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| **GED 01** | **Start of GED Cycle: Overviews and introductory material** | | |
| Objectives:   1. Overview of GED tests and this program 2. Math: Begin rational numbers topic 3. RLA: Practice writing an essay | | | Materials:   * [Icebreaker ideas](http://www.icebreakers.ws/get-to-know-you) * CLUES GED Welcome Packet * CLUES GED Student Handbook * [Number Lines Guide](http://www.mathsisfun.com/number-line.html) * S.V. Math Student Book (SVS) p. 2-3 * S.V. Math Workbook (SVW) p. 2-5 * Optional: PEMDAS [Rules](https://1drv.ms/b/s!AhRw4rpeX2bYjHL6NUmuYC0sK2Xv); [Basic Practice](https://1drv.ms/b/s!AhRw4rpeX2bYjHRyztb44wJVWJ6V) * [SMART Goals](https://1drv.ms/b/s!AhRw4rpeX2bYi0Zu5EOqrdTHQTi2) worksheet |
| **Warm-up/Intro** | | Overview of the 4 GED tests and of this program (~25min) | |
| * 5min: Take attendance. Welcome students and have everyone introduce themselves.   + Optional: Play a quick **icebreaker game** such as 2 truths and a lie, desert island, or extremes, or whatever your favorite icebreaker is! See link above for ideas. * 15-20min: Go through the **GED Welcome Packet** and the **GED Student Handbook** (about the tests) with the class. Make sure they understand what they should be doing in order to pass the tests, and answer any questions they might have related to the program.   + In the Handbook, simply mention that the calculator reference is there for when there are questions on how to use it, but do not go through it at this time. | | | |
| **Part One** | | Rational numbers, number lines, fractions, and decimals (~40min) | |
| * 10min: Introduce basic number concepts. Explain basic number lines; go through examples on the board together. Compare whole numbers vs. fractions vs. decimals and placing them correctly on number lines.   + Fractions and decimals will be covered more on another day: for today, use only the fraction ½ and decimals of .5 (e.g. 1.5, 3.5). * 10min: Use **SVS p. 2-3** to introduce and explain the topic. As you explain things, work through the first couple examples on the board and let students work on the rest in pairs. * 20min: Hand out remaining **SVW p. 2-5** and have the class work on the problems alone or with a partner. * Optional: introduce the **PEMDAS Rules** and do the **practice worksheet** | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | First writing practice: What are my goals for GED classes? (~40min) | |
| * 10min: Introduce SMART goals to the class. Explain what each part of the acronym means. * 10min: In groups, have students talk to each other about what they hope to get out of GED class. Follow with a whole-class discussion if students are comfortable sharing. * 20min: Pass out the **SMART Goals worksheets**. Have students work individually to write about what their individual goals are for taking GED classes. Aid the students in developing their goals, as needed.   + If it is difficult to plan a timeline for everything related to GED, try focusing on a smaller goal, such as the first test the student intends to complete, or a specific skill the student wants to master. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 02** | **U.S. History and the American Revolutionary War** | | |
| Objectives:   1. Overview of U.S. history 2. American Revolutionary War 3. Declaration of Independence | | | Materials:   * U.S. History Timeline * Science Timeline * [Revolutionary War Causes](https://1drv.ms/w/s!AhRw4rpeX2bYjHvQsiZOmXv93DXB) handout * W3 p. 30-31 * [Declaration of Independence](https://1drv.ms/b/s!AhRw4rpeX2bYi3FTi5S7inrweELq) summary * [Declaration of Independence](https://1drv.ms/w/s!AhRw4rpeX2bYi2-Rj8u82qtstzQE) worksheet |
| **Warm-up/Intro** | | U.S. History (10min) | |
| * Take attendance * Refer the class to the **two timelines** they have in their folders. Note that timelines are, in fact, just another type of number line. Give the students some time to look over one of the timelines on their own first and chat with a partner about events they aren’t familiar with. Then, as a class, go over that timeline and briefly explain any events people aren’t familiar with.   + Explain that the point right now is not to have in-depth knowledge of all these events, but that over the course of the class we will be touching on all of them. The timelines serve to put things in perspective. Repeat the process with the second timeline. | | | |
| **Part One** | | Reading and Writing about the American Revolutionary War (~65min) | |
| * 5min: Have a short discussion about what the class already knows about the American Revolution. Refer to the **US timeline** (from the student start packet) to show where in US history the event takes place.   + Also mention what kind of government existed in Great Britain at the time. * 15min: Explain that everyone will be reading about the causes of the Revolutionary War, but first they are going to go over some information on how to organize a written response.   + Using **W3 p. 30-31**, go over the potential approaches to and strategies for organizing arguments in writing. * 20min: Give students time to read the **Causes of the American Revolution** document.   + Though it is broken into sections, the article is a little longer. At this point, only ask students to read, not answer the questions yet. * 10min: Discuss the events in the article as a class, and make sure the information is clear. * 15min: Have students answer the questions on the last page. For the writing, students only need to create one paragraph, but it can be longer if they want.   + \*Extension: If there is time left over, have students share their paragraph responses in pairs. Then have everyone write a second draft of their response on a separate page, making a point of using good transitions and structure. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Reading the Declaration of Independence (~35min) | |
| * 10min: Read the **summary of the Declaration of Independence**. Remind the class of the connection to the Revolutionary War they learned about previously. * Continue to the **worksheet**, where the class will read through the Preamble.   + 10min: Read the preamble to the class, and then have them reread it individually.   + 15min: Have the students work in pairs to answer the comprehension questions. Then, have a class discussion about the questions. | | | |
| **Wrap-up** | | (~10min) | |
| **GED 03** | **Heredity and Scientific Data** | | |
| Objectives:   1. Gregor Mendel, growth, heredity, evolution 2. Interpreting data | | | Materials:   * [Gregor Mendel Warmup](https://1drv.ms/b/s!AhRw4rpeX2bYi0cxga9gI-xFj_Lz) * SVS p. 4-5 * SVsci p. 22-23 * [Punnett Square Activity](https://www.education.com/science-fair/article/biology_it-takes/) + pennies (folder) * SVsci p. 2 and p. 6 |
| **Warm-up/Intro** | | Short Reading + Discussion- Who was Gregor Mendel? (~20min) | |
| * Take attendance * Ask if anyone knows who Gregor Mendel was- if so, see what the class already knows. Tell everyone that he was a scientist in the 19th century who studied plants. Tell them they are going to read a short article about Mendel and then answer the questions on the back. Working in groups is optional, but encouraged.   + 15min: Time for students to read the **Gregor Mendel article** and answer the questions.   + 5min: Go over the three definitions and the main points about Mendel’s life as a class. | | | |
| **Part One** | | Analyzing studies on Heredity (~50min) | |
| * 5min: Ask if the class can define the term “heredity”. You should end up with a definition something like this: “the passing of certain traits from one generation to the next”. Refer the class to the last paragraph of the Mendel article where it says that he laid the foundation for the study of heredity. Also make sure “offspring,” “inherit,” and “breed/bred” are clear. * 15min: Pass out **SVsci p. 22** and have the students read and try to answer question 1 in pairs.   + At the end, go through as a class and make sure this section is understood by all. * 5min: Pass out **SVsci p. 23** and read the first “genotype and phenotype” paragraph, having the class follow along. Answer any questions and make sure this section is clear as well. * 20min: Let the class work through the rest of the page and the questions in pairs. Go over answers and address questions at the end. * 15min: Use the [**Punnett Square Activity**](https://www.education.com/science-fair/article/biology_it-takes/) (about halfway down the page) as a guide to lead the class in a fun eye color heredity experiment. Students will draw Punnett Squares for parents who have different alleles of brown or blue eyes, and then flip pennies to test out the results. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Interpreting Scientific Data (~40min) | |
| * Divide the class into two groups. Explain that each group will be given a topic to learn about and present to the other group. One group will do Interpreting Illustrations, and the other will have Interpreting Tables. * 20min: Pass out the respective **pages from SVsci** to each group and have them read through the first page of their material (**page 2 illustrations; page 6 tables**), looking for the following:   + The Definition (found under "learn the skill"), Tips (“test taking tips”), and an Example   + Examples can come from the book, or students can make up their own.   + Give groups time to read the information and prepare a short (5-minute) presentation * 10min: Groups come up to the board one at a time and present on their topic to the class. * 15min: Pass out the full materials to each group (give illustrations group the tables pages and vice versa). Explain that the point of this unit is not learn about cells/bacteria/nutrition, but rather to practice getting information from illustrations and tables.   + Let students try the practice problems in pairs, aiding them as necessary. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |
| **GED 04** | **Absolute Value, Irrational Numbers, Multiples and Factors** | | |
| Objectives:   1. Understand absolute value, irrational numbers 2. Multiples and Factors | | | Materials:   * SVS p. 6-7 * [Irrational Numbers Resource](http://www.mathsisfun.com/irrational-numbers.html) * SVW p. 10-13 * SVS p. 4-5 * [Multiples and Factors](https://www.mathsisfun.com/numbers/factors-multiples.html) resource * SVW p. 6-9 * SVS p. 12-13, 8-9 * [LCD](https://www.mathsisfun.com/least-common-denominator.html) resource; [Mixed Numbers](https://www.mathsisfun.com/mixed-fractions.html) resource * SVW p. 22-25, 14-17 |
| **Warm-up/Intro** | | (30min) Absolute value, irrational numbers | |
| * Take attendance * 5min: Review the topic of number lines from the previous day. * 15min: Use **SVS p. 6-7** and the **Irrational Numbers Resource** to introduce and explain the topics of absolute value, integers, and irrational numbers. As you explain the topics, work through the first couple examples on the board and have the students work on the rest in pairs.   + Do not worry about getting too deep into irrational numbers; rather, focus on the defining contrast between rational and irrational numbers.   + Pass out additional resources (**SVW p. 10-13**) for continued practice/ homework. * 10min: Time to keep working on math individually or ask questions | | | |
| **Part One** | | (~45min) Multiples and Factors of numbers | |
| * 40min: Use **SVS p. 4-5** and the [**Multiples and Factors**](https://www.mathsisfun.com/numbers/factors-multiples.html) resource to introduce and explain the topics of Multiples and Factors of numbers. Work through some examples on the board and have the students work on the rest in pairs.   + The book pages also refer to basic math operations, but your focus teaching time mostly on just largest/smallest common factors.   + Go over the answers and address any questions after students have had time to work on the questions. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | (~60min) Multiples and Factors of numbers | |
| * + 20 min: Pass out **SVW p. 6-9** and give the class a little time to start working on the extra practice problems or to ask questions. Most of it will be homework. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 05** | **Fact vs. Opinion, Bias, Cause/Effect** | | |
| Objectives:   1. Discerning Facts and Opinions, Cause/Effect 2. Presenting Science and Social Studies data in words; presenting data with/without bias 3. Cause/Effect | | | Materials:   * [News Sources](http://www.tinyurl.com/cluesnews), [Optional Article](http://www.startribune.com/what-s-the-effect-of-a-15-minimum-wage-no-one-knows-just-yet/429128163/) * [Fact vs. Opinion](https://1drv.ms/b/s!AhRw4rpeX2bYimlHQA9N8a17E_n6) game * [Presenting Data - Bias](https://1drv.ms/w/s!AhRw4rpeX2bYi0u1Q8Wk-qw0euU7) sheet * W2 p. 30-31, 34-35 (extension: p. 32-33) |
| **Warm-up/Intro** | | (~25min) Fact vs. Opinion | |
| * Take attendance * 10min: Play a quick game of “2 facts and an opinion” (2 truths and a lie). Choose a topic everyone knows about (e.g. food) and have everyone write their three sentences about that topic. The goal is to identify the opinions.   + You may want to elicit the definitions on the board first. Some ideas are below:     - *Fact*: something proven to be true     - *Opinion*: a personal belief, not based on proven evidence * 10min: Have the students sort the statements in the **Fact vs. Opinion game**.   + Optional: Make it a race to see which team gets everything correct the fastest!   + Give students 15 minutes to read and underline the facts and circle the opinions in a news article from the [**link above**](http://www.tinyurl.com/cluesnews), or for example, part of the optional article listed above. Then have the class share what they underlined/circled in groups for 5 min. Discuss anything unclear as a class. | | | |
