 5</td>
<td></td>
<td>1,2,4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>UNIT 6 (3) EPT</td>
<td>(4) OPT(BB) 20,22</td>
<td>17,18,21</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>
JOB CORPS GED COMPETENCIES PROGRAM
CURRICULUM GUIDE FOR LITERATURE
STUDENT RECORD SHEET

Name:______________________________   SS/ID #:__________________

Entry Date:______________   Exit Date:______________

<table>
<thead>
<tr>
<th>FORM</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry (Official GED Practice Test)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Pre-Assessment Diagnostic Test</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(Diagnostic Pre-Tests for GED Instruction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle Units Assigned:</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Assessment Subject Mastery Test</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(Evaluative Post-Tests for GED Instruction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit (Official GED Practice Test)</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

GED LITERATURE AND THE ARTS TEST | ______ | ______ |

*** Teacher Note ***
See pages 24 and 26 for source information

28
UNIT 1 LITERAL AND INFERENTIAL COMPREHENSION, APPLICATION, AND ANALYSIS OF STYLE AND STRUCTURE

DATE       SCORE
Assigned       Completed

Pre-Assessment Use Diagnostic Pre-Tests

Materials GED

LITERAL COMPREHENSION

☐ Literature
New GED
Contemporary 1987
pp. 9-26

INFERENTIAL COMPREHENSION

☐ Application

☐ Post-Assessment

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
UNIT 2 PROSE NONFICTION

Pre-Assessment

Literature
New GED
Contemporary 1987
pp. 2 256-258
items 1-4 1-13

Materials

GED

Springboard: Literature
Scott, Foresman 1987
pp. 21-86

PRE-GED

Literary Tales
Jamestown 1980
2 selections

Disasters
Jamestown 1982
2 selections

Post-Assessment

Literature
New GED
Contemporary 1987
pp. 104-109
items 1-18

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS

30
## JOB CORPS GED COMPETENCIES PROGRAM

### LITERATURE STUDENT CHECKLIST

<table>
<thead>
<tr>
<th>NAME</th>
<th>________________</th>
</tr>
</thead>
</table>

### UNIT 2

#### PROSE NONFICTION

**DATE**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
</table>

**Supplementary**

**GED**

- **Passing the GED**
  - Scott, Foresman 1987
  - pp. 83-97
  - [ ]

- **GED Reading**
  - Steck-Vaughn 1988
  - pp. 46-52, 84-90
  - 177-183, 191-196
  - [ ]

**PRE-GED**

- **Skills in Reading 1**
  - Cambridge 1978
  - pp. 168-183
  - [ ]

- **Heroes**
  - Jamestown 1986
  - 2 selections
  - [ ]

- **Literary Tales**
  - Jamestown 1980
  - 2 selections
  - [ ]

- **Disasters**
  - Jamestown 1982
  - 2 selections
  - [ ]

---

**31**

---

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
UNIT 3
PROSE FICTION

Pre-Assessment

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
</tbody>
</table>

Materials

GED

- Literature
  New GED
  Contemporary 1987
  pp. 3
  items 5-8
  259-260
  14-21

- Springboard:
  Literature
  Scott, Foresman 1987
  pp. 121-174

- Best-Selling Chapters
  Middle Level
  Jamestown 1982
  2 selections

- Best Short Stories
  Middle Level
  Jamestown 1983
  2 selections

Post-Assessment

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
</tbody>
</table>

---

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM
## LITERATURE STUDENT CHECKLIST

### UNIT 3
#### PROSE FICTION

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>BOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GED</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Passing the GED</td>
</tr>
<tr>
<td>Scott, Foresman 1987</td>
<td>pp. 106-116</td>
</tr>
<tr>
<td></td>
<td>□ GED Reading</td>
</tr>
<tr>
<td>Steck-Vaughn 1988</td>
<td>pp. 18-45, 53-80, 154-176, 184-190</td>
</tr>
<tr>
<td></td>
<td>□ GED Reading Test</td>
</tr>
<tr>
<td>Cambridge 1981</td>
<td>pp. 151-174</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED</strong></td>
</tr>
<tr>
<td></td>
<td>□ Skills in Reading 1</td>
</tr>
<tr>
<td>Cambridge 1978</td>
<td>pp. 139-152</td>
</tr>
<tr>
<td></td>
<td>□ Monsters</td>
</tr>
<tr>
<td>Jamestown 1985</td>
<td>2 selections</td>
</tr>
<tr>
<td></td>
<td>□ Best-Selling Chapters</td>
</tr>
<tr>
<td>Middle Level</td>
<td>Jamestown 1982</td>
</tr>
<tr>
<td>2 selections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Best-Selling Chapters</td>
</tr>
<tr>
<td>Advanced Level</td>
<td>Jamestown 1979</td>
</tr>
<tr>
<td>2 selections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Best Short Stories</td>
</tr>
<tr>
<td>Middle Level</td>
<td>Jamestown 1983</td>
</tr>
<tr>
<td>2 selections</td>
<td></td>
</tr>
</tbody>
</table>

---

**NAME ____________________________**

---

**DATE**

**Assigned Completed**

---

**33**

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
## JOB CORPS GED COMPETENCIES PROGRAM
### LITERATURE STUDENT CHECKLIST

**NAME ____________________________**

### UNIT 4  |  POETRY

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Literature</th>
<th>New GED</th>
<th>Contemporary 1987</th>
<th>pp. 4</th>
<th>261-262</th>
<th>items 9-12</th>
<th>22-28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] **Literature**
  - New GED
  - Contemporary 1987
  - pp. 157-181

- [ ] **Springboard:**
  - Literature
  - Scott, Foresman 1987
  - pp. 204-236

- [ ] **PRE-GED**
  - Skills in Reading 1
  - Cambridge 1978
  - pp. 184-197

<table>
<thead>
<tr>
<th>Post-Assessment</th>
<th>Literature</th>
<th>New GED</th>
<th>Contemporary 1987</th>
<th>pp. 182-187</th>
<th>items 1-22</th>
</tr>
</thead>
</table>

**DATE Assigned Completed**

**SCORE**

---

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

34

418
UNIT 4  POETRY

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th></th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Passing the GED</td>
<td>Scott, Foresman 1987, pp. 125-132</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>GED Reading</td>
<td>Steck-Vaughn 1988, pp. 91-118, 198-211</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>GED Reading Test</td>
<td>Cambridge 1981, pp. 196-209</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>GED ScoreBooster 2</td>
<td>Steck-Vaughn 1985, pp. 171-180</td>
<td>-------</td>
<td>-------</td>
</tr>
</tbody>
</table>
# JOB CORPS GED COMPETENCIES PROGRAM

## LITERATURE STUDENT CHECKLIST

**UNIT 5**

**DRAMA**

### Pre-Assessment

**Literature**

*New GED*

Contemporary 1987

pp. 5

263-264

items 13-16

29-36

**Materials**

- [ ] **GED**
  - Literature
    - *New GED*
      - Contemporary 1987
        - pp. 183-214
  - **Springboard: Literature**
    - Scott, Foresman 1987
      - pp. 173-203

**PRE-GED**

- [ ] **Skills in Reading 1**
  - Cambridge 1978
    - pp. 153-167

### Post-Assessment

**Literature**

*New GED*

Contemporary 1987

pp. 214-220

items 1-17

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

*** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987</td>
</tr>
<tr>
<td></td>
<td>pp. 117-124</td>
</tr>
<tr>
<td></td>
<td><strong>GED Reading</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988</td>
</tr>
<tr>
<td></td>
<td>pp. 119-146, 212-225</td>
</tr>
<tr>
<td></td>
<td><strong>GED Reading Test</strong></td>
</tr>
<tr>
<td></td>
<td>Cambridge 1981</td>
</tr>
<tr>
<td></td>
<td>pp. 178-193</td>
</tr>
</tbody>
</table>

**NAME ______________________**

<table>
<thead>
<tr>
<th>UNIT 5</th>
<th>DRAMA</th>
</tr>
</thead>
</table>

**DATE**

**Assigned Completed**

*** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
<table>
<thead>
<tr>
<th>UNIT 6</th>
<th>COMMENTARY ON LITERATURE AND THE ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>_________________________________</td>
</tr>
</tbody>
</table>

**Pre-Assessment**

<table>
<thead>
<tr>
<th></th>
<th>Literature</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>New GED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1987</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>265-266</td>
<td>37-45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>items 17-20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Materials**

- **GED**
  - Literature
    - **New GED**
    - Contemporary 1987
    - pp. 6
    - 265-266
    - items 17-20
    - 37-45

- Springboard:
  - Literature
    - Scott, Foresman 1987
    - pp. 87-120

**Post-Assessment**

<table>
<thead>
<tr>
<th></th>
<th>Literature</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>New GED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1987</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 249-254</td>
<td>37-45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>items 1-17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**DATE**

**SCORE**

<table>
<thead>
<tr>
<th></th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>38</td>
</tr>
</tbody>
</table>

---

*** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

422
## JOB CORPS GED COMPETENCIES PROGRAM

### LITERATURE STUDENT CHECKLIST

<table>
<thead>
<tr>
<th>UNIT 6</th>
<th>COMMENTARY ON LITERATURE AND THE ARTS</th>
</tr>
</thead>
</table>

**DATE**
- Assigned
- Completed

### Supplementary

**GED**
- **Passing the GED**
  - Scott, Foresman 1987
  - pp. 99-105
  - Assigned: ___  Completed: ___

- **GED Reading**
  - Steck-Vaughn 1988
  - pp. 232-286
  - Assigned: ___  Completed: ___

### *** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
LITERATURE AND THE ARTS
MASTER BOOK LIST

MATERIALS GED

Title for program text
The Literature Test
Contemporary, 1987

Springboard for
Passing the GED
Interpreting
Literature and the Arts
Scott, Foresman, 1987

Title for student checklist
Literature New GED
Contemporary, 1987

Springboard:
Literature
Scott, Foresman 1987

SUPPLEMENTARY MATERIALS GED

Title for program text
Passing the GED
Scott, Foresman 1987

GED Reading
Steck-Vaughn '88

GED Reading Skills Test
Cambridge 1981

GED ScoreBooster 2: Reading
Steck-Vaughn 1985

Title for student checklist
Passing the GED
Scott, Foresman 1987

GED Reading
Steck-Vaughn 1988

GED Reading Test
Cambridge 1981

GED ScoreBooster 2
Steck-Vaughn 1985
JOB CORPS GED COMPETENCIES PROGRAM
LITERATURE AND THE ARTS
MASTER BOOK LIST

