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GENERAL EDUCATIONAL DEVELOPMENT (GED) :

A RESOURCE GUIDE FOR INSTRUCTORS

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:
Vocational Education

by
Arlene Chris Garcia

June 2000

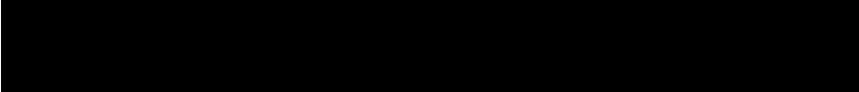
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June 2000

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ABSTRACT

The purpose of this project was to develop an informative guide for General Education Development (GED) instructors. The information provided in this guide was designed to assist instructors in locating resources available about the GED. Finding such materials takes time and effort, which most educators cannot afford to invest. Materials currently on the market are designed for persons planning to take the GED exam. There are few if any that provide assistance to GED educators.

ACKNOWLEDGMENTS

I wish to thank my parents, Steve & Doreen Garcia. I would also like to acknowledge Denise, Manuel, Trisha, and Michael for teaching me the most important thing in life, *familia*. Thank you to the many faculty, staff, and fellow classmates of CSUSB, who have become my second *familia* on my road to higher education. Special thanks to Dr. Joseph Scarcella for his undying patience. Special thanks also to Timothy Thelander for all his hard work. Dr. Joseph Scarcella and Timothy are two of the hardest working men I know.

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CHAPTER ONE

Background

Introduction

The contents of Chapter One present an overview of the project. The context of the problem is discussed followed by the purpose, and significance of the project. Next, the limitations and delimitations that apply to this project are reviewed. Finally, a definition of terms is presented.

Context of the Problem

According to the General Educational Development (GED) Testing Service (1999), nearly 14 million adults have earned a high school equivalency diploma since the GED program began in 1949. In 1998, more than 500,000 adults earned a high school equivalency diploma. The Center for Adult Learning and Educational Credentials (1999), indicates that people who take the GED Tests average 24.4 years of age. More than half of the people who take the GED are women, and a large number are disadvantaged minorities.

Those who take the GED Tests are a richly diverse group. Some have recently left school while others have been out of school for several years. There are various motives behind taking the GED. Some take the test to qualify for a new job or promotion. Others take the test to further their

education, and/or perhaps to encourage their children or their grandchildren to stay in school.

Programs that expand opportunities for the educational and economic advancement of adults are essential in today's changing economy. The GED proves to be an effective educational tool for high school graduates.

Purpose of the Project

The purpose of the project was to develop an informative guide to assist GED instructors with resources preparing students to pass the GED. As more and more people continue to take the GED, it becomes increasingly necessary for instructors to have knowledge of the information that is available.

Between writing lesson plans and counseling students with test taking anxiety, GED instructors often don't have the time to research available information. Information that would be useful to GED instructors includes; Internet websites, computer CD-ROM libraries, periodicals, videos, publishing companies, and others. Currently, instructors must search several different outlets to obtain this information. It would be beneficial for instructors to have this information available in one convenient handbook.

Significance of the Project

This project was developed to assist instructors who are involved with the GED process. Information that could be used on a day-to-day basis to improve classroom instruction is beneficial. It becomes even more beneficial when this information assists students to pass the GED examination. Each year, more than 800,000 adults take the GED tests, and about 450,000 adults obtain high school credentials based on the tests. This information becomes essential, as more and more people continue to enroll in GED programs in the communities. More than 90% of the people who take GED tests do so to gain the opportunity to further their educational or occupational goals. The remaining 10% take the test for personal satisfaction.

Limitations and Delimitations

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

Limitations. The following limitation applies to this project:

1. This project was designed specifically for GED instructors who teach within the San Bernardino County region.

Delimitations. The following delimitations apply to this project:

1. Instructors outside of the San Bernardino County region also could benefit from the use this project.
2. Anyone interested in obtaining information on the GED might find this project useful.

Assumptions

The following assumptions were made regarding this project:

1. It is assumed that there was a need for this type of informational guide.
2. It is also assumed that this guide will be beneficial to GED instructors.

Definition of Terms

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

Andragogy - the art and science of helping adults learn (Knowles, 1970).

Didactic - intended to convey instruction and information as well as pleasure and entertainment (Webster, 2000).

Anxiety - Refers to a fearful anticipation of impending danger, the source of which is unknown or unrecognized. Symptoms include intense mental discomfort, muscle tension,

sweaty palms, upset stomach, shortness of breath, faintness, and a pounding heart (Encarta, 1999).

Organization of the Project

This 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 definition of terms.

Chapter Two presents a review of the relevant literature related to the GED that was used as the basis of the project. This literature review explores the history of the GED, as well as its social and economic impact. The literature review discusses various learning styles, test taking anxiety, determining GED readiness, and incorporating multimedia into the classroom.

Chapter Three reviews the design of the project and discusses the methodologies that were used in the development of the resources handbook.

Chapter Four is a presentation of the conclusions as a result of completing this project. Recommendations resulting from this project are also presented.

CHAPTER TWO

Review of the Literature

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, the benefits and outcomes of adult education. It discusses what the GED is and why the GED is important. The literature review also discusses the social and economic outcomes of the GED. Since GED students are adults between the age of 18-88 and above, it is important to understand the various learning styles that play a role in students GED success.

Benefits/Outcomes of Adult Education

The benefits provide lifelong educational opportunities and services to persons over age sixteen who are no longer enrolled in the secondary school system. These opportunities and services address the unique needs of individuals and communities by providing adults with the knowledge, and skills necessary to participate effectively as citizens, workers, family members, and consumers of goods, services and leisure.

What is the GED?

The tests of General Educational Development are known as the GED. These tests are important in that they give adults who did not graduate from high school a chance to get

a high school diploma, making them qualified for college enrollment, training programs, and job advancement. The tests consist of five subject areas: Writing, Social Studies, Science, Literature and the Arts, and Mathematics. The time required to complete the entire test is seven hours and 35 minutes.

Importance of the GED

The GED is important because it provides the equivalency of a high school diploma. Most employers require that their employees meet this basic knowledge. As changes occur in the structure of the workforce and skill requirements of jobs over the coming decades, individuals are seeking the GED to qualify for higher-paying jobs. Employers are demanding skills and knowledge typically acquired through postsecondary education and training. For more than fifty years, the GED tests have provided this access to postsecondary education and training opportunities for adults (Baldwin, 1995). There is evidence that the GED increases access to college, and other postsecondary training programs. More than 90% of colleges and universities in the U.S. have policies to admit GED graduates. In 1993, Baldwin presented his research findings comparing the outcomes of postsecondary education of GED graduates with those who had obtained regular high school

diplomas. No significant difference was reported between grade point averages or ratios of credit hours passed to credit hours attempted.

Social and Economic Outcomes

Since a high school diploma or GED is usually required to obtain employment, its economic outcome is evident. GED graduates earn an average of \$2,040 more per year than high school dropouts (Associated Press, 1992). A national survey of employers found that up to 98 percent treated traditional high school graduates and holders of GED credentials the same in terms of starting salary, employment level, and opportunities for advancement (Malizio & Whitney 1985).

According to Sum (1994), GED graduates are significantly more likely than dropouts to be in the labor force, to be employed full-time, and to be employed for 40 or more weeks during the year.

The wages of GED graduates grew at a faster rate after earning the credential than before and this held true for both male and female dropouts (Murnane, Willett, & Boudett, 1995). There is no doubt that education can improve ones economic level. This evidence validates the social and economic need for effective GED programs.

Unfortunately, there is little research that provides information on the criteria of an effective GED program. In

1992, the dropout rate nationally in GED programs was approximately 50%. This is largely due to andragogy, the art and science of helping adults learn (Knowles, 1970). Adults are not likely to continue in classes that fail to meet their expectations, that don't make learning meaningful, or don't provide flexibility.

Adult Education

Adult students share characteristics different to those of younger learners. According to Knowles, this is because as people mature, their self concept moves from being a dependent personality toward a self-directing one. Adults bring to the classroom a great deal of experience that becomes an increasing resource for learning. Adult learners have a different time perspective. They have an immediacy to complete their goals and readiness to learn. Adults are more likely to be motivated to learn when instruction is custom-tailored to their unique needs and interests (Corley, 1992).

In teaching adult education, one must understand the differences that exist teaching adults. First, adults include a wide variety of people, including: immigrants; the homeless; the unemployed; the institutionalized; the underemployed; disabled or otherwise older adults. McElvoy (1999) defines adult learners as follows: (1) Adult learners

are not beginners, but are in a continual state of growth; (2) They bring with them a package of experiences and values, each one unique; (3) They come to education with intentions; (4) They bring expectations about the learning process; (5) They have competing interests, the realities of their lives; and (6) They already have their own set patterns of learning. For this reason, adult learning is most productive when learners are engaged in the design of learning. Learners are encouraged and become self-directed (McElvoy, 1999). Adult learners share characteristics different to those of younger learners. Instructors must be able to provide a variety of methods of instruction. They must be aware of various learning styles and student needs

Learning Styles

GED Instructors must be knowledgeable about teaching and learning, learning styles, motivational theories and practice, and the reasons why some students become discouraged in the educational process. Understanding the learning styles of students can help them learn faster and clarify their interests. Examples of learning styles include Linguistic, Logical/Mathematical, Spatial, Kinesthetic, Auditory, Intrapersonal, Interpersonal, and Naturalist. Table 1 depicts an example of what persons with various learning styles likes to do. For example, the linguistic

learner likes to read, write, and tell stories. Table 1 also gives some examples of what persons with each learning style are good at doing. For example, a Bodily/Kinesthetic learner is good at physical activities such as, sports, dance, acting and crafts. Table 1 also shows various methods in which persons with each learning style learns best.

