

# Texas Standardized Curriculum Framework

Adult Secondary Education (G.E.D.)

Language Arts: Writing Completion Point M
Social Studies Completion Point N
Science Completion Point P
Language Arts: Reading Completion Point Q
Mathematics Completion Point R
Study, Test Taking and Reference Skills
All GED Reading Skills (N, P, & Q)

\*\*8 week sessions

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**  
**Adult Secondary Education (G.E.D.) \_\_\_\_\_ Language Arts – Writing \_\_\_\_\_ LCP \_\_\_\_\_ M \_\_\_\_\_**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 1.01</b> <b>Apply basic rules of mechanics, including capitalization, punctuation, and spelling</b>	
Date: _____ Instructor: _____	
<b>1.01.1</b>	Uses appropriate punctuation in written documents
<b>1.01.2</b>	Uses appropriate capitalization.
<b>1.01.3</b>	Identifies and uses correct possessive and plural forms of nouns
<b>1.01.4</b>	Revises sentences, paragraphs, and essays to eliminate errors in mechanics, spelling, and capitalization
<b>1.01.5</b>	Applies correct rules of spelling, including contractions and possessives
<b>1.01.6</b>	Produces final documents that have been edited for basic rules of mechanics

<b>Standard 1.02</b> <b>Apply basic rules of grammar usage, including use of verbs, nouns, pronouns and modifiers</b>	
Date: _____ Instructor: _____	
<b>1.02.1</b>	Produces final documents that have been edited for <ul style="list-style-type: none"> <li>• correct sentence formation, including parallel structure</li> <li>• consistency in verb tense</li> <li>• correct use of regular and irregular verbs</li> <li>• correct use of forms of pronouns</li> <li>• correct instances of possessives, subject/verb agreement, modifiers, instances of noun/pronoun agreement, and the intentional use of fragments for effect</li> <li>• correct formatting</li> </ul>

<b>Standard 1.03</b> <b>Apply basic rules of sentence structure, including phrases, clauses, and sentences</b>	
Date: _____ Instructor: _____	
<b>1.03.1</b>	Identifies and eliminates fragments and run-on sentences.
<b>1.03.2</b>	Produces final documents that have been edited for: <ul style="list-style-type: none"> <li>• variety in sentence structure</li> <li>• appropriate use of transitions, word choice, and sentence structure</li> <li>• correct application of conventional rules of usage within sentences and paragraphs</li> <li>• revision of written composition and other written communications to correct errors in grammar, usage, capitalization, punctuation, modifiers, and sentence structure</li> <li>• revisions of dangling and misplaced modifiers such as phrases, clauses, and the intentional use of fragments for effect, and clear and effective sentences</li> </ul>

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**  
**Adult Secondary Education (G.E.D.) \_\_\_\_\_ Language Arts – Writing \_\_\_\_\_ LCP \_\_\_\_\_ M \_\_\_\_\_**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 1.04</b> <b>Plan and compose well-organized writing samples on a given topic, utilizing the rules of Edited American English grammar and spelling.</b>	
Date: _____ Instructor: _____	
<b>1.04.1</b>	Selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining
<b>1.04.2</b>	<p>Drafts and revises writing that:</p> <ul style="list-style-type: none"> <li>• is focused, purposeful, and reflects insight into the writing situation</li> <li>• has an organizational pattern that provides for a logical progression of ideas</li> <li>• has effective use of transitional devices that contribute to a sense of completeness</li> <li>• has support that is substantial, specific, relevant, and concrete</li> <li>• demonstrates a commitment to and involvement with the subject</li> <li>• uses creative writing strategies as appropriate to the purpose of the paper</li> <li>• demonstrates a mature command of language with precision of expression</li> <li>• has varied sentence structure</li> </ul> <p>has few, if any, conventional errors in mechanics, usage, punctuation, and spelling</p>
<b>1.04.3</b>	<p>Produces final documents that have been edited for:</p> <ul style="list-style-type: none"> <li>• correct spelling; and correct punctuation, including commas, colons, and common use of semicolons</li> <li>• correct capitalization; and correct sentence formation</li> <li>• correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect</li> <li>• correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms</li> </ul>

<b>1.04.4</b>	Analyzes essay topics for clarity of intent.
<b>1.04.5</b>	Edits written work to eliminate errors in spelling, sentence structure, usage, punctuation, and mechanics
<b>1.04.6</b>	Makes appropriate revisions and writes the final draft of an essay.
<b>1.04.7</b>	Composes writing that employs logical and sequential thought patterns
<b>1.04.8</b>	Writes for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization
<b>1.04.9</b>	Makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias
<b>1.04.10</b>	Writes and edits a variety of essays to determine viewpoint, development, unity, and relevance

<b>Standard 1.05</b> <b>Demonstrate the ability to compose workforce skills documents (i.e., letter of intent, resumes, employment applications, job descriptions, interview questions and responses, insurance forms, and consumer concerns)</b>	
Date: _____ Instructor: _____	
<b>1.05.1</b>	Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media
<b>1.05.2</b>	<p>Applies planning methods to decision-making related to life and work roles:</p> <ul style="list-style-type: none"> <li>• completes, with accuracy, a variety of forms used in the workplace</li> <li>• writes a variety of business letters and other documents</li> <li>• writes a variety of instructions requiring clear directions</li> <li>• uses appropriate note-taking skills</li> <li>• prepares a resume</li> <li>• develops and responds to a variety of interview questions</li> </ul>

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**  
**Adult Secondary Education (G.E.D.)** \_\_\_\_\_ **Language Arts – Writing** \_\_\_\_\_ **LCP** **M** \_\_\_\_\_

