Resource guide for the 2002 General Education Development Exam

Timothy Scott Houser

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RESOURCE GUIDE FOR THE 2002 GENERAL EDUCATION DEVELOPMENT EXAM

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Career and Technical Education

by
Timothy Scott Houser
June 2002
RESOURCE GUIDE FOR THE 2002 GENERAL EDUCATION DEVELOPMENT EXAM

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4/19/02 Date
ABSTRACT

The purpose of this project was to develop a beneficial resource guide for General Education Development (GED) instructors. The information in this guide was designed to assist GED instructors in finding resources about the 2002 version of the GED test. Many changes took place when the GED was revised for the 2002 version. Locating materials and resources to learn about these revisions is a hard and time-consuming process. Most of the materials and resources are limiting in their content. They usually contain general information for people that are interested in taking the GED. The recent adaptation (update) of the GED exam has provided a limited number of resources and informative materials that are beneficial to the GED instructors. This handbook is to help supplement GED instructors with resources that will facilitate curriculum development.
ACKNOWLEDGMENTS

I wish to thank my mother, Patricia Houser, for her patience and support. I wish to thank my father, Harold Houser, for his guidance and strength. I would like to also thank Dr. Joe Scarcella and Tim Thelander for their tremendous help and guidance throughout my graduate studies at CSUSB. Finally, I would like to thank my daughter, Cameron Reese Houser, who was my inspiration to succeed.
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CHAPTER ONE

BACKGROUND

Introduction

The content of Chapter One presents an overview of the project. The contexts of the problem are discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Context of the Problem

In today’s job market it has become essential for a job applicant to have a high school diploma or a GED as a basic foundation on their resume. According Murnane, Tyler, and Willett (2000, May), obtaining a GED will result on average of $200,000 more earned over a lifetime than not having a GED or high school diploma. This puts a greater emphasis on obtaining a GED for the people that are without a good education and entering or tying to advance within the job market.

People taking the GED are a very diverse group. Most people who take the test are from economically disadvantaged minority families; with a large amount of them being women. Some have dropped out of school just
recently, while others have been out of school many years. The average age according Murnane, Tyler, and Willett (2000, February) has been 24.3 years old. While the background of each individual might be quite different, the educational history of each individual might differ slightly, and the motivation of each individual might vary, in today's society obtaining a GED expands individuals' opportunities.

Purpose of the Project

The purpose of the project was to develop an informational guide that would help GED instructors locate additional resources to further assist their students in passing the 2002 version of the GED. Being a GED teacher means taking on several responsibilities at once. Along with developing lesson plans for a wide variety of students, with different learning styles, a GED instructor will have to develop a curriculum around five different subjects. Finding information, that will help facilitate the preparation process within the classroom for the five different subjects of the GED, has become a difficult and time-consuming process.

Some information that would be helpful for GED instructors include: Videos, periodicals, Internet
sources/websites, publishing companies information, computer software, and more. Finding this type of information is inconvenient and tedious. Having an informative guide would be beneficial for instructors.

**Significance of the Project**

The significance of the project was to provide GED instructors with a beneficial resource in finding information that will help them in their daily classroom curriculum. It has become essential for GED instructors to find more and more information in assisting their students to be successful on the GED examination.

The American Council on Education (2001) has stated that more than 800,000 people take the GED exam each year, which increases each year. As more people enroll in GED courses each year, the need to provide adequate curriculum to facilitate their success has increased to meet that demand. Teachers have been turning to find alternative sources in order to supplement their curriculum. Having an informative guide in the classroom would benefit the teacher and student with this GED obtainment process.
Assumptions

The following assumptions were made regarding the project:

1. It was assumed that instructors would have a need for a supplemental type information guide.
2. It was also assumed that this type of informative guide would be helpful for GED instructors.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. This project was developed specifically for GED instructors who have classrooms in the San Bernardino County area.
2. This project was developed specifically for the 2002 version of the GED.
Delimitations

The following delimitations apply to the project:

1. GED teachers in other areas outside of San Bernardino County might also find this guide helpful in finding additional information.

2. The information in this project might be useful in preparing for subsequent versions of the GED.

Definition of Terms

The following terms are defined as they apply to the project.

Bloom’s Taxonomy - In 1956, Benjamin Bloom, a professor at the University of Chicago, shared his famous “Taxonomy of Educational Objectives.” Bloom identified six levels of cognitive complexity that have been used over the past four decades to ensure that instruction stimulates and develops students’ higher-order thinking skills (Counseling Services, 2001).

Mnemonics - the process or technique of improving or developing the memory (Agnes, 1996).

Comprehension - to discuss, explain or translate information (Agnes, 1996).
Application - to demonstrate, illustrate or put information to practical use (Agnes, 1996).

Analysis - to compare/contrast, categorize, or test information (Agnes, 1996).

Synthesis - to arrange, reorganize or create new ideas based on given bodies of information (Agnes, 1996).

Evaluation - to appraise, judge, defend or refute information based on substantiated results (Agnes, 1996).

Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms.

Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project. Project references follow Chapter Four. Finally, the appendix consists of the project followed by the references.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. It provides a brief history of the GED. The review points out changes and modifications that have changed in the 2002 version of the GED. It also discusses the importance and benefits of the GED. It then discusses and reflects on the previous work of Garcia (2000). Then as it has become increasingly important to keep in mind student learning modalities, the literature review discusses three basic modalities, their characteristics, and some supplemental techniques in curriculum in order to meet them.

Brief History

The GED was created in 1942 to give World War II veterans, who didn’t finish high school because of joining the military, the chance to earn an equivalency of a diploma. The test was based on five parts: writing; social studies; science; interpreting literature and the arts; and mathematics. To pass the GED they had to demonstrate knowledge comparable to the top 66 percent of graduating high school seniors. The Service of the American Council
on Education and each individual state’s department of Education administer the test.

**Changes for the 2002 Version**

In keeping with the ever changing demands of the modern day workplace, the 2002 version of the GED is not only responsible for reflecting a basic composite body of worldly knowledge, but a higher order of thinking skills. Because today’s workforce values innovation over replication the GED looked to Bloom’s Taxonomy for the guidance to higher thinking. Now most of the material reflects the increase in mental abilities related to Bloom’s studies and hierarchy intellectual behaviors.

The construct of the test has several design variations, as well as, structural and content changes. There are still the same five fields of study on the exam: social studies, science, interpreting literature and the arts, mathematics, and a writing portion. The names have changed slightly, the scoring has changed with regards to individual and overall results, and most importantly the context has changed dramatically. The last version change for the GED was in 1988 and the construct was only a general change with slight modifications to the original.
So, now the focus has turned to assess what individual changes for each GED section took place.