| **Part One** | | Presenting Science and Social Studies data in words, with/without bias (~45min) | |
| * 5min: Talk about the word *bias* and what it means. Come up with examples of biased/unbiased language on the board. * 20min: Use the **Presenting Data sheet** to have students convert the science and social studies informational charts into short, several-sentence summaries.   + Students will create two summaries for each graphic: one that is heavily and obviously biased, and one that is as unbiased/impartial as possible. * 10min: Students share their summaries with each other and compare ideas. * 10min: Have a few volunteers (or the whole class, if time) come up and share one of their summaries. * Especially the intentionally biased versions, as they have more potential for creativity.c | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | RLA Topic: Cause and Effect (~40min) | |
| * 15min: Use **W2 p. 30-31** to go over cause and effect with the class.   + Pay special attention to the signal words that show cause and effect. * 15min: Pass out **W2 p. 34-35** and give students time to read and answer the questions. Go over the answers together afterwards.   \*\*Extension: If the above activity goes really fast, or there is extra time at the end of class, you may repeat the cause and effect practice using **W2 p. 32-33**. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 06** | **Newton’s Law of Motion, Bias review** | | |
| Objectives:   1. Draw conclusions from evidence, learn about Newton’s Laws of Motion 2. Recognizing biased charts | | | Materials:   * [Experimenting with Motion](https://1drv.ms/w/s!AhRw4rpeX2bYi10n6Lc2ca3ntqR0) activity * [Pie Charts](https://1drv.ms/w/s!AhRw4rpeX2bYi1qAa31bux-w9FKb) bias review sheet |
| **Warm-up/Intro** | |  | |
| * Take attendance   + Review material from previous Science day and answer any questions | | | |
| **Part One** | | Drawing conclusions to reach Newton’s Laws of Motion (~60min) | |
| * Students will be practicing *drawing conclusions* from evidence while learning about Newton’s 3 Laws of Motion. However, don’t spoil the surprise! Students will first attempt to derive the laws on their own. * 5min: Introduce the terms “*drawing conclusions, experiment, trial, and evidence*” as related to science. You can use the descriptions at the top of the **Motion Experiment Worksheet** to help. * 5min: Introduce the worksheet and read through it together up to where the first experiment starts. Make sure everyone understands what they need to do. Working in pairs is ok. * 20min: Give the class time to work through the experiments on their own and draw conclusions.   + Experiment 3 may be the hardest to draw conclusions for. If desired, you can add additional examples on the board to help. Some ideas: a cannon kicks back a little when a cannonball is fired, a gun kicks back when a bullet is fired, a bouncy ball bounces back. * 10min: Have students discuss their answers in groups and compare conclusions. * 15min: Have everyone turn to the last page and go over the real 3 Laws together. * Help make sure everyone understands the general ideas of each of the Laws of Motion. Create more examples of each law as a class if needed/ if there is time. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Review of biased data presentation (~40min) | |
| * 10min: Use the **Pie Charts Bias Worksheet** to practice finding and removing bias from charts.   + You may want to very quickly introduce the term “pie chart” on the board first.   + Students should try to work independently but can ask each other questions. * 5min: Have students compare their answers in small groups.   + There may be more than one appropriate answer to each question.   10min: In the same small groups, have students choose one of their pie charts that they will draw on the board and present to the class. When presenting, groups should title the chart and explain why they made it the way they did. (Give 2 minutes to prepare and 8 for presentations) | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 07** | **Fractions/Decimals, Exponents, Square/Cube Roots** | | |
| Objectives:   1. More with fractions vs. decimals 2. Basics of exponents and roots | | | Materials:   * SVS p. 12-13, 8-9 * [LCD](https://www.mathsisfun.com/least-common-denominator.html) resource; [Mixed Numbers](https://www.mathsisfun.com/mixed-fractions.html) resource * SVW p. 22-25, 14-17 * SVS p. 54-57 * [Exponents](https://www.mathsisfun.com/exponent.html) resource |
| **Warm-up/Intro** | | (10min) | |
| * Take attendance * *Approx. distance from the Earth to the moon: 2.389 x 105 mi (3.844 x 105 km) = 238,900mi* * *Approx. distance from the Earth to the sun: 9.3x107mi (1.496x108km) = 93,000,000mi* * 8min: Use the above facts as examples to briefly introduce scientific notation. First write the scientific notation, and then help students expand it. Explain that the notation is useful in science for talking about big numbers. (In this section, you will only use be using exponents with a base of 10 and converting between long-form numbers and scientific notation.)   + After you’ve gone through both examples, try having students create more examples.   + The exponents used in scientific notation are your segue into the math lesson. | | | |
| **Part One** | | Exponents, square/cube roots, exponential and linear growth (~45min) | |
| * 25min: Use **SVS p. 54 and 56** to introduce and explain the topics of exponents and roots. Make sure to go over all the basic operations involving them. As you explain the topic, create examples of each operation on the board and help with any confusing topics.   + Start with exponents and then introduce roots as the opposite.   + Refer to the **exponents resource** for more information/ help describing the topic. * 20min: Lead a short discussion about the difference between exponential and linear growth (or decline). Come up with some examples of things that grow/decline exponentially or linearly. * Pass out **SVS p. 55 and 57** as extra practice and/or homework. You can have students come back to these as practice if you have extra time at the end of the lesson. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Doing operations with Fractions and Decimals (~60min) | |
| * 10min: Use **SVS p. 12-13** to quickly go over decimals. As you explain the topic, work through the first couple examples on the board and have the students work on the rest in pairs.   + Go through the answers and address any questions, but do not spend too long on decimals, because fractions will take more time. \* * 20min: Use **SVS p. 8-9** to help introduce fractions. You will need to spend time teaching about **Mixed Numbers** and **Least Common Denominators (LCD)**. See resources above for aid teaching.   + 10min: Only once the class understands the items above, have them do the practice problems in pairs. Assist the class as necessary during this time. \* * \*Note: for today you should hold off on handing out the extra practice pages until the end of the lesson. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 08** | **Slavery, Civil War, and Segregation** | | |
| Objectives:   1. Triangular trade, slavery, and the lead-up to Civil War in the United States 2. Segregation | | | Materials:   * [Triangular Trade](https://1drv.ms/w/s!AhRw4rpeX2bYjATLTPxYdPQPXIFm) worksheet * Scissors and tape or glue stick * [Pre-Civil War](https://1drv.ms/b/s!AhRw4rpeX2bYjAY9-cgRh0goF72U) materials/instructions * [Pre-Civil War](https://1drv.ms/p/s!AhRw4rpeX2bYjAdYZiph8WysuCAF) ppt * [Civil War](https://1drv.ms/w/s!AhRw4rpeX2bYjAXcXRzYSWRJ8zuE) wrap-up worksheet * SVsoc p. 35 * [The Supreme Court and Segregation](https://1drv.ms/w/s!AhRw4rpeX2bYjCKigNFuZGBuqyGo) |
| **Warm-up/Intro** | | History Warmup: the Triangular Trade and Slavery (~10min) | |
| * Take attendance * 5min: Ask the class what they already know about slavery in the US/the Americas/the world.   + Have everyone take a couple minutes to write down the main ideas they can think of (bullet-point form is OK), then follow by having the class share/discuss their answers.   + 5min: Pass out the **triangular trade worksheet** and have students work in pairs to complete it. Go over any answers as a class, as necessary. | | | |
| **Part One** | | Lead-up to the US Civil War (~60min) | |
| * 50min: Use the linked **pre-Civil War lesson** & **PowerPoint** to lead the class through the years leading to civil war in the US (directions for how to proceed are included in the lesson).   + PowerPoint link: <https://1drv.ms/p/s!AhRw4rpeX2bYjAdYZiph8WysuCAF> * 10min: Pass out the **Civil War worksheet** and read through it as a class. Have students individually reflect on the questions on the second half of the page.   + 10min: Have students share their thoughts and answers with a partner for a few minutes. Finish by discussing as a class. * To wrap up this part of the lesson, make sure that the class can answer this question: *What were the main causes of the Civil War?* (possible answers: slavery, state vs. federal power, other issues like “southern way of life” that ultimately relate back to slavery) | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Reading about Segregation in the United States (~45min) | |
| * 5min: Write “segregation” on the board, and see what the class already knows about the history in the U.S. Explain that the “Jim Crow” period/laws lasted from around 1880 to 1954. * 10min: Read through the timeline on **SVsoc p. 35** as a class. Then, have students individually read the rest of the page and answer the questions. Go over answers as necessary. * 5-10min: Give the class time to read the **Segregation Article** and do a quick comprehension check to make sure people understand the main ideas. * 10-15min: In pairs or alone, have students go through and answer the questions that follow. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 09** | **Darwin and Evolution** | | |
| Objectives:   1. Evolutionary theory, Charles Darwin 2. Context clues in texts, drawing conclusions, making inferences | | | Materials:   * [Darwin Bio](https://1drv.ms/b/s!AhRw4rpeX2bYi2ekKJTUW4P5Wv9l) * Natural Selection Video: <https://www.youtube.com/watch?v=vnktXHBvE8s> * SVsci p. 28-31 * W3 p. 56 (lesson), 57 (take-home) * [Optional extra reading](http://www.openwindowlearning.com/topic/charles-darwin-and-the-mechanism-of-evolution/) on finches |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Science day and answer any questions. | | | |
| **Part One** | | Who was Charles Darwin? (~45min) | |
| * Ask if anyone knows who Charles Darwin was- if so, see what the class already knows. Tell everyone that he was a scientist in the 19th century who studied the development of plants and animals. Tell them they are going to read a **short article about Darwin** and then answer the questions on the back. Working in groups is optional, but encouraged.   + 25min: Time for students to read the article and answer the questions. * 15min: Go over the three definitions and the main points about Darwin’s life as a class. * OPTIONAL: Watch this animation on Darwin and his theory of natural selection: <https://www.youtube.com/watch?v=vnktXHBvE8s> | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Making Inferences, Drawing Conclusions about Darwin’s Theory of Evolution (~60min) | |
| * 15min: Use **SVsci p. 28-29** to learn about making inferences, a useful skill for conclusions.   + Introduce the definition, but then have students work through the pages in pairs. * 10min: Use **W3 p. 56** to introduce the topic of writing a conclusion.   + Teach the three steps listed on p. 56. Make sure everyone understands the steps to develop a strong conclusion. * 20min: Use pages **30-31 of SVsci** to practice putting these skills together and drawing conclusions from the text.   + Students can work together again, but the writing on p. 31 should be in their own words * If there is extra time, students can continue practicing drawing conclusions about a different topic (the Grand Canyon) using **W3 p. 57**. Otherwise, send it home as extra practice. * OPTIONAL: If anyone is curious to read more about Darwin’s studies, print off the **optional Finches reading** for them.   + A suggested follow-up activity for this reading is to write a summary of the main points. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 10** | **Proportions and Mean, Median, Mode** | | |
| Objectives:   1. Ratios, proportions, percentages 2. Mean, median, mode, range | | | Materials:   * SVS p. 10-11, 14-15 * SVW p. 18-19, 26-27 * SVS p. 30-31 * SVW p. 38-41 * [Mean](http://www.mathsisfun.com/mean.html), [median](http://www.mathsisfun.com/median.html), [mode](http://www.mathsisfun.com/mode.html), & [range](http://www.mathsisfun.com/definitions/range-statistics-.html) definitions |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance   + Review previous Math day material | | | |
| **Part One** | | Ratios, proportions, and percentages (~60min) | |
| * 40min: Use **SVS p. 10-11, 14-15** to introduce and explain the topics of ratios, proportions, and percentages. As you explain the topics, work through a few examples on the board. * 20min: Have students work on the rest of the problems on their own and answer any questions at the end. * Pass out **SVW p. 18-19, 26-27** as extra practice for the end of class/ at home. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Mean, Median, Mode, and Range (~60min) | |