Title for program text

MATERIALS PRE-GED

Literary Tales
Jamestown 1980

Disasters
Jamestown 1982

Best-Selling Chapters
Middle Level
Jamestown 1982

Best Short Stories
Middle Level
Jamestown 1983

Skills in Reading 1
Cambridge 1978

Title for student checklist

SUPPLEMENTARY MATERIALS PRE-GED

Heroes
Jamestown 1986

Monsters
Jamestown 1985

Best-Selling Chapters
Advanced Level
Jamestown 1979

Best Short Stories
Advanced Level
Jamestown 1980

Heroes
Jamestown 1986

Monsters
Jamestown 1985

Best-Selling Chapters
Advanced Level
Jamestown 1979

Best Short Stories
Advanced Level
Jamestown 1980
Overview of GED Mathematics Test .................................................. 1
Overview of Mathematics Competency Units ...................................... 4
Subject Area Test and Study Sequence ................................................ 8

**Arithmetic**

Unit 1  Whole Number Problem Solving Techniques and Concepts ............... 10
Unit 2  Decimal Review ................................................................. 12
Unit 3  Fraction Review ............................................................... 14
Unit 4  Probability, Ratio, and Proportion ........................................... 16
Unit 5  Percentage Review ............................................................ 18
Unit 6  Measurement Review .......................................................... 20
Unit 7  Graphs and Tables ............................................................. 22

**Algebra and Geometry**

Unit 8  Algebra ............................................................................ 24
Unit 9  Geometry ......................................................................... 26
Unit 10 More Algebra and Geometry Skills .......................................... 28

Mathematics Test Bibliography ............................................................ 32

Mathematics Pre-Test Diagnostic Chart Source Materials .................... 33
Pre-Test Diagnostic Chart for Mathematics ........................................... 35
Mathematics Post-Test Diagnostic Chart Source Materials .................. 36
Post-Test Diagnostic Chart for Mathematics ......................................... 38
Student Record Sheet .................................................. 39

Arithmetic

Unit 1  Whole Number Problem Solving Techniques and Concepts. 41
Unit 2  Decimal Review .................................................. 43
Unit 3  Fraction Review .................................................. 45
Unit 4  Probability, Ratio, and Proportion ....................... 47
Unit 5  Percentage Review .............................................. 49
Unit 6  Measurement Review .......................................... 51
Unit 7  Graphs and Tables .............................................. 53

Algebra and Geometry

Unit 8  Algebra .............................................................. 56
Unit 9  Geometry ............................................................. 59
Unit 10  More Algebra and Geometry Skills .................. 61

Master Book List for Mathematics ................................. 63
OVERVIEW OF THE GED MATH TEST

This section is divided into three areas: The first area, ITEM ANALYSIS, lists the percentage and number of test items by content area. The second area, FORMAT, explains the general format of the GED Math Test. The third area, CHANGES 1988, explains how the 1988 edition of the GED Math Test differs from the 1977 edition.

ITEM ANALYSIS

<table>
<thead>
<tr>
<th>BY CONTENT AREA</th>
<th>APPROXIMATE NUMBER OF ITEMS</th>
<th>APPROXIMATE PERCENTAGE OF TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARITHMETIC:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td>Number Relationships</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>ALGEBRA:</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>GEOMETRY:</td>
<td>11</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL TEST</td>
<td>56</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BY COGNITIVE SKILLS</th>
<th>PERCENTAGE OF TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>100%</td>
</tr>
</tbody>
</table>

TIME LIMIT 90 minutes
Multiple choice questions based on either written stimulus material or graphic stimulus material (graphs, tables, charts, and diagrams). One third of the questions have graphic stimuli.

Some items are grouped into sets for the sake of sharing common stimulus material. Stimulus materials represent realistic situations encountered by large segments of the examinee population.

All test items are classified in four different ways:

Problems may call for solution or may just require setting up (identifying the correct procedure for solution).

Problems may use graphic or non-graphic stimuli. Those that use any graphic stimuli are classified as graphic.

Problems are classified as sufficient if they contain enough information to solve the problem. They are classified as extraneous if they contain more information than is needed and as insufficient if they contain too little. Finally, problems are classified as extraneous and insufficient if they have both unnecessary information and lack some information needed for solution.

Problems are classified by the highest mathematical operation required for solution. The categories are addition/subtraction, multiplication, division, and square roots/exponents.

Units of measurement are avoided unless they are essential to the content being tested. Examinees will be asked to convert measurement units within the metric and English systems, but not to convert between them.

All incorrect answers on the test result from choosing the wrong method of solving the problem rather than from mistakes in computation.
The 1988 GED Mathematics Test has no questions which directly test factual knowledge or arithmetic skills. Examinees will need to use information drawn either from test items or from life experiences. Problem solving and abstract reasoning are, therefore, important aspects of the Mathematics Test.

The emphasis of the content areas has shifted slightly. Arithmetic items have decreased by 5%, while Algebra items have increased by 5%.

If formulas are needed to solve a problem, they are provided on a formula page. In previous test editions, if a formula was needed it was provided in the question. Because examinees will have to determine if a formula is needed and judge which one is appropriate, the formula page represents an increase in level of difficulty.
Each unit consists of the title of the unit, the content of the unit, and a statement of competency for the unit. The unit is then divided into four sections: (1) unit pre-assessment, (2) unit study materials, (3) unit post-assessment, and (4) unit supplementary materials.

UNIT 1: ARITHMETIC - WHOLE NUMBER PROBLEM SOLVING TECHNIQUES AND CONCEPTS
UNIT 2: ARITHMETIC - DECIMAL REVIEW
UNIT 3: ARITHMETIC - FRACTION REVIEW
UNIT 4: ARITHMETIC - PROBABILITY, RATIO, AND PROPORTION
UNIT 5: ARITHMETIC - PERCENTAGE REVIEW
UNIT 6: ARITHMETIC - MEASUREMENT REVIEW
UNIT 7: ARITHMETIC - GRAPHS AND TABLES
UNIT 8: ALGEBRA
UNIT 9: GEOMETRY
UNIT 10: MORE ALGEBRA AND GEOMETRY SKILLS
CONTENT

This section provides a list of the specific topics addressed in each unit. Each topic in the content list is assigned a code letter for reference in materials and tests.

COMPETENCY

This is a statement that describes what a corpsmember should be able to do when he or she completes this unit of instruction.

PRE-ASSESSMENT

The Pre-Assessment is a diagnostic test used to identify the corpsmember’s areas of strength and weakness. It is used to chart what materials he or she should study in this instructional unit.

*** TEACHER NOTE ***

The diagnostic test for the entire mathematics section is:

Diagnostic Pre-Tests for GED Instruction
Contemporary
Test 5: Math pages 39-46

A pre-diagnostic chart for this test is on page 35. To decide to which units a student should be assigned, the teacher should circle the items missed on each student’s copy of the Pre-Diagnostic Chart. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies.

MATERIALS

A list of materials is contained in each instructional unit. These materials are divided into PRE-GED and GED. Unlike the use of these categories in other subject areas, which indicate reading difficulty of the material, in the math units Pre-GED materials are characterized by more emphasis on computation skills, more fully developed explanations, more practice problems, and application exercises less sophisticated than GED test items. GED materials are more suitable for students who have attained partial competency prior to entering the unit.
Each topic in the unit content statement is assigned a code letter. The content code indicates that the topic is covered on the pages cited. In Unit 4 (p. 14), for example, the topics covered are A) probability, B) ratio, C) proportion, and D) word problems. One can see that in *Springboard for Mathematics* pages 229-235 BCD, B) ratio, C) proportion, and D) word problems are covered. However, A) probability is not covered in that book. Note that just as topics change from unit to unit, the meaning of the topic code letter also changes.

Materials which are addressed specifically to the 1988 edition of the GED Tests are identified with a hash mark (♯) following the copyright date.

**POST-ASSESSMENT**

The Post-Assessment is a unit inventory used to see how well the corpsmember has mastered the material in the instructional unit.

*** TEACHER NOTE ***

The Post-Assessment for the entire mathematics section is:

*Evaluative Post-Tests for GED Instruction*  
Contemporary  
Test 5: Math pages 52-57

A diagnostic chart for this test is found on page 36. An item analysis of this test can be obtained by circling the questions missed. The horizontal rows indicate content area and the vertical columns indicate question type.
Supplementary materials for use as content area reinforcement are listed after each unit. These materials can be used before the Unit Post-Assessment if the teacher is certain that additional study is needed, or after the Post-Assessment if the student fails to demonstrate competency.
A passing score for each subject area of Official Practice Tests AA, BB, and for the Evaluative Post Test is a standard score of 45 or better.

1. If a student passes OPT AA and OPT BB, he is ready for the GEC in that subject area and should test or proceed to the next area.

2. If the student fails OPT AA, he goes to the Diagnostic Pre-test.

3. If the student passes OPT AA, but fails OPT BB, he should also take the Diagnostic Pre-Test.

4. After the student takes the Diagnostic Pre-Test, the teacher either gives him a marked checklist for the first of the units identified as an area of weakness by the Pre-Diagnostic Chart, or assigns a Unit Pre-Assessment Test for additional diagnostic information and then assigns materials from the checklist.

5. When the student has completed all the assigned materials on the checklist, he goes to the teacher for the Unit Post-Assessment.

6. If the student passes the Post-Assessment, the teacher proceeds to the checklist for the next area of weakness or to the next Unit Pre-Assessment Test.

7. If the student fails to pass the Post-Assessment, the teacher assigns Supplementary Materials from the Unit. After completing the assigned Supplementary Materials, the student moves on to the next Unit.

8. After completing the last Unit identified as an area of weakness either by passing the Post-Assessment or completing assigned Supplementary Materials, the student proceeds to the Evaluative Post-Test for the Subject Area.

9. If the student passes the Evaluative Post Test, he proceeds to the Official Practice Test, Form BB. (NOTE: Depending on local GED testing practices, OPT BB may be administered either one Subject Area at a time, or as a whole after the units in all Subject Areas are completed.)