**Language Art, Writing**

The first section of the new version (still in two parts) was renamed from Writing to Language Arts, Writing Test (a multiple choice section) with the second part called Language Arts, Essay (a essay writing section). Starting with the multiple-choice part, the American Council on Education (2001) has shown the following details of each version of the test:

► **1988 Writing Multiple Choice Test**

- 35% sentence structure;
- 35% usage;
- 30% mechanics (spelling, punctuation, capitalization);
- Instructional and Informational documents;
- 55 multiple choice questions, 75 minutes;
- 0-15 sentences, 100-150 words per passage;
- No lettering or titles for passages;
- 50% correction, 35% revision, 15% construction shift.
2002 Language Arts, Writing Test

- 30% sentence structure;
- 30% usage;
- 25% mechanics (homonyms, punctuation, capitalization);
- 15% organization;
- Instructional, informational, and business documents;
- 50 multiple choice questions, 75 minutes;
- 12-20 sentences, 200-300 words per passage;
- Each paragraph is lettered and passages have titles;
- 45% correction, 35% revision, 20% construction shift.

The essay section of this part of the test reflects the following changes according to the American Council on Education (2001):

1988 Writing Essay Test

- 6 point scoring guide with 1 minimum for passing;
- Two readers' scores are added to obtain final essay score;
• Multiple choice and essay are combined and reported as one score;
• General writing instructions with 45 minutes to write the essay;
• 200 words suggested for one topic on one page.

2002 Language Arts, Essay Test

• 4 point scoring guide with 2 minimum for passing;
• Two readers' scores are added and divided by 2 to obtain average score;
• Multiple choice and essay are combined and reported as one score;
• Expanded writing instructions with 45 minutes to complete essay;
• 200-250 words suggested for one topic on two pages.

The underlying changes have shown an increased emphasis on editing and logical organization with highlighted focus on spelling of homonyms, possessives, and contractions. The essay with its new 4-point rubric that evaluates strength of topic sentence, transitions, and unity, shows a commitment toward coherence of the theme.
Social Studies

The social studies part is the next topic on the exam. The American Council on Education (2001) highlighted the following summaries for each version of the test:

➤ **1988 Social Studies Test**
- 25% history, 20% economics, 20% political science, 20% behavioral science, and 15% geography;
- Passages and graphics relate to adult learner’s practical and intellectual experiences as a member of the global and United States communities;
- 64 multiple choice questions based upon prose, graphics or visuals, or prose and graphs;
- Some stand-alone questions and question sets;
- 90 minutes and a scoring range of 20-80;
- Cognitive levels: 20% comprehension, 20% evaluation, 30% application, and 30% analysis.

➤ **2002 Social Studies Test**
- 40% history, 25% civics and government, 20% economics, and 15% geography;
- Passages and graphics relate to adult learner’s practical and intellectual experiences as a
member of global community 60% and United States community 40%;

- Excerpts from historical documents and at least one practical document;
- 50 multiple choice questions: 20% prose, 40% graphic or visuals only, 40% prose combined with graphics;
- 40% stand-alone passages, 60% question set passages;
- 80 minutes with a scoring range of 200-800;
- Cognitive levels: 20% comprehension, 20% evaluation, 20% application, and 40% analysis.

There was shown to be an increased emphasis on interpreting graphical information: political cartoons, maps, charts, and photographs. There was also a drastic change with the new introduction of color to the graphical or visual content. There was a concentration on landmark American documents, specifically, the United States Constitution, Declaration of Independence, Federalist Papers, and Supreme Court rulings. This was definitely expanding the knowledge base of the candidate.

Science

The science section had some similar changes in context, construct, and details. According to the American
Council on Education (2001) this was the content breakdown for each version:

**1988 Science Test**
- 50% biology, 20% earth science, 15% physics, 15% chemistry;
- Themes included change, conservation of mass and energy, interactions, time and space, and relationships;
- 60 multiple choice questions with 90 minutes to complete them, 20-80 scoring range;
- 25% of questions based upon graphic stimuli;
- 25% stand-alone questions for passages, 75% question sets for passages;
- Cognitive levels: 20% comprehension, 20% evaluation, 30% application, 30% analysis.

**2002 Science Test**
- 45% life science, 20% earth and space science, 35% physical science;
- Themes included the addition of space science and environmental science questions along with the understanding of strands;
- 50 multiple choice questions with 80 minutes to complete them, 200-800 scoring range;
• 50% question based upon graphic stimuli;
• 75% stand-alone question passages, 25% question set passages;
• Cognitive levels: 10% comprehension, 10% evaluation, 50% application, 30% analysis.

There has been a great deal of reconstruction for this section of the test. First of all, physics and chemistry were regrouped under the area of physical sciences. The test incorporates the National Science Education Content Standards (NSECS) for physical, life, earth, and space sciences into the 2002 version. Plus, there are focus shifts like: unifying concepts and processes, more science with new technologies, more contemporary environmental and health issues, and social perspectives that reflect on today's society. Overall, the change has moved to focus on our world as it is in the present while looking at the world in the future.

Language Arts, Reading

The next section, the language arts reading test, has always made it a point to be an appreciation of literature in different styles and from different eras. The examiners have kept the focus so that candidates would appreciate multicultural backgrounds and the diversity of age groups in the subject matter of the test. This was designed so
that no test-taker would feel excluded or advantaged by the test. This section has shown the least amount of change as far as construct; it still has 40 items, seven passages, and 65 minutes as a time limit. The American Council on Education (2001) has however noted the structure for each version as follows:

> **1988 Literature and Arts Test**

- 50% popular literature, 25% classical literature, 25% commentary;
- 40 items, 65 minutes, and scoring range of 20-80;
- Cognitive levels: 30% literal comprehension, 30% inferential comprehension, 15% application, 25% analysis.

> **2002 Language Arts, Reading Test**

- 75% literary text: drama, poetry, prose fiction prior to 1920, prose fiction 1920-1960, and prose fiction after 1960;
- 25% nonfiction text: nonfiction prose, critical review, and business documents;
- 40 items, 65 minutes, 200-800 scoring range;
- Cognitive levels: 20% comprehension, 15% application, 30-35% analysis, 30-35% synthesis.
The big difference noted is the increased length of passages to 300-400 words, but no increased time for the test. This is going to increase the demand for instructors to have their students reading at a very proficient level for testing. The other noted changes that will have an impact for instructors are the inclusion of business documents. So, now the GED instructors will have to be able to get a hold of business documents and teach the basic parts of them to their students. Also, there is an emphasis on eras of literature with the breakdown of time periods of each. Overall, the demand on the test-taker was increased.