| * 20min: Use **SVS p. 30-31** to introduce and explain the topics of mean, median, mode, and range As you explain the topics, work through the first couple examples on the board and have the students work on the rest in pairs.   + Use the **mean/median/mode/range definitions** as an aid to help explain, if necessary   + 20min: Pass out **SVW p. 38-41** and give students time to work on additional math problems on their own or in pairs. Teacher circulates, helping as needed. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 11** | **Viewpoint and Comparing Sources** | | |
| Objectives:   1. Viewpoint in climate policy 2. Practice reading/comparing Primary and Secondary sources | | | Materials:   * [Viewpoint](https://www.learner.org/jnorth/tm/ReadStrat9.html) definition * [Climate Agreement](https://1drv.ms/w/s!AhRw4rpeX2bYi02Cs_b6vh1fOdjl) statements and   [Viewpoint Worksheet](https://1drv.ms/w/s!AhRw4rpeX2bYi0wVxoCgehn_potT)   * [Primary/Secondary Sources](https://1drv.ms/w/s!AhRw4rpeX2bYi1sZn_vzzq_JjZ4b) reading |
| **Warm-up/Intro** | | What is Point of View? (~15min) | |
| * Take attendance * 5min: Write “Viewpoint” on the board and elicit its meaning. Use the **definition resource** for guidance. Make sure that the class is clear on the definition before moving on. * 10min: Write the below questions on the board. Have students discuss the answers in pairs/small groups for about 5 minutes and then share answers as a class.   + Who has a viewpoint? *(answer = everybody)*   + Where do viewpoints come from? *(potential answers = people’s background, their parents, their schooling, their life experiences, what they do/don’t know, beliefs, etc.)*   + Why is it important to recognize people’s viewpoints?*(potential answers = understand opinion and purpose, identify possible bias, determine the validity of a source, etc.)* | | | |
| **Part One** | | Determining and Summarizing Viewpoint regarding Climate Change Policy (~60min) | |
| * 10min: Write “Climate Change” on the board. Ask the class what they know about climate change and the Paris Agreement (Paris Climate Accord). Have a very brief discussion about the main ideas. * Pass out the **Climate Agreement statements** and the **Viewpoint Worksheets**.   + 30min: Have students read the three statements and then fill out the worksheets on their own.   + 10min: Put the class into small groups and have them discuss their answers. * 10min: Share answers as a class and discuss answers. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Practice comparing two sources (~20min) | |
| * 5min: Introduce the term *Manifest Destiny* on the board and see if anyone knows what it means. Make sure everyone understands the word “destiny.” * 10min: Pass out the **Primary/Secondary Readings Worksheet**. After a short description of the topic, and a review of primary vs. secondary sources, students will read 3 short quotes about Manifest Destiny and answer the questions.   + 5min: In pairs or small groups, have people compare their answers and discuss the following question: What are the similarities/differences in the three quotes? Share as a class afterwards. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 12** | **DNA and Genetics** | | |
| Objectives:   1. DNA and Genetics | | | Materials:   * [Watson, Crick, & Franklin](https://1drv.ms/w/s!AhRw4rpeX2bYi3M5mqOyqSJ6bu8y) (DNA) reading * SVsci: 20-21, 24-25 * [Mitosis/Meiosis info](https://1drv.ms/w/s!AhRw4rpeX2bYi3RboCtQW4t2B2vI) sheet * [Mitosis/Meiosis](https://www.khanacademy.org/test-prep/mcat/cells/cellular-division/a/mitosis-and-meiosis) extension (optional) |
| **Warm-up/Intro** | | (25min) | |
| * Take attendance * Review material from previous Science day and answer any questions. | | | |
| **Part One** | | Who discovered DNA? (~35min) | |
| * 20min: Pass out the **Watson, Crick, Franklin document** to read about the discovery of DNA’s structure. * 15min: Discuss the following comprehension questions in pairs or as a class:   + *Who were James Watson and Francis Crick? What are they known for discovering?*   + *Who was Rosalind Franklin? What role did she play in Watson and Crick’s discovery?*   + *What now-famous shape (structure) is DNA?* | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | DNA and Genetics (~60min) | |
| * 40min: Use **SVsci pages 20-21 and 24-25** to learn more about DNA, its structure, and how it passes on genetic information. Have students work alone or in pairs to understand the texts and answer the questions.   + Start with **pages 20-21**, which deal with the structure of DNA, and go over answers once everyone has finished. Then move on to **pages 24-25**, which focus on genetics.   + 20min: The section about Genetic Variation makes reference several times to mitosis and meiosis. It will likely be necessary to go over these processes of cell division. Pass out the **mitosis/meiosis info sheet** and go over the information with students to help fill in the understanding of how DNA moves from parent to offspring.   + \*\*If any student wants additional information about cell division at this time, direct them to the **mitosis/meiosis extension learning**, which they can complete on their own. Link: <https://www.khanacademy.org/test-prep/mcat/cells/cellular-division/a/mitosis-and-meiosis> | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 13** | **Unit 1 Review and Intro to Algebra** | | |
| Objectives:   1. Review of math topics covered to date, practice simplifying 2. Introduction to algebra | | | Materials:   * SVS p. 16-23 review test (optional) * Simplifying [Worksheet](https://1drv.ms/b/s!AhRw4rpeX2bYi04uXh4wJbXBnMCE), or [Online](https://www.mathworksheets4kids.com/simplify-fractions.php) version * PEMDAS [Rules](https://1drv.ms/b/s!AhRw4rpeX2bYjHL6NUmuYC0sK2Xv); [Practice 1](https://1drv.ms/b/s!AhRw4rpeX2bYjHRyztb44wJVWJ6V); [Practice 2](https://1drv.ms/b/s!AhRw4rpeX2bYjHN7nsQADgv8R-g3) * SVS p. 50-54 * SVW p. 58-61 (extra practice) |
| **Warm Up/**  **Part One** | | Review of prior math topics/ practicing Simplification & PEMDAS (~60min) | |
| * Take attendance * Use this time time as a general math review of basic topics, and a spotlight on simplification and order of operations for students who need extra practice. Students are free to work on any previous math assignments they have on paper or online, or to work off of **SVS p. 16-23** and/or the **Simplifying** or **PEMDAS worksheets** listed above, depending on their math level. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Introduction to Algebra – variables, expressions, and equations (~60min) | |
| * 20min: Use **SVS p. 50-54** as a guide to introduce and explain the topics of variables, expressions, and equations. As you explain the topics, work through the first couple examples on the board and have the students work on the rest in pairs. * 10min: Go over the answers to all the questions. It is important that everyone understand these basic algebra concepts before moving on to   + 15min: Pass out the extra practice pages (**SVW p. 58-61**) and have students begin to work on those problems. Continue to help individuals with any questions, or to work on problems as a class if needed. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 14** | **Great Depression and World War II** | | |
| Objectives:   1. Reading and writing about the Great Depression 2. WWII Background 3. Primary sources and Viewpoints in WWII | | | Materials:   * [Great Depression](https://1drv.ms/w/s!AhRw4rpeX2bYi0o1s2v9Ka6emfRK) reading & comp. Qs * [Writing about the Great Depression](https://1drv.ms/w/s!AhRw4rpeX2bYi0kei7uqclFL3Abp) sheet * [WWII Overview & Timeline](https://1drv.ms/w/s!AhRw4rpeX2bYjHXR5HN9eGpXD82d) activity * [Is it a Primary Source?](https://1drv.ms/w/s!AhRw4rpeX2bYi09_JGpkGpl6VT-m) activity * [WWII Eyewitness Accounts](http://www.eyewitnesstohistory.com/w2frm.htm) link, if needed * [Eyewitness Readings](https://1drv.ms/w/s!AhRw4rpeX2bYi1DC0ySvtP2U8evV) (prepared doc) |
| **Warm-up/Part One** | | Reading and Writing about the Great Depression (~60min) | |
| * 5min: Have a very brief discussion by asking what the class already knows about the Great Depression. Write a couple main ideas up on the board as you discuss. * 15min: Pass out the **“Top 5 Causes” (Great Depression) reading** and have students read silently.   + 10min: Follow by having the students discuss the comprehension questions in groups.   + Go over anything unclear as a class afterwards, especially the 5 vocabulary items. * 5min: Introduce the essay question that the students will be writing about, and pass out the **Writing Sheet** to help them organize their thoughts.   + Make sure everyone understands what to do.   + 25min: Students construct their arguments on their own, referring to the texts for support. Teacher walks around and helps individual students: they can also ask each other questions, but their writing should be in their own words. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Social Studies background: World War II Major Events (~30min) | |
| * 10min: Have a brief discussion about what the class already knows about WWII.   + It is not necessary to go into depth, just get some general ideas on the board, especially the main Allied and Axis countries, and possibly vocab terms like defeat/invade/etc. * Pass out the **WWII Timeline Events** to the class (cut apart & divide evenly).   + 5min: Give students time to read over their own events and give them short (3- to 4-word) titles. *(examples: #1 could be “the Holocaust begins”; #2 could be either “Japan invades China” or “WWII begins in Pacific”)*   + 5min: Students must work together as a full class to put events in chronological order.   10min: Everyone works together to create a timeline on the board, using the dates and titles they gave events. Students then “present” the timeline to the teacher. Afterwards, if there are questions about specific events, those can be addressed. | | | |
| Reading Primary Sources from World War II and Comparing their Viewpoints (~45min) | | | |
| * What is a Primary Source?   + 3min: Ask if anyone knows what a primary source is. Put together a definition on the board (feel free to take it off of the worksheet).   + 12min: Pass out the **Is it a Primary Source? worksheet** and have students work on it alone, then compare answers with a partner. Go over answers as a class. * Explain that you will pass out some **primary sources (“eyewitness accounts”) from WWII**.   + 25min: Students read the accounts alone and work on answering the worksheet. * 5min: Students compare their answers in small groups. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 15** | **Ecosystems and Representing Data** | | |
| Objectives:   1. Ecosystems 2. Reading and representing data in multiple types of graphs/charts | | | Materials:   * SVsci: 12-13, 16-19 * SVsoc p. 24, 54, 55, 96 * SVsci p. 10, 19, 92 * [Population Data](https://1drv.ms/w/s!AhRw4rpeX2bYi3a67WuWQoSq2aVw) |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Science day and answer any questions. | | | |
| **Part One** | | Ecosystems (~60min) | |
| * 5min: Introduce the concept of ecosystems; have class brainstorm ideas on the board about what is included. * 15min: Use **SVsci p. 12-13** to introduce some general information about ecosystems. Have students complete the questions and correct as a class.   + 15min: Repeat above process with the ecosystem populations information on **p. 16-17**.   + 15min: Repeat with **p. 18-19** (biodiversity and ecosystem health) OR assign these pages as homework and instead see the activities below. * \*\*Extension: For fun, either with extra time or for a break from answering the above questions, have students draw a picture of the ecosystem they observe either where they live now or where they grew up (see **page 16** for example).   + Include a few plants, animals, and common terrains they encounter(ed) regularly.   + Add labels and color the picture, if desired. We have coloring supplies. * \*\*Alternate Extension: Create a diagram of energy flow in the ecosystem where you live now or where you grew up. Choose one of the models on **page 12 or 13**, but create a new chain. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Utilizing Charts and Graphs with Science and Social Studies data (~60min) | |
| * There are a wide variety of charts and graphs available to express data, and students will need to be able to both interpret these representations and select one to best display data in a science or social studies context. * 30min: Use the following 7 pages to go over examples of tables, bar graphs, pie charts, Venn diagrams, line graphs, flowcharts, and pictographs: **SVsoc p. 24, 54, 55, 96**; **SVsci p. 10, 19, 92**.   + In each case, examine the type of graph/chart as a class and observe how the information is presented. If there is time, have students do the practice questions to check understanding, but the data present in the graphs is not the focus of today. * 10min: Have each student choose any two types of charts/graphs (except Venn diagram) and compare their characteristics and advantages/disadvantages by drawing out a Venn diagram. Afterwards, students can briefly present their diagrams. * 20min: Distribute the **Population Data handout** to each student. Their task is to take the data in the table and present it in at least 2 or 3 different ways (excluding Venn diagram or Table).   After everyone has completed their 3 charts/graphs, share as a class and have a discussion about which methods are most effective, and which they like the most. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 16** | **Intro to Factoring and FOIL** | | |