Table 1
Eight Styles of Learning

Type	Likes To	Is Good At	Learns Best By
Linguistic Learner "The Word Player"	Read Write Tell stories	Memorizing names, places, dates and trivia	Saying, hearing and seeing words
Logical/ Mathematical Learner "The Questioner"	Do experiments Figure things out Work with numbers Ask questions Explore patterns	Math Reasoning Logic Problem solving	Categorizing Classifying Working with abstract patterns, relationshi ps
Spatial	Draw, build,	Imagining	Visualizing

Learner	design,	things	Dreaming
"The	Daydream	Sensing changes	Using the
Visualizer"	Look at	Mazes/puzzles	mind's eye
	pictures	Reading maps	Working
	Watch movies	and charts	with colors
	Play with		and
	machines		pictures
Bodily/ Kinesthetic Learner	Move around	Physical	Touching,
"The Mover"	Touch and talk	activities	Moving
	Use body	(sports, dance,	Interacting
	language	acting)	with space,
		crafts	Processing
			knowledge
			by bodily
			sensations
Musical Learner	Sing, hum	Picking up	Rhythm
"The	tunes	sounds	Melody
Music Lover"	Listen to	Remembering	Music
	music	melodies	
	Play an	Noticing	
	instrument	rhythms	
	Respond to	Keeping time	
	music		

Intrapersonal Learner "The Individual"	Work alone Pursue own interests	Understanding self Focusing inward Following instincts Pursuing interests Being original	Working alone Individualized work Self paced inst. Having own space
Interpersonal Learner "The Socializer"	Have lots of friends Talk to people Join groups	Understanding people, others, Leading others, Organizing Communicating	Sharing, Comparing, Relating Cooperating Interviewing
Naturalist Learner "The Nature Lover"	Identify, sort & classify plants, animals, minerals	Recognizing patterns in nature Sensitive to natural world	Outdoors Field trips Nature walks Observation

Source: Redenbach, (1999)

Applying the Theory of Multiple Intelligences in any learning environment enriches the lives of both learners and leaders because it provides a wide variety of options. These options could include allowing your spatial learners to draw pictures of their notes as opposed to writing them down

using words. It also offers opportunities for students to take more responsibility for their learning and for a teacher to become a facilitator of learning rather than the sole provider of knowledge (Shirley, 1998).

As a result of this, it is important that the educator function as a facilitator rather than a didactic instructor. Teachers lead through their own expertise and sense of competence. They don't need to quote rules and classroom regulations all of the time. Students need different approaches to teaching and learning since the traditional methods did not work in the first place. Effective GED instruction requires creativity. Instructors know there are many ways to introduce and explain new topics and ideas. They adapt their teaching methods until all students understand the concepts presented. They get students thinking, not just repeating the correct answers (Conrath, 1988). There are several strategies and techniques that instructors can do to insure academic success in their GED programs.

The current public school curriculum reflects a heavy emphasis on student recall, sequence, and analysis. Classrooms are usually quiet while students complete independent seat work. Classroom lessons are typically teacher-centered with physically passive students.

Instruction tends to be textbook-driven, factual, and generally impersonal, with little opportunity for using manipulatives, experimentation, or small group learning. In addition, lecture generally represents 80% of class time. As a result of these emphases, most schools and most curricula are incompatible with the learning styles of the majority of students (Silver, 1999). Knowing the learning styles of students is important because most students want to complete the GED as quickly as possible. As Carl Jung discovered, any learning process requires both perception (how we find out about persons, places, and things) and judgment (how we process or make judgments about what we perceive.) Judgment also occurs in one or two ways, either by thinking or feeling (Silver, 1999). Behaviors associated with each function are outlined in Table 2.

Table 2

The Four Functions

Perception Functions		Judgment Functions	
Sensing (S)	Intuition (N)	Thinking (T)	Feeling (F)

<p>Prefers action to wonder</p> <p>Prefers a standard way of doing things</p> <p>Interested in activities that have immediate, practical use</p> <p>Works steadily when given a realistic idea of how long a task will take</p> <p>More comfortable with concrete details than abstract ideas</p>	<p>Prefers wonder to action</p> <p>Prefers own way of doing things</p> <p>Interested in activities that generate possibilities and go beyond what is</p> <p>Works in bursts of energy powered by enthusiasm</p> <p>More comfortable with abstract ideas than concrete details</p>	<p>Prefers to make decisions based on logical analysis</p> <p>Thinks things through before taking action</p> <p>Decides independently of others</p> <p>Needs to be right and treated fairly</p> <p>Responds to logic and reason</p>	<p>Prefers to make decisions based on personal feelings</p> <p>Responds to feelings and is spontaneous</p> <p>Seeks approval of others before making a decision</p> <p>Needs to be liked and treated in a friendly manner</p> <p>Responds to own likes and dislikes and other</p>
---	---	---	---

			people's reactions
--	--	--	-----------------------

Source: Silver, (1999)

Each learning style is associated with a specific set of abilities as outlined in Table 3.

Table 3

Abilities by Style

ST ABILITIES (Sensing-Thinking)	SF ABILITIES (Sensing-Feeling)
<ul style="list-style-type: none"> - good at working with and remembering facts and details - able to speak and write directly and to the point - approaches tasks in an organized and sequential manner - able to adapt to existing procedures and guidelines - concerned with utility and efficiency - goal-oriented; focuses on immediate, tangible outcomes - knows what needs to be done and follows through - concerned with accuracy 	<ul style="list-style-type: none"> - spontaneous and open to impulses; does what feels good - able to express personal feelings - aware of others' feeling and makes judgments

<p style="text-align: center;">NT ABILITIES (Intuitive-Thinking)</p>	<p style="text-align: center;">NF ABILITIES (Intuitive-Feeling)</p>
<ul style="list-style-type: none"> - takes time to plan and contemplate consequences of actions - able to organize and synthesize information - weighs the evidence and makes judgments based on logic - learns vicariously through books and other symbolic forms - comfortable with activities requiring logical analysis - able to persuade people through logical analysis - retains and recalls large amounts of knowledge and information - interested in ideas, theories, or concepts 	<ul style="list-style-type: none"> - good at interpreting facts and details to see the broader picture - able to express ideas in new and unusual ways - approaches tasks in a variety of ways or in an exploratory manner - adapts to new situations and procedures quickly - concerned with beauty, symmetry, and form - process-oriented; interested in the future and solving problems of human welfare - concerned with creativity

Source: Silver, (1999).

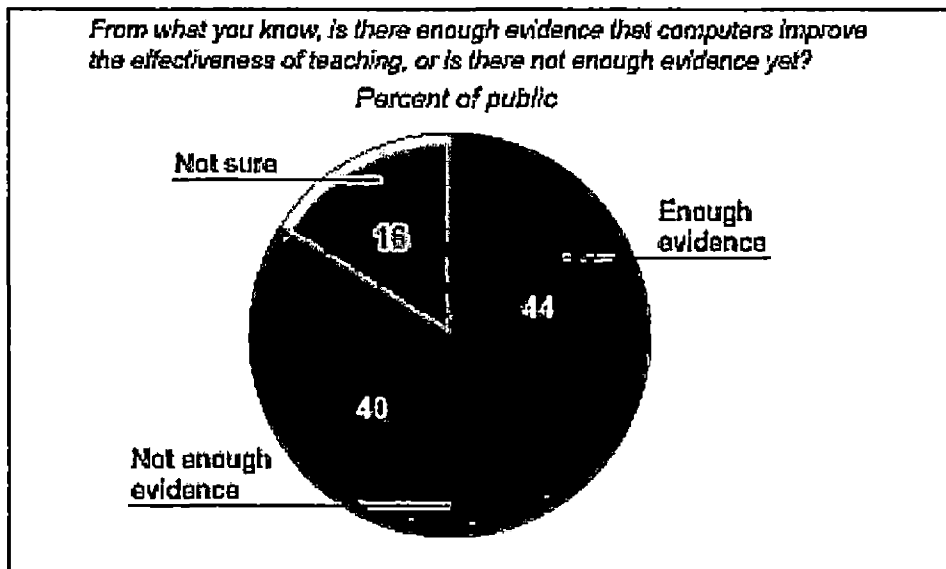
Understanding how individuals learn can help instructors effectively address the learning styles of their at-risk students. These students have dropped out once and need to be understood in order to not repeat the cycle.

Technology in the classroom

Current research proves the effectiveness of computers in the classroom. Figures 1 and 2 below provide evidence to support the conclusion that computers improve teaching. Nearly two-thirds believe that upcoming studies will provide even further validation.

Figure 1

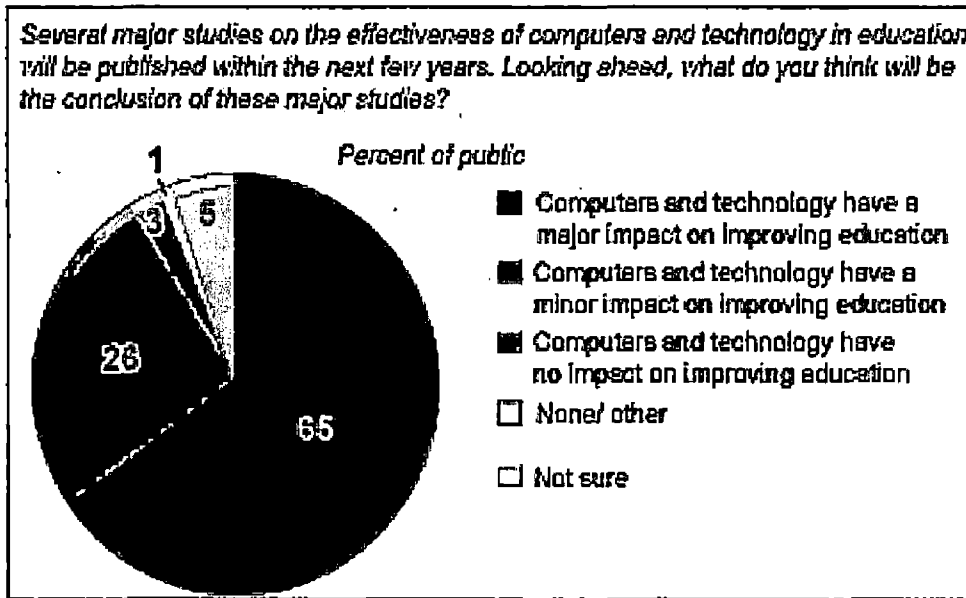
Evidence of Computers Effectiveness



Source: Milken Exchange on Education Technology, Second Annual Public Opinion Survey, 1998.