Mathematics

The next section, the math, arguably underwent the most changes as far as test construct. There is now two sections to the test, with one section devoted to the use of a calculator. The American Council on Education (2001) has noted the following content for each version's structure:

- **1988 Mathematics Test**
  - 56 questions, 90 minutes, scoring range 20-80;
  - Content: number relations, measurement, geometry, data analysis, algebra;
  - Cognitive levels: operations and concepts.
2002 Mathematics Test

- 50 questions, 90 minutes, scoring range 200-800;
- Content: number operations, number sense, measurement, geometry, data analysis, statistics, probability, algebra, and patterns;
- 50% graphic stimuli, 20% alternate formats;
- New formula page;
- 2 halves of test: calculator portion, and set-up problems with multiple choice answers;
- New format for answer sheet, includes bubbling in actual answers;
- Cognitive levels: 20% procedural, 30% conceptual, 50% application/modeling/problem solving.

The new version has been presented in two separate booklets. There is a calculator portion, which comes with the use of an official GED test calculator (Casio fx-260) provided by the administrator. The second part does not allow the use of a calculator, but rather solving set-up problems. The main difference in the set-up problems has been the transition from contrived problems to ones that relate to the real world. This has included world of work, consumer factors, new technologies, and family experiences in the questions. The biggest change was the transition to
a new answer sheet that has multiple choice answers, bubble-in grids and planes, and bubble-in answers (where the test-taker bubbles in the actual answer).

There were a lot of changes that took place in this the 3rd version of the original test. Most of the changes are due to a demand for higher thinking skills from the test-taking candidates. The test has been nationally standardized, yet, each state rules supreme regarding certain key criteria. This includes: times and locations for administering the test, length of time intervals between retests, determination of whether or not the entire test battery can be taken in one sitting, and statutes on whether the entire test must be retaken or if individual sub-tests can be retaken. There are variances among states for these situations; however, the test versions themselves are uniform across the country.

Test Importance and Benefits

As long as the American Council on Education was comparing the standards of each of the five disciplines of the GED with reference to the nation's public high schools, the examination itself needed to reflect these new and higher standards. The reasoning behind these changes and higher standards was simple. The workforce was
demanding better educational skills and more workforce knowledge from its applicants. On average, the more education people have, the more likely they are to seek and find jobs, earn higher wages, and retire with a pension.

The workforce, with its higher demands, was putting more value on a high school education than the GED’s equivalency diploma. The American Council on Education evaluated this, carefully reconstructed the exam format, and added higher order thinking necessities in order for a candidate to successfully pass. With these new changes and advancements in the 2002 version of the GED, the weighted value of the GED shifted back to being equal to a high school diploma and arguably even little more. Then it became increasingly important for GED instructors to be prepared for influxes of students seeking a better-valued GED.

According to Murnane, Tyler, and Willett (2000) more than one million people drop out of high school each year, and three-fourths of them look to take the GED. Because Cameron and Heckman (1993) reported that, on the average, there were over a half of a million of these students that took GED preparation courses, the pressure shifted to the instructors to make sure they were prepared. Another study
conducted by Murnane, Tyler, and Willett (2000, May) showed that GED graduates earned 15-18% higher wages on average than dropouts, with a quote of potential difference in future earnings of $200,000. As the motivation for higher earnings effects the behaviors of an average high school dropout, the demand for the GED and its instructional aid will increase.

Research, confirmed by Boudett (1998), suggested that at least 30 percent of GED graduates seek higher education in their lives. Because at least 90% of the colleges in the United States accept the GED as an equivalency of a high school diploma in regards to admission, the prospect of obtaining the GED and moving on to higher learning has grown. Plus, GED recipients are learning that the labor-market has higher demands for higher education levels and will reward workers with higher wages; consequently, the demand for the GED has increased with its potential value.

Previous Work

There was a similar project done in Garcia’s (2000) thesis. In this project it showed the development of a resource guide in respect to the requirements of the 1988 version of the GED. This guide has since been outdated by
the changes of the 2002 version. There are a few aspects of this project that are applicable for the newer version, but for the most part there is still a need for more recent information, resources, and materials that are relevant to the 2002 version. There are however some highlights that should be noted of this previous work.

In this previous work Garcia (2000) there was an introduction of the GED, its contents and segments. It showed the benefits of obtaining a GED, furthering ones education, and tied it to the social and economic outcomes of the average recipient. It also described the adult learner with Redenbach’s work on learning styles. It further uses the association of Jung’s four learning styles, technology in the classroom, and test-taking anxiety with development of curriculum for GED instructors.

The rest of the project highlighted resources available to GED instructors that will be teaching students in preparation for taking the 1988 version of the GED exam. Yet, the changes of the 2002 version have made the GED more advanced, more complexly structured, and arguably much harder to pass, instructors have been left to struggle with finding more advantages to add to their classroom curriculum. This leaves a new demand for more
recent and relevant information, resources, and materials for the 2002 version. Therefore, having a guide that will meet these needs was another reason for this project.

Tying Curriculum with Learning Modalities

There are three basic modalities a person uses to process material into one's memory. They are visual, learning from seeing, auditory, learning from hearing, and kinesthetic learning from touching, doing, or moving. Generally, every person has one predominant modality. There are a lot of people who have a balance or mixture of two or more of the senses, but it is very important to find out a person's primary sense of learning. It has become increasingly important for a GED instructor to know these modalities and find out the modalities of their students in order to tailor their curriculum to further facilitate the learning process in the classroom.

These three of the five senses are the ones that are used primarily in learning, storing, remembering and recalling information. The eyes, ears and sense of touch play essential roles in the way one communicates, perceives reality, and relates to others. Because students learn from and communicate best with someone who shares or tailor's curriculum to their dominant modality, it is a
great advantage for GED instructors to find out their students modalities and learn the characteristics of each. Knowing each of the students’ modalities and learning about each modality’s characteristics will help an instructor adapt their curriculum to aid their students in the learning process.

There are several ways of learning one's primary modality. There are several tests available that will assess these modalities based on the information in a questionnaire format. Also, an instructor can assess a student’s learning modality by cross-referencing with the modality’s primary characteristics. According to Brown-Baxter (1990) here are some of the following characteristics that have been identified for the modalities:

**Learning Styles Characteristics**

**Visual Characteristics**

- Quiet by nature;
- Observes rather than talks or acts;
- Not too distractible;
- Notices details;
- Mind sometimes strays during verbal activities;
- Likes to read;
• Usually a good speller;
• Finds verbal instruction difficult;
• Remembers faces;
• Meticulous, neat in appearance;
• Doodles;
• Organized in approach to tasks;
• Memorizes by seeing graphics and pictures;
• Has good handwriting;
• Uses advanced planning.