10. If the student fails the Evaluative Post Test, the teacher assigns Supplementary Materials and, when they are completed, administers OPT BB to the student.

11. If the student passes OPT BB, he has completed the Subject Area. If he fails, he should be assigned additional Supplementary Materials.
Materials. Thereafter, the student is considered to have completed the Subject Area. He should not be required to take the OPT BB a second time.
UNIT 1

ARITHMETIC - WHOLE NUMBER PROBLEM SOLVING
TECHNIQUES AND CONCEPTS

CONTENT
A) Whole number word problems, B) rounding, C) mean and median, D) number series, E) number properties F) order of operation, and G) determining operation in a word problem.

COMPETENCY
Be able to apply whole number computation techniques and concepts to problems in practical context.

PRE-ASSESSMENT
Exercise Book for Mathematics Test
Cambridge 1982
page 3
items 1-12

*** TEACHER NOTE ***
answer key page 80
passing score 75% (8.3)

MATERIALS:

GED
*The Mathematics Test
Contemporary 1987#

*GED Mathematics Test
Cambridge 1981
pages 9-30 ABCD

PRE-GED
*Pre-GED Math Problem
Contemporary 1987#
pages 2-21 G, 22-25 EF, 159-161 C (2-25, 159-161)

*Pre-GED Math Skills
Cambridge 1980
(Word Problems Only)

POST-ASSESSMENT
Exercise Book for Mathematics Test
Cambridge 1982
page 6
items 1-12

*** TEACHER NOTE ***
answer key page 80
passing score 75% (8.3)

*Titles referenced in units are often abbreviated. See bibliography for complete titles. Letters following page numbers refer to CONTENT areas listed above.
UNIT 1

ARITHMETIC - WHOLE NUMBER PROBLEM SOLVING
TECHNIQUES AND CONCEPTS

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 413-422 A, 462-464 C

Springboard for Mathematics
Scott, Foresman 1986
pages 42-48 AC, 166 D

Number Power 6
Contemporary 1983
pages 1-30, 52-63 A, 92-95, 112-117 G

GED Mathematics
Steck-Vaughn 1988#
pages 16-21 AG, 131-136 C

PRE-GED

Practicing Problem Solving
Random House 1984
lessons 1, 4, 8 G

Pre-GED Math Problem Solving 1
Contemporary 1987#

Pre-GED Math Exercise Book
Cambridge 1983
pages 2-3, 6-7, 9-10, 13-14, 16-17, 20-21, 24-25, 28-29 A, 30-32 G
JOB CORPS GED COMPETENCIES PROGRAM
CURRICULUM GUIDE FOR MATHEMATICS

UNIT 2

ARITHMETIC - DECIMAL REVIEW

CONTENT
A) Place value, B) reading and C) writing decimals, D) comparing decimal size, E) rounding F) review of computation, G) decimal word problems, and H) determining operation in a word problem.

COMPETENCY
Demonstrate computation skills in addition, subtraction, multiplication, and division of decimal numbers. Apply decimal concepts to comparing and ordering. Determine appropriate computation techniques and concepts in practical problems.

PRE-ASSESSMENT
Exercise Book for Mathematics Test
Cambridge 1982
page 18 items 1-12

*** TEACHER NOTE ***
answer key page 82
passing score 75% (8.3 per item)

MATERIALS:

GED

The Mathematics Test
Contemporary 1987#
pages 50-52 A, 52-53 B,
54-55 C, 56-57 D, 58-68
E, 68-69 F, 60-61, 67-
68 G, 70-75 H (50-75)

GED Mathematics Test
Cambridge 1981
pages 85-89, 91-104 A-
G

PRE-GED

Pre-GED Math Problem
Solving 2
Contemporary 1987#
pages 34-35 A, 36 B,
37-38 C, 39 D, 40-41
E, 42-45, 48-57 F, 46-
47, 58-63 H (34-63)

Pre-GED Math Skills
Cambridge 1980
pages 149-151 ABCD,
152-172 F, 155-156,
160-161, 165-166, 176
G, 178-180 H (149-180)

POST-ASSESSMENT

Exercise Book for Mathematics Test
Cambridge 1982
page 22 items 1-12

*** TEACHER NOTE ***
answer key page 82
passing score 75% (8.3 per item)
UNIT 2

ARITHMETIC - DECIMAL REVIEW

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 423 ABC, 424 E,
424-433 FG, 471 D (423-
433, 471)

Springboard for
Mathematics
Scott, Foresman 1986
pages 49-69 A-G

GED ScoreBoosters 3:
Mathematics
Steck-Vaughn 1985
pages 61-79 A-F

Pre-GED

Practicing Problem
Solving
Random House 1984
lessons 2, 3, 11 G

Pre-GED Math Exercise
Book
Cambridge 1983
pages 71, 74, 77, 80-81
F, 72-73, 75-76, 78-
79, 82-83 G, 84-85 H
(71-85)

GED Mathematics
Steck-Vaughn 1988#
pages 65-70 ABCE, 72-
83 FG
UNIT 3

ARITHMETIC - FRACTION REVIEW

CONTENT

A) Writing and B) reducing fractions, C) raising fractions to higher terms, D) regrouping, E) converting between fractions and decimals, F) comparing size G) review of computation, H) fraction word problems, and I) determining operation in a word problem.

COMPETENCY

Demonstrate computation skills in addition, subtraction, multiplication, and division of fractions, whole numbers, and mixed numbers. Determine fraction value and apply by ordering. Apply computation techniques and concepts to practical problems.

PRE-ASSESSMENT

Exercise Book for Mathematics Test
Cambridge 1982
page 14
items 1-10

*** TEACHER NOTE ***
answer key page 81
passing score 75% (10 per item)

MATERIALS:

GED
The Mathematics Test
Contemporary 1987#

GED Mathematics Test
Cambridge 1981
pages 36-43 ABCD, 43-65 GH (36-65)

PRE-GED
Pre-GED Math Problem Solving 2
Contemporary 1987#

Pre-GED Math Skills
Cambridge 1980
UNIT 3

ARITHMETIC - FRACTION REVIEW

POST-ASSESSMENT

Exercise Book for Mathematics Test
Cambridge 1982
page 15
items 1-10

*** TEACHER NOTE ***
answer key page 81
passing score 75% (10 per item)

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 434-435 BD, 436-446 GH, 472 F

Springboard for Mathematics
Scott, Foresman 1986
pages 70-99 A-H

GED ScoreBoosters 3: Mathematics
Steck-Vaughn 1985
pages 36-59 ABCD*FG

Number Power 6
Contemporary 1983
pages 1-4, 31-51, 64-73 H, 96-100 I

Advanced General Education Program
Gov. Printing Office
Booklet 24 H

GED Mathematics
Steck-Vaughn 1988#

PRE-GED

Pre-GED Math Exercise Book
Cambridge 1983

Practicing Problem Solving
Random House 1984
lessons 5,6,7 I
UNIT 4

ARITHMETIC - PROBABILITY, RATIO, AND PROPORTION

CONTENT
A) Probability, B) ratio, C) proportion, D) word problems.

COMPETENCY
Demonstrate ability to calculate probability, ratio, and proportion. Be able to apply concepts in one- and multi-step problems.

PRE-ASSESSMENT
The Mathematics Test
Contemporary 1987#
page 125
items 1-10

*** TEACHER NOTE ***
passing score 75% (10 per item)

MATERIALS:

GED
The Mathematics Test
Contemporary 1987#
pages 115-118 A, 119-120 B, 121-123 C, 124-125 D (115-127)

PRE-GED
Fundamentals of Mathematics 2
Steck-Vaughn 1985
pages 1-46 ABCD

Springboard for Mathematics
Scott, Foresman 1986
pages 229-235 BCD

POST-ASSESSMENT
The Mathematics Test
Contemporary 1987#
page 126-127
items 1-7

*** TEACHER NOTE ***
passing score 75% (14.3 per item)
UNIT 4 ARITHMETIC - PROBABILITY, RATIO, AND PROPORTION

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 464-467 ABCD

GED Mathematics Test
Cambridge 1981
pages 244-248 BCD

GED ScoreBoosters 3: Mathematics
Steck-Vaughn 1985
pages 173-182 BC

GED Mathematics
Steck-Vaughn 1988#
pages 103-108 BCD, 131-136 A

Number Power 6
Contemporary 1983
pages 74-91 BCD

PRE-GED

Pre-GED Math Problem Solving 2
Contemporary 1987#
pages 172-177 A

Practicing Math Applications
Random House 1984
lesson 16 CD
UNIT 5  
ARITHMETIC - PERCENTAGE REVIEW

CONTENT  
A) Conversion between fractions, decimals, and percents;  
B) computation with percents;  
C) one- and D) multi-step word problems  
(including interest); E) determining  
operation in word problems.

COMPETENCY  
Analyze and apply percentage computation  
techniques to one- and multi-step practical  
percentage problems.

PRE-ASSESSMENT  
Exercise Book for Mathematics Test  
Cambridge 1982  
page 29  
items 1-12

*** TEACHER NOTE ***  
answer key page 83  
passing score 75% (8.3 per item)

MATERIALS:

GED  
The Mathematics Test  
Contemporary 1987#  
GED Mathematics Test  
Cambridge 1981  
pages 116-133 ABCD

PRE-GED

Pre-GED Math Problem  
Solving 2  
Contemporary 1987#  

Pre-GED Math Skills  
Cambridge 1980  

POST-ASSESSMENT  
Exercise Book for Mathematics Test  
Cambridge 1982  
page 31  
items 1-12

*** TEACHER NOTE ***  
answer key page 83  
passing score 75% (8.3 per item)

18
UNIT 5

ARITHMETIC - PERCENTAGE REVIEW

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 447-453 ABCD

Springboard for
Mathematics
Scott, Foresman 1986
pages 100-114 ABCD

GED ScoreBoosters 3:
Mathematics
Steck-Vaughn 1985
pages 81-99 AB

Number Power 6
Contemporary 1983
pages 101-111 CD, 118-
120 E

Advanced General
Education Program
Gov. Printing Office
Booklet 26 CD

GED Mathematics
Steck-Vaughn 1988#
pages 110-114 A, 117-
128 BCD

PRE-GED

Pre-GED Math Exercise
Book
Cambridge 1983
pages 92, 95, 98 B,
93-94, 96-97, 99-102
CD, 103-104 E (92-104)

Fundamentals of
Mathematics 2
Steck-Vaughn 1985
pages 47-96 ABC
UNIT 6

ARITHMETIC - MEASUREMENT REVIEW

CONTENT

A) Problems using length, B) volume, C) weight, D) time, E) money, and F) rate using both G) metric and H) English systems. I) Problems in interpreting scales and meters.