Figure 2

Impact of Computers and Technology

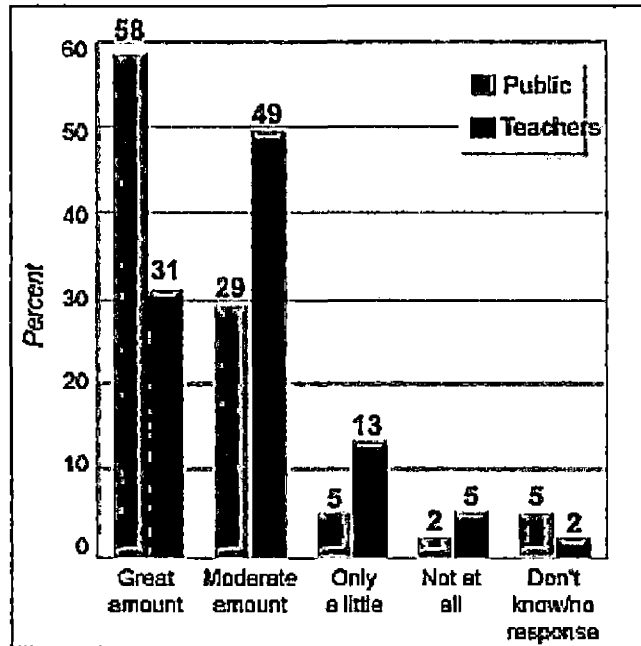


Source: Milken Exchange on Education Technology, Second Annual Public Opinion Survey, 1998.

Figure 3 below shows the results of a survey conducted in 1998 by MCI, in which the public and teachers were asked, how much they thought computers had helped improve student learning. Although a larger percentage of the public felt that computers had greatly improved student learning, a large number of teachers still felt that technology had moderately improved education.

Figure 3

Computers and Student Learning



Note: Percentages may not add up to 100 due to rounding.

Source: MCI Nationwide Poll on Internet in Education, 1998.

Technology is fast becoming more universal in classrooms. While there are those with negative arguments, one thing is clear: as technology continues to invade our everyday lives, it will do the same for schools and classrooms. The need, and the demand for effective ways to use this technology in the classroom will only increase (Norris, Smolka, & Soloway, 1999). The Educational Testing Service has found that when students use computers to apply higher order concepts and when teachers are knowledgeable about how to use computers as productivity tools, students show significant gains in mathematics achievement

(Wenglinsky, 1998). Computer technology can make individualized attention a real possibility. Computers have the ability to present students with tasks they are interested in doing. They offer students the possibility of becoming inquisitive, the possibility of exploration, and the possibility of recovery from failure that is free from embarrassment (Schank & Cleary, 1995).

Another advantage to using computers in the classroom is that it allows students the opportunity to receive immediate feedback. No learning would occur without some type of feedback mechanism (Mory, 1996). Research on feedback concludes that feedback serves a critical function in knowledge acquisition (Mory, 1996). Feedback also increases motivation on learning (Lepper & Malone, 1987).

Computers can help assist GED instructors in the classroom by providing an alternative learning method for students. Therefore, instructors should take advantage of this useful tool. Not only are computers beneficial in helping students learn, they can also provide a wealth of informational resources to assist instructors in the classroom.

Test Taking Anxiety

In addition to knowing about the learning styles of students, it is important for instructors to be able to

recognize when students experience some levels of anxiety in taking the test. Most people experience some level of anxiety before and during a test. Anxiety can be caused by lack of preparation and worrying about the outcome of the test. Physical signs of test anxiety include but are not limited to the following: perspiration; sweaty palms; headache; upset stomach; vomiting; and rapid heartbeat. Nervousness is a common effect of test anxiety. However, if not handled properly, nervousness can cause someone taking a test to have difficulty reading and understanding the questions on the exam. They may experience difficulty organizing their thoughts or blanking out. They may also have difficulty retrieving key words and concepts, even when they know the material (University at Buffalo, 1999). If test-taking anxiety is not handled properly it can lead to failure of the GED test. This can be devastating to the test taker, many of who have already been labeled by themselves and others as failures.

Climate Setting

A large portion of teaching effectiveness involves setting the stage. The task of getting everyone comfortable enough to learn comes with the territory. Solve comfort issues first and the learning path is smoother. Research shows that successful teachers spend 10% of classroom time

optimizing the arrangement of the physical setting as well as the psychological setting. The social climate should be one that is supportive and open. It is important to meet the learner's needs for physical comfort and accessibility. An instructor should insure a comfortable environment where basic needs for all learners are met: lighting, heat, seating, quiet, etc.

Allow students enough time to respond to questions. Teachers should wait at least three to five seconds for students to respond after asking a question. Students won't bother trying to figure out the answer when they know the teacher is going to answer their questions.

Teachers need to be active listeners. Teachers should avoid sarcasm, put-downs, and ridicule. They should not allow this to be done among the students. Teachers need to be supportive, trusting, and offer their students encouragement to succeed. Give equal time, attention, and support to low-ability students. These are the students who need it the most. High ability students are usually highly motivated to succeed. They will succeed with or without help from the teacher.

Look for what is positive in student work and behavior. Teachers must be able to find at least one good thing the

student has done. Positive reinforcement is essential to students' success.

Teachers must focus on future success rather than past failures. High school dropouts live with the constant reminder of their failure to succeed in school. They need to look to the future. For them, the future means passing the GED test and all the positive consequences that will come about as a result. They must celebrate each passing of a portion of the test. Before they know it, they've passed all five portions and can celebrate obtaining the GED.

Summary

An overview of the project was presented in Chapter One. The context of the problem was discussed followed by the purpose, and significance of the project. Additionally, the limitations and delimitations that apply to this project were reviewed. Definitions were also presented. The literature important to this project was presented in Chapter Two.

CHAPTER THREE

Methodology

Introduction

Presenting GED material can be a difficult task. There are some materials available to those wishing to take the test, but few if any, that are geared specifically toward GED instructors. Most of the time, five subject areas are being taught with students at multiple levels with a multitude of learning styles. For this reason, it would be beneficial for educators to have a resource guide that would provide useful information to help them manage GED studies. In GED classrooms, the teacher is continuously observing multiple learning characteristics of each student. The teacher has to provide the proper learning techniques for that student to succeed in each particular subject. The teacher must have a diverse knowledge of each content area. They must provide guidance and support while challenging the student to accomplish his/her GED goals. Proper classroom management might result in a better success rate of passing the GED. The primary goal of this project was to provide a useful resource guide to assist GED Instructors in the various aspects of the GED. To accomplish these goals, there are four main topics crucial to the success of the GED program: (1) The identification of learning styles; (2)

essential classroom management skills; (3) test taking anxiety. Finally, GED resources materials from various media are presented.

Specifically, Chapter Three details the steps used in developing the project.

Population Served

The handbook was intended for use by GED instructors in the San Bernardino area.

Handbook Development

The next section of the project provides an overview of the handbook development process.

Handbook Resources and Content Validation

This section describes the resources used to develop the handbook and the content validation process. The content for this handbook has been extracted from various sources.

Handbook Design

There are eight sections in this resource handbook; Introduction; GED test sites; learning styles; test-taking anxiety; computer CD-Rom libraries; multimedia resources; periodicals; publishers, and Internet resources.

Summary

The resources from this handbook are intended to help GED instructors facilitate their classroom instruction. This was done by including resources the instructor can use to

gather lesson plans and other useful information. The handbook also provides useful information and resources that the students can use.

CHAPTER FOUR

Conclusions and Recommendations

Introduction

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

Conclusions

The conclusions extracted from this project follow:

1. After thorough research of the problem, it was determined that there is a need for more GED resource materials to be made available specifically geared toward GED Instructors.
2. After reviewing the literature, it was determined that there is a need for GED materials to be geared more towards adult learners.

Recommendations

The recommendations resulting from this project follow.

1. More GED resource materials should be made available to assist GED Instructors in their teaching.
2. GED materials used by students should be more adult learner oriented.

Summary

Chapter Four reviewed the conclusions derived from this project. Lastly, the recommendations extracted from this project are presented. As more and more students continue to drop out of high school, the GED will continue to be an important mean for obtaining a high school equivalency diploma. Where traditionally, persons without a high school diploma could find employment doing labor work in a factory setting, educators are now moving toward a service oriented job market. As a result, several adults will be required to go back to school to pursue obtaining their GED in order to enroll in higher learning, gain employment or advance in their current employment positions. These adults learn differently, and these issues need to be addressed in the classroom. Understanding various learning styles, and being able to adapt lessons to accommodate students are essential in obtaining a large passing rate on the GED. To facilitate these methods, the GED resource handbook was compiled.

Appendix

General Education Development (GED)

A Resource Guide for Educators

GENERAL EDUCATION DEVELOPMENT (GED)

A RESOURCE GUIDE FOR EDUCATORS

GENERAL EDUCATION DEVELOPMENT (GED) A RESOURCE GUIDE FOR EDUCATORS

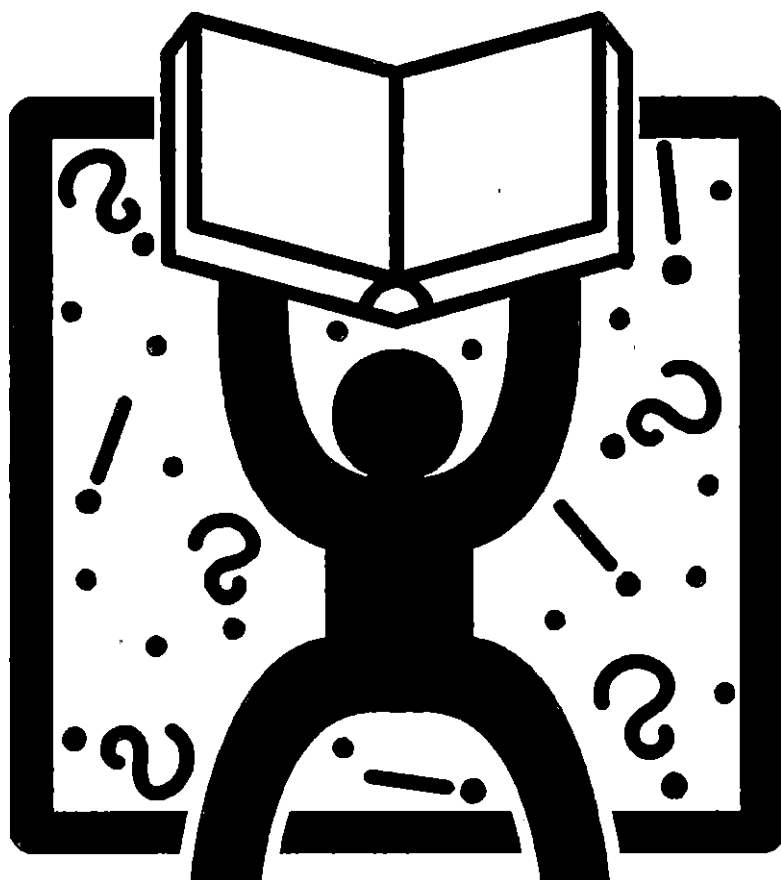


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Section 1

GED

OVERVIEW

The tests of General Educational Development are known as the GED. These tests are important in that they give adults who did not graduate from high school a chance to get a high school diploma, making them qualified for college enrollment, training programs, and job advancement. The tests consist of five subject areas: Writing, Social Studies, Science, Literature and the Arts, and Mathematics. The time required to complete the entire test is seven hours and 35 minutes.