**Auditory Characteristics**

• Talks to self aloud;
• Enjoys talking;
• Easily distracted, especially by noises;
• Has difficult with written instructions;
• Likes to be read to;
• Enjoys music while working;
• Hums or sings while working;
• Memorizes by steps in a sequence;
• Enjoys listening activities;
• Whispers to self when reading.
Kinesthetic

• Uses hands while talking;
• Outgoing; expresses emotions through physical means;
• Likes physical rewards;
• Likes to touch people when talking to them;
• Taps pencil or foot while studying;
• Enjoys doing activities;
• Reading is not a priority;
• Poor speller;
• Likes to solve problems by physically working through them;
• Will try new things;
• Dresses for comfort;
• Enjoys handling objects.

Once these characteristics are identified an instructor will then have an opportunity to develop some curriculum around each modality. There are many teaching techniques, exercises, specified materials, and helpful tips that an instructor can incorporate into their curriculum. According to Brown-Baxter (1990) here are some tips identified for each of the modalities.
Teaching Hints for Learning Styles

Visual

- Use guided imagery in instructions;
- Have students visualize pictures, words, or objects in their mind;
- Use "cue" words;
- Use notebooks and note taking;
- Use exhibits, pictures, and drawings;
- Use films, movies, or TV in instructions;
- Use maps, graphs, or charts;
- Use color coding and study cards;
- Use computers with visually structured programs;
- Demonstrate to class;
- Use mnemonics (acronyms, visual chains, mind maps, acrostics, hook-ups).

Auditory

- Have music in the classroom;
- Use guest speakers;
- Use audio tapes and TV;
- Use computers with programs that use music and speaking;
- Use oral directions, read aloud, use repetition;
- Have listening exercises;
• Say words in syllables, emphasis things rhythmically, and sound out words;
• Have discussions;
• Use rhymes and poems in instructions;
• Use mnemonics (word links, rhymes, poems, and lyrics).

**Kinesthetic**

• Encourage exercise, stretching, and moving around;
• Use dance, role play, and physical activities;
• Have them physically do assignments;
• Use writing and writing assignments;
• Have repetition by copying or rewriting;
• Have them take notes during instructions;
• Associate feelings with instructions;
• Use memorization by writing items repeatedly;
• Have them practice by repeated motion;
• Incorporate props, materials, and objects in instructions;
• Use computers with interactive computer programs;
• Provide models that can be manipulated by students.
Using these techniques, tips, and suggestions will help GED instructors meet the needs of their students and their modalities. Students whose learning modalities that have been matched with a complementary teaching style will learn better. This will be the case no matter which of the five subjects is the focus of the student. Using matched curriculum and teaching styles along with a good learning environment will facilitate increased comprehension, higher scores, and quicker success rates. This is an important key for GED instructors in meeting the passing requirements for their students.

Summary

The literature important to the project was presented in Chapter Two. A brief history was discussed followed by the changes from the 1988 version to the 2002 version of the GED. It discussed the importance of obtaining a GED. It then reviewed some previous work of Garcia (2000) and discussed the need for further and more relevant information/resources. Then it concluded by discussing the importance of knowing the learning styles of students, so that GED instructors would be better prepared for preparing their students.
CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. Specifically, the population served, the developmental steps, the design, the resources and content validation. This is all concluded by a brief summary.

Finding information for the 2002 version is hard enough for anyone wishing to take the exam, let alone GED instructors who wish to find information for their classes. With the continuance of the five basic subjects being taught and the inclusion of a calculator portion to the exam, teachers will have to look harder and further for their curriculum’s materials. In order to properly teach in the GED classes, each instructor will have to have a diverse knowledge base in each of the five content areas. For these reasons and many more, it would be beneficial for instructors to have a resource guide that would provide useful resources and information to help them manage their demanding curriculum.

Population Served

The guide was intended for the use of GED instructors in the San Bernardino area. This is also suitable for GED
instructors outside this area, but there are limitations for finding information on testing sites.

Guide Development

The next section of the project provides an overview of the guide’s development process.

Guide Resources and Content Validation

This section describes the resources used to develop the guide and the content validation process. The content for this guide has been developed from a variety of sources. These included various online sites, the American Council on Education (2001), the California Department of Education (2001), Steck-Vaughn (2001), and various publications/textbooks.

Guide Design

The guide was designed with 5 sections: GED 2002 Content Overview; Directory of Testing Locations; Test Taking Tips and Resources; Materials, Websites, and Resources; and References.

Summary

The methodology section contained a brief introduction, the population served, the content validation for the guide, and the design for the materials presented in the guide.
CHAPTER FOUR
CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the conclusions gleamed as a result of completing the project. Further, the recommendations extracted from the project are presented. Lastly, the chapter concludes with a summary.

Conclusions

The conclusions extracted from the project follows.

1. After research on the problem was conducted, it was concluded that there is a need for a guide to help assist GED instructors locate more materials associated with the 2002 version of the GED test.

2. After further review, it was concluded that there is a need for more GED materials that take into account student learning styles.

Recommendations

The recommendations resulting from the project follows.

1. More resource materials should be available for the 2002 version of the GED for GED instructors.
2. GED teachers should be more informed and adequately prepared for upcoming changes to GED exam.

Summary

Chapter Four reviewed the conclusions extracted from the project. Lastly, the recommendations derived from the project were presented.
APPENDIX

RESOURCE GUIDE
Resource Guide
for the 2002
GED Exam
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Section 1

GED 2002 Content Overview

There were many changes made to the 2002 version of the GED. The subject material was one of the areas that made the test so different. In this section the five subject areas are discussed along with the subject material that is encompassed in each. This focuses on the individual subjects that should be covered in each area.

Area One: Language Arts, Writing Test

The Language Arts, Writing test has two main parts. The first part has 50 multiple-choice questions. This area covers sentence structure, usage, and mechanics. It covers the correction, revision, and construction shift of words and phrases in sentences and paragraphs. It covers the correction for the proper spelling of homonyms, possessives, and contractions. It covers an array of grammatical and punctuation corrections. Also, it covers more updated topics for the workplace like: business documents, procedural manuals, and "how to" texts. A following section has materials to address these topics. The second part of the Language Arts, Writing test is the essay writing section. This is an essay, which is derived from a given topic, which must be 200-250 words in length. This is scored on a new 4-point scale. This is scored in reference to its clarity, organization, structure, relevance to the topic, supporting ideas, and spelling/grammatical errors. There is emphasis on planning, writing a draft, revising, and editing of essays. A following section contains materials that help with writing the essay.
Area Two: Social Studies Test

The Social Studies test consists of 50 multiple-choice questions. This section covers U.S. history, world history, geography, civics, government, and economics. Psychology, sociology, and anthropology are tested conceptually within the context of the other areas. Most of the emphasis was placed on interpreting visual data. This includes graphics, photographs, and political cartoons. There was an immersion of more history, civics, and government. This includes the use of practical documents (voters' guide, tax forms, etc.) and historical documents (U.S. Constitution, Declaration of Independence, Federalist Papers, and landmark Supreme Court cases). Furthermore, there is a great deal more reading required. A following section has preparation materials for these topics.