| Objectives:   1. Intro to factoring (FOIL method and Identities) | | | Materials:   * [Polynomials/FOIL](https://www.mathsisfun.com/algebra/polynomials-multiplying.html) teacher’s resource * [FOIL Lesson](https://www.wyzant.com/resources/lessons/math/algebra/foil), [FOIL Worksheet](https://1drv.ms/b/s!AhRw4rpeX2bYi1mBlbQ_KrT7G0V6) * [FOIL Quiz](https://www.wyzant.com/resources/lessons/math/algebra/foil/worksheet) (optional) for extra practice * [Identities/factoring](https://www.mathsisfun.com/algebra/factoring.html) reference * [Factoring Practice](https://1drv.ms/b/s!AhRw4rpeX2bYi2BhpI_KHFc5QLz3) worksheets |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Math day and answer any questions. | | | |
| **Part One** | | Introduction to factoring, using the FOIL method in algebra (~35min) | |
| * 10min: Use the linked **FOIL resources** to introduce and explain multiplying polynomials. As you explain the topic, work through some examples on the board * 10min: Have the students do the **worksheets**. If the activity is easy, consider creating harder problems on the board for everyone to try (for example, using more terms e.g. (2+x)(x+x2+4x3)). * 15min: Use additional time today to continue working on Expressions/Equations from yesterday, or to go over more answers as a class. Creating expressions/equations from written descriptions is a very important skill for both the Math and Science tests. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Introduction to factoring, common factoring identities (~55min) | |
| * 15min: Use the **Identities Reference page** to introduce and explain the topics of basic factoring and factoring using identities. As you explain the topics, put a couple examples on the board.   + Either introduce on the board, or hand out copies of the common identities listed. Students will need them as a reference today/ in the future. * 30min: Give students time to work through the **four factoring worksheets**.   + Students should complete all of the first page (basic factoring), and try to complete at least half of each of the other pages (factoring with identities)   + 10min: Go over some of the answers as a class. Any unfinished questions are at-home practice. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 17** | **Verbs and Writing Unit 1 (Extended Response)** | | |
| Objectives:   1. Grammar: Verbs and SV Agreement 2. RLA: Extended Response | | | Materials:   * W1 p. 42-47, 48-51 * [RLA Response Guidelines](https://1drv.ms/w/s!AhRw4rpeX2bYi3V_9OGegDMpoh2s) * W3 p. 23-27, 45-49, 34 * [Practice questions](https://1drv.ms/b/s!AhRw4rpeX2bYi3mBI7QW783xrDUU) (optional) |
| **Warm-up/Intro** | | Grammar - Verbs and Subject-Verb Agreement (~20min) | |
| * Use W1 pages to practice important grammar topics. In each case, go through the material as a class first. Then, have students individually attempt to complete the accompanying questions. Students compare answers in pairs, and finally go over answers all together.   + 30min: **W1 p. 42-47** (Regular and irregular verbs)   + 30min: **W1 p. 48-51** (Subject-verb agreement) * Note: If you are running short on time for the grammar activities, you can have the class do only half of the exercises (either the writing or the multiple choice), and then assign the other half of the practice problems as homework. | | | |
| **Part One** | | Extended Response– Which Argument is Better Supported? (~75min) | |
| * Tell the students that the focus of today’s class is on writing extended responses. After going over some writing tips, everyone will be drafting a full, 45-min extended response (the same amount of time they will have on the test). * 5-10min: Review the **RLA Extended Response Guidelines**.   + Students should have this in their folders, but bring an extra or two just in case. * Go over the various important points of drafting a response, as necessary. * 15min: Use **W3 p. 23-27** to go over some basics of a good written response. * 45min: Distribute the readings on **W3 p. 45-49** that the students will be writing about, and briefly go over the prompt with everyone. Then they should work on their own for 45 minutes.   + So as to best simulate the conditions of the test, students should type their essay on the computer, but use paper for planning out their responses. * 10-15min: Have students work with a partner to peer review each other’s essay. Use the checklist from **W3 p. 34** to evaluate if the essay has all the necessary components. * Grammar/spelling errors are only important if they get in the way of understanding. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | General Review Time (~30min) | |
| * For whatever time is remaining in class today, give students general review time. This can be one of several things:   + 1) Review any recent topics for clarity, or help students as they work individually to complete past worksheets.   + 2) Allow students to work individually on their online assignments. --OR--   + 3) Work on general GED skills with the **practice questions** linked above. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 18** | **Energy** | | |
| Objectives:   1. Open/closed systems, Law of Conservation of Energy, types of energy, transfer of energy | | | Materials:   * A model pendulum you can swing * SVsci p. 62, (60-61) * [Pendulum diagram](https://1drv.ms/i/s!AhRw4rpeX2bYjAL2jwF2B3RDHC_q) * [Pendulum experiment video](https://www.youtube.com/watch?v=VcjaMztsLg8) * [Energy Video](https://www.youtube.com/watch?v=LEMK_v-p70Q&t=7m) (7:00-12:25) * MLC Energy [Part1](https://1drv.ms/b/s!AhRw4rpeX2bYjA6TBIGgbAc38Fx3), [Part2](https://1drv.ms/b/s!AhRw4rpeX2bYjA9SEl746Zdlujvw), [Part3](https://1drv.ms/b/s!AhRw4rpeX2bYjA0M8M-PuTeUm33M) (optional) |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Science day and answer any questions. | | | |
| **Part One** | | Potential and Kinetic Energy (~30min) | |
| * Take attendance * 5min: Make a simple **pendulum** by tying a string to an object (check the box for string). Hold the object to the side and ask what will happen if you release it (it will swing over to the other side). Next, ask if anyone can explain why it doesn’t just stop at the bottom (we will find out soon!). * 10min: Use **SVsci p. 62** to learn very generally about potential and kinetic energy. Then refer to the **pendulum diagram** and see if students can now explain the pendulum’s motion.   + 5min: Watch the **pendulum video** once or twice for another example and explanation: <https://www.youtube.com/watch?v=VcjaMztsLg8> * You can also show an example of a stretched rubber band as *elastic potential energy* if you want. Stretch it back and ask what will happen (and why) if you release it. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Types of Energy and Transfer of Energy (~50min) | |
| * 5min: Watch the **5½ minute clip linked below from 7:00 to 12:25** (stop when they start talking about an “electric cooker” [stove]). The video talks about the Law of Conservation of Energy and introduces the different types of energy.   + <https://www.youtube.com/watch?v=LEMK_v-p70Q&t=7m>   + 15min: As a class, make a list of the different types of energy, and define the Law of Conservation of Energy (you can go back and re-watch parts if necessary). * Use the **worksheets on energy** to reinforce and learn more about the different forms and transformations of energy that students began learning about in the video.   + 15min: Start with **Part 1**, which are matching exercises on energy types and transfers.   + 15min: Continue with **Part 2**, going into more depth on Conservation of Energy.   + *If time/optional:* Use extra time to continue with **Part 3**, on bicycling and alternative energy. If there is no extra time, this section can be skipped.   *Extension Activity/ Homework:* If there is still time, use the **SVsci p. 60-61** as additional practice regarding kinetic and thermal energy. Otherwise, you can give the pages as homework. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 19** | **Intro to Inequalities and Linear Equations** | | |
| Objectives:   1. Intro to 1- and 2-variable linear equations 2. Intro to Inequalities | | | Materials:   * SVS p. 60-63 * SVS p. 68-69 * [Inequalities](https://www.mathsisfun.com/algebra/inequality-solving.html) teacher reference |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Math day and answer any questions. | | | |
| **Part One** | | Using Algebra in Linear Equations (~45min) | |
| * Use **SVS p. 60-63** to introduce and explain the topics of linear equations. * 15min: **Pages 60-61** (one-variable linear equations) is actually the same thing we have already worked on with single variable algebra equations, so it should be mostly review.   + Reinforce the concept of using *inverse operations* and do a few practice problems. * 30min: **Pages 62-63** are two-variable equation systems. These are more complicated because you have different ways to approach solving them (*substitution method* & *combination method*). Make sure to practice using different methods when solving. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Intro to Inequalities (~20min) | |
| * 15min: Use **SVS p. 68-69** to introduce and explain the topic of inequalities. As you explain the topics, work through the first couple examples on the board and have the students work on the rest in pairs. Refer to the **Inequalities reference** for more help explaining.   + 5min: Go over the answers as a class. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 20** | **Assumption, Purpose and Writing Complete Thoughts** | | |
| Objectives:   1. Grammar: Modifiers 2. Identifying Assumption and Purpose 3. Writing complete sentences, using appropriate transitions and punctuation | | | Materials:   * W1 p. 32-33 * [Opinion Article](https://1drv.ms/w/s!AhRw4rpeX2bYi1YAx7WW_3tVI7S-) * [Worksheet](https://1drv.ms/w/s!AhRw4rpeX2bYi1c9wse91d8dmyD7) for article * [Complete Sentences](https://1drv.ms/b/s!AhRw4rpeX2bYimoVbwu7tRQ69tTM) worksheet * SVrla p. 156 * W1 p. 22 (reference), 23 (exercise) |
| **Warm-up/Intro** | | (20min) Grammar Point: Avoiding Modifier Errors | |
| * Take attendance * 20min: Use **W1 p. 32-33** to learn about and practice avoiding errors in sentences that have modifier clauses in them. Lead the class in the readings and have them try the questions. | | | |
| **Part One** | | Assumptions or Facts? Analyzing an opinion piece (~40min) | |
| * 10min: Introduce the terms “*Republican, Democrat, centrist, compromise*” in the context of US government. Students should have a general sense of these terms to understand the article. It is not necessary to get too deep into the political parties, just equate Republican : conservative; Democrat : liberal; centrist : in-between. * 5min: Pass out the **Opinion Article Worksheet** and go over the explanation at the top.   + 5min: Have students read through the questions that follow. Make sure everyone understands what they will be looking for in the article. * 15min: Give the class time to read the **Opinion Article** about the need for compromise in government and to write their answers to the worksheet questions. You may have to assist students with understanding some of the language in the article.   + 5min: Have students discuss their answers in pairs or small groups. * 5min: Go over answers as a class and address any remaining questions about the text. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Writing fluently; simple and compound sentences (~60min) | |
| * 15min: Use the **Complete Sentences worksheet** to introduce the topic, and give students time to work on it. Circulate, checking answers as students go. * 5min: Reference **SVrla p. 156** and have the class give a quick recap of the types of transition words. * 15min: Using the **W1 pages**, expand upon sentences by discussing the difference between simple and compound sentences.   + Have students complete the exercises on p. 23 and compare their answers. * Now give the class the following writing assignment: Write a long paragraph (5-8 sentences) about their ideal place to live. In the paragraph, they must use as many transitions as possible. Bonus points if they can use at least one from each of the four main categories (time, similarity, contrast, cause + effect) | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 21** | **The Solar System and Scientific Equations** | | |
| Objectives:   1. Big Bang Theory and Solar System 2. Newtonian Physics | | | Materials:   * SVsci p. 82, 86-87 * [Planets to-Scale](https://1drv.ms/i/s!AhRw4rpeX2bYjBzTGDS89JL1qshE) picture, [Fill-in-the-Blank](https://1drv.ms/i/s!AhRw4rpeX2bYjBuGqtElpz-pnNIN) * [Model the Solar System](https://1drv.ms/w/s!AhRw4rpeX2bYjB140ArKcTIGJQLU) activity * SVsci p. 54-55, 58-59 * W4 p. 82-83, (86-87 |
| **Warm-up/Intro** | | (25min) | |
| * Take attendance * Review material from previous Science day and answer any questions. | | | |
| **Part One** | | The Big Bang Theory and Our Solar System (~35min) | |
| * Part 1: The origins of the universe and our Solar System   + 15min: Use **SVsci p. 82 and 86-87** to learn a little bit about the universe, our Moon, and the planets in our Solar System. * Part 2: Measuring out the Solar System   + 10min: Pass out the **blank Solar System** and fill in the names of the planets as a class.   + 10min: Use the **Solar System modeling activity** to map out the planets (instructions provided in the activity) * You can show the class the **to-scale planets picture** as a reference either during or after the modeling activity. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Using Scientific Equations- Newton’s Laws (~60min) | |