TEST ONE: WRITING SKILLS

The GED Writing Skills Test consists of two parts. The first part is a series of multiple-choice questions. The questions cover sentence structure (35%), usage (35%), and mechanics (30%). The content areas of the writing skills test focus on errors most often encountered in writing. Attention is also placed on those writing errors which effect a person's ability to communicate effectively with various audiences. Examinees are given 75 minutes to complete 55 multiple-choice questions.

The second part of the writing skills tests consists of a written essay based on an expository topic. The topics are

brief and are written at a reading level appropriate for adults. All topics require the writer to tell about their particular opinion, or view of an idea or theme. One example of a writing topic taken from an official practice test, asks whether it is better to be raised as an only child than to be raised in a family with brothers and sisters.

Examinees are encouraged to plan, draft, revise and proofread their essays. Examinees are given 45 minutes to complete the essay writing portion.

TEST TWO: SOCIAL STUDIES

The social studies portion of the GED test measures the ability to comprehend and use information in five content areas: history (25%), behavioral science (20%), economics (20%), political science (20%), and geography (15%).

Questions on this portion of the test measure skills in comprehension, application, analysis, and evaluation.

Examinees are given 85 minutes to complete 64 multiple-choice questions.

TEST THREE: SCIENCE

The science portion of the GED test measures the ability to comprehend and use information related to the sciences. The content areas include life sciences (50%) and physical sciences (50%). Examinees are given 95 minutes to complete 66 multiple-choice questions.

TEST FOUR: INTERPRETING LITERATURE & THE ARTS

The interpreting literature and the arts portion of the GED consists of three content areas: Popular literature (50%), classical literature (25%), and commentary (25%). Questions measure the ability to comprehend, apply and analyze literary selections. Examinees are given 65 minutes to complete 45 multiple-choice questions.

TEST FIVE: Mathematics

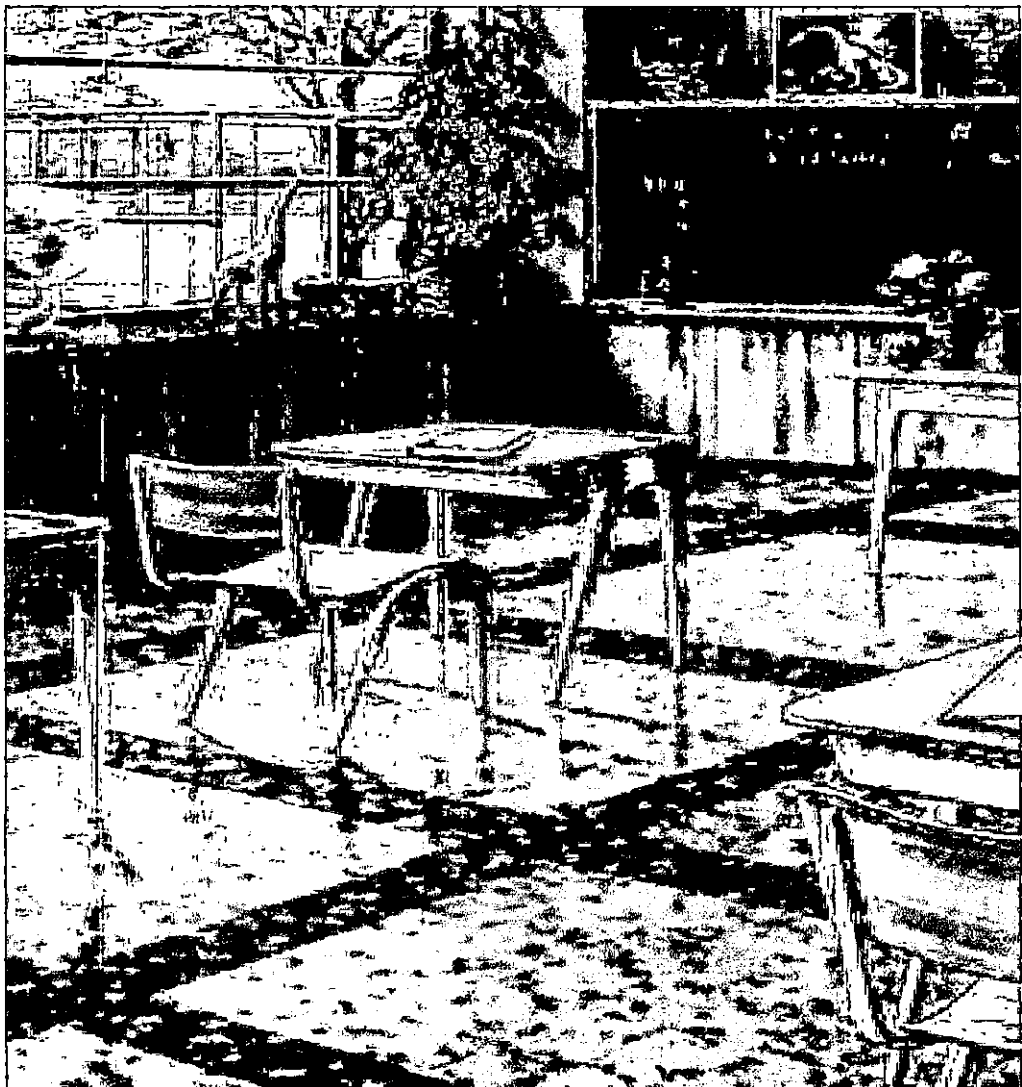
The mathematics portion of the GED test consists of problem solving skills in three areas: Arithmetic (50%), algebra (30%) and geometry (20%). The arithmetic area focuses on measurement, number relationships, and data analysis. Many of the questions on the mathematics tests require an ability to solve multiple step problems. In some cases, examinees need to identify the correct way of setting up a problem rather than actually working out a full solution. A formula page is provided in every mathematics test booklet. Examinees are given 90 minutes to complete 56 multiple-choice questions.

The total amount of time required to complete the GED test is 7 hours and 35 minutes.

Section 2

TESTING CENTERS

TESTING CENTERS

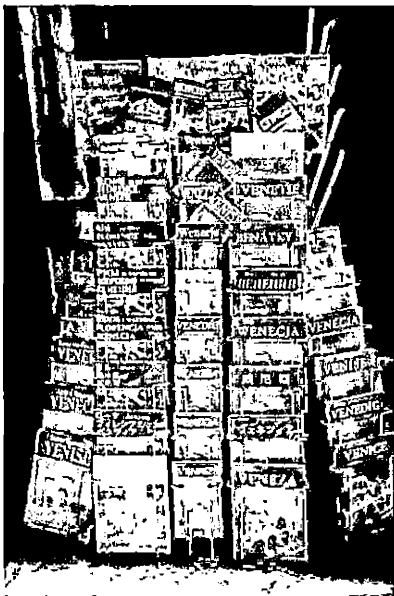
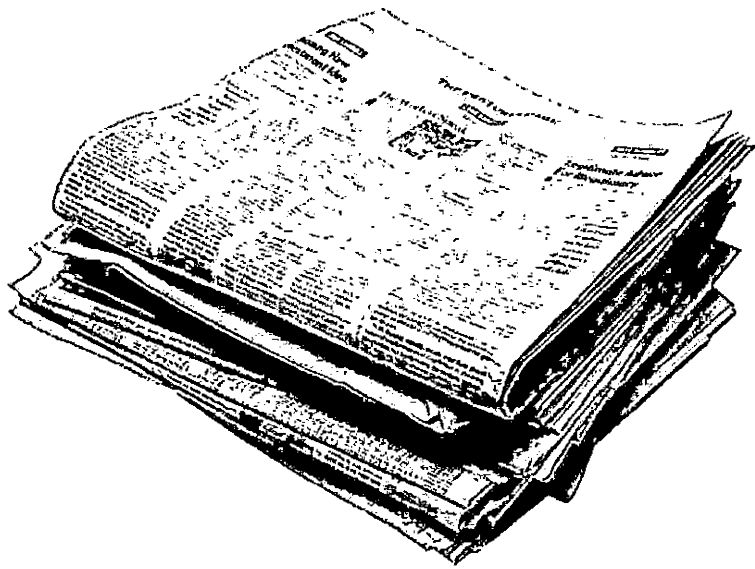


SAN BERNARDINO COUNTY GED TESTING CENTERS

Barstow College 2700 Barstow Road Barstow, CA 92311	760-252-2411 EX.7412
Chaffey Adult School 211 West Fifth Street Ontario, CA 91762	909-983-2010
Chino Valley Adult School 5130 Riverside Drive Chino, CA 91710	909-628-1201 EX.1555
College of the Desert; Copper Mtn. 6162 Rotary Way P.O. Box 1398 Joshua Tree, CA 92252	760-368-3651
Fontana Adult Evening High School 9453 Citrus Avenue Fontana, CA 92335	909-357-5555
Redlands Adult School 7 West Delaware Ave. P.O. Box 3008 Redlands, CA 92373	909-307-5315
ROP Assessment Center 216 W. 6 th Street San Bernardino, CA 92410	909-884-8883
San Bernardino Adult School 1200 N. E Street San Bernardino, CA 92405	909-388-6000
Yucaipa Adult School 12787 Third Street Yucaipa, CA 92399	909-797-0121

Section 3
PERIODICALS

Periodicals



PERIODICALS

ADULT LEARNING

American Association for Adult and Continuing Education
(AAACE)
1200 19th Street, NW
Suite 300
Washington, D.C. 20036

A professional journal for adult education practitioners.