Area Three: Science Test

This area contains 50 multiple-choice questions. It covers physics, chemistry, environmental topics (recycling, pollution, climate, etc.), biology, earth science, space science, and health topics (heredity, disease prevention, diet, etc.). These topics were all integrated with respect to the National Science Education Content Standards. This section also includes more graphic and visual content. The focus was changed to reflect more everyday life concepts and areas that affect society as a whole. There is more reading which tests conceptual understanding and problem solving. A following section has materials that address these topics.

Area Four: Language Arts, Reading Test

This area consists of 40 multiple-choice questions. This covers many topics, such as: literary works from different eras, poetry from renowned authors, fictional works, and non-fictional works (business documents,
informational documents, and visual representations). The test reflects an emphasis on diversity of gender, ethnicity, age, and region. The passages in the readings have increased in length. The passages require more conceptualizing and analysis of the data given. A following section contains materials for these subjects.

Area Five: Mathematics Test

This area consists of 50 questions. This area covers a spectrum of mathematics from geometry to algebra, including a full range of basic mathematical problems. They include: ratios, probabilities, percentages, fractions, scientific notation, estimations, plane orientation, and interest calculations. The test has reflected more of a modern day relevance in its problematic content. It has used real-life situations and many problems that reflect the work place environment. The test was split into two portions. There are 25 problems that use a calculator and 25 problems that don’t allow a calculator. The official calculator for the 2002 exam is the Casio fx-260. A following section provides resources for these subjects.
Section 2

Directory of Testing Locations

San Bernardino Area GED Testing Locations

Barstow College 760-252-2411
2700 Barstow Road Ext. 7412
Barstow, CA 92311

CDC Inland Valley Education Center 909-606-7039
14901 Central Avenue
Chino, CA 91710

Chaffey Adult College 909-983-2010
211 West Fifth Street Ext. 1555
Ontario, CA 91762

Chino Valley Adult School 909-628-1201
5130 Riverside Drive
Chino, CA 91710

College of the Desert 760-366-3791
6162 Rotary Way Ext. 280
Joshua Tree, CA 92252

Fontana Adult Evening High School 909-357-5555
9453 Citrus Avenue
Fontana, CA 92335

Redlands Adult School 909-748-6930
7 West Delaware Avenue Ext. 1555
Redlands, CA 92373

ROP Assessment Center 909-884-8883
216 West 6th Street
San Bernardino, CA 92401

San Bernardino Adult School 909-388-6000
1200 North E Street Ext. 1555
San Bernardino, CA 92405

Yucaipa Adult School 909-797-0121
12787 3rd Street
Yucaipa, CA 92399

GED State Administrator (CA) 800-331-6316
721 Capital Mall 6th Floor 916-651-6623
Sacramento, CA 94244 (For questions about GED Testing)
Test Taking Tips and Resources

Along with providing students with the materials and the instructional knowledge that is on the test, teachers have to deal with some students that aren't very good test takers or just have some anxiety about taking them. Providing some additional instructions on basic test taking and some specifically for the GED will help the students perform better when it comes down to the actual test time. This section covers some general tips that are recommended for students taking the test.

General Test-Taking Tips

1. Prepare in advance - Get an adequate amount of sleep and avoid cramming.
2. Try to relax - Use slow, deep breathing to relax your body and mind.
3. Use your time well - Know exactly your stop time, use the entire time, don’t rush, budget the time you have for each problem, skip problems you don’t know and come back to them.
4. Focus your attention - Ignore external distractions, read instructions completely, read questions carefully to see what it really asks.
5. Ask for clarification - If there is part of the directions or procedures you don’t understand fully ask the proctor for clarification.
6. Review your answers - Use any remaining time to go over problems not answered, then review ones that you had difficulty, and then review the remaining problems making sure every problem has an answer.
Specific GED Test Tips

1. **Read questions carefully** - Most questions will be straight forward to what they are asking for, but some will take some interpretation.

2. **Look for key words** - Look for words in answers like always, never, and only, they can make the answer incorrect. Watch for the option of 'none of the above' and 'all of the above' choices, most of the time they will want you to choose 'all of the above' versus 'none of the above' as an answer.

3. **Look for answers in given information** - Most of the time the answer is in the information given, it is just a matter of finding it. Most of the time they want you to interpret the data given rather than formulating your answer based on your own knowledge.

4. **Read answers carefully** - Look for answers that have the complete information over ones that are incomplete. Look for answers that are very similar in content, most of the time it will be one of them.

5. **Take an educated guess** - Try to narrow the choices down to two choices giving you a 50% chance. Go by your initial instinct it is usually right. Don't leave it blank any guess is better than no answer at all.

6. **Use the materials given** - You will be given scratch paper, work out your problems rather than trying to solve them in your head. When using a calculator work through your answer more than once, it is easy to punch the wrong button. The general rule is if you get the answer 3 times in a row that means you are usually right.

7. **Good guesses** - Here are a list of good guesses: Longer and more informative answers, answers with generalizing words (some, usually,
mostly, can, might, etc.), and ‘all of the above’ or multiple answers (ex: b and c only) are usually better choices.

8. **Bad guesses** - Here are a list of bad guesses: Short or incomplete answers, ‘none of the above’ or ‘not enough information’ are usually bad choices as they usually want you to know or figure out the answer, answers with limiting words (never, always, must, every time, etc.), and answers that do not fit the question grammatically.

**Resources for Test-Taking Tips**

**American Council on Education: Center for Adult Learning and Educational Credentials**

Found at: www.acenet.edu/calec/ged/intro--TT.html

This site offers testing tips, GED test advice, and commentary about what to expect on the exam.

**4Tests.com**

Found at: www.4tests.com

This site has many test taking tips geared toward the GED. It also has general suggestions for taking tests. Plus, it offers online practices tests for the GED.

**Independent Learning Centre**

Found at: cei.gov.on.ca/01/home.htm

This site has test taking tips geared toward the GED. Plus, it offers preparation material and information for the GED test.