COMPETENCY

Be able to apply knowledge of measurement facts and techniques to practical problems.

PRE-ASSESSMENT

Exercise Book for Mathematics Test
Cambridge 1982
page 36
items 1-12

*** TEACHER NOTE ***
answer key page 84
passing score 75% (8.3 per item)

MATERIALS:

GED

The Mathematics Test
Contemporary 1987#
pages 158-179 A-I

Springboard for
Mathematics
Scott, Foresman 1986
pages 115-125, 128-138
A-I

PRE-GED

Measurement and
Geometry
Steck-Vaughn 1985
pages 5-21 ABCGI

POST-ASSESSMENT

Exercise Book for Mathematics Test
Cambridge 1982
page 37
items 1-12

*** TEACHER NOTE ***
answer key page 84
passing score 75% (8.3 per item)
UNIT 6

ARITHMETIC - MEASUREMENT REVIEW

SUPPLEMENTARY

<table>
<thead>
<tr>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing the GED</strong>&lt;br&gt;Scott, Foresman 1987#&lt;br&gt;pages 461 I, 478-487&lt;br&gt;ABCD, 478-483 H, 484-487 G (461, 478-487)</td>
<td><strong>Pre-GED Math Problem Solving 1</strong>&lt;br&gt;Contemporary 1987#&lt;br&gt;pages 140-153 A-D*GH</td>
</tr>
<tr>
<td><strong>GED Mathematics Test</strong>&lt;br&gt;Cambridge 1981&lt;br&gt;pages 147-156 A-H</td>
<td><strong>Pre-GED Math Problem Solving 2</strong>&lt;br&gt;Contemporary 1987#&lt;br&gt;pages 149-152 I</td>
</tr>
<tr>
<td><strong>GED SureBoosters 3: Mathematics</strong>&lt;br&gt;Steck-Vaughn 1985&lt;br&gt;pages 194-206 ABCDGH</td>
<td><strong>Spotlight on Math: Measures and Geometric Figures</strong>&lt;br&gt;Random House 1984&lt;br&gt;lessons 1,2 G</td>
</tr>
<tr>
<td><strong>Practical Math Book 2</strong>&lt;br&gt;Steck-Vaughn 1982&lt;br&gt;pages 23-45 ABCDH</td>
<td></td>
</tr>
<tr>
<td><strong>Number Power 6</strong>&lt;br&gt;Contemporary 1983&lt;br&gt;pages 84-88, 121-123</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 7 ARITHMETIC - GRAPHS AND TABLES

CONTENT A) Pictographs, B) circle C) bar D) and line graphs, E) tables.

COMPETENCY Interpret, analyze, and evaluate numerical data presented in charts and tables.

PRE-ASSESSMENT Exercise Book for Mathematics Test Cambridge 1982 page 41 items 1-8 page 45 items 1-8

*** TEACHER NOTE *** answer key page 85 passing score 75% (6.3 per item)

MATERIALS: GED


GED Mathematics Test Cambridge 1981 pages 162-191 ABCDE

PRE-GED


POST-ASSESSMENT Exercise Book for Mathematics Test Cambridge 1982 Page 44 items 1-8 page 47 items 1-8

*** TEACHER NOTE *** answer key page 85 passing score 75% (6.3 per item)
UNIT 7

ARITHMETIC - GRAPHS AND TABLES

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 454-460 ABCDE

Springboard for Mathematics
Scott, Foresman 1986
pages 134-146 ABCDE

Practical Math Book 2
Steck-Vaughn 1982
pages 4-20 ABCDE

GED ScoreBoosters 3: Mathematics
Steck-Vaughn 1985
pages 101-112 BCDE

GED Mathematics
Steck-Vaughn 1988#
pages 138-143 BCD

Pre-GED

Pre-GED Math Exercise Book
Cambridge 1983
pages 113-114 E, 116, 119-120 C, 117-118 A, 121-123 D (113-123)

Advanced General Education Program
Gov. Printing Office
Booklet 27 ABCE,
Booklet 28 D

Practicing Math Applications
Random House 1984
lessons 17 A, 18 B
UNIT 8
ALGEBRA

CONTENT
A) Operational and relational symbols, B) expressions, C) solving one-step equations, D) powers and roots, E) signed numbers, F) multi-step equations, G) formulas (i=prt, d=rt, c=nr), H) inequalities, I) algebra word problems.

COMPETENCY
Solve equations, and apply knowledge of algebra concepts and techniques to practical problems.

PRE-ASSESSMENT
Exercise Book for Mathematics Test
Cambridge 1932
page 60
items 1-12 (except 2 and 11)

*** TEACHER NOTE ***
answer key page 87
passing score 75% (10 per item)

MATERIALS:
GED
The Mathematics Test
Contemporary 1987#
pages 202-223 ABC*FG*I, 276-288 EH, 291-292, 234-238 D
GED Mathematics Test
Cambridge 1981
pages 199-243, 255-256 ABCDEF*HI

PRE-GED
Fundamental Algebra
Steck-Vaughn 1985
pages 2-108 A-I

POST-ASSESSMENT
Exercise Book for Mathematics Test
Cambridge 1982
page 63
items 1-10

*** TEACHER NOTE ***
answer key page 63
passing score 75% (10 per item)
## UNIT 8
### ALGEBRA
#### SUPPLEMENTARY

<table>
<thead>
<tr>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing the GED</strong>&lt;br&gt;Scott, Foresman 1987#&lt;br&gt;pages 468-470 E, 474-477 D, 488-489 G, 524-536 ABC, 537-540 HI</td>
<td><strong>Advanced General Education Program</strong>&lt;br&gt;Gov. Printing Office&lt;br&gt;Booklets 55 E, 56 ABCF, 57 D, 59 GHI</td>
</tr>
<tr>
<td><strong>Springboard for Mathematics</strong>&lt;br&gt;Scott, Foresman 1986&lt;br&gt;pages 147-165, 200-228, 238-240 A-G</td>
<td><strong>Spotlight on Math: Equations</strong>&lt;br&gt;Random House 1984&lt;br&gt;lessons 1-15 ABCF</td>
</tr>
<tr>
<td><strong>Basic Algebra</strong>&lt;br&gt;Educational Design 1986&lt;br&gt;pages 4-22 ABD, 23-34 CF, 35-50 E, 75-85 H</td>
<td><strong>Pre-GED Math Problem Solving 1</strong>&lt;br&gt;Contemporary 1987#&lt;br&gt;pages 162-164 D</td>
</tr>
<tr>
<td><strong>Number Power 3</strong>&lt;br&gt;Contemporary 1983&lt;br&gt;pages 4-23 E, 24-33 D, 34-43 B, 44-55 C, 56-77 F, 20-21,41,54-55,64-65,70-71,76-77 I (4-77)</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 9

CONTENT

Geometry

A) Angles, B) lines, C) shapes, D) perimeter of polygons, E) circumference of circles, F) volume of rectangular prisms, G) volume of cylinders, H) area of polygons, I) area of circle, J) Pythagorean relationships.

COMPETENCY

Apply geometry concepts and techniques to practical problems.

PRE-ASSESSMENT

Exercise Book for Mathematics Test
Cambridge 1982
page 70 items 1-10
page 71 items 1-10

*** TEACHER NOTE ***
answer key page 88
passing score 75% (5 per item)

MATERIALS:

GED

The Mathematics Test
Contemporary 1987#
pages 224-275 A-J

GED Mathematics Test
Cambridge 1981
pages 274-302 A-J

PRE-GED

Fundamentals of Mathematics 2
Steck-Vaughn 1985
pages 97-135 A-I

POST-ASSESSMENT

Exercise Book for Mathematics Test
Cambridge 1982
page 68 items 1-10
page 74 items 1-10

*** TEACHER NOTE ***
answer key pages 88, 39
passing score 75% (5 per item)
UNIT 9

SUPPLEMENTARY

GED

Passing the GED
Scott, Foresman 1987#
pages 490-492 DHF, 495-517 A-J

Springboard for Mathematics
Scott, Foresman 1986
pages 253-301 A-J

Number Power 4
Contemporary 1983
total book A-J

GED ScoreBoosters 3: Mathematics
Steck-Vaughn 1985
pages 208-241 A-J

Practical Math Book 2
Steck-Vaughn 1982
pages 59-76 ABC*FGHI,
77-81 J (59-81)

Advanced General Education Program
Gov. Printing Office
Booklets 58, 60 A-J

GED Mathematics
Steck-Vaughn 1988#
pages 145-149 DH, 152-157 F, 258-293 ABC,
295-300 J, 302-306 EI

PRE-GED

Measurement and Geometry
Steck-Vaughn 1985
pages 26-78 C-I

Spotlight on Math: Measures and Geometric Figures
Random House 1984
lessons 3 D, 4 & 5 H,
7 I, 6 E, 9 & 10 F, 11 G, 12 & 13 A

Pre-GED Math Problem Solving I
Contemporary 1987#
pages 154-155 D, 156-157 H, 158-159 F
(154-159)
UNIT 10 MORE ALGEBRA AND GEOMETRY SKILLS

CONTENT

A) Polynomials and factoring, B) rectangular coordinates, C) slope and intercept, D) linear, E) quadratic, and F) simultaneous equations.

COMPETENCY

Apply algebra and geometry techniques and concepts to problem solving.