| * Today the class will practice some science concepts and equations based on Newton’s Laws. * 15min: Use **SVsci p. 54-55** to practice the Laws of Motion and calculations using Force (F=ma).   + Go through the setup to the questions together so that you can explain things. As you reach each question, have the students try to find the answer on their own before solving as a class. * 15min: Read over the information found on **W4 p. 82**. As a class, try to draw a rough (conceptual) picture of how the throwing angles are related to distance thrown (draw arcs). * 15min: Have the students individually attempt the prompt on **W4 p. 83**. Creating a written description of scientific events/data like this is a type of question on the GED science test.   + Because this is a test practice question, make sure to look for complete sentences and thorough descriptions of the trends in the data. * 15min: Use **SVsci p. 58-59** to practice the scientific concepts of *work* and *power*.   + Follow a similar teaching procedure to the Laws of Motion, above.   *Extension*: For more short-answer practice, you may pass out **W4 p. 86-87** for class or home. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 22** | **More Inequalities and the Quadratic Equation** | | |
| Objectives:   1. More inequalities practice 2. Quadratic equation | | | Materials:   * SVW p. 94-97, 62-65 * [Factoring Practice](http://www.mesacc.edu/~scotz47781/mat120/notes/factoring/trinomials/a_is_not_1/trinomials_practice.html) (online only) * SVS p. 64-67 * [Factoring Quadratics](https://www.mathsisfun.com/algebra/factoring-quadratics.html) resource |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Math day and answer any questions. | | | |
| **Part One** | | Continued Practice with Inequalities, Equations, and Factoring (~45min) | |
| * 25min: Depending on the math level/desires of your students, use **SVW p. 94-97** to continue practicing factoring, **SVW p. 62-65** for continued practice with equations, **or use the online practice** for more practice and demonstrations of how to factor expressions.   + Different students may choose to work on different topics. Help them with whatever they want to work on during this time. * Website for factoring practice: <http://www.mesacc.edu/~scotz47781/mat120/notes/factoring/trinomials/a_is_not_1/trinomials_practice.html> | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | The Quadratic Equation (~45min) | |
| * 15min: Use **Factoring Quadratics resource** to introduce and explain how to factor quadratic equations. As you explain the topics, work through some examples on the board.   + When you get to the part about the special Quadratic Formula, teach the class the song to help remember it! Make them sing! (If you don’t know it, ask your coordinator.)   + 30min: Use the **SVS pages** to practice factoring of all types. On pages 66 and 67, students can practice finding complex Least Common Denominators (LCD) that involve factoring the bottom. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 23** | **Government and Sustainability** | | |
| Objectives:   1. Types of governments 2. Structure of government 3. Sustainability and public policy | | | Materials:   * [Types of Governments](https://1drv.ms/w/s!AhRw4rpeX2bYi2hwLUgP0oe49LPH) handout * [US Government](https://1drv.ms/b/s!AhRw4rpeX2bYi3IrUuML-T18E9MU) textbook pages * [Levels of Government](https://1drv.ms/b/s!AhRw4rpeX2bYi3ArzaWMHQ2d0256) (optional) * [Create your Own Government](https://1drv.ms/w/s!AhRw4rpeX2bYi27UnPOVNrljatpv) activity * [Sustainability](https://1drv.ms/w/s!AhRw4rpeX2bYjEPzT-Qzh16hbdwU) handout * [Mining vs. Wilderness](https://1drv.ms/w/s!AhRw4rpeX2bYjESMVlzcIm1y1yDB) activity |
| **Warm-up/Intro** | | Types of Governments (~15min) | |
| * 10min: Elicit the types of governments (monarchy, democracy, etc.) the class can name. * 20min: Use the **Types of Governments handout** to have students do some basic practice.   + Student should discuss their answers in pairs. * 10min: Talk about the advantages/disadvantages as a class. Try to come up with a possible advantage for each, even if it is mostly negative. (For example, a dictatorship has many negative qualities, but an advantage could be that decisions are made quickly.) | | | |
| **Part One** | | The Structure of Government (~45min) | |
| * 25min: Pass out the **US Government pages** and have student work in pairs or alone to read and answer the questions. Help the class understand the 3-branch US government.   + Depending on the level of your class, you may choose to also show them the **Levels of Government document**. * 20min: Pass out the **Create your Own Government activity** and have students work on it for 15 minutes. Remind them that the answers can be creative and they should try to have fun with it. * For the last few minutes, have students share their made-up governments. If you want, you can vote as a class on which “country” to move to. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Public Policy Writing- Sustainability (~65min) | |
| * 15min: Pass out the **Sustainability handout** and give students time to read on their own and answer the questions. Follow up by going over the answers as a class. * Pass out the **Mining vs. Wilderness activity**, which will work with a real-life sustainability issue.   + 10min: Read through the introduction (p. 1) as a class. Have a short class discussion about what students know about Northern MN and/or the mining debates there.   + 25min: Let students individually read through the rest of the article and answer the questions. Then discuss answers in pairs/ as a class.   15min: Let students individually work on the writing prompt. Encourage students to think critically and cite the article when writing their responses. If there is time at the end of class, you may choose to have people present/ discuss their ideas.transitions and structure. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 24** | **Scientific Method** | | |
| Objectives:   1. Fibonacci Sequence, history and parts of the Scientific Method, design a hypothesis | | | Materials:   * [Fibonacci](https://www.mathsisfun.com/numbers/fibonacci-sequence.html), [pictures](https://1drv.ms/i/s!AhRw4rpeX2bYjCV4MK1N8Un2a6Wf), [Sunflower](https://www.mathsisfun.com/numbers/nature-golden-ratio-fibonacci.html) activity * [Scientific Method flowchart](https://1drv.ms/i/s!AhRw4rpeX2bYjCS8_ambAlOyldhk) * [PBS Scientific Method](https://tpt.pbslearningmedia.org/resource/ketae.sci.method/the-scientific-method/#.We7Vx2hSxPY) video * Hypothesis/Opinion [reading](https://1drv.ms/w/s!AhRw4rpeX2bYjCbI94NZ8x8si-Df), [worksheet](https://1drv.ms/w/s!AhRw4rpeX2bYjCNPTESTx7tmBGDb) * SVsci p. 70 * [Paper airplane designs](http://www.foldnfly.com), scrap paper |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Science day and answer any questions. | | | |
| **Part One** | | Science Topic: Fibonacci Sequence (~35min) | |
| * 5min: Write “the Fibonacci Sequence” on the board. See if anyone knows what it is. Write out the first 6 or 7 terms on the board, and have students write out the next 5 on their own. * 10min: Observe the table for deriving the “Golden Ratio” from Fibonacci numbers found on the **Fibonacci explanation page** (under the section titled “Golden Ratio”). Have the class create a table in their notebooks to work out the ratio on their own (before you tell them the answer). * 10min: Once the class is getting close, give them the “actual” value: ϕ (phi)- circa 1.618. Pass out the **pictures** of the golden spiral in nature, and have students the spirals onto them. Then let students play with the **sunflower seed simulator** and try to make it as full as possible:   + <https://www.mathsisfun.com/numbers/nature-golden-ratio-fibonacci.html> * Point out that phi is an *irrational number*, and that you are about to work with another, even more famous irrational number, pi. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | The Scientific Method (~60min) | |
| * 10min: Pass out the **Scientific Method flowchart** and read through the steps as a class. * 10min: Watch the **PBS video** about the scientific method. There are English subtitles available. <https://tpt.pbslearningmedia.org/resource/ketae.sci.method/the-scientific-method/#.We7Vx2hSxPY> * 10min: Pass out the **Hypothesis vs. Opinion** **reading**. Have students individually or in pairs read through the information and create a Venn diagram comparing hypotheses and opinions.   + 5min: Go over the information together and share Venn diagrams. * 10min: Use the **Hypothesis or Opinion?** **worksheet** to practice distinguishing between the two. * 10min: Have students complete **SVsci p. 70**, about creating a testable hypothesis. * 10min: Choose and create several differently-folded paper airplanes from this **website**: <http://www.foldnfly.com> . Give students time to look at the planes (but not throw them) and create their own hypotheses about which design will fly the fastest and which the slowest.   + The hypotheses should follow the form “if \_\_, then \_\_\_, because \_\_\_”   Then, throw the places to see if the hypotheses are *supported* or *unsupported*. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 25** | **Systems of Equations, The Coordinate Plane and Simple Graphs** | | |
| Objectives:   1. Systems of Equations 2. Navigating the coordinate plane, intro to graphing 3. Solutions to linear equations and distance between points | | | Materials:   * SVW p. 82-85 (optional: p. 78-81) * SVS p. 62 (for reference) * SVS p. 70-71 * SVW p. 98-101 * SVS p. 72-73; SVW p. 102-103 * Printable [Graph Paper](https://1drv.ms/i/s!AhRw4rpeX2bYjAB3wmZ2KGUfIR83) |
| **Warm-up/Intro** | | Systems of Equations (~35min) | |
| * 35min: Use **SVW p. 82-85** as continued practice with 2-variable linear equations, which students began working on yesterday. If necessary, refer to **SVS p. 62** for reference on the methods for solving these problems.   + Students should have been introduced to this already, so the teacher’s role today is just to aid in practicing with the new problems. * \*\*Optional: If a student needs more work with 1-variable equations, or simply wants more to do, you may give them **SVW p. 78-81**, which are simpler, single-equation problems. | | | |
| **Part One** | | The Coordinate Plane (~30min) | |
| * 20min: Use **SVS p. 70-71** to introduce and explain the topic of the Coordinate Plane. As you explain the topic, do some examples together on the board and have the students work on the problems from page 71 in pairs. Afterwards, go over the answers together.   + Make sure to describe/define all of the following terms: coordinate grid, x/y-axis, ordered pair, to plot, origin, quadrants I/II/III/IV, translation   + The quadrants are not laid out very clearly in the book. A good description can be found by scrolling down to the section titled “Four Quadrants” on the following page: <https://www.mathsisfun.com/data/cartesian-coordinates.html> * 10min: Pass out **SVW p. 98-101**. Give students some time to begin working through them and ask any questions and have them take what’s left as homework. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Solutions to Linear Equations (Ordered Pairs) and Distance Between Points (~40min) | |
| * 20min: Use **SVS p. 72-73** to introduce and explain the concepts of plotting points that are solutions to an equation and of finding the distance between two points in the coordinate plane. As you explain the topic, do some examples together on the board and have the students work on the problems from page 73 alone or in pairs. Afterwards, go over the answers together.   + If helpful, print off some extra [**Graph paper**](https://1drv.ms/i/s!AhRw4rpeX2bYjAB3wmZ2KGUfIR83) for students to practice with. * 20min: Pass out **SVW p. 102-103**. Give students some time to begin working through them and ask any questions, and if any is unfinished, have them take it as homework. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 26** | **Propaganda and Political Parties** | | |
| Objectives:   1. Recognizing and analyzing propaganda 2. Political spectrum, major political parties in the US, political platforms | | | Materials:   * [Uncle Sam](https://1drv.ms/i/s!AhRw4rpeX2bYjAyRXeqBA0Hl-r4D) poster, [Worksheet](https://1drv.ms/w/s!AhRw4rpeX2bYjAlFwgL0DwnfJ9V2) * [Argument/Persuasion/Propaganda](https://1drv.ms/b/s!AhRw4rpeX2bYjArLEEEEu7oGlkDI) chart * [Propaganda Examples](https://1drv.ms/w/s!AhRw4rpeX2bYjAsUlktYo7qiOeKJ) * [US Political Spectrum](https://1drv.ms/w/s!AhRw4rpeX2bYjBL_AYFIUuUeoTQV) overview * [Build a Platform](https://1drv.ms/b/s!AhRw4rpeX2bYjBGQyIYyp4Y4of0U) activity, [Worksheet](https://1drv.ms/b/s!AhRw4rpeX2bYjBAMEnesYDYKAfjB) |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous class and answer any questions. | | | |
| **Part One** | | Analyzing Propaganda from the World Wars to Today (~60min) | |