**Test-Taking**

Found at: www.mnsfld.edu/~lrmresct/test.htm

This site offers many general test taking tips.

**U.S. Department of Education**

Found at: www.ed.gov/pubs/parents/TestTaking/

This offers general test taking tips to parents and students.
Section 4

Materials, Websites, and Resources

Websites

General Information

About.com GED Pages
   Found at: adulthood.about.com/cs/ged/index.htm
   This site has numerous resources for the GED. It includes information, study materials, and ideas for teachers.

Adult Literacy Resource Institute (ALRI)
   Found at: www2.wgbh.org/mbcweis/ltc/alri/alri.html
   This site helps teachers develop lesson plans, learning projects, and lessons on multiple subjects.

American Council on Education
   Found at: www.acenet.edu/calec/ged/home.html
   This site provides updated information about the GED, its contents and information about the exam.

Assessing Your Learning Style
   Found at: www.fln.vcu.edu/intensive/avstyle.htm
   This site helps teachers assess their students' learning style. It also helps with resources and information about teaching towards each of the learning modalities.

AT&T Learning Network for Educators
   Found at: www.att.com/learningnetwork/teachers/
   This site provides many tips and resources for teaching a variety of subjects and how to develop lesson plans for them.

Busy Teachers' Website
   Found at: www.ceismc.gatech.edu/busyt/
   This site provides excellent lesson plans, project ideas, and references for all areas of education.
California Department of Education

Found at: goldmine.cde.ca.gov/ged

This site offers updated information about the GED and resources that will help prepare students for the exam.

Classroom Connect

Found at: www.connectedteacher.com

This site has many resources for teachers in all subjects. Plus, it offers ideas for lessons and materials to use.

Discovery Channel School

Found at: school.discovery.com/teachers/index.html

This site offers ideas and resources for a lot of subjects. It offers a lot for science, social studies, and math.

Education World

Found at: www.education.world.com

This site provides a massive database for links to education sites. It also provides actual activities in most educational areas by using audio and video lessons.

Florida TechNet Living Library

Found at: www.floridanettech.org/library.asp

This is a site that has lesson plan ideas, resources for adult learners, specific GED information, and much more.

4Tests.com

Found at: www.4tests.com/exams/examdetail.asp?eid=38

This site offers online practice for the GED and other tests.

GED Distance Learning – Net Links

Found at: distancelearn.about.com/msubged.htm

This site provides numerous GED learning topics and links. It also provides information on general subjects of the GED and tips on them.
GED Online Community
Found at: www.gedonlin.org
This site provides information and study materials for the GED exam.

International Educators' Network Association
Found at: www.iteachnet.com
This site has links to many great educational resources. It also offers tips and strategies for teachers.

National Center of Adult Learning and Literacy
Found at: gseweb.harvard.edu/ncsall/
This site provides teaching and training materials for adult education in many subjects. It provides tips and suggestions for classroom lessons and activities.

Quality Education Products
Found at: www.gedtestprep.com
This site has preparation and study materials for the GED and other studies.

Smithsonian Institute
Found at: educate.si.edu
This site offers a lot of information on various subjects including social studies and science.

Teachers First
Found at: www.teachersfirst.com
This site has teacher and classroom resources. It provides a lot of ideas for teaching subjects and providing stimulating information to students.

Teachers Network
Found at: www.teachersnetwork.org
This site has a lot of resources, lesson ideas, and educational links for teachers.
Teaching and Problem Solving Sites

Found at: www2.hawaii.edu/suremath/sites.html

This site provides many great links to other resource sites. It also has information on the subjects of the GED test.

Language Arts, Writing and Reading

Assembly for the Teaching of English grammar

Found at: www.ateg.org

This site has many tips for teaching grammar to students. It also shows students easy ways to learn proper grammar.

Big Dog’s Grammar

Found at: gabiscott.com/bigdog

This site has a complete guide to grammar for teachers and students.

Blue Book of Grammar and Punctuation

Found at: www.grammarbook.com

This site has many tips and exercises on grammar and punctuation.

Capital Community College: Grammar guide

Found at: ccc.commnet.edu/grammar

This site has many ideas and tips for teachers who wish to teach grammar to students.

College View

Found at: www.educationindex.com/lit

This site provides many resources around the subject of literature.

Education World

Found at: www.education-world.com

This site has many resources, tips, and ideas for subjects on English and the writing process.
E.L. Easton English/Grammar

Found at: eleaston.com/gram.html

This site goes over grammar issues in the classroom. It provides a lot of information and links to all parts of English.

Grammar Bytes

Found at: www.chompchomp.com

This site has many grammar tips and rules for students wanting to learn about grammar. It also has ideas and handouts for teachers to pass on to students.

Indiana University to sample lesson plans

Found at: www.indiana.edu/~eric_rec/bks/lhome.html

This website has links to sample lesson plans in reading and English.

Kodak: Education/English

Found at:

This site a lot of information on writing and English.

Links2Go

Found at: http://www.links2go.com/topic/Writing

This site provides numerous links to other sites for the writing process. It also has links to other websites for additional educational subjects.

Maricopa Education

Found at: www.gc.maricopa.edu/english/essay/index.html

This site goes over the process of writing essays, giving examples and tips for teachers and students.

One Writer's World

Found at
www.geocities.com/one_writer_2000/6writing.html
www.geocities.com/one_writer_2000/6grammar.html

These related sites offer insight into the writing process and help with grammar.
Outta Ray's Lesson Plans
   Found at: home.cogeco.ca/~rayser3/
   This site offers lessons on literature, poetry, and writing. It also has many links for English education.

Paradigm Online Writing Assistant
   Found at: www.powa.org
   This is an online writing tutor. It offers a lot of help and tips in the writing process.

Purdue Online Writing Lab
   Found at: owl.english.perdue.edu
   This site is an online writing lab geared to help people out in the writing process. It has a lot of good suggestions.

Sentence Sense
   Found at: ccc.commnet.edu/sensen/part4/resources.html
   This site provides information, definitions, teaching suggestions, and quizzes on writing and grammar.

Teachnet.com
   Found at: www.teachnet.com/lesson/langarts/writing/index.html
   This site has lesson ideas and tips for teachers on the subject of writing. It also provides lessons on numerous other subjects.

Vocabulary University
   Found at: www.vocabulary.com
   This site has online practice materials for students to build their vocabulary. It also has materials for teachers to use in their classrooms.

Wacky World of Words
   Found at: www3.telus.net/teachwell/
   This site offers a wide variety of English materials for teachers and students.
Web English Teacher

Found at: www.webenglishteacher.com/index.html

This site provides lesson topics on english, grammar, and writing mechanics.