\$29.00 (Six annual issues)

CENTERGRAM

Center on Education and Training for Employment
Ohio State University
1900 Kenny Rd.
Columbus, OH 43210-1090

1-(800)-848-4815

WEB: Harrington.12osu.edu

Provides information on education and training related issues

CORRECTIONAL EDUCATION QUARTERLY NEWS

U.S. Department of Education
Office of Correctional Education
600 Maryland, D.C. 20202-7242

Provides information about correctional education and the activities of the Office of Correctional Education in the U.S. Department of Education.

FREE

ERIC REVIEW

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education
ACCESS ERIC
1600 Research Blvd.
Rockville, MD 20850-3238
1-(800)-LET-ERIC

Web: <http://www.accesseric.org>

E-mail: acceric@inet.ed.gov

ERIC REVIEW is a magazine published three times a year by the U.S. Department of Education. Each issue focuses on a different theme, some of which are related to adult education and literacy.

Free

GED ITEMS

American Council on Education
One Dupont Circle, Suite 20
Washington, D.C. 20036-1193
1-(202)-939-9300

This publication is for ABE/GED teachers and examiners. It provides information about GED programs, issues, policy, and resources. GED Items is published bimonthly.

Free

KET ADULT LEARNING QUARTERLY

Circulation Dept.
KET Enterprise Division
560 Cooper Drive
Lexington, KY 40502-2200
TEL: 1-(800)-354-9067
FAX: 1-(606)-258-7396
www.ket.org/adulted/

Articles examine methods and technologies. It features leaders who find successful and innovative ways to reach adult learners using KET materials.

LITERACY INNOVATIONS

International Literacy Institute
University of Pennsylvania
3910 Chestnut Street
Philadelphia, Pennsylvania 19104-3111

Provides information on current issues in literacy, research, state-of-the art development and evaluation in literacy programs.

FREE

MOSAIC RESEARCH NOTES ON LITERACY

Institute for the Study of Adult Literacy
College of Education
The Pennsylvania State University
204 Calder Way, Suite 209
University Park, PA 16801-4756
1-(814)-863-6108

Provides current research and news about adult education and literacy. Published twice a year.

Free

NAASLN NEWSLETTER

National Association of Adults with Special Learning Needs
(NAASLN)
P.O. Box 716
Bryn Mawr, PA 19010
1-(610)-525-8336

Newsletter focusing on issues related to teaching adults with special learning needs.

Free to members

NCAL CONNECTIONS

National Center on Adult Literacy (NCAL)
University of Pennsylvania
3910 Chestnut Street
Philadelphia, Pennsylvania 19104-3111
1-(215)-898-2100
Web: <http://ncal.literacy.upenn.edu>

This newsletter features information about research findings, issues in adult literacy program policy and practice, and related technology, with both a national and international focus.

FREE

NCLE NOTES

National Clearinghouse for ESL Literacy Education (NCLE)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037
1-(202)-429-9292
Web: <http://www.cal.org/ncle>

Provides information about clearinghouse activities, issues in ESL literacy education, resources, and programs. Focus is on adults with limited English proficiency.

FREE

PASSPORT TO LEGAL UNDERSTANDING

American Bar Association
Commission on Public Understanding about Law
750 N. Lake Shore Drive
Chicago, IL 60611

Provides information about public education programs and materials, new developments, ideas and resources relating to public education and the law.

FREE

THE READER

Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
Syracuse, NY 13214

Provides information about the activities of Literacy Volunteers of America, tips for tutors, resources, and legislative updates.

FREE

RESOURCE UPDATE

U.S. Department of Education
Division of Adult Education and Literacy Clearinghouse
600 Independence Avenue, SW
Washington, D.C. 20202-7240
Fax: 1-(202)-205-8973

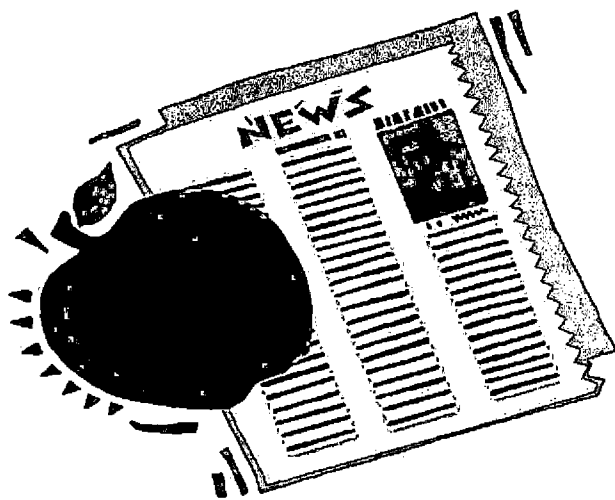
Provides a quarterly listing of new and updated resources available from the Division of Adult Education and Literacy Clearinghouse.

Free

Section 4

PUBLISHED MATERIALS

Published Materials



Published Materials Available

Curriculum Associates, Inc.

153 Rangeway Road
P.O. Box 2001
North Billerica, MA 01862-0901

Website: www.curriculumassociates.com

Toll Free 1-(800)-225-0248

Materials are available on several academic subject areas.

Educational Resources

1500 Executive Drive
P.O. Box 1900
Elgin, IL 60121-1900

Website: www.edresources.com

Toll Free 1-(800)-624-2926

This is an excellent source for educational software and technology.

Globe Fearon Educational Publisher

100 Marcus Drive
Melville, KY 11747

Toll Free 1-(800)-872-8893

Materials are available on several academic subject areas.

Steck-Vaughn

P.O. Box 690789
Orlando, FL 32819-0789

Web site: www.steck-vaughn.com
Toll Free 1-(800)-531-5015

Materials available on PreGED & GED
Official GED practice tests
GED Skill Books
GED2001 Software

Also available, gedpractice.com from the Steck-Vaughn web site.

J. Weston Walch

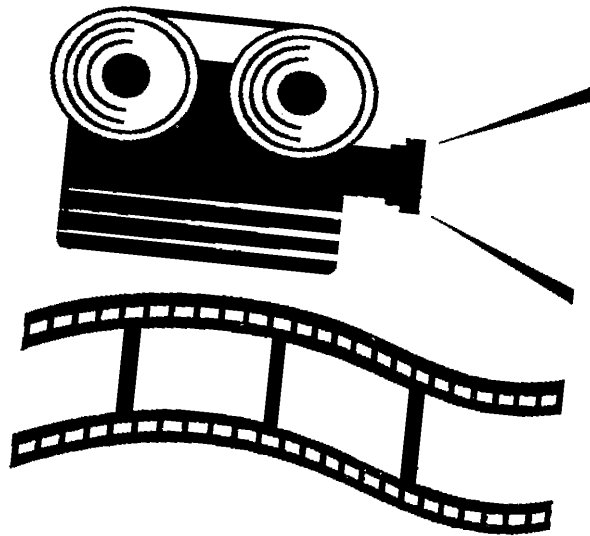
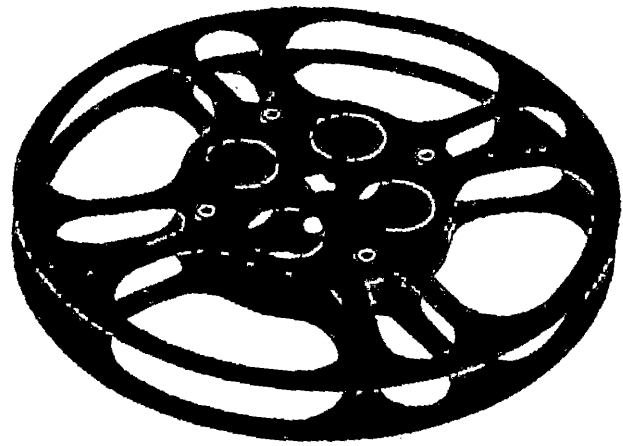
321 Valley Street
P.O. Box 658
Portland, Maine 04104-0658

Web site: www.walch.com
Toll Free 1-(800)-341-6094

Materials available for middle school, high school, and adult education.

English
Social Studies
Mathematics
Science
Teaching Resources
Technology Skills
World Records

VIDEOS



VIDEOS

PBS Video

1320 Braddock Place
Alexandria, VA 22314-1698

Web site: <http://www.pbs.org/shop>
Toll Free 1-(800)-344-3337

There are hundreds of videos available from PBS.
Those categories of GED interest might be in History, Math,
Science, and the Arts

The Kentucky Network

Toll Free 1-(800)-354-9067

KET/GED Series: GED ON TV

Note: This video series is available in English and Spanish

GED ORIENTATION

WRITING (10 Programs)

1. Spelling
2. Capitalization and punctuation
3. Nouns and verbs
4. Subject-verb agreement
5. Pronouns
6. Modifiers
7. Sentence construction and expression
8. Logic, organization
9. Word choice, style
10. Review

READING (16 Programs)