| * 5min: Pass out pictures of the **Uncle Sam poster** to the class. Ask students to share what they already know about the poster. * 5min: Hand out the **Uncle Sam Worksheet**. Go over the introductory paragraph and read over the questions together as a class.   + 15min: Give everyone time to individually answer the questions.   + 10min: Have students compare answers in pairs and then share responses as a class. * 10min: Pass out and go over the **chart on Argument vs. Persuasion vs. Propaganda**. Lead a discussion of which qualities the Uncle Sam poster has and which category it would fall into. * 15min: Distribute the **additional propaganda examples** to the class and have them evaluate them using the same Argument/Persuasion/Propaganda rubric either in pairs or alone.   + Look for appeals to emotions or biases, disregard for facts or consequences, & imagery.   + Finish with a class discussion about how propaganda like these examples is influential. What other modern examples can people think of? Is propaganda good or bad or both? * *Extension*: If there is additional time, encourage people to try making their own propaganda poster! Students should choose either a social topic or something lighthearted like “pizza is the best” and design a propaganda-style poster promoting their chosen view. Remember to include strong images/emotions/etc. rather than making logical arguments for this task. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Contemporary Politics in the United States (~45min) | |
| * 5min: Write the words “liberal” and “conservative” on the board in two columns. Have a class discussion to see what general characteristics students can already fill in about the two. * 10min: Examine the **US Political Spectrum** overview. Explain that the ideas presented are very general and do not necessarily apply to everyone who identifies with the parties, especially given the recent changes in politics on both sides from the 2016 elections.   + Key ideas are the left-right spectrum, general traits of the two major US parties. * 30min: Use the **Build a Political Platform** activity and **Worksheet** provided by the Newseum to get more in depth with political parties and their beliefs by creating your own. Instructions for this part of the lesson provided in the linked lesson.   Note: you can skip reading the optional, full Supreme Court opinion. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 27** | **Experiments** | | |
| Objectives:   1. Facts vs. laws vs. theories, Scientific Method Day 2- testing, refining a hypothesis, experimental design | | | Materials:   * Facts/Laws/Theories [reading](https://1drv.ms/w/s!AhRw4rpeX2bYjCpneE7nCcTvAwZH), [worksheet](https://1drv.ms/w/s!AhRw4rpeX2bYjClxDMAERicEUSPT) * W3 p. 59-61, 64, [Sci Method flowchart](https://1drv.ms/i/s!AhRw4rpeX2bYjCS8_ambAlOyldhk) * [Paper Airplane Experiment](https://1drv.ms/w/s!AhRw4rpeX2bYjC4PjQkkJQI3G58h) instructions * “Dart” [paper airplane instructions](https://1drv.ms/b/s!AhRw4rpeX2bYjCe0PHYlDazUsXJX) * Scrap paper, paper clips, scissors |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Science day and answer any questions. | | | |
| **Part One** | | Science Warmup: Facts vs. Laws vs. Theories (~35min) | |
| * 20min: Pass out the **Facts, Laws, and Theories reading**. Let students read over it on their own or read it as a class. * 15min: Use the **Facts, Laws, and Theories worksheet** to practice recognizing the difference between the three scientific concepts. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Experimental Design- Testing and Refining Your Hypothesis (~65min) | |
| * 5min: Briefly review the **Scientific Method flowchart** from last class. * 25min: Use **W3 p. 59-61** to learn about the GED Short Answer question about creating an experimental design. Go through Steps 1-3 and read the examples and explanations of everything included in each step.   + As you go, have students create an outline in their notebooks of the process needed to create an experimental design.   + Work through the example on page 61 as a class. * 10min: Use **W3 p. 64** to let students try the process on their own. Afterwards, go over answers as a class (note that there may be more than one way to design the experiment).   + If you are running low on time, you may skip this activity and assign it as homework. * 25min: Do the **Great Paper Airplane Experiment** to practice creating an experimental design.   + Refer to the **paper airplane instructions** for a standard folding design. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 28** | **Slope, Perpendicular vs. Parallel** | | |
| Objectives:   1. Slope, slope-intercept equations and point-slope equations 2. Parallel and perpendicular lines | | | Materials:   * SVS p. 74-75 * SVW p. 106-109 * SVS p. 76-77 |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Math day and answer any questions. | | | |
| **Part One** | | Slope, Slope-Intercept, and Point-Slope (~60min) | |
| * 30min: Use **SVS p. 74-75** to introduce and explain the topics of slope and deriving equations. As you explain the topics, work through the first couple examples on the board and have the students work on the rest in pairs. * 30min: Give students continued time to work on slope using what you have already been working on and **SVW p. 106-109**. Whatever is left over can be assigned as homework. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Parallel and Perpendicular Lines on Graphs (~60min) | |
| * 10min: Write the words “parallel” and “perpendicular” on the board. Ask if the class can define the terms, then define as a class. If useful, refer to this link to help describe the terms: <https://www.mathsisfun.com/perpendicular-parallel.html> * 30min: Use **SVS p. 76-77** to introduce and explain the topics of parallel and perpendicular lines on a graph. As you explain things, work through the first couple examples on the board and have the students try the rest in pairs. Make sure to really help the students understand these problems, as they can be conceptually tricky. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 29** | **Story Plot and Grammar** | | |
| Objectives:   1. Structure in short stories 2. Pronouns and antecedents 3. Homophones | | | Materials:   * [Story Structure](https://1drv.ms/i/s!AhRw4rpeX2bYjBUMYrEpKb4n7T1g) model, [Blank Chart](https://1drv.ms/i/s!AhRw4rpeX2bYjBMQ27PF27guncq2) * [The Emperor’s New Clothes](https://1drv.ms/w/s!AhRw4rpeX2bYjBRMwjgjFuzY0XNW) (story) * W1 p. 52-57 * W1 p. 72-73 |
| **Warm-up/Intro** | | Reading and Analyzing the Structure of a Short Story (~25min) | |
| * Take attendance * 10min: Write the words*plot, exposition, action, climax,* and *resolution* on the board. See if anyone can define the terms and write some simple definitions. Pass out and review the **Story Structure** sheet to show how these components fit into a short story. * 5min: Ask the class if they know the story *The Emperor’s New Clothes*. Before passing it out, read it out loud to the class and have them just listen and think about the structure.   + 10min: Pass out the **blank charts** and the **story** to the students and have them fill in the different sections with a partner. Then discuss as a class, address any story structure questions. | | | |
| **Part One** | | Grammar Workshop: Pronouns and Antecedents (~45min) | |
| * Use **W1 pages 52-57** to practice proper pronoun choice and agreement with antecedents. In each case, introduce the initial content matter to the class, have students try the questions on their own, then compare answers in pairs, and finally review the correct answers all together.   + 15min: **W1 p. 52-53** (single/plural “indefinite” pronouns and subject-verb agreement)   + 15min: **W1 p. 54-55** (number and gender agreement with pronouns) * 15min: **W1 p. 56-57** (avoiding unclear/missing antecedents in sentences) | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Grammar Point: Homophones (~40min) | |
| * 10min: Use the **W1 p. 72** to learn about homophones in English. Have students read the example sentences to each other in pairs. * 10min: Students individually complete the practices on **page 73** to avoid making errors with some of the most common English homophones. Have students compare answers in pairs and then go over answers as a class. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 30** | **Intro to Chemistry** | | |
| Objectives:   1. Intro to chemistry, molecules 2. Chemical reactions, balancing equations | | | Materials:   * SVsci p. 42-43, 48-49 * [Periodic Tables](https://1drv.ms/b/s!AhRw4rpeX2bYjDND8_4GznMIL4ww) reference * [Chemical Reactions Introduction](https://www.khanacademy.org/science/chemistry/chemical-reactions-stoichiome/balancing-chemical-equations/v/chemical-reactions-introduction) video * [Balancing](https://www.khanacademy.org/science/chemistry/chemical-reactions-stoichiome/balancing-chemical-equations/v/balancing-chemical-equations-introduction) video [Complex Balancing](https://www.khanacademy.org/science/chemistry/chemical-reactions-stoichiome/balancing-chemical-equations/v/balancing-more-complex-chemical-equation) video * [Balancing Chemical Equations](https://1drv.ms/b/s!AhRw4rpeX2bYjDLSuGxv1RcnfIqC) worksheets |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Science day and answer any questions. | | | |
| **Part One** | | Intro to Chemistry- Matter, Atoms, and Molecules (~35min) | |
| * 35min: Use **SVsci p. 42-43** to learn some basic facts about matter and atoms, and how they form into molecules and compounds. * Note: The course will go more into depth on chemistry topics in the coming days. The purpose of this warm-up today is to expose students to terminology they will need. 15min: Use **SVsci p. 42-43** to learn some basic facts about matter and atoms, and how they form into molecules and compounds. * Note: The course will go more into depth on chemistry topics in the coming days. The purpose of this warm-up today is to expose students to terminology they will need. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Balancing Chemical Equations (~55min) | |
| * 15min: Use **SVsci p. 48-49** to learn about chemical reactions.   + Major vocabulary items to point out include *reactants, products, compounds,* and *the difference between subscripts and coefficients* when dealing with atoms and molecules. * 10min: Hand out the **Periodic Tables** **reference**. Start with the “normal” periodic table and point out the key which shows what the numbers in each box mean.   + Let students look at the normal table for a minute and see which elements they recognize. Then turn to the picture version to see examples of these elements in use.   + Students will not need to memorize the table, but it is helpful to be familiar with some of the more common elements and with the general structure of the table. * 6min: Watch the **Chemical Reactions Introduction video** (only until 5:44, stop when he starts talking about reversible/irreversible reactions): <https://www.khanacademy.org/science/chemistry/chemical-reactions-stoichiome/balancing-chemical-equations/v/chemical-reactions-introduction> * 10min: Watch the **Balancing Chemical Equations video** and the **Balancing Complex Chemical Equations video** as introductions to balancing. You may re-watch parts if desired: <https://www.khanacademy.org/science/chemistry/chemical-reactions-stoichiome/balancing-chemical-equations/v/balancing-chemical-equations-introduction> ; <https://www.khanacademy.org/science/chemistry/chemical-reactions-stoichiome/balancing-chemical-equations/v/balancing-more-complex-chemical-equation>   20min: Pass out the **Balancing Chemical Equations** **worksheets** to the class. Individually, have them work through the worksheets one at a time, and compare answers with a partner afterwards. Finish by going over answers as a class. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 31** | **Quadratics Graphs and Functions** | | |
| Objectives:   1. Graphing quadratic equations 2. Comparison of functions | | | Materials:   * [Quadratic Explanation](http://www.mathsisfun.com/algebra/quadratic-equation.html), [Graphing Tool](http://www.mathsisfun.com/algebra/quadratic-equation-graph.html) * [Graph paper](https://1drv.ms/i/s!AhRw4rpeX2bYjAB3wmZ2KGUfIR83), Graphing Practice [1](https://1drv.ms/b/s!AhRw4rpeX2bYjBZa9m8hKKH5yu9v), [2](https://1drv.ms/b/s!AhRw4rpeX2bYjBd8PIT_svUv7pIg), [3](https://1drv.ms/b/s!AhRw4rpeX2bYjBr5WKcPMpHjhhZi), [4](https://1drv.ms/b/s!AhRw4rpeX2bYjBlNCcyBBEUzTVnn) * SVS p. 78-79, 82-83 * [Quadratic Formula](https://1drv.ms/b/s!AhRw4rpeX2bYjBi5wcMnzRqbCKQn) worksheet |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Math day and answer any questions. | | | |
| **Part One** | | Concepts for Graphing Quadratic Equations (~40min) | |
| * 15min: Today is the introduction to graphing quadratics. However, the information in the Steck-Vaughn pages is severely lacking in quality of explanation. Use this **teacher’s resource** to help explain quadratic equations: <http://www.mathsisfun.com/algebra/quadratic-equation.html>   + Note: Ignore “complex” solutions with imaginary numbers.   + Also explain that in the standard form ax2+bx+c=0, a changes how wide or narrow the curve is (and negative a flips it upside down), b shifts it left or right, and c is the y-intercept. If possible, let students play with the **graphing tool** to test these factors: <http://www.mathsisfun.com/algebra/quadratic-equation-graph.html> * 5min: In notebooks or on graph paper, have students practice graphing out y=x2 and y= -x2 by calculating points and plotting them on the graph to make a curve. * 20min: Pass out **Graphing Practices 1 and 2** and help make sure that the class has a good grasp on plotting and graphing both linear and quadratic equations. **Practices 3 and 4** are extra work with equations and slopes of linear lines, and can be assigned as homework this week. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Continued Work with Graphing Quadratics, and Comparison of Functions (~40min) | |