PRE-ASSESSMENT

Exercise Book for Mathematics Test
Cambridge 1982
page 61 items 2, 8, 11
page 66 items 1-5

*** TEACHER NOTE ***
answer key pages 87, 88
passing score 75% (12.5 per item)

MATERIALS:

GED

The Mathematics Test
Contemporary 1987#

GED Mathematics Test
Cambridge 1981
pages 24 F, 254 BCD

PRE-GED

POST-ASSESSMENT

Exercise Book for Mathematics Test
Cambridge 1982
page 65 item 2, 4, 10
page 66 items 6-10

*** TEACHER NOTE ***
answer key page 88
passing score 75% (12.5 per item)
# UNIT 10

## MORE ALGEBRA AND GEOMETRY SKILLS

### SUPPLEMENTARY

<table>
<thead>
<tr>
<th>GED</th>
<th>PRE-GED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing the GED</strong>&lt;br&gt;Scott, Foresman 1987#&lt;br&gt;pages 518-522 BC, 541 CD, 542-544 E</td>
<td><strong>Spotlight on Math: Integers</strong>&lt;br&gt;Random House 1984&lt;br&gt;lessons 13 &amp; 14 B</td>
</tr>
<tr>
<td><strong>Springboard for Mathematics</strong>&lt;br&gt;Scott, Foresman 1986&lt;br&gt;pages 222-226 F, 236-237 E, 302-317 BC</td>
<td></td>
</tr>
<tr>
<td><strong>GED ScoreBoosters 3: Mathematics</strong>&lt;br&gt;Steck-Vaughn 1985&lt;br&gt;pages 138-151 A, 183-191 BC</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Algebra</strong>&lt;br&gt;Educational Design 1986&lt;br&gt;pages 51-74, 86-106 A, 86-112 E (51-74, 86-112)</td>
<td></td>
</tr>
<tr>
<td><strong>Number Power 3</strong>&lt;br&gt;Contemporary 1983&lt;br&gt;pages 78-79, 84-99 BCD, 100-125 A (78-79, 84-125)</td>
<td></td>
</tr>
<tr>
<td><strong>GED Mathematics</strong>&lt;br&gt;Steck-Vaughn 1988#&lt;br&gt;pages 210-215 B, 217-222 D, 224-236 C</td>
<td></td>
</tr>
</tbody>
</table>
# JOB CORPS GED COMPETENCIES PROGRAM
## MATHEMATICS TEST BIBLIOGRAPHY

**SOURCE:**

CONTEMPORARY BOOKS INC.  
188 NORTH MICHIGAN AVENUE  
CHICAGO, ILLINOIS 60601  
(312) 782-9181

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>5228-7</td>
<td>GED: Preparation for the High School Equivalency Examination: Mathematics New Test 5 1987#</td>
<td>5.55</td>
</tr>
<tr>
<td>5193-0</td>
<td>Diagnostic Pre-Tests for GED Instruction 1985</td>
<td>2.50</td>
</tr>
<tr>
<td>5912-2</td>
<td>Evaluative Post-Tests for GED Instruction 1985</td>
<td>2.50</td>
</tr>
<tr>
<td>5644-4</td>
<td>Number Power 5: Graphs, Tables, Schedules, Maps</td>
<td>4.25</td>
</tr>
<tr>
<td>5750-5</td>
<td>Number Power 6: Word Problems 1983</td>
<td>4.25</td>
</tr>
<tr>
<td>5714-9</td>
<td>Number Power 3: Algebra 1983</td>
<td>4.25</td>
</tr>
<tr>
<td>5583-9</td>
<td>Number Power 4: Geometry</td>
<td>4.25</td>
</tr>
<tr>
<td>5150-7</td>
<td>Pre-GED Mathematics and Problem-Solving Skills Book 2 1987#</td>
<td>4.75</td>
</tr>
<tr>
<td>5151-3</td>
<td>Pre-GED Mathematics and Problem-Solving Skills Book 1 1987#</td>
<td>4.75</td>
</tr>
</tbody>
</table>
JOB CORPS GED COMPETENCIES PROGRAM
MATHEMATICS TEST BIBLIOGRAPHY

SOURCE:
SCOTT, FORESMAN AND COMPANY
1900 EAST LAKE AVENUE
GLENVIEW, ILLINOIS 60025
(800) 323-5482
(800) 323-9501 (Illinois)
(312) 729-3000 ext 2050 (Call collect from Alaska & Hawaii)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>24305-2</td>
<td>Springboard for Passing the GED Mathematics Test 1986</td>
<td>6.50</td>
</tr>
<tr>
<td>L24314-1</td>
<td>Passing the GED: Revised Edition 1987#</td>
<td>7.25</td>
</tr>
</tbody>
</table>

SOURCE:
CAMBRIDGE
THE ADULT EDUCATION COMPANY
888 SEVENTH AVENUE
NEW YORK, NEW YORK 10106
(800) 221-4764

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>893-865</td>
<td>GED Mathematics Test 1981</td>
<td>5.35</td>
</tr>
<tr>
<td>893-938</td>
<td>GED Exercise Book for Mathematics 1982</td>
<td>3.35</td>
</tr>
<tr>
<td>893-253</td>
<td>Pre-GED Program in Math Skills 1980</td>
<td>4.95</td>
</tr>
<tr>
<td>893-229</td>
<td>Pre-GED Exercise Book in Math Skills 1983</td>
<td>3.35</td>
</tr>
</tbody>
</table>
# JOB CORPS GED COMPETENCIES PROGRAM
## MATHEMATICS TEST BIBLIOGRAPHY

**SOURCE:**
STECK-VAUGHN  
P.O. BOX 2028  
AUSTIN, TEXAS 78768  
(800) 531-5015  
(800) 252-9317 (Texas)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1897-9</td>
<td>GED Mathematics 1988#</td>
<td>5.85</td>
</tr>
<tr>
<td>1278-4</td>
<td>GED ScoreBooster 3: Mathematics 1985</td>
<td>6.69</td>
</tr>
<tr>
<td>0999-6</td>
<td>Practical Math Book 2 1982</td>
<td>3.96</td>
</tr>
</tbody>
</table>

**PRE-GED MATERIALS**

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1515-5</td>
<td>Mathematics in Daily Living: Measurement and Geometry</td>
<td>3.75</td>
</tr>
<tr>
<td>1516-3</td>
<td>Mathematics in Daily Living: Fundamental Algebra</td>
<td>3.75</td>
</tr>
</tbody>
</table>

**SOURCE:**
EDUCATIONAL DESIGN, INC.  
47 WEST 13 STREET  
NEW YORK, NY 10114  
(800) 221-9372  
(212) 255-7900 (New York)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>K332</td>
<td>Basic Algebra 1986</td>
<td>3.95</td>
</tr>
</tbody>
</table>

---

32
JOB CORPS GED COMPETENCIES PROGRAM
MATHEMATICS TEST BIBLIOGRAPHY

SOURCE:
RANDOM HOUSE SCHOOL DIVISION
DEPARTMENT 9282
400 HAHN ROAD
WESTMISTER, MD 21157
(800) 638-6460 ext. 5000
(800) 492-0782 (Maryland)
(301) 848-1900 (Alaska)

<table>
<thead>
<tr>
<th>Order no.</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>39225-3</td>
<td>Practicing Math Applications Level 8 1984</td>
<td>1.98</td>
</tr>
<tr>
<td>39233-4</td>
<td>Practicing Problem Solving Level 8 1984</td>
<td>1.98</td>
</tr>
<tr>
<td>39378-0</td>
<td>Spotlight on Math Level 8: Measures and Geometric Figures 1984</td>
<td>1.98</td>
</tr>
<tr>
<td>39390-X</td>
<td>Spotlight on Math Level 8: Integers 1984</td>
<td>1.98</td>
</tr>
<tr>
<td>39402-7</td>
<td>Spotlight on Math Level 8: Equations 1984</td>
<td>1.98</td>
</tr>
</tbody>
</table>
On the following pages is the pre-test diagnostic chart for the Mathematics Test. Students should be given Form AA of the Official Practice Tests. A score below 45 would indicate a need to take the Mathematics Diagnostic Test. An analysis for purposes of guiding instruction may be obtained by circling on the following chart the item numbers of incorrect responses. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies. See page 4 in the Mathematics Curriculum Guide for a listing of mathematics content units.
### JOB CORPS GED COMPETENCIES PROGRAM
### PRE-DIAGNOSTIC CHART FOR MATHEMATICS

**NAME ___________________________**

**DATE ___________**

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>QUESTION TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOLVE</td>
</tr>
<tr>
<td><strong>UNIT 1</strong></td>
<td></td>
</tr>
<tr>
<td>(1) OPTAA</td>
<td>1,6,11,16,19</td>
</tr>
<tr>
<td>(2) DPT1</td>
<td>1,2,3,4,5,6,</td>
</tr>
<tr>
<td></td>
<td>7,8,9,10</td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td></td>
</tr>
<tr>
<td>(1) OPTAA</td>
<td>11,16</td>
</tr>
<tr>
<td>(2) DPT1</td>
<td>11,12,13,14,</td>
</tr>
<tr>
<td></td>
<td>15,16,17,18,</td>
</tr>
<tr>
<td></td>
<td>19,20</td>
</tr>
<tr>
<td><strong>UNIT 3</strong></td>
<td></td>
</tr>
<tr>
<td>(1) OPTAA</td>
<td>5,9</td>
</tr>
<tr>
<td>(2) DPT1</td>
<td>21,22,23,24,</td>
</tr>
<tr>
<td></td>
<td>25,26,27,28,</td>
</tr>
<tr>
<td></td>
<td>29,30,31,32</td>
</tr>
<tr>
<td><strong>UNIT 4</strong></td>
<td></td>
</tr>
<tr>
<td>(1) OPTAA</td>
<td>1,5,9,27</td>
</tr>
<tr>
<td>(2) DPT1</td>
<td>33,34,35,36,</td>
</tr>
<tr>
<td></td>
<td>37,38,39,40</td>
</tr>
<tr>
<td><strong>UNIT 5</strong></td>
<td></td>
</tr>
<tr>
<td>(1) OPTAA</td>
<td>3,8,18</td>
</tr>
<tr>
<td>(2) DPT2</td>
<td>1,2,3,4,5,6,</td>
</tr>
<tr>
<td></td>
<td>7,8</td>
</tr>
<tr>
<td><strong>UNIT 6</strong></td>
<td></td>
</tr>
<tr>
<td>(1) OPTAA</td>
<td></td>
</tr>
<tr>
<td>(2) DPT2</td>
<td>18,19,20,21,</td>
</tr>
<tr>
<td></td>
<td>22,23,24,25</td>
</tr>
</tbody>
</table>
## JOB CORPS GED COMPETENCIES PROGRAM
### PRE-DIAGNOSTIC CHART FOR MATHEMATICS