Writing Center

Found at: www.urich.edu/~writing/wweb.html

This site goes over the entire process of writing essays for any topic.

Social Studies

A Curriculum of U.S. Labor History for Teachers

Found at: www.kentlaw.edu/ilhs/curricul.htm

This site lesson suggestions, guides, and teaching tips for teachers on history.

American Political Science Association Online

Found at: www.apsanet.org/CENnet/

This site has resources, links, and teaching ideas for civics and government.

Daryl Cagle’s Professional Cartoonists Index

Found at: www.cagle.com

This site has historical political cartoons, as well as, a teacher’s guide to teachin political cartoons.

Economic Education Web

Found at: ecedweb.unomaha.edu/teach.htm

This site has resources, information, and teaching ideas for economics.

Foundation for Teaching Economics

Found at: www.fte.org

This site has a lot of ideas for teaching economics and history to students. It has posted ideas and games from other teachers for ideas.
Historical Documents Center
  Found at: thepatriot.homestead.com/headquarters.html
  This site has a long list of historical documents that will be used on the GED.

History Channel.com
  Found at: www.historychannel.com
  This site has information and links for many topics of history.

Home School Products-Geography
  Found at: www.homeschoolproducts.com/hsp/geography.htm
  This site has a lot of information and products related to geography.

School of California Online Resources for Education
  Found at: score.rims.k12.ca.us/
  This site has resources and teaching ideas for history and social studies.

Teachers Planet.com
  Found at: www.teachersplanet.com/subjects/gov.shtml
  This site has a lot of information and lesson ideas on government, history, and other social studies subjects.

Teaching Civics Links Page
  Found at: ss.uno.edu/SS/homePages/TeachCivics.html
  This site offers numerous links to history, government, and civics sites.

Think Quest
  Found at:
  www.thinkquest.org/library/cat_show.html?cat_id=7&cid=1
  This site offers a lot of information on the spectrum of social studies' topics.
UVIC's Topics in American History

Found at: web.uvic.ca/hrd/history.learn-teach/usindex.html

This site offers information on various topics in history, and tips for teaching them.

Science

Access Excellence: The National Health Museum

Found at: www.accessexcellence.org/

This site has a lot of updated science news, classroom activities, resource ideas, science activities, and many more materials related to science.

American Heart Association

Found at: women.americanheart.org/

This site has a lot of information on health issues and health science.

Carolina Science and math

Found at: www.carolina.com

This site has a lot of information and lesson ideas for teachers that are teaching math or science related subjects.

Challenger Center

Found at: www.challenger.org/tr/index.html

This site has some good classroom ideas, student activities, resource ideas, and science links.

Discovery Channel

Found at: www.discoverychannel.com

This site has a lot of information on earth science, history, and general sciences. It also provides resources to present in the classroom.

Environmental News

Found at: www.leeric.lsu.edu/slrc/environment/index.html

This site has lesson ideas, exercises, and puzzles all geared toward environmental science.
Frank Potter's Science Gems

Found at: www.sciencegems.com

This site has exercises, lesson ideas, and resources based around science.

Franklin Institute Online

Found at: sln.fi.edu/learning.html

This site provides a lot of informative data in the science fields and other educational subjects.

IGC: EcoNet

Found at: www.igc.org/igc/gt/EcoNet/

This site has a lot of information about environmental science and environmental news in the world.

Little Shop of Physics

Found at: littleshop.physics.colostate.edu/

This site provides information on teaching physics and science through activities, using common household products.

NASA: Education Program

Found at: education.nasa.gov/

This site has a lot of resources and information in most fields of science.

National Science Education Standards

Found at: www.nap.edu/readingroom/books/nses/

Since the GED science section is based upon the National Science Education Standards, this site is handy to have. It shows recommended subjects and readings, too.

National Science Teachers Association

Found at: www.nsta.org/

This site is set up for teachers to use to find lesson ideas, resources, and activities on science subjects.
Nye Labs.Com

Found at: www.nyelabs.com/core.html

This site is set up by Bill Nye ‘the Science Guy’ and contains a lot of interesting information and science facts for learning science.

Physical Science Resource Center

Found at: www.psrc-online.org/curriculum/curriculum.html

This site has a bunch of material and resources for teaching physical science to students.

Science Explorer

Found at: www.exploratorium.edu/science_explorer/

This site provides a bunch of activities for students in various science subjects.

Southeastern Michigan Math-Science Learning Coalition

Found at:
www.eecs.umich.edu/mathscience/funexperiments/agesubject/s
subject.html

This site gives a lot of information on almost every science subject. It also provides lessons to give students at every level of learning.

Space Science Institute

Found at:
www.spacescience.org/Education/ResourcesForEducators/CurriculumMaterials/

This site has a lot of educational materials and information for educators in the space science field.

Space Science Teaching Resource Site

Found at: www.vuw.ac.nz/~mackie/STaRS.html

This site has some good ideas for teaching space science to students. It also lists various resources on the subject.

Teaching Earth Science

Found at: www.earth.nasa.gov/education/

This site has educational strategies, suggested products for the classroom, and lesson ideas on earth science.
USA Today- Weather/Earth Science

Found at: www.usatoday.com/weather/wteach.htm

This site has a lot of information about updated earth science data.

Mathematics

A+ Math

Found at: www.aplusmath.com

This site has games, worksheets, and flashcards with variations for teachers in math subjects.

Algebra.help

Found at: www.algebrahelp.com

This site has lessons, worksheets, and resources for teaching algebra to students.

Ask Dr. Math

Found at: mathforum.org/dr.math/

This site provides questions and answers regarding most subjects and points of math.

Casio: Teacher's Calculator Resource

Found at: www.casio.com/education/index.cfm?page=/education/lesson.htm

This site has a lot of activities to teach math using the calculator. The Casio FX-260 is the official calculator used on the GED math test.

Cool Math 4 Teachers

Found at: www.coolmath4teachers.com/

This site provides teachers with ideas, games, and resources for teaching math.

Math Archives

Found at: archives.math.utk.edu/k12.html

This site has lesson plans, resource ideas, and contest ideas for teaching math. It also has links to other math sites.
Math Courses Online
Found at: www.mathcourses.com/reg_index.html
This site provides some math courses free of charge on various subjects of math.

Math Forum @Drexel
Found at: mathforum.org
This site provides activities, games, lesson ideas, and resources for math subjects.

Mathematics Lessons That Are Fun
Found at: math.rice.edu/~lanius/Lessons/
This site provides many interesting lessons in math that make learning it fun.

Maths Teaching Ideas
Found at: www.teachingideas.co.uk/maths/contents.htm
This site provides various ideas and activities for teaching math.