| * 15min: Use **SVS p. 78-79** to continue with the topic of graphing quadratics. Yesterday, they worked on big concepts of quadratic graphs. Today, the focus is these specific formulas:   + the formula for finding the x-value of the maximum/minimum of a curve (x= -b/2a)   + the Quadratic Formula (to find solutions/ when the graph crosses the x-axis) * 10min: Use the **Quadratic Formula worksheet** to do additional practices with solving quadratics   + Note: Have students convert answers into ordered pairs. [ans. to #1= (-10,0) and (4,0)] * 15min: Use **SVS p. 82-83** to practice comparing functions based on the information given.   + Students have already covered the necessary skills to do this, but you may need to explain that “f(x)” is basically just “y” and that “rate of change” is the same as slope. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 32** | **Geography, Maps and Grammar** | | |
| Objectives:   1. Human geography in North America 2. World geography 3. Grammar: commas, semicolons, sentence structure | | | Materials:   * [How Geography Affects Humans](https://1drv.ms/w/s!AhRw4rpeX2bYjCAbyjIZ6Hd9x6Wq) info * [North America Maps](https://1drv.ms/w/s!AhRw4rpeX2bYjCFREC3WI19PpKGf), 3 colors of crayons * [Effects of Humans on the Environment](https://1drv.ms/w/s!AhRw4rpeX2bYjB9oTnTxN_7CRJCX) * SVsoc p. 4, 6, 8 * [World Map](https://1drv.ms/w/s!AhRw4rpeX2bYjC_GgTLDqyz-hQSs) activity * W1 p. 24-25, 28-29, (30-31), 66-69 |
| **Warm-up/Intro** | | Human/Nature Interactions in the United States (~20min) | |
| * Take attendance * 10min: Use **How Geography Affects Humans** resource to learn about factors affecting where people live. Discuss the major geographical factors listed in the article. * 10min: Study the **North America Maps** (except the final population map). According to the criteria you just read about, where do you predict that people will be concentrated in NA?   + Have the class color their maps with 3 **colors** that model different amounts of people, for their predictions of where population will be most concentrated on the continent. Then view the population map and compare results to the answers.   + Extension: If you have time, skim the **Effects of Humans on the Environment** article. How might the types of negative changes listed affect where people are able to live in North America? | | | |
| **Part One** | | Identifying World Geography through Maps (~40min) | |
| * 15min: There are two main types of maps: *physical maps* (showing elevation, temperature, or rainfall, etc.) and *political maps* (showing human-made borders). Use **SVsoc p. 6 and 8** to introduce them in a very general sense. * 15min: Pass out **SVsoc p. 4** and the **World Map activity**. Use page 4 to identify all the *map components* on the world map, then let students answer the map questions on their own. * Note that there is no key on the map. Have students add a key on the side that shows that a dot is the symbol for a city (see the map on SVsoc p. 4 if you need an example). | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Grammar Day- Punctuation and Sentence Structure (~60+min) | |
| * Use W1 pages to practice important grammar topics. In each case, go through the material as a class first. Then, have students individually attempt to complete the accompanying questions. Students compare answers in pairs, and finally go over answers all together.   + 30min: **W1 p. 66-69** (Commas and semicolons)   + 15min: **W1 p. 24-25** (Complex sentences)   + 15min: **W1 p. 28-29** (Run-ons and comma splices)   + \*If time: **W1 p. 30-31** (Parallelism and coordination)   + Note: If you are running short on time for the grammar activities, you can have the class do only half of the exercises (either the writing or the multiple choice), and then assign the other half of the practice problems as homework. Don’t worry if you don’t get to the parallelism pages. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 33** | **Matter, Solutions and Cells** | | |
| Objectives:   1. States of matter 2. Solutions, cells | | | Materials:   * SVsci p. 44-45, 50 * [Solutions](https://1drv.ms/w/s!AhRw4rpeX2bYjDQj0qmxamiupJ99) examples * [Plant/Animal Cells](https://1drv.ms/b/s!AhRw4rpeX2bYjDrJXGlo7G6i6jPK) handouts |
| **Warm-up/Intro** | | Anatomy- Major Body Systems (~15min) | |
| * Take attendance * 15min: Use the **Body Systems** **handout** to discuss with the class some of functions and components of some of the principal systems in the human body. * Read the introductions before each section as a class. Let students answer on their own, and then correct/discuss answers together. | | | |
| **Part One** | | Science Topic: States of Matter and Solutions (~30min) | |
| * 15min: Use **SVsci p. 44-45** to identify and review basic information about the three basic states of matter (gas, liquid, and solid). * 15min: Use **SVsci p. 50** and the **Solutions examples page** to learn about *solutions*. As a class, come up with more examples of solute-solvent pairs that create homogenous solutions. Key terms: *solute, solvent, solution, soluble, (dissolve)* | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Describing and Comparing Cellular Life (~70min) | |
| * 20min: Pass out the first two pages (the reading) of *What Do Cells Do?* from the **Plant/Animal Cells** resource. Let students read on their own and clarify any confusing parts as a class after. * 20min: Hand out the next two pages (the comprehension questions). Again, let students try to answer on their own first, then have people compare in pairs. Finish by correcting as a class. * 15min: Pass out the color cross-sections of plant and animal cells and the blank diagrams that follow. Give students time to work in pairs or individually to fill in the blanks using the first page as a guide. Help students complete this task, as necessary. * 15min: Pass out the final Venn diagram page. In pairs or alone, students should compare plant and animal cells using all the information they have learned today. Discuss possible answers for each section of the Venn diagram as a class at the end.   **Bonus question!** Write the chemical formula for *photosynthesis* on the board and see if the class can balance it: *light + CO2+ H2O → C6H12O6+ O2* (*reads*: “light plus carbon dioxide and water produces glucose [sugar] and oxygen”) --Answer: *light + 6 CO2+ 6 H2O → C6H12O6+ 6 O2* | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 34** | **Intro to 2D Geometry** | | |
| Objectives:   1. Intro to 2D geometry – triangles and quadrilaterals 2. Intro to 2D geometry- circles | | | Materials:   * SVS p. 94-95 * SVW p. 126-129 * SVS p. 100-101; SVW p. 138-141 |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Math day and answer any questions. | | | |
| **Part One** | | Intro to 2D Geometry – Quadrilaterals and Triangles (~45min) | |
| * 25min: Use **SVS p. 94-95** to introduce 2D geometry with quadrilaterals and triangles. Make sure to go over the different types of each (e.g. square, parallelogram, isosceles triangle, etc.)   + Key terms today: quadrilateral, triangle, perimeter, area   + Key formulas: ; * 20min: Pass out **SVW p. 126-129** for continued practice with the perimeters and areas of quadrilaterals and triangles. Students can take what’s left over as homework. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Intro to 2D Geometry- Area, Circumference, Radius, and Diameter of Circles (~60min) | |
| * 30min: Use **SVS p. 100-101** to introduce and explain basic geometry with circles. As you explain the topics, work through the first couple examples on the board and have the students work on the rest in pairs.   + Key terms today: circumference (C), radius (r), diameter (d), pi   + Key formulas: (or ),   + 30min: Pass out **SVW p. 138-141** for continued practice with area/circumference of circles. Students can take what’s left over as homework. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 35** | **Intro to Economics** | | |
| Objectives:   1. Intro to economics concepts | | | Materials:   * [Venn Diagram](https://1drv.ms/b/s!AhRw4rpeX2bYjEe470EJfR3qxRbR) activity * SVsoc p. 90, 91, 93, 107 (optional: 106) * [GDP Definition](https://1drv.ms/i/s!AhRw4rpeX2bYjFB3ohwn-E7MBAC1), SVsoc p. 105 |
| **Warm-up/Intro** | | Intro to Economics: Micro- vs. Macro-economics (~20min) | |
| * Take attendance * 15min: Pass out the economics **Venn Diagram activity**. Let students read the text and complete the diagram on their own, then compare with a partner and correct as a class.   5min: Use **SVsoc p. 90** to reinforce the topic of micro- vs. macroeconomics with examples. | | | |
| **Part One** | | Economics Concepts: Supply/Demand, Monopolies, and Competition (~50min) | |
| * 10min: Write “capitalism” on the board and ask students to think about what it means for a minute. Have students discuss their ideas briefly in pairs or write them down. As a class, come up with some bullet-points that can be written up on the board. Then, read the following definition (from Merriam Webster) and revise/add things if necessary:   + *“An economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market.”* * 15min: Use **SVsoc p. 91** to learn about competition and other basic economic concepts that are pertinent to capitalist economies, like the United States.   + Read through the texts as a class, and pause to have students answer the questions individually. Correct answers before moving on to the next section. * 10min: Using **SVsoc p. 93**, follow the same process as above to learn about supply and demand.   + \*\*Note that this page is laid out strangely, and you need to read the bottom half before answering the top question. * 15min: Pass out **SVsoc p. 107**, and this time let students read the material on their own to learn about free enterprise (competition) versus monopolies.   + Go over the answers as a class afterwards. * **Extension:** If the above material goes fast, you may use **SVsoc p. 106** to learn about credit rights | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | What is GDP? (~30min) | |
| * 10min: Write “GDP” up on the board and ask if anyone in the class knows what it means. Explain that it stands for “gross domestic product”, and write or pass out the definition found on the **GDP definition** **link**. *(\*Fun fact: the 2016 GDP of the US was over $18.5 trillion)*   + As a class, brainstorm what GDP is useful for. Possible answers include: measuring overall state of economy, comparing countries’ production, GDP per capita (divided by population) gives an idea of how wealthy people in the country are.   10min: Once the class has a basic understanding of what GDP is, pass out **SVsoc p. 105** and let students work on answering the GDP-related questions. Review as a class afterwards. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 36** | **Writing Unit 2** | | |
| Objectives:   1. Sci/(RLA): Short answer practice | | | Materials:   * W3 p. 53-58, 62-63 * [Practice questions](https://1drv.ms/b/s!AhRw4rpeX2bYi3p_jXgqDIt_T1S_) (optional) * W4 p. 68-81, 84-85, or 88-107 (optional) |
| **Warm-up/Intro** | | What is the Science Short-Answer Question? (~10min) | |
| * Take attendance * Tell the students that the focus of today’s class is on writing short-answer responses for the GED science test. They will go over 3 types of short-answer prompts and practice writing them. * 10min: Read **W3 p. 53** to learn about the Science Short-Answer Responses.   + Highlight the differences between the Science responses and the RLA essay responses.   + Note: students will only practice two of the types today (not the experimental design).   + Also note: just like the RLA response, these responses will be done on the computer in the test. To simulate this, do the following writing practices on the computer if possible. | | | |
| **Part One** | | Short Answer Practices (~70min) | |
| * Short Answer #1: Summarizing a Science Passage   + 5min: Read **W3 p. 54** to learn the process for summarizing a science passage.   + 10min: Use the approach outlined on p. 54 to read, plan, write, and revise a summary of the text that appears on **W3 p. 55** (on the computer, if possible, to be more realistic).   + 5min: In pairs or offering examples as a class, students read their summaries to evaluate * Short Answer #2: Drawing and Supporting Conclusions   + 5min: Read **W3 p. 56** to learn the process for drawing conclusions in science passages.   + 10min: Go over the prompt from **W3 p. 57** as a class, then give everyone 10 minutes to individually read the passage on **W3 p. 57-58** and type out their conclusions. The strategies on the side may help guide responses.   + 5min: In pairs again, students compare responses. Go over anything confusing together. * Continued Short Answer Practice   + 10min: Use **W3 p. 62** to practice summarizing again.   + 5min: Students compare their summaries in pairs. Go over general answers as a class.   + 10min: Continue on to **W3 p. 63** to practice drawing a conclusion with the same text.   + 5min: Students compare their conclusions in pairs. Go over general answers as a class. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | General Review Time (~30min) | |
| * For whatever time is remaining in class today, give students general review time. This can be one of several things:   + 1) Review any recent topics for clarity, or help students as they work individually to complete past worksheets.   + 2) Allow students to work individually on their online assignments.   + 3) Continue practicing Science Short-Answer by selecting another from the **W4 pages**.  --OR--   + 4) Work on general GED skills with the **linked practice questions**. | | | |
| **Wrap-up** | | (~5min) | |
| * Answer any remaining questions from the day. | | | |

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| **GED 37** | **Triangles and Polygons** | | |