<table>
<thead>
<tr>
<th>NAME __________________________</th>
<th>DATE __________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT AREA</strong></td>
<td><strong>QUESTION TYPE</strong></td>
</tr>
<tr>
<td><strong>SOLVE</strong></td>
<td><strong>SETUP</strong></td>
</tr>
<tr>
<td><strong>UNIT 7</strong></td>
<td></td>
</tr>
<tr>
<td>(1) OPTAA 12,15</td>
<td></td>
</tr>
<tr>
<td>(2) DPT2 9,10,11,12,</td>
<td></td>
</tr>
<tr>
<td>13,14,15,16</td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 8</strong></td>
<td></td>
</tr>
<tr>
<td>(1) OPTAA 8,10,17,21</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
</tr>
<tr>
<td>(2) DPT3 1,2,3,4,6,</td>
<td></td>
</tr>
<tr>
<td>21,22,23,24,25,26,27,28,29,30,31,32</td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 9</strong></td>
<td></td>
</tr>
<tr>
<td>(1) OPTAA 4,20,22,23,13,24</td>
<td></td>
</tr>
<tr>
<td>27,28</td>
<td></td>
</tr>
<tr>
<td>(2) DPT3 5,7,8,9,10,11,12,13,14,15,16,17,18,19,20</td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 10</strong></td>
<td></td>
</tr>
<tr>
<td>(1) OPTAA</td>
<td></td>
</tr>
<tr>
<td>(2) DPT3 33,34</td>
<td></td>
</tr>
</tbody>
</table>
(3) EVALUATIVE POST-TESTS FOR GED INSTRUCTION
TEST 4: MATHEMATICS
PAGES 52-57
ITEMS 1-50
CONTEMPORARY 1985

(4) OFFICIAL GED PRACTICE TEST
FORM BB
PAGES 53-62
ITEMS 1-28
CAMBRIDGE 1987#

On the following pages is the post-test diagnostic chart for the Mathematics Test. Students should be given the Mathematics Evaluative Test. A score below 45 would indicate a need for review in supplementary materials. An analysis for purposes of guiding instruction may be obtained by circling on the following chart the item numbers of incorrect responses. Horizontal rows indicate content area deficiencies and vertical columns indicate cognitive skill deficiencies. See page 4 in the Mathematics Curriculum Guide for a listing of mathematics content units.

Form BB of the Official Practice Tests should be given upon completion of supplementary assignments or after passing the Evaluative Post Tests to determine readiness for GED Testing.
<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>QUESTION TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOLVE</td>
<td>SETUP</td>
</tr>
<tr>
<td>UNIT 1</td>
<td>1,4,14,18,23,24</td>
</tr>
<tr>
<td>(4) OPTBB 3,6,9,18,20</td>
<td></td>
</tr>
<tr>
<td>UNIT 2</td>
<td>11,16,26</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>2,5</td>
</tr>
<tr>
<td>UNIT 4</td>
<td>10,17,24,27,31,39</td>
</tr>
<tr>
<td>(4) OPTBB 3,9</td>
<td></td>
</tr>
<tr>
<td>UNIT 5</td>
<td>7,12,25,34,35,42</td>
</tr>
<tr>
<td>(4) OPTBB 4,15,19</td>
<td></td>
</tr>
<tr>
<td>CONTENT AREA</td>
<td>QUESTION TYPE</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>UNIT 6</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB</td>
</tr>
<tr>
<td>UNIT 7</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 10</td>
</tr>
<tr>
<td>UNIT 8</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 2,3,8,17,18,22,23,24,26</td>
</tr>
<tr>
<td>UNIT 9</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 7,11,14,13,27</td>
</tr>
<tr>
<td>UNIT 10</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 21</td>
</tr>
<tr>
<td>UNIT 11</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 10</td>
</tr>
<tr>
<td>UNIT 12</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 2,3,8,17,18,22,23,24,26</td>
</tr>
<tr>
<td>UNIT 13</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 7,11,14,13,27</td>
</tr>
<tr>
<td>UNIT 14</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 21</td>
</tr>
<tr>
<td>UNIT 15</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 10</td>
</tr>
<tr>
<td>UNIT 16</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 2,3,8,17,18,22,23,24,26</td>
</tr>
<tr>
<td>UNIT 17</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 7,11,14,13,27</td>
</tr>
<tr>
<td>UNIT 18</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 21</td>
</tr>
<tr>
<td>UNIT 19</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 10</td>
</tr>
<tr>
<td>UNIT 20</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 2,3,8,17,18,22,23,24,26</td>
</tr>
<tr>
<td>UNIT 21</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 7,11,14,13,27</td>
</tr>
<tr>
<td>UNIT 22</td>
<td>(3) EPT</td>
</tr>
<tr>
<td></td>
<td>(4) OPTBB 21</td>
</tr>
</tbody>
</table>
# JOB CORPS GED COMPETENCIES PROGRAM
## CURRICULUM GUIDE FOR MATHEMATICS
### STUDENT RECORD SHEET

<table>
<thead>
<tr>
<th>Form</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
</table>

Name: _____________________________  SS/ID #: _______________________

Entry Date: ___________  Exit Date: ___________

Entry (Official GED Practice Test)  __________  __________  __________

Pre-Assessment Diagnostic Test  __________  __________
(Diagnostic Pre-Tests for GED Instruction)

Circle Units Assigned:
1 2 3 4 5 6 7 8 9 10

Post-Assessment Subject Mastery Test  __________  __________
(Evaluative Post-Tests for GED Instruction)

Exit (Official GED Practice Test)  __________  __________  __________

GED MATHEMATICS TEST  __________  __________

*** TEACHER NOTE ***
See pages 32 and 35 for source information
### JOB CORPS GED COMPETENCIES PROGRAM

#### STUDENT CHECKLIST FOR MATHEMATICS

**NAME ____________________________**

#### UNIT 1 ARITHMETIC - WHOLE NUMBER PROBLEM SOLVING TECHNIQUES AND CONCEPTS

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Math Exercise Book</th>
<th>DATE</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1982</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>page 3 items 1-12</td>
<td>Assigned</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Materials**

- **GED**
  - Mathematics
    - Contemporary Books
      - 1987# pages 19-46
      - Score: ________ ________

- **GED Math**
  - Cambridge 1981
    - pages 9-30
    - Score: ________ ________

**PRE-GED**

- **Pre-GED Math Problem Solving 2**
  - Contemporary 1987# pages 2-25, 159-161
  - Score: ________ ________

- **Pre-GED Math Skills**
  - Cambridge 1980
    - Score: ________ ________

**Post-Assessment**

- **Math Exercise Book**
  - Cambridge 1982
    - page 6 items 1-12
    - Score: ________ ________ ________

---

***NOTE***
CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

41
# JOB CORPS GED COMPETENCIES PROGRAM
## STUDENT CHECKLIST FOR MATHEMATICS

### NAME __________________________

**UNIT 1 ARITHMETIC - WHOLE NUMBER PROBLEM SOLVING TECHNIQUES AND CONCEPTS**

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td><strong>Passing the GED</strong></td>
<td><a href="#">Scott, Foresman 1987</a></td>
</tr>
<tr>
<td><strong>Springboard for Math</strong></td>
<td><a href="#">Scott, Foresman 1986</a></td>
</tr>
<tr>
<td><strong>Number Power 6</strong></td>
<td><a href="#">Contemporary 1983</a></td>
</tr>
<tr>
<td><strong>GED Mathematics</strong></td>
<td><a href="#">Steck-Vaughn 1988</a></td>
</tr>
<tr>
<td><strong>PRE-GED</strong></td>
<td><strong>Practicing Problem Solving</strong></td>
</tr>
<tr>
<td><strong>Pre-GED Math Exercise Book</strong></td>
<td><a href="#">Cambridge 1983</a></td>
</tr>
</tbody>
</table>

---

**42**

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
UNIT 2 ARITHMETIC - DECIMAL REVIEW

Pre-Assessment

Math Exercise Book
Cambridge 1982
page 18
items 1-12

Materials

GED

Mathematics
Contemporary 1987#
pages 50-75

GED Math
Cambridge 1981
pages 85-104

PRE-GED

Pre-GED Math Problem Solving 2
Contemporary 1987#
pages 34-63

Pre-GED Math Skills
Cambridge 1980
pages 149-172, 176,
178-180

Post-Assessment

Math Exercise Book
Cambridge 1982
page 22
items 1-12

DATE
Assigned Completed

SCORE

NAME _______________________

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
**JOB CORPS GED COMPETENCIES PROGRAM**

**STUDENT CHECKLIST FOR MATHEMATICS**

**UNIT 2 ARITHMETIC - DECIMAL REVIEW**

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>PENDING</strong></td>
</tr>
</tbody>
</table>

### CHECKED BOXES INDICATE ASSIGNED MATERIALS

- [ ] **Passing the GED**
  - *Scott, Foresman 1987*#  
  - Pages 423-433, 471

- [ ] **Springboard for Math**
  - *Scott, Foresman 1986*  
  - Pages 49-69

- [ ] **ScoreBoosters 3**
  - *Steck-Vaughn 1985*  
  - Pages 61-79

- [ ] **Number Power 6**
  - *Contemporary 1983*  
  - Pages 1-4, 31-51, 64-73

- [ ] **AGEP**
  - *USGPO*  
  - Booklet 25

- [ ] **GED Mathematics**
  - *Steck-Vaughn 1988*#  
  - Pages 65-70, 72-83

### PRE-GED

- [ ] **Practicing Problem Solving**
  - *Random House 1984*  
  - Lessons 2, 3, 11, 13, 17