Mrs. Glosser's Math Goodies
Found at: www.mathgoodies.com/
This site provides puzzles, games, and activities for students of all mathematical levels. It also provides resources and lesson ideas for teachers.

Professor Freedman's Math Help
Found at: www.mathpower.com
This site has teaching ideas, exercises, and study tips for students in math.

Quia Top 20 Math Games
Found at: www.quia.com/dir/math/
This site has 20 games that relate to teaching mathematical subjects.
SOS Mathematics

Found at: www.sosmath.com/index.html
This site provides information on teaching algebra, but also offers links to a lot of math sites on the internet.

Teaching and Solving Math Problems

Found at: www2.hawaii.edu/suremath/sites.html
This site offers some lesson ideas for some mathematical subjects. Plus, it offers numerous links to other math sites.

Teaching Math at Home

Found at: www.math.com/teachers/athome.html
This site has study ideas, practice sheets, test preparation, and lessson ideas on math.

Literature: Publishing Companies & Materials

Alternative Math Techniques Instructional Guide
Cooper, R. (1994). Bryn Mawr, PA: Center for Alternative Learning
This guide offers math teaching techniques.

American Guidance Service
4201 Woodland Road
PO Box 99
Circle Pines, MN 55014-1796
1-800-328-2560
Offers GED curriculum materials and resources.

Brookline Publishing
PO Box 9542
Columbus, OH 43216
1-800-666-2665
Offers study materials and educational supplements related to the GED.
Cambridge Adult Education

4350 Equity Dr.
PO Box 2649
Columbus, OH 43216
1-800-238-5833

Offers educational materials including GED related information.

CITE Learning Styles Instrument

Wichita, KS: Center for Innovative Teaching Experiences,
Murdock Teacher Center, Wichita Public Schools.

Contemporary Books

4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
1-800-621-1918

Offers GED preparation materials and other educational supplements.

Curtis & Associates, Inc.

PO Box 206
Kearney, NE 68848
1-800-658-4399

Offers educational materials and information that supplement the GED subjects.

Glencoe/McGraw Hill

PO Box 508
Columbus, OH 43216
1-800-598-4077

Offers GED preparation materials and other educational supplements.

Globe Fearon

PO Box 2649
Columbus, OH 43216
1-800-848-9500

Offers educational materials and information that supplement the GED subjects.
JIST
720 North Park Avenue
Indianapolis, IN 46202-3490
1-800-648-5478
Offers educational materials and information that supplement the GED subjects.

Manual: Learning Style Inventory

Pace Learning
3710 Resource Drive
Tuscaloosa, AL 35401-7059
1-800-826-7223
Offers educational materials including GED related information.

Phillip Roy
PO Box 130
Indian Rocks Beach, FL 33785
1-800-255-9085
Offers GED preparation materials and other educational supplements.

Primary Version: Learning Style Inventory

South-Western Educational Publishing
5101 Madison Road
Cincinnati, OH 45227-1490
1-800-824-5179
Offers educational materials including GED related information.
Southern Media Systems
PO Box 1107
Ocala, FL 34478
1-800-669-2845
Offers educational materials including GED related information.

Steck-Vaughn
PO Box 690789
Orlando, FL 32819-9998
1-800-531-5015
Offers GED preparation materials and other educational supplements. It also is the publisher for the official practice tests and materials.

Westen Walsh J.
321 Valley Street, PO Box 65B
Portland, Maine 04104-065B
1-800-341-6094
Offers educational materials including GED related information.

Software and Videos

American Guidance Service
4201 Woodland Road
PO Box 99
Circle Pines, MN 55014-1796
1-800-328-2560
Offers educational software that coincides with the GED subjects.

Cambridge Adult Education
4350 Equity Dr.
PO Box 2649
Columbus, OH 43216
1-800-238-5833
Offers educational software and videos that coincides with the GED subjects.
Carolina
2700 York Road
Burlington, NC 27215-3398
1-800-334-5551

Offers a multitude of videos and software on educational subjects like: social studies, science, and math.

Contemporary Books
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
1-800-621-1918

Offers GED and educational software and videos.

Curtis & Associates, Inc.
PO Box 206
Kearney, NE 68848
1-800-658-4399

Offers educational software that coincides with the GED subjects.

Discovery Channel
Found at: www.discoverychannel.com

Offers a multitude of videos and video series on educational subjects like: social studies, science, and math.

Disney: Wax Works
325 East Third Street
Owensboro, KY 42303
1-502-926-0008


Glencoe/McGraw Hill
PO Box 508
Columbus, OH 43216
1-800-598-4077

Offers GED and educational software and videos that coincides with the GED subjects.
Globe Fearon
PO Box 2649
Columbus, OH 43216
1-800-848-9500
Offers educational software that coincides with the GED subjects.

Holt Science & Technology
435 Remmington Blvd.
Austin, TX 66354
1-800-222-7112
Offers science software that coincides with the GED.

Invest Learning
9920 Pacific Heights Blvd.
suite 100
San Diego, CA 92121-4330
1-800-927-9997
Offers educational software that coincide with the GED subjects.

JIST
720 North Park Avenue
Indianapolis, IN 46202-3490
1-800-648-5478
Offers educational software that coincides with the GED subjects.

KET Video Collections
560 Cooper Drive
Lexington, KY 40502-2170
1-800-354-9067
Offers a whole line of educational videos on various educational subjects. It also has a GED series.
Pace Learning
3710 Resource Drive
Tescaloosa, AL 35401-7059
1-800-826-7223

Offers educational software that coincides with the GED subjects.

PBS Videos
1320 Braddock Place
Alexandria, VA 22314-1698
1-800-344-3337

They have hundreds of educational videos and video series, including GED videos.

Phillip Roy
PO Box 130
Indian Rocks Beach, FL 33785
1-800-255-9085

Offers GED and educational software and videos that coincides with the GED subjects.

Skills Bank
7104 Ambassador Road
Cincinnati, OH 45227-1490
1-800-725-8428

Offers excellent supplemental studying software on GED related subjects.

South-Western Educational Publishing
5101 Madison Road
Cincinnati, OH 45227-1490
1-800-824-5179

Offers educational software that coincides with the GED subjects.
Southern Media Systems  
PO Box 1107  
Ocala, FL 34478  
1-800-669-2845  

Offers educational software and videos that coincides with the GED subjects.

Steck-Vaughn  
PO Box 690789  
Orlando, FL 32819-9998  
1-800-531-5015  

Offers GED educational software and videos. It also is the publisher for the official practice test software.
Section 5

References for Handbook


REFERENCES