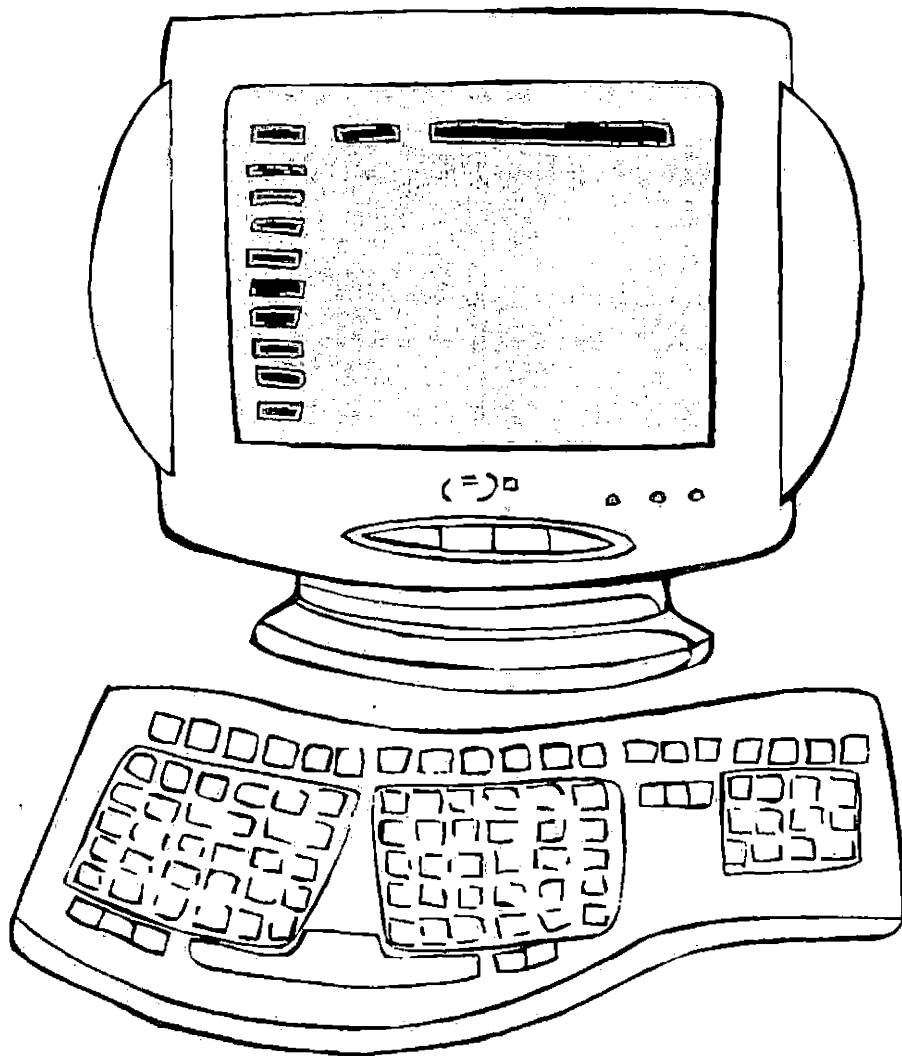
1. Main idea, context clues, figurative language, idioms
2. Main idea, inference, details
3. Author's motives, literary humor, dialect
4. Style and tone, characterization
5. Charts, maps, graphs, tables
6. Science I: ecology, adaptation

7. Science II: cell theory, genetics and heredity, plants and animals
8. Science III: geology, rocks, water pollution
9. Science IV: atmosphere, climate, air pollution, the Solar System
10. Science V: atoms, nuclear energy, periodic table, chemical bonding
11. Science VI: electricity, magnetism, matter, motion
12. Social Studies I: settlement of North America, creation of the U.S., three branches of government
13. Social Studies II: growth of the U.S., the Civil War
14. Social Studies III: Industrial Revolution, reform movements, U.S. and the world
15. Social Studies IV: World War II, the nuclear age, U.S. foreign policy
16. Social Studies V: communication changes, Cuban and Vietnam conflicts, domestic upheavals

MATH (15 Programs)

1. Addition and subtraction of fractions
2. Addition and subtraction of fractions
3. Mixed numbers
4. Review
5. Multiplication and division of fractions
6. Multiplication and division of fractions
7. Decimals and graphs
8. Ratio and proportion
9. Percentage problems
10. Percentage problems
11. Signed numbers
12. Basic algebra
13. Geometry
14. Measurement
15. Problem Solving

INTERNET RESOURCES



INTERNET RESOURCES

Classroom Connect

<http://www.connectedteacher.com/lessonplans/lessonplans.asp>

Provides lesson plans on Math, Language Arts/Languages, American History, Sciences, and Social Studies

Discovery Channel School

<http://school.discovery.com/lessonplans/index.html>

Provides lessons plans on a variety of subject areas.

International Educators' Network Association

<http://www.iteachnet.com/>

Provides links to various educational resources and the International Education Webzine.

Introduction to the Internet for Teachers

<http://www.massnetworks.org/~nicoley/tutorial/index.html>

This collection of pages includes material intended to help teachers get started using the Internet in the classroom.

Kathy Schrock's Guide for Educators

<http://school.discovery.com/schrockguide/>

Kathy Schrock's Guide for Educators is a categorized list of sites on the Internet found to be useful for enhancing curriculum and teacher professional growth. It is updated daily to include the best new sites to support teaching and learning.

Smithsonian Institute Education on the Web

<http://educate.si.edu/resources/lessons/lessons.html>

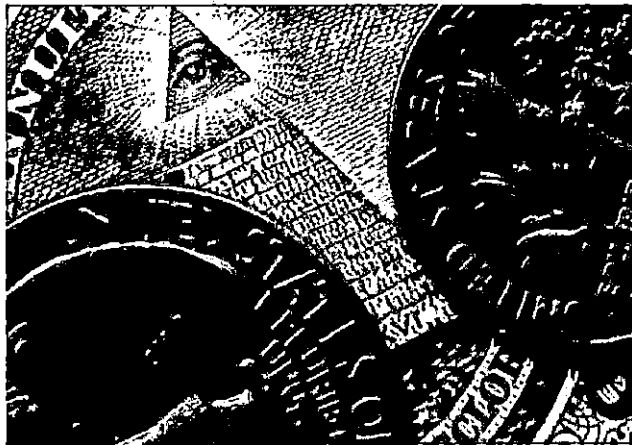
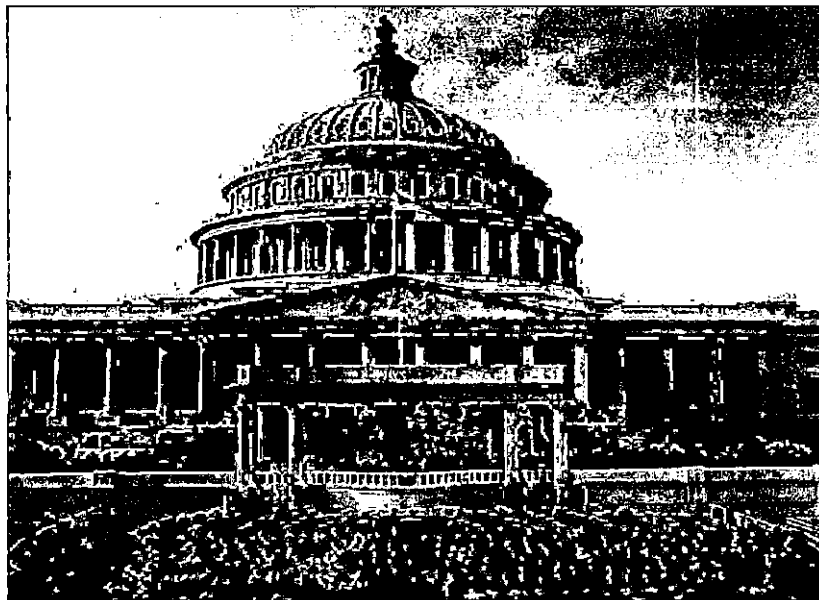
Provides classroom ready lessons and activities.

Teachers Helping Teachers

<http://www.pacificnet.net/~mandel/>

Provides free lesson plans, basic teaching tips to inexperienced teachers and ideas that can be immediately implemented into the classroom.

SOCIAL STUDIES



SOCIAL STUDIES

A Curriculum of U.S. Labor History for Teachers

<http://www.kentlaw.edu/ilhs/curricul.htm>

Provides lessons on the American economic system and work issues

Big Sky Lesson Plans

gopher://bvsd.k12.co.us:70/11/Educational_Resources/Lesson_Plans/Big%20Sky

Provides numerous lesson plans in Math, Science, Social Studies, Language Arts and more.

Busy Teachers' Web site K-12

<http://www.ceismc.gatech.edu/busyt/>

Provides lesson plans in several subject areas as well as a section for teacher references.

Lesson Plan: The Civil War

<http://www.smplanet.com/civilwar/civilwar.html>

Provides lesson plans on the civil war.

National Archives and Records Administration: Constitution Day

<http://www.nara.gov/education/teaching/constitution/home.html>

Provides activities, lesson plans and information.

National Geographic Site on Geography Education

<http://www.nationalgeographic.com/resources/ngo/education/ideas.html>

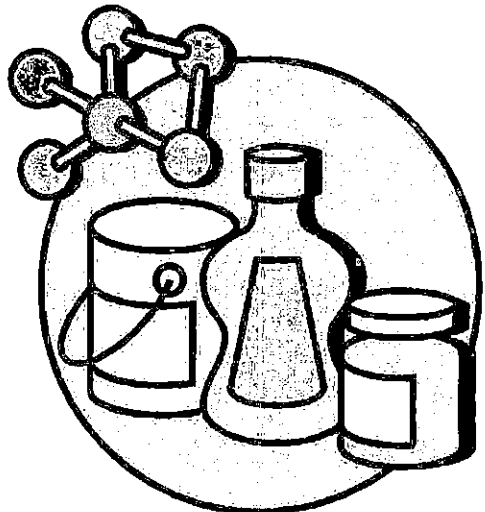
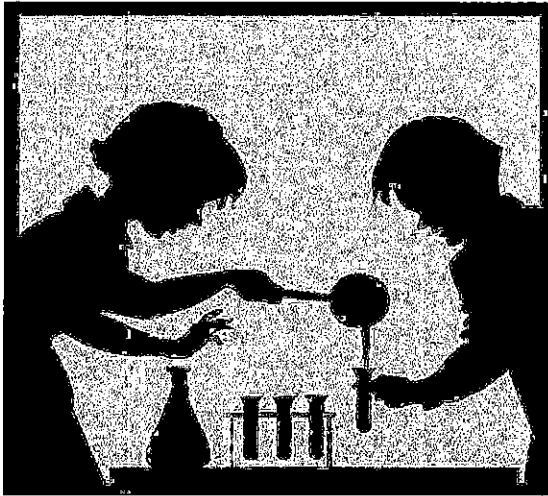
Provides geography lessons and classroom activities.

Peace Corps

<http://www.peacecorps.gov/wws/resources/index.html>

Provides educator resources including lesson plans and teacher guides.