- [ ] **Pre-GED Math Exercise Book**
  - *Cambridge 1983*  
  - Pages 71-85

---

44

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM

## STUDENT CHECKLIST FOR MATHEMATICS

**NAME __________________________**

### UNIT 3 ARITHMETIC - FRACTION REVIEW

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

#### Pre-Assessment

**Math Exercise Book**
- Cambridge 1982
- Page 14
- Items 1-10

**Materials**

- GED
- **Mathematics**
  - Contemporary 1987#
  - Pages 76-114

- **GED Math**
  - Cambridge 1981
  - Pages 36-65

#### PRE-GED

- **Pre-GED Math Problem Solving 2**
  - Contemporary 1987#
  - Pages 66-111

- **Pre-GED Math Skills**
  - Cambridge 1980
  - Pages 95-128, 173-180

#### Post-Assessment

**Math Exercise Book**
- Cambridge 1982
- Page 15
- Items 1-10

---

**45**

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
**JOB CORPS GED COMPETENCIES PROGRAM**
**STUDENT CHECKLIST FOR MATHEMATICS**

### UNIT 3 ARITHMETIC - FRACTION REVIEW

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
</table>
| □ | **Passing the GED**  
  Scott, Foresman 1987#  
  pages 434-446, 472 |
| □ | **Springboard for Math**  
  Scott, Foresman 1986  
  pages 70-99 |
| □ | **ScoreBoosters 3**  
  Steck-Vaughn 1985  
  pages 36-59 |
| □ | **Number Power 6**  
  Contemporary 1983  
  pages 1-4, 31-51, 64-73, 96-100 |
| □ | **AGED**  
  USGPO  
  Booklet 24 |
| □ | **GED Mathematics**  
  Steck-Vaughn 1988#  
  pages 23-62, 86-90 |
| □ | **PRE-GED** |
| □ | **Pre-GED Math Exercise**  
  Book  
  Cambridge 1983  
  pages 44-62 |
| □ | **Practicing Problem Solving**  
  Random House 1984  
  lessons 5, 6, 7 |

**DATE**

<table>
<thead>
<tr>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**NAME ____________________________**

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
**JOB CORPS GED COMPETENCIES PROGRAM**  
**STUDENT CHECKLIST FOR MATHEMATICS**

**NAME ___________________________**

**UNIT 4 ARITHMETIC - PROBABILITY, RATIO, AND PROPORTION**

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Mathematics</th>
<th>Contemporary 1987#</th>
<th>page 125</th>
<th>items 1-10</th>
<th>DATE Assigned</th>
<th>Completed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Contemporary 1987#</td>
<td>page 115-124</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Springboard for Math</strong></td>
<td>Scott, Foresl 1986</td>
<td>pages 229-235</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PRE-GED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fundamentals of Math 2</strong></td>
<td>Steck-Vaughn 1985</td>
<td>pages 1-44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Assessment</td>
<td>Mathematics</td>
<td>Contemporary 1987#</td>
<td>page 126-127</td>
<td>items 1-7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

47
*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Passing the GED&lt;br&gt;Scott, Foresman 1987#&lt;br&gt;pages 464-467</td>
</tr>
<tr>
<td></td>
<td>GED Math&lt;br&gt;Cambridge 1981&lt;br&gt;pages 244-248</td>
</tr>
<tr>
<td></td>
<td>ScoreBoosters 3&lt;br&gt;Steck-Vaughn 1985&lt;br&gt;pages 173-182</td>
</tr>
<tr>
<td></td>
<td>GED Mathematics&lt;br&gt;Steck-Vaughn 1988#&lt;br&gt;pages 103-108, 131-136</td>
</tr>
<tr>
<td></td>
<td>Number Power 6&lt;br&gt;Contemporary 1983&lt;br&gt;pages 74-91</td>
</tr>
<tr>
<td>PRE-GED</td>
<td>Pre-GED Math Problem Solving 2&lt;br&gt;Contemporary 1987#&lt;br&gt;pages 172-177</td>
</tr>
<tr>
<td></td>
<td>Practicing Math Applications&lt;br&gt;Random House 1984&lt;br&gt;lesson 16</td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
## JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR MATHEMATICS

### UNIT 5 ARITHMETIC - PERCENTAGE REVIEW

<table>
<thead>
<tr>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

#### Pre-Assessment
- **Math Exercise Book**
  - Cambridge 1982
  - Page 29
  - Items 1-12
  - Date: -----
  - Score: -----

#### Materials
- **GED**
  - Mathematics
    - Contemporary 1987#
    - Pages 128-157
    - Date: -----
    - Score: -----

- **GED Math**
  - Cambridge 1981
  - Pages 116-133
  - Date: -----
  - Score: -----

#### PRE-GED
- **Pre-GED Math Problem Solving 2**
  - Contemporary 1987#
  - Pages 114-141, 153-158
  - Date: -----
  - Score: -----

- **Pre-GED Math Skills**
  - Cambridge 1980
  - Pages 193-221
  - Date: -----
  - Score: -----

#### Post-Assessment
- **Math Exercise Book**
  - Cambridge 1982
  - Page 31
  - Items 1-12
  - Date: -----
  - Score: -----

### NOTE
- Checked boxes indicate assigned materials.

---

### 49
- **CHECKED BOXES INDICATE ASSIGNED MATERIALS**

---

### 477
**JOB CORPS GED COMPETENCIES PROGRAM**

**STUDENT CHECKLIST FOR MATHEMATICS**

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th>Date</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>UNIT 5 ARITHMETIC - PERCENTAGE REVIEW</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NAME ___________________________</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GED**

- **Passing the GED**
  Scott, Foresman 1987# pages 447-453
  - [ ]

- **Springboard for Math**
  Scott, Foresman 1986 pages 100-114
  - [ ]

- **ScoreBoosters 3**
  Steck-Vaughn 1985 pages 81-99
  - [ ]

- **Number Power 6**
  Contemporary 1983 pages 101-111, 118-120
  - [ ]

- **AGEP**
  USGPO Booklet 26
  - [ ]

- **GED Mathematics**
  Steck-Vaughn 1988# pages 110-114, 117-128
  - [ ]

**PRE-GED**

- **Pre-GED Math Exercise Book**
  Cambridge 1983 pages 92-104
  - [ ]

- **Fundamentals of Math 2**
  Steck-Vaughn 1985 pages 47-96
  - [ ]

---

50

***NOTE***

CHECKED BOXES INDICATE ASSIGNED MATERIALS

478
# JOB CORPS GED COMPETENCIES PROGRAM

## STUDENT CHECKLIST FOR MATHEMATICS

**NAME ____________________________**

## UNIT 6 ARITHMETIC - MEASUREMENT REVIEW

<table>
<thead>
<tr>
<th></th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assigned</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completed</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Pre-Assessment
- **Math Exercise Book**
  Cambridge 1982
  page 36
  items 1-12

### Materials
- **GED**
- **Mathematics**
  Contemporary 1987#
  pages 158-179
- **Springboard for Math**
  Scott, Foresman 1986
  pages 115-125, 128-138

### PRE-GED
- **Measurement and Geometry**
  Steck-Vaughn 1985
  pages 5-21

### Post-Assessment
- **Math Exercise Book**
  Cambridge 1982
  page 37
  items 1-12

### Note

**CHECKED BOXES INDICATE ASSIGNED MATERIALS**

51

479
## JOB CORPS GED COMPETENCIES PROGRAM

**STUDENT CHECKLIST FOR MATHEMATICS**

**NAME ___________________________**

### UNIT 6 ARITHMETIC - MEASUREMENT REVIEW

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th>DATE</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987#</td>
<td>---- ----</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>pages 461, 478-487</td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td><strong>GED Math</strong></td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Cambridge 1981</td>
<td>---- ----</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>pages 147-156</td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td><strong>ScoreBoosters 3</strong></td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
<td>---- ----</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>pages 194-206</td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td><strong>Practical Math 2</strong></td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1982</td>
<td>---- ----</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>pages 23-45</td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td><strong>Number Power 6</strong></td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Contemporary 1983</td>
<td>---- ----</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>pages 86-88, 121-123</td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED</strong></td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Pre-GED Math Problem Solving 1</td>
<td>---- ----</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Contemporary 1987#</td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>pages 149-152</td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Pre-GED Math Problem Solving 2</td>
<td>---- ----</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Contemporary 1987#</td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>pages 140-153</td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td><strong>Spotlight: Measures and Geometric Figures</strong></td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Random House 1984</td>
<td>---- ----</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>lessons 1,2</td>
<td></td>
<td>---------</td>
<td>----------</td>
</tr>
</tbody>
</table>

---

52

*** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS
# JOB CORPS GED COMPETENCIES PROGRAM

## STUDENT CHECKLIST FOR MATHEMATICS

### UNIT 7 ARITHMETIC - GRAPHS AND TABLES

<table>
<thead>
<tr>
<th>Date Assigned</th>
<th>Date Completed</th>
<th>Score</th>
</tr>
</thead>
</table>

#### Pre-Assessment

<table>
<thead>
<tr>
<th>Materials</th>
<th>Details</th>
</tr>
</thead>
</table>
| **Math Exercise Book** | Cambridge 1982  
page 41 items 1-8  
page 45 items 1-8 |
| **GED** | Mathematics  
Contemporary 1987#  
pages 180-201 |
| **Pre-GED** | Pre-GED Math Problem Solving 2  
Contemporary 1987#  
pages 162-171 |
| **Pre-GED** | Pre-GED Math Skills  
Cambridge 1980  
pages 241-264 |

#### Post-Assessment

<table>
<thead>
<tr>
<th>Details</th>
</tr>
</thead>
</table>
| **Math Exercise Book** | Cambridge 1982  
page 44 items 1-8  
page 47 items 1-8 |

---

*** NOTE ***

CHECKED BOXES INDICATE ASSIGNED MATERIALS

---

53

481
## JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR MATHEMATICS

#### UNIT 7 ARITHMETIC - GRAPHS AND TABLES

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
<td>Assigned</td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987#</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>pages 454-460</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td><strong>Springboard for Math</strong></td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1986</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>pages 134-146</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td><strong>Practical Math 2</strong></td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1982</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>pages 4-20</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td><strong>ScoreBoosters 3</strong></td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>pages 101-112</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td><strong>GED Mathematics</strong></td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988#</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>pages 138-143</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td><strong>Number Power 5</strong></td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Contemporary 1983</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>pages 6-65</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED</strong></td>
<td>------</td>
</tr>
<tr>
<td></td>
<td><strong>Pre-GED Math Exercise</strong></td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Cambridge 1983</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>pages 113-123</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td><strong>AGEP</strong></td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Booklet 27</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td><strong>AGEP</strong></td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Booklet 28</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td><strong>Practicing Math Applications</strong></td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Random House 1984</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>lessons 17, 18</td>
<td>------</td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
**UNIT 8 ALGEBRA**

