



MASTER COURSE OUTLINE

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COURSE TITLE

Basic Skills Review (HS21/GED)

GENERAL COURSE INFORMATION

Dept.: DVS	Course Num: 011	(Formerly: DVS 011, 012, 013, 014, 020, 021)
CIP Code: 32.0230	Intent Code: 11	Program Code: N/A
Credits: 1-12		
Total Contact Hrs Per Qtr.:		
Lecture Hrs: 11-132	Lab Hrs: 22-132	Other Hrs:
Distribution Designation:		

COURSE DESCRIPTION (as it will appear in the catalog)

The main goal of this course is to assist students to improve their reading/writing, math, listening/speaking and employability skills in order to earn a high school diploma or pass the official GED tests. To enroll in the Basic Skills Program, students must be at least 16 years old. For the HS21 program, students must be 18 years old or older.

PREREQUISITES

This course is designed for students with a CASAS score below 235 in reading and/or math

TEXTBOOK GUIDELINES

Instructor discretion

COURSE LEARNING OUTCOMES

Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills:

Reading/Writing: Students will be able to answer such questions as who, what, where, when, why, and how and recount major details that support the main idea of a text. In a text describe how reasons support specific points the author is trying to make.

Mathematical Skills: Represent and solve math problems involving addition, subtraction, multiplication, division of whole numbers. Students will be able to identify place values in numbers up to 1,000.

Listening/Speaking Skills: Require students to develop a range of useful communication skills, to learn to work together and listen carefully to ideas of others. Read orally and write numbers up to a thousand.

Employability Skills: Student will be able to complete basic work forms, such as timecards, inventory sheets, job applications with personal information and take telephone messages for other employees

INSTITUTIONAL OUTCOMES

None

COURSE CONTENT OUTLINE

Level Instruction will be based on student CASAS scores and College and Career Readiness Standards. These skills and strategies may be contextualized in GED activities or HS21 coursework.

1. Identify the main idea of a text and give key details to support the main idea.
2. Know and use text features (captions, bold print, glossaries, and index) to locate information in a text.
3. Identify the writer's main purpose of a text and give student's own opinion of the ideas presented.
4. Math Skills: Demonstrate knowledge of base-10 notation, add and subtract to 1,000, multiplication and division of whole numbers to 100.
5. Solve math problems involving fractions and describe the whole as halves, thirds, and fourths.
6. Use standard units of measure for length, time, liquid volume, and mass to solve math problems.
7. In large numbers, read and identify the place value of digits.
8. Practice filling out a simple accident report and follow written or verbal instructions to complete a simple task.
9. Communicate with coworkers and follow simple instruction.
10. Participation in mock job interviews and fill out personal information on job applications.
11. Ask and answer questions, such as who, what, where, when, and why to demonstrate understanding of a text or a conversation.
12. Correctly write personal checks and the dollar amount written out.

DEPARTMENTAL GUIDELINES

After 45 hours of instruction, students will be evaluated using the CASAS math, listening and reading standardized test or make progress in completing the GED requirements. HS21 & ABE students will demonstrate progression by the number of credits earned during the quarter.

College and Career Readiness Standards (CCRS) for BEdA Program: Instruction is aligned to the following CCR Standards:

C-E in Reading based on the CCRS Anchors:

- 1 (Read closely to determine what the text says explicitly and to make logical inferences from it),
- 2 (Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas),
- 3 (Analyze how and why individuals, events, and ideas develop and interact over the course of a text),
- 4 (Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone),
- 5 (Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text [e.g., a section, chapter, scene, or stanza] relate to each other and the whole),
- 6 (Assess how point of view or purpose shapes the content and style of a text),
- 7 (Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words),
- 8 (Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence),
- 9 (Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take, and
- 10 (Read and comprehend complex literary and informational texts independently and proficiently).

C-E in Writing based on the CCRS Anchors:

- 1 (Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence),
- 2 (Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content),
- 3 (Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences),
- 4 (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience),

- 5 (Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach),
- 6 (Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others),
- 7 (Conduct short as well more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation),
- 8 (Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism), and
- 9 (Draw evidence from literary or informational texts to support analysis, reflection, and research).

C-E in Math based on the CCRS Anchors:

- 1 (Make sense of problems and persevere in solving them)
- 2 (Reason abstractly and quantitatively)
- 3 (Construct viable arguments and critique the reasoning of others)
- 4 (Model with mathematics)
- 5 (Use appropriate tools strategically)
- 6 (Attend to precision)
- 7 (Look for and make use of structure)
- 8 (Look for and express regularity in repeated reasoning)

DIVISION CHAIR APPROVAL

DATE