SCIENCE



SCIENCE

Access Excellence

<http://www.gene.com/ae/>

This site is a national educational program that provides biology and life science teachers access their colleagues, scientists, and critical sources of new scientific information, lesson plans, and Net projects.

Acid Rain

<http://www.econet.apc.org/acidrain/>

This extensive site maintained by the Institute for Global Communications (IGC) brings you in touch with Web sites from around the world focusing on the problems associated with acid rain. In addition to bringing your students in touch with scientists and activists, you will find educational resources and lesson plans.

Amazing Science at the Roxy

<http://www.hood-consulting.com/amazing/index.html>

This is a site where you can look at and download physical science activities. Provides information aimed towards the student. These include movies and sounds, and are interactive. It also provides information aimed toward teachers. It provides lesson plans and suggestions for using the activities in the K-12 classroom. There are also special areas about discovery learning and constructivism in the science classroom.

American Heart Association

<http://www.amhrt.org/>

Provides information on heart disease and stroke as well as late breaking news.

The Biology Place

<http://www.physics.helsinki.fi/whale/>

This site is an online, educational resource for practicing teachers. You will find summaries in the research news of biology findings, the Best of the Web, which lists biology sites, and collaborative and online learning activities for biology classes.

C.M. Physics Demonstrations

<http://www.cath-mem.org/physics/Demoes.htm>

Provides interactive and animated demonstrations on mechanics, wave motion, and electricity.

Challenger Center

<http://www.challenger.org/tr/index.html>

Challenger Center is proud to offer educators an online toolbox - a wide range of downloadable resources, creative activities and educational programs - to help them unlock young imaginations.

Chemist's Art Gallery

<http://www.physics.helsinki.fi/whale/>

This site contains visualization and animations in chemistry. The site links you to many universities where students will be able to reap the rewards of exciting graphical displays such as molecular dynamics of liquid water, drug design, movies, and access to many web pages.

The Chemistry Place

<http://www.chemplace.com>

This site is an online, educational resource for practicing teachers. You will find summaries in the research news of chemistry findings, the Best of the Web, which lists biology sites, and collaborative and online learning activities for chemistry classes.

Earth and Moon Viewer

<http://www.fourmilab.ch/earthview/vplanet.html>

You can view either a map of the Earth showing the day and night regions at this moment, or view the Earth from the Sun, the Moon, the night side of the Earth, above any location on the planet specified by latitude, longitude and altitude, from a satellite in Earth orbit, or above various cities. In addition to the Earth, you can also view the Moon from the Earth, Sun, night side, above named formations on the lunar surface, or as a map showing day and night.

Earth Science Enterprise

<http://www.hq.nasa.gov/office/mtpe/>

Supported by NASA this site will help your students understand earth science. Included are sections dealing with earth science missions, the science of earth systems, image gallery, and a section for kids only.

Earth Sciences Resource Center

<http://www.thomson.com/wadsworth/geo/index.html>

Provides resources in geology, geography, meteorology, and environmental sciences.

The Earth's Evolving Drylands

<http://drylands.nasm.edu:1995/drylands.html/>

Drylands include arid, semi-arid, and dry sub-humid areas all over the world. The aim of this exhibit is to show the importance these environments have in the lives of people everywhere and the threats they face. The site also contains student activities.

Energy News Stories

<http://www.bloomberg.com/@@peodLwYAOtt01fqX/energy/>

Visit this site to find information on energy sources.

EnviroLink

<http://www.envirolink.org/>

Known as the online environmental community, this site supports the concept of sustainable development. Topics in the site include sustainable business network, green marketplace, animal rights, green living center, environews, and an environmental library.

Environmental Education on the Internet

<Http://www.nceet.snre.umich.edu/index.html>

This site, located at the University of Michigan, provides information and ideas that will help you explore the environment and investigate current issues with students. The site contains a welcome area, and sections on classroom resources, contacts, references, regional information, and an education and environment directory.

Environmental Science Resources

<http://www.nerdworld.com/nw1185.html>

This is a very extensive list of links to environmental resources on the Net. The site links you to resources such as environmental economics, environmental inequality, environmental news, statistics, and much more.

ExploraNet

<http://www.exploratorium.edu/>

The Exploratorium Museum in San Francisco maintains this site. Site includes the Learning Studio, the Digital Library, and many topics that are changed regularly such as Sport Science, Solar Eclipse and more.

The Franklin Institute Science Museum

<http://sln.fi.edu/>

This site contains interactive exhibits that change over time. Topics include a mix of life, earth and physical science, as well as science and technology.

Hangman

<http://www.cath-mem.org/physics/Hangman/Hangman.htm>

Hangman game with categories in Astronomy, law, Process, and Scientists

Herbarium

<http://web.neoucom.edu/DEPTS/NEUR/>

The herbarium is an interesting way of collecting plants. This website is an activity in which you develop a herbarium.

High School Chemistry 250+ Links

<http://home.pdt.net/~swenger/>

Provides over 250 links related to Chemistry.

Know Your Environment

http://www.acnatsci.org/erd/ea/KYE_mainpage.html

Sponsored by the Academy of Natural Sciences, this site will help students become better informed about issues of environmental concern. The site claims to provide unbiased, factual information on some of the current environmental topics. Published as a monthly, the topics and articles are available on the Net.

LaMotte Environmental Science Education Products

<http://www.lamotte.com/ese/>

This site is a valuable aid if you are planning environmental monitoring activities for your students. You will find a full range of instruments for environmental measurements including pH, dissolved oxygen, conductivity, and turbidity.

The Learning Matters of Chemistry

<http://www.knowledgebydesign.com/tlmc/tlmc.html>

This site contains a variety of chemistry resources for students. It provides a section dealing with computer graphics such as visualization of molecular models and atomic orbitals, as well as QuickTime movies and macromedia files. A software library, other chemistry sites, online exercises and information on safety are also available.

Little Shop of Physics

<http://littleshop.physics.colostate.edu/experiments.html>

Provides online experiments that can be done using common household items, or a computer.

Loyola University Medical Center

<http://www.meddean.luc.edu/lumen/meded/grossanatomy/>

Website that provides information on the structure of the human body. Dissect online.

NASA Quest

<http://quest.arc.nasa.gov/>

Provides information on space exploration programs.

National Geographic

<http://www.nationalgeographic.com/main.html>

This popular website includes resources created by the National Geographic Society. Students will find a wealth of resources for doing research on earth and life science projects.

National Science Foundation

<http://nsf.gov>

Website that promotes science and engineering through programs that invest over \$3.3 billion per year in research and education projects in science and engineering.

Neurobiology Department

<http://web.neoucom.edu/DEPTS/NEUR/>

This university neurobiology department connects to the most recent advances in neurobiology and links to other sites for students to participate in projects.

Nobel Laureates in Physics

<http://www.slac.stanford.edu/library/nobel.html/>

This site contains a list in reverse chronological order of the award winners with brief biographical information and a description of the discovery taken from the Nobel Foundation's text describing each Laureate's discovery and other sources.

Nye Labs Online

<http://nyelabs.kcts.org/>

This is Bill Nye, the Science Guy's Web site and it contains a wealth of interesting ideas for science teachers. Look at it to find the demo of the day, or Episode Guides, and information for making science teaching more fun.

Project PHYSLab Information

<http://physlab.catlin.edu/physinfo.htm/>

Project PHYSLab trains high school physics teachers to apply computer-based technology to instruct students in the fundamental concepts of physics. The site announces upcoming institutes, and provides information on the project.

Seismo-Surfing

<http://www.geophys.washington.edu/seismosurfing.html>

This site contains links to the known Internet connections where original seismic data or seismic research information is available. This is a great site for students to discover the depth of research in the area of earthquakes and other seismic phenomena.

Volcano World

<http://volcano.und.nodak.edu/>

Provides volcanic information, pictures, movies, games, and much more.

Water Resources of the United States

<http://h20.usgs.gov/>

Maintained by the United State Geologic Service, this site includes water data, publications and products related to water, programs, data on each state, and connections to other sites.

Web Elements

<http://www.shef.ac.uk/chemistry/web-elements/>

This website provides information on how to use the Periodic Table.

Web 101

http://www.gsu.edu/~mstjrh/internet_quests.htm

Internet-based lessons using the internet as an effective science teaching tool.

Welcome to the Planets

<http://pds.jpl.nasa.gov/planets/>

Provides a collection of many of the best images from NASA's planetary exploration program. In addition to the planets, you will find images of small bodies, Marina 10, Viking 1 & 2, Voyager 1 & 2, Magellan, Galileo, Hubble and the Space Shuttle.

Whale-Watching Web

<http://www.physics.helsinki.fi/whale/>

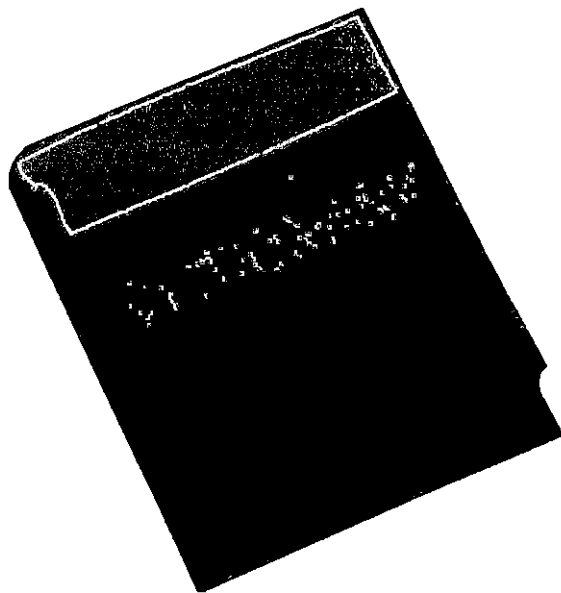
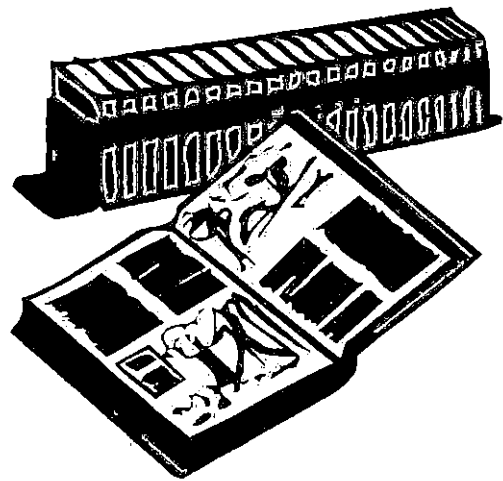
This interactive website teaches students that by watching the whales you can prolong the life of cetaceans as a species. Topics include oceanographic research, whale watching worldwide, Cetacean's Rights, Cetacean encyclopedia, whale museums, bioacoustics, literature and music, Cetacean pictures and much more.

