

GED Reading

The curriculum for this course is based around the content of the GED Reading Test. The twelve week course is broken down into thematic genre units that incorporate critical thinking and test-taking skills. Several weeks will be devoted to each of the major test genres (Poetry, Fiction, Nonfiction, and Drama), and we will have one mock-GED test on the final week. At the end of each unit, learners will have timed mini-tests dealing with the genre. Each lesson will develop reading comprehension skills through large and small group discussions, graphic organizers, worksheets, and assessments. This format will work well as a template for continued courses, as many students stay well beyond one quarter. For each new quarter, adaptations will be made according to assessments and evaluations, and new stories and methods will be plugged into the course template.

Because the course is different from previous GED Reading classes, as it hardly uses the Steck-Vaughn reading text, I have included a full lesson plan for Week Two that can be used as a model for teaching classes. I am always available, as well, for advice or help on working with the curriculum.

Week One: Getting to Know the GED Reading Test

This lesson will acquaint learners with the GED Reading Test and scoring methods as we get to know one another and our attitudes about tests.

Objectives:

- Become familiar with the content of the test
- Share test stories and experiences
- Participate in discussion about a passage
- Discuss the benefits of reading for pleasure
- Practice filling out reading for pleasure data sheets
- Self-evaluate and discuss attitudes about reading

Content	SV 5-13, MRP 2-3, MRP Appendices 1-4 (251-254), Syllabus and Classroom Expectations
Reading Comprehension	Group discussion about the content of the test, group discussion about the benefits of reading for pleasure
Test-Taking Skills/Attitudes	Sharing stories of test experiences and strategies, examining sample questions in the reading, self-evaluating attitudes about reading and discussing frustrations and successes

Notes:

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**Theresa J. Gurl, Limarys
Caraballo, Leslee Grey, John H.
Gunn, David Gerwin, Héfer Bembenutty**

Osocial Studies Teachers Test Sample Essay:

Teaching Values in New-type History Tests Elene Michell,1930 **Policy, Professionalization, Privatization, and Performance Assessment** Theresa J. Gurl, Limarys Caraballo, Leslee Grey, John H. Gunn, David Gerwin, Héfer Bembenutty, 2016-02-19 This volume reviews the background of mandated teacher performance assessment with an emphasis on policy privatization and professionalization. The authors discuss the potential impact of mandated teacher performance assessments on teacher education in the content areas of mathematics, English, and social studies. The perspectives and empirical research examined in this conceptual analysis illustrate the various ways in which the Stanford Center for Assessment Learning and Equity SCALE Teacher Performance Assessment edTPA promises to restructure teacher education in the United States. The authors consider both the affordances and the constraints that teacher performance assessments offer for teacher preparation programs and conclude by discussing the implications of the intersections among policy privatization, professionalization, and performance assessments of teachers as well as the relationship between performance assessments and teacher education. The impact of the edTPA on the development of signature pedagogies in teacher education is also discussed.

Manual for Teachers of History and Other Social Studies August Charles Krey, Mary Sydney Gold, Louis Arthur Tohill, 1928 **Resources in Education**, 1997 **The Social Studies**, 1928 **The Official Teacher's Guide to the Tests of General Educational Development** Richard Swartz, 1987 **The Classroom Teacher** Milo Burdette Hillegas, Thomas Henry Briggs, 1927 **The Work of the Public Schools, Rochester, New York** Rochester (N.Y.). Board of Education, 1928 **New York State Education**, 1928 **The Supervision of Secondary Subjects** Willis Lemon Uhl, 1929 **Guide to the Comprehensive Assessment Report**, 1996 *A Syllabus of the Course in the Psychology of the Elementary School Subjects* Harold Ordway Rugg, 1926 **Historical Outlook**, 1924 **The Journal of the National Education Association** National Education Association of the United States, 1924 **The Booklist Books**, 1926 Contains general literature, fiction, children's books, technical books *Journal of the National Education Association*, 1924 **The Publishers' Trade List Annual**, 1976 **School Life**, 1927 **University High School Journal**, 1929 *Journal University High School (Oakland, Calif.)*, 1930

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