| Objectives:   1. 2D geometry- more triangles 2. Polygons, congruence | | | Materials:   * SVS p. 96-97 * SVW p. 130-133 * SVS p. 98-99 * [Polygons](https://1drv.ms/i/s!AhRw4rpeX2bYjB4sOg1hEjlN68_x) resource * SVW p. 134-137 |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Math day and answer any questions. | | | |
| **Part One** | | 2D Geometry- More fun with Triangles, the Pythagorean Theorem (~50min) | |
| * 20min: Use **SVS p. 96-97** to explain geometry with triangles and using the Pythagorean Theorem. As you explain the topics, work through the first couple examples on the board and have the students work on the rest in pairs.   + Key terms today: right triangle, hypotenuse   + Key formula: * 30min: Pass out **SVW p. 130-133** for continued practice with the Pythagorean Theorem. Students can take what’s left over as homework. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | 2D Geometry- Polygons and Congruence (~50min) | |
| * 20min: Use **SVS p. 98-99** to explain polygons and congruent/incongruent sides and angles. Also use the **polygons link** to practice naming the shapes. As you explain the topics, work through the first couple examples on the board and have the students work on the rest in pairs.   + Key terms today: regular/irregular polygon, congruent/incongruent   + Key formula: * 30min: Pass out **SVW p. 130-133** for continued practice with perimeters of polygons. Students can take what’s left over as homework. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 38** | **Present Day Issues in the US and The Cold War** | | |
| Objectives:   1. US post-9/11 foreign policy 2. Writing about constitutional issues 3. The Cold War | | | Materials:   * [Foreign Policy Post-9/11](https://1drv.ms/w/s!AhRw4rpeX2bYjEsEfY_p_J9XVHyA) * [Bill of Rights](https://1drv.ms/w/s!AhRw4rpeX2bYjEw7_ffMkWvCeGtY) packet * [Cold War](https://1drv.ms/w/s!AhRw4rpeX2bYjEmSulWs_gFmD_14) handout * [Cuban Missile Crisis](https://1drv.ms/w/s!AhRw4rpeX2bYjEqzFs_Ye_AU9r5n) handout |
| **Warm-up/Intro** | | US Foreign Policy in the Post- 9/11 World (~35min) | |
| * Write “9/11” on the board and ask the class what happened that day. Discuss as necessary. * 20min: Pass out the **Foreign Policy Post-9/11 document** and give students time to read and answer the two questions on their own.   15min: End with a short class discussion of the questions. | | | |
| **Part One** | | Writing about Current Constitutional Issues (~60min) | |
| * 15min: Use the first two pages of the **Bill of Rights packet** to learn a little about its history and the context in which it was written.   + Give students 10 minutes or so to read and answer the questions on page 2, then go over the answers as a class. * 30min: Give students time to individually read through the rest of the packet to learn about the Amendments in the Bill of Rights. There are 5 writing questions within the reading, and a few final questions on the last page (the 5th Amendment has a discussion question for later).   + 5min: Let students compare their answers in pairs * 10min: As a class, go over the answers to the last page, and then go through the amendments one by one and have discussions of possible answers (remember, there can be more than one right answer; as the teacher, guide the discussion). | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | The Cold War (~60min) | |
| * 5min: Write “Cold War” on the board, and have the class brainstorm facts they know already (add them to the board). Ask what war happened right before the Cold War (WWII) and how long it lasted (approximately from 1947-1991, or 44years). * Pass out the **Cold War handouts** to the class.   + 25min: Give students time to read and answer the questions at the end on their own.   + 15min: In pairs and then as a class, have students compare and discuss their answers to the questions, especially the final (subjective) question. * 15min: Pass out the **Cuban Missile Crisis handout**. Students can work in pairs or alone. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 39** | **Complex Shapes and Scales** | | |
| Objectives:   1. Practical applications of 2D geometry 2. Practical applications of 2D geometry- scales | | | Materials:   * SVS p. 102-103 * SVW p. 142-145 * SVS p. 104-105 * SVW p. 146-149 |
| **Warm-up/Intro** | | (15min) | |
| * Take attendance * Review material from previous Math day and answer any questions. | | | |
| **Part One** | | 2D Geometry- Composite Shapes (~50min) | |
| * 20in: Use **SVS p. 102-103** to introduce and explain composite shapes. As you explain the topic, work through the first couple examples on the board and have the students work on the rest.   + Key idea today: Complex geometrical figures can be divided into smaller shapes.   + Key formulas: Areas and Perimeters of circles, triangles, and quadrilaterals. * 30min: Pass out **SVW p. 142-145** for continued practice with geometry of composite shapes. Students can take what’s left over as homework. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | 2D Geometry- Working with Scale Drawings (~50min) | |
| * 20min: Use **SVS p. 104-105** to introduce and explain scale drawings. As you explain the topic, work through the first couple examples on the board and have the students work on the rest.   + Key ideas today: congruent figures, similar figures, scale drawings, scale factor (ratio)   + Key formulas: setting up ratios (for example, ) * 30min: Pass out **SVW p. 146-149** for continued practice with scale drawings and scale factors. Students can take what’s left over as homework. | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 40** | **3D Shapes and Probabilities** | | |
| Objectives:   1. 3D geometry- prisms and cylinders | | | Materials:   * SVS p. 106-107 * SVW p. 150-153 |
| **Warm-up/Intro** | | 3D Geometry with Prisms and Cylinders (~60min) | |
| * 40min: Use **SVS p. 106-107** to introduce and explain 3D geometry with prisms and cylinders. Create simple examples of a rectangular prism, triangular prism, and a cylinder on the board, and work through the concepts as a class. Then, give students time to try completing the problems on pages 106-107.   + Key ideas today: 3-dimensional, cubic units (e.g. ft3), volume (V), surface area (SA)   + Key formulas: * Note: Students will practice with prisms and cylinders more next class. | | | |
| **Part One** | | 3D Geometry with Prisms and Cylinders -continued (~15min) | |
| * 30-40min: Pass out **SVW p. 150-153** for continued practice with prisms and cylinders. * Quickly review any formulas/concepts on the board as necessary, and then walk around the room helping students as they work individually on the problems. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Intro to Probabilities (~60min) | |
| * 15min: Use **SVS p. 32-33** to introduce and explain our final math topic- probabilities. Do some simple examples with the **dice**, making sure to highlight the different ways a probability can be expressed: faction, ratio, percent, or decimal. * 15min: Give students time to work through the problems on the handout.   Note that #5 is harder and uses *compound probability*. To solve this problem, you need to find the probability of each event (as fractions) and multiply them together.   * 30min: Use **SVW p. 42-45** to continue working with probabilities. Before, the class worked mostly on expressing *theoretical probabilities* in different forms (fraction, percent, etc.). Now, give extra attention to the application of *experimental probability* (question 9, for example) and the difference between *dependent and independent events*.   + As with earlier, there is one question (#6) with compound probability. You must multiply the two events’ respective probabilities to get the correct answer.   Question 23 is also more complicated and involves multiplying the number of unique possibilities for each digit to find the total possible combinations (5 x 4 x 3 = 60). | | | |
| **Wrap-up** | | (~10min) | |
| * Answer any questions people have left from the day. * If there is additional time, let students begin working on additional materials, if they want. | | | |

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| **GED 41** | **Reading Unit 1 – Short Stories** | | |
| Objectives:   1. RLA: Reading comprehension practice | | | Materials:   * [How to Read Short Stories](https://1drv.ms/b/s!AhRw4rpeX2bYjCxumPBZ49eBZejc) sheet * Short story – [“Eleven”](https://1drv.ms/b/s!AhRw4rpeX2bYjC0AyEj1TMRMWSPv) * [Discussion Questions](https://1drv.ms/w/s!AhRw4rpeX2bYjCt2j1ooqB-NMFDQ) handout * W2 p. 70-73 (optional) * [Practice questions](https://1drv.ms/b/s!AhRw4rpeX2bYi3d3m_Q53KsH_SHF) (optional) * [Online Practice Test](http://www.gedpracticequestions.com/ged-reading-practice-test/) (optional) |
| **Warm-up/Intro** | | Review of Basic Reading Strategies (~15min) | |
| * Take attendance * Tell the students that the focus of today’s class is on reading comprehension. * 15min: Go over the **How to Read Short Stories** sheet with the class.   + If necessary, take a moment to quickly go over the basic parts of a story shown on the chart at the end (exposition>rising action>climax>falling action>resolution) | | | |
| **Part One** | | Reading Authentic Texts (55min) | |
| * 15min: Pass out the short story and give the class time to read **“Eleven”, by Sandra Cisneros**. If necessary, you may read parts of the story out loud as a class. * 20min: Give students time to read through the **Discussion Questions** and jot down some notes of their own. * 20min: Go over the Discussion Questions as a class. You can use the teacher’s copy as a guide for some of the answers, but encourage the students to give their own, unique answers. * *Extension*: If “Eleven” went well, use **W2 p. 70-73** for continued short story practice, or assign it as homework. It’s a funny story, but there is a lot of difficult vocabulary. (Also see the online practice test below for more reading exercises.) | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | General Review Time (~40min) | |
| * For whatever time is remaining in class today, give students general review time. This can be one of several things:   + 1) Review any recent topics for clarity, or help students as they work individually to complete past worksheets.   + 2) Allow students to work individually on their online assignments. --OR--   + 3) Work on general GED skills with the **practice questions linked above**.   + 4) Use the linked **online practice test** to continue practicing reading skills for the GED test: <http://www.gedpracticequestions.com/ged-reading-practice-test/> | | | |
| **Wrap-up** | | (~5min) | |
| * Answer any remaining questions from the day. | | | |

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| **GED 42** | **Completing Your GED Studies** | | |
| Objectives:   1. General: going forward, study planning 2. Any/All: review and questions time | | | Materials:   * [Steps Going Forward](https://1drv.ms/w/s!AhRw4rpeX2bYjE6mIswNcXk03Zos) document * [Study Planning](https://1drv.ms/b/s!AhRw4rpeX2bYjE-969uQse-3fN-p) packet * [Pomodoro Technique](https://1drv.ms/i/s!AhRw4rpeX2bYjE3SiHWwzWzOyPBd) poster |
| **Warm-up/Intro** | | Going Forward (~10min) | |
| * Take attendance * The class has made it to the final day of curriculum! Make sure to congratulate everyone and invite them to the end-of-term party! * Depending on the student, by now they may have completed all, some, or none of the official GED tests. We may have no more curriculum days, but there’s always more to practice and review with the online and other materials. Hand out the **Steps Going Forward** document and go over it so that everyone knows how they can continue to get support from CLUES as they complete their tests to get the GED diploma. | | | |
| **Part One** | | Making an Effective Study Plan (~35min) | |
| * 20min: Pass out the **Study Planning packets** and read through them as a class. Pay attention to the information at the end, as it explains how to use the planner. Tell the students that this is not the only way to plan their studies, but that it is important to have an organized system to keep studying and taking the tests, especially now that the regular classes are over.   + 5min: Ask students what test they plan on completing first (/next), and encourage them to start working on planning out study times right now if they can. * 5min: The Study Planner makes reference to “Pomodoros” several times. Pass out the **Pomodoro Technique poster** so that everyone knows what it is. Like the planner, there is more than one good way to focus while studying, but this technique can be helpful to get work done without burning out.   + 5min: Have a class discussion about other helpful ways people know for studying. | | | |
| -------- five-minute break -------- | | | |
| **Part Two** | | Review Time- Any Topics (remaining time) | |
| * With the above planning tools, the students have completed their final in-class material. For the rest of class, field any questions students may have regarding any of the four subjects. * For any students who don’t have questions right away, let them continue to work on online assignments or to complete past assignments in their folders. * This could also be a time to take practice tests in class or sign up for an official test, depending on where students are at in their level of preparation. | | | |
| **Wrap-up** | |  | |
| * Thank and congratulate students for their hard work getting through all the curriculum topics. Encourage everyone again to continue practicing and to complete the online assignments, and remind them that we are still here to help as they prepare to take the tests. Good job! | | | |

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