The World of Materials

<http://www-dmse.mit.edu/wom/>

This site will give your students information about a variety of materials including ceramics, semiconductors, and polymers.

English



ENGLISH

ABC's of the Writing Process

http://www.angelfire.com/sys/popup_source.shtml?Category=

Covers the 5 steps of writing: Prewriting, Writing, Revising, Editing or publishing.

The Blue Book of Grammar and Punctuation

<http://www.grammarbook.com/>

This website contains a great deal of information on grammar and punctuation.

The Clarifying Routine: Elaborating Vocabulary Instruction

http://www.ldonline.org/ld_indepth/teaching_techniques/ellis_clarifying.html

Provides guidelines and techniques to help students understand and remember new vocabulary words.

The Great Books Foundation

<http://www.greatbooks.com/>

Provides information, ordering, reading groups and local events on great books.

Indiana University Link to ERIC sample lesson plans home page

http://www.indiana.edu/~eric_rec/bks/lhome.html

Links to sample lessons plans in Reading, English and Communication

Kodak:Education - English

<http://www.kodak.com/global/en/consumer/education/lessonPlans/indices/english.shtml>

Provides several ways of using photography in English lessons.

Maricopa Education

<http://www.gc.maricopa.edu/English/essay/index.html>

This site provides the structure of the five paragraph essay.

911 Teach

<http://members.home.net/ibeben/911.html>

Provides prescription free lessons in English and History.

Outta Ray's Head Lesson Plans

<http://www3.sympatico.ca/ray.saitz/lessons3.htm>

Provides lesson plans on Literature, Poetry, and Writing.

Penguin Putnam

<http://www.penguinputnam.com/academic/resources/guides/index.htm>

Features teachers' guides on American literary classics.

S.C.O.R.E. CyberGuides

<http://www.sdcoe.k12.ca.us/score/cyberguide.html>

CyberGuides are supplementary, standards-based, web-delivered units of instruction centered on core works of literature. Each CyberGuide contains a student and teacher edition, standards, a task and a process by which it may be completed, teacher-selected web sites and a rubric, based on California Language Arts Content Standards.

Teachnet.com

<http://teachnet.com/lesson/index.html>

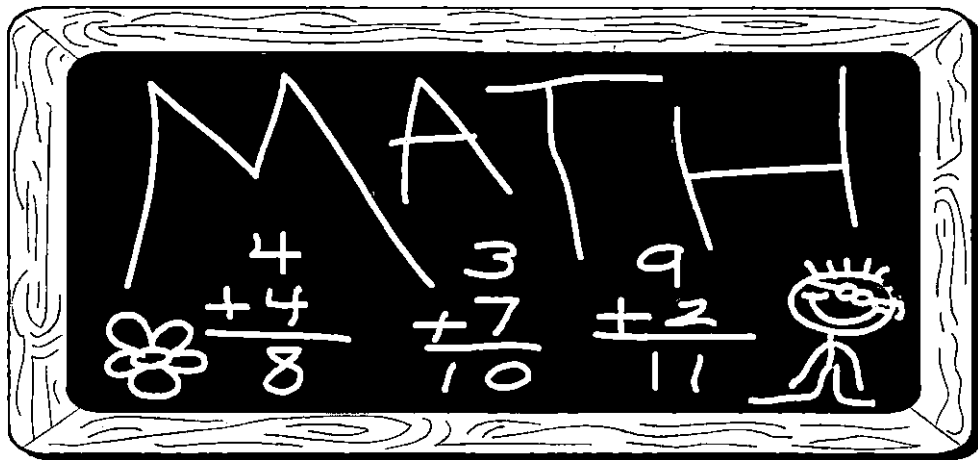
Provides lots of lesson ideas and teacher freebies.

Vocabulary University

<http://www.vocabulary.com/>

Participate in free vocabulary puzzles to enhance vocabulary mastery. Provides exercises that help prepare students for the SSAT®, PSAT®, GED®, SAT® and ACT® tests, they supplement personal vocabulary acquisition, and are being used in home-schooling and ESL programs.

Mathematics



MATH

A+ Math

<http://www.aplusmath.com/>

Provides math games, worksheets, flashcards. Lets you create your own flashcards and even has a homework helper.

Appetizers and Lessons for Mathematics and Reason

<http://www.cam.org:80/~aselby/lesson.html>

Provides lesson plan ideas and activities for Algebra and related topics. Full scale lesson plans with activities are ready to be printed and used in the classroom.

Biographies of Women Mathematicians

<http://www.AgnesScott.edu/lriddle/women/women.htm>

Features biographical essays or comments on several women mathematicians.

Frank Potters' Science Gems-Mathematics

<http://www.sciencegems.com/math.html>

Mathematics lessons from Kindergarten to PhD level math.

Graph Paper Printer - Free Software

<http://perso.easynet.fr/~philimar/graphpapeng.htm>

Free software to print graph paper. You may choose from Cartesian, polar, triangular, Mercator, music or custom grids and a wide variety of scales.

Houghton Mifflin Education Place

<http://www.eduplace.com/math/index.html>

The Mathematics Center: math-related resources that include Data Place, Brain Teasers, textbook support, math links, and projects.

Louisiana Challenge Activities for the K-12 Classroom

<http://www.challenge.state.la.us/k12act/Default.htm>

A collection of lesson plans, multidisciplinary units and collaborative projects developed by Louisiana teachers and geared towards integrating the Internet into education.

Matematiko

<http://www.matematiko.com/>

Provides information on basic math, fractions, decimals, mixed numbers, etc. designed for GED preparation

The Math Forum Internet Mathematics Library

<http://forum.swarthmore.edu/library/>

Provides an extensive listing of math resources including lesson plans

Mathematics Online Structure

<http://unite.ukans.edu/explorer-db/browse/static/Mathematics/index.html>

This website contains a detailed outline of mathematics ranging from basic math to Algebra II. It also provides tutorials and specific lesson plans per topic.

Science and Math Initiatives (SAMI)

<http://www.learner.org/sami/>

A comprehensive listing of classroom, math, science resources and all kinds of educational freebies.

University of Illinois Urbana-Champaign

<http://www.mste.uiuc.edu/html.f/k12.html>

Mathematics K-12 Lessons & Curriculum Resource

Wonderful ideas for teaching mathematics

<http://www.wonderful.com/>

Wonderful Ideas is a newsletter that features wonderful ideas for teaching, learning, and enjoying mathematics. Site features a collection of activities, games, and problems for teachers and students to print out for their math class.

Anxiety Websites



ANXIETY WEBSITES

American Psychiatric Association

1400 K Street, N.W.
Washington, DC 20005
202 682-6000
<http://www.psych.org>

Anxiety Disorders Association of America

11900 Parklawn Drive, Suite 100
Rockville, MD 20852-2624
(301) 231-9350
<http://www.adaa.org>

Freedom From Fear

308 Seaview Avenue
Staten Island, NY 10305
(718) 351-1717

National Alliance for the Mentally Ill (NAMI)

200 North Glebe Road
Suite 1015
Arlington, VA 22203-3754
(800) 950-NAMI
<http://www.nami.org>

National Institute of Mental Health (NIMH)

Information Resources and Inquiries Branch
5600 Fishers Lane, Room 7C-02
Rockville, MD 20857
FACTS ON DEMAND: (301) 443-5158
<http://www.nimh.nih.gov>

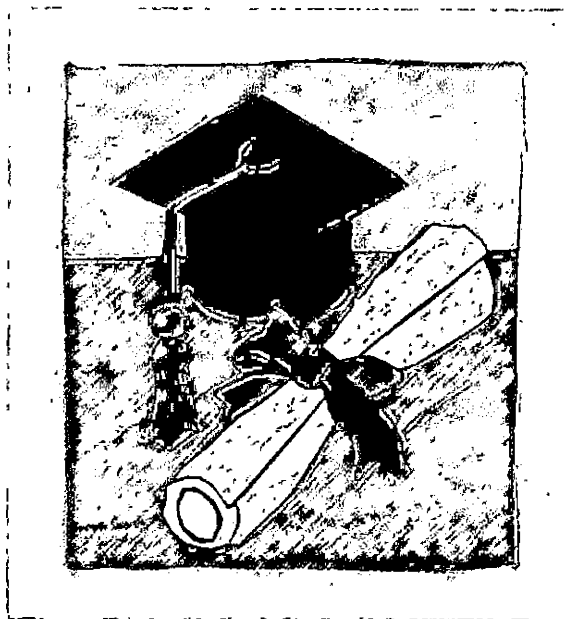
National Mental Health Association

1021 Prince Street
Alexandria, VA 22314-2971
(800) 969-NMHA
<http://www.nmha.org>

National Self-Help Clearinghouse

25 West 43rd Street
New York, NY 10036
1-(212)-354-8525
<http://www.selfhelpweb.org>
Call the American Psychiatric Association fastFAX (APA's toll-free fax-on-demand service) for a menu of items available free by fax: 1-(888)-267-5400.

GED



GED WEBSITES

ALPA GED Preparation & Testing

<http://www.polarnet.com/~alpa/ged.html>

Provides information on the GED as well as sample GED questions.

American Counsel on Education: Center for Adult Learning and Educational Credentials

<http://www.acenet.edu/calec/ged/test2002-A.html>

Provides information on the GED as well as GED resources.

4Tests.Com

<http://www.4tests.com/examdesc.asp?examid=38>

Provides GED Practice Tests online. Also provides several helpful hints on study skills, test preparation, essay help, etc.

Independent Learning Centre/GED Testing

<http://cei.edu.gov.on.ca/05/01.htm>

Provides an informational GED brochure.

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