<table>
<thead>
<tr>
<th></th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pre-Assessment**

**Math Exercise Book**

Cambridge 1982
page 60
items 1-12
(except 2 & 11)

**Materials**

- **GED**
  - GED Mathematics
    - Contemporary 1987#
    - pages 202-223, 234-238, 276-288, 291-292

- **PRE-GED**
  - Fundamental Algebra
    - Steck-Vaughn 1985
    - pages 2-108

**Post-Assessment**

**Math Exercise Book**

Cambridge 1982
page 63
items 1-10

---

55

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS

483
### JOB CORPS GED COMPETENCIES PROGRAM
### STUDENT CHECKLIST FOR MATHEMATICS

**NAME ___________________________**

**UNIT 8 ALGEBRA**

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td></td>
<td>Assigned</td>
</tr>
<tr>
<td>□</td>
<td>Passing the GED</td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987#</td>
</tr>
<tr>
<td>□</td>
<td>Springboard for Math</td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1986</td>
</tr>
<tr>
<td>□</td>
<td>ScoreBoosters 3</td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
</tr>
<tr>
<td>□</td>
<td>Practical Math 2</td>
</tr>
<tr>
<td>□</td>
<td>Basic Algebra</td>
</tr>
<tr>
<td></td>
<td>Educational Design 1986</td>
</tr>
<tr>
<td>□</td>
<td>Number Power 3</td>
</tr>
<tr>
<td></td>
<td>Contemporary 1983</td>
</tr>
<tr>
<td>□</td>
<td>GED Mathematics</td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
## UNIT 8 ALGEBRA

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>PRE-GED</th>
<th>DATE</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USGPO Booklet 55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booklet 56</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booklet 57</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booklet 59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spotlight: Equations</td>
<td>Random House 1984</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lessons 1-15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spotlight: Integers</td>
<td>Random House 1984</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lessons 1-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicing Math Applications</td>
<td>Random House 1984</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lessons 11-15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-GED Math Problem Solving 1</td>
<td>Contemporary 1987#</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages 162-164</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
JOB CORPS GED COMPETENCIES PROGRAM
STUDENT CHECKLIST FOR MATHEMATICS

NAME ____________________________

UNIT 9 GEOMETRY

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Math Exercise Book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1982</td>
</tr>
<tr>
<td></td>
<td>page 70 items 1-10</td>
</tr>
<tr>
<td></td>
<td>page 71 items 1-10</td>
</tr>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED Math</td>
<td>Cambridge 1981</td>
</tr>
<tr>
<td>pages 274-302</td>
<td></td>
</tr>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRE-GED</th>
<th>Fundamentals of Math 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steck-Vaughn 1985</td>
<td></td>
</tr>
<tr>
<td>pages 97-135</td>
<td></td>
</tr>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Assessment</th>
<th>Math Exercise Book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cambridge 1982</td>
</tr>
<tr>
<td></td>
<td>page 68 items 1-10</td>
</tr>
<tr>
<td></td>
<td>page 74 items 1-10</td>
</tr>
<tr>
<td>Assigned</td>
<td>Completed</td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS

58
486
<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
<th>Assigned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987#</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pages 490-492, 495-517</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Springboard for Math</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1986</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pages 253-301</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Number Power 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1983</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>entire book</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ScoreBoosters 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pages 208-241</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Practical Math 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1982</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pages 59-81</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AGEP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>USGPO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Booklet 58</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AGEP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Booklet 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GED Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988#</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pages 145-157, 258-306</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
Unit 9: Geometry

**Supplementary**

- **Pre-GED**
  - Measurement and Geometry
    - Steck-Vaughn 1985
    - Pages 26-78
  - Spotlight: Measures and Geometric Figures
    - Random House 1984
    - Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13
  - Pre-GED Math Problem
    - Solving 1
    - Contemporary 1987#
    - Pages 154-159

---

*** Note ***

Checked boxes indicate assigned materials.
### STUDENT CHECKLIST FOR MATHEMATICS

**UNIT 10 MORE ALGEBRA AND GEOMETRY SKILLS**

<table>
<thead>
<tr>
<th>TABLE</th>
<th>DATE Assigned</th>
<th>Completed</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Exercise Book</td>
<td>Cambridge 1982</td>
<td>page 61</td>
<td>items 2, 8, 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GED Math</td>
<td>Cambridge 1981</td>
<td>pages 248-254</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Contemporary 1987#</td>
<td>pages 289-291, 295-308</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Post-Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Exercise Book</td>
<td>Cambridge 1982</td>
<td>page 65</td>
<td>items 2, 4, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
<table>
<thead>
<tr>
<th>Supplementary</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Passing the GED</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1987#</td>
</tr>
<tr>
<td></td>
<td>pages 518-522, 541-544</td>
</tr>
<tr>
<td></td>
<td><strong>Springboard for Math</strong></td>
</tr>
<tr>
<td></td>
<td>Scott, Foresman 1986</td>
</tr>
<tr>
<td></td>
<td>pages 222-226, 236-237, 302-317</td>
</tr>
<tr>
<td></td>
<td><strong>ScoreBoosters 3</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1985</td>
</tr>
<tr>
<td></td>
<td>pages 138-151, 183-191</td>
</tr>
<tr>
<td></td>
<td><strong>Basic Algebra</strong></td>
</tr>
<tr>
<td></td>
<td>Educational Design 1986</td>
</tr>
<tr>
<td></td>
<td>pages 51-74, 86-112</td>
</tr>
<tr>
<td></td>
<td><strong>Number Power 3</strong></td>
</tr>
<tr>
<td></td>
<td>Contemporary 1983</td>
</tr>
<tr>
<td></td>
<td>pages 78-79, 84-125</td>
</tr>
<tr>
<td></td>
<td><strong>GED Mathematics</strong></td>
</tr>
<tr>
<td></td>
<td>Steck-Vaughn 1988#</td>
</tr>
<tr>
<td></td>
<td>pages 210-236</td>
</tr>
<tr>
<td></td>
<td><strong>PRE-GED</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Spotlight: Integers</strong></td>
</tr>
<tr>
<td></td>
<td>Random House 1984</td>
</tr>
<tr>
<td></td>
<td>lessons 13, 14</td>
</tr>
</tbody>
</table>

*** NOTE ***
CHECKED BOXES INDICATE ASSIGNED MATERIALS
TITLE FOR PROGRAM TEXT

GED Mathematics Test
Cambridge 1981

Exercise Book for Mathematics Test
Cambridge 1982

The Mathematics Test
Contemporary 1987#

New GED: How to Prepare for the High School Equivalency Examination
Contemporary 1985

Springboard for Mathematics
Scott, Foresman 1986

TITLE FOR STUDENT RECORD

GED Math
Cambridge 1981

Math Exercise Book
Cambridge, 1982

Mathematics
Contemporary 1987#

Prepare for the Equivalency Exam
Contemporary 1985

Springboard for Math
Scott, Foresman 1986
JOB CORPS GED COMPETENCIES PROGRAM
MATHEMATICS
MASTER BOOK LIST

SUPPLEMENTARY MATERIALS GED

Title for program text

*GED Mathematics Test
Cambridge 1981

Number Power 5
Contemporary 1983

Number Power 3
Contemporary 1983

Number Power 6
Contemporary 1983

Number Power 4
Contemporary 1983

*Springboard for Mathematics
Scott, Foresman 1986

Basic Algebra
Educational Design 1986

Passing the GED
Scott, Foresman 1987#

GED Mathematics
Steck-Vaughn 1988#

GED ScoreBoosters 3: Mathematics
Steck-Vaughn 1985

Practical Math Book 2
Steck-Vaughn 1982

Advanced General Education Program
Gov. Printing Office
Booklets 24, 25, 26

Title for student record

*GED Math
Cambridge 1981

Number Power 5
Contemporary 1983

Number Power 3
Contemporary 1983

Number Power 6
Contemporary 1983

Number Power 4
Contemporary 1983

*Springboard for Math
Scott, Foresman 1986

Basic Algebra
Educational Design 1986

Passing the GED
Scott, Foresman 1987#

GED Mathematics
Steck-Vaughn 1988#

ScoreBoosters 3
Steck-Vaughn 1985

Practical Math 2
Steck-Vaughn 1982

AGEP
USGPO
Booklets 24, 25, 26

*Items marked with asterisk appear also on preceding materials list for GED.
 JOB CORPS GED COMPETENCIES PROGRAM
MATHEMATICS
MASTER BOOK LIST

MATERIALS PRE-GED

Title for program text

Pre-GED Math Problem Solving 2
Contemporary 1987#

Pre-GED Math Skills
Cambridge 1980

Fundamentals of Mathematics 2
Steck-Vaughn 1985

Measurement and Geometry
Steck-Vaughn 1985

Fundamental Algebra
Steck-Vaughn 1985

Title for student record

Pre-GED Math Problem Solving 2
Contemporary 1987#

Pre-GED Math Skills
Cambridge 1980

Fundamentals of Math 2
Steck-Vaughn 1985

Measurement and Geometry
Steck-Vaughn 1985

Fundamental Algebra
Steck-Vaughn 1985
Title for program text

Pre-GED Math Problem Solving 1
Contemporary 1987#

Pre-GED Math Exercise Book
Cambridge 1983

Practicing Problem Solving
Random House 1984

Practicing Math Applications
Random House 1984

Spotlight on Math: Equations
Random House 1984

Spotlight on Math: Integers
Random House 1

Spotlight on Math: Measures and Geometric Figures
Random House 1984

Advanced General Education Program
Gov. Printing Office
Booklets 27, 28, 55, 56, 57, 58, 59, 60

Title for student record

Pre-GED Math Problem Solving 1
Contemporary 1987#

Pre-GED Math Exercise Book
Cambridge 1983

Practicing Problem Solving
Random House 1984

Practicing Math Applications
Random House 1984

Spotlight: Equations
Random House 1984

Spotlight: Integers
Random House 1984

Spotlight: Measures and Geometric Figures
Random House 1984

AGEP
USGPO
Booklets 27, 28, 55, 57, 58, 59, 60