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 1.06</b>	
<b>Demonstrate the ability to write a well organized essay of approximately 200 words on a given topic, utilizing the rules of Edited American English grammar, spelling, and mechanics</b>	
Date: _____ Instructor: _____	
<b>1.06.1</b>	Selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining
<b>1.06.2</b>	<p>Drafts and revises writing that:</p> <ul style="list-style-type: none"> <li>• is focused, purposeful, and reflects insight into the writing situation</li> <li>• has an organizational pattern that provides for a logical progression of ideas</li> <li>• has effective use of transitional devices that contribute to a sense of completeness</li> <li>• has support that is substantial, specific, relevant &amp; concrete</li> <li>• demonstrates a commitment to &amp; involvement with the subject</li> <li>• uses creative writing strategies as appropriate to the purpose of the paper</li> <li>• demonstrates a mature command of language with precision of expression</li> <li>• has varied sentence structure</li> <li>• has few, if any, conventional errors in mechanics, usage, punctuation, and spelling</li> </ul>

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**  
**Adult Secondary Education (G.E.D.) \_\_\_\_\_ Social Studies \_\_\_\_\_ LCP \_\_\_\_\_ N \_\_\_\_\_**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 2.01</b> <b>Interpret and apply social studies information through the use of advanced reading comprehension skills</b>	
Date: _____ Instructor: _____	
<b>2.01.1</b>	Analyzes and draws conclusions, making inferences and logical decisions based on facts.
<b>2.01.2</b>	Uses reading comprehension skills to comprehend and identify the main idea (both stated and implied) based on historical knowledge.
<b>2.01.3</b>	Examines literary selections from several critical perspectives to determine cause and effect relationships
<b>2.01.4</b>	Restates and summarizes information

<b>Standard 2.02</b> <b>Apply general social studies knowledge to a wide range of situations</b>	
Date: _____ Instructor: _____	
<b>2.02.1</b>	Understands issues of personal concern: <ul style="list-style-type: none"> <li>• makes inferences and draws conclusions about rights and responsibilities of the individual under the U.S. Constitution</li> <li>• recognizes and draws conclusions about the importance of civil liberties; draws conclusions about and understands the role of conflict resolution and compromise</li> <li>• understands issues involving ethical behavior in politics</li> </ul>
<b>2.02.2</b>	Understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.
<b>2.02.3</b>	Understands how government, taxes, policies, and programs affect individuals, groups, businesses, and regions and recognizes faulty knowledge based on this information.

<b>2.02.4</b>	Understands & interprets information about development of federal civil & voting rights and the social & political implications of these events.
<b>2.02.5</b>	Applies a variety of response strategies, including rereading, note-taking, summarizing, outlining, writing a formal report, comparing, contrasting, and relating what is read to his or her own experiences.
<b>2.02.6</b>	Selects and uses a variety of electronic media, such as Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.
<b>2.02.7</b>	Evaluates conflicting sources and materials in the interpretation of a historical event or episode: <ul style="list-style-type: none"> <li>• uses ideas in new contexts</li> <li>• recognizes assumptions</li> <li>• recognizes values</li> <li>• distinguishes between fact and opinion</li> </ul>
<b>2.02.8</b>	Uses and identifies supporting statements.
<b>2.02.9</b>	Understands and makes inferences about history, political science, economics, geography & behavioral sciences, including knowledge about checks & balances, electoral process, economic growth & human relations.
<b>2.02.10</b>	Uses chronology, sequencing, patterns, and periodization to examine interpretation of a historical event or episode
<b>2.02.11</b>	Selects and uses appropriate study and research skills and tools according to type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**

**Adult Secondary Education (G.E.D.) \_\_\_\_\_ Social Studies \_\_\_\_\_ LCP   N**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 2.03</b> <b>Analyze social studies data and uses that analysis to explore relationships among ideas</b>	
Date: _____ Instructor: _____	
<b>2.03.1</b>	Analyzes causes and effects of given examples of economic systems
<b>2.03.2</b>	Analyzes the suitability of various technologies to improve productivity of service, provide a product, or produce industrials
<b>2.03.3</b>	Analyzes the reliability of social studies information
<b>2.03.4</b>	Analyzes and uses market research procedures
<b>2.03.5</b>	Analyzes and researches sources, costs & availability for start up capital
<b>2.03.6</b>	Analyzes and communicates the impact industry and community have on each other and on the individual
<b>2.03.7</b>	Analyzes the relationships among unemployment, inflation, and other government policies and draws conclusions about the importance of these relationships on economic stability and growth
<b>2.03.8</b>	Applies and creates critical thinking skills

<b>Standard 2.04</b> <b>Accurately evaluate information for validity and makes judgments based on that evaluation</b>	
Date: _____ Instructor: _____	
<b>2.04.1</b>	Understands how overall design and specific features of the constitution prevent the abuse of power by aggregating power at the national, state, and local levels
<b>2.04.2</b>	Synthesizes information from multiple sources to draw conclusions, including examining faulty logic and distinguishing between facts, hypotheses, and opinions

<b>Standard 2.05</b> <b>Demonstrate the ability to compose workforce skills documents (i.e., letter of intent, resumes, employment applications, job descriptions, interview questions and responses, insurance forms, and consumer concerns)</b>	
Date: _____ Instructor: _____	
<b>2.05.1</b>	Uses a variety of maps and geographic technologies, including geographic information systems
<b>2.05.2</b>	Uses mental maps of physical and human features of the world to answer complex geographic questions

<b>Standard 2.06</b> <b>Research and document the use of technology in the local community</b>	
Date: _____ Instructor: _____	
<b>2.06.1</b>	Analyzes data
<b>2.06.2</b>	Analyzes relationships
<b>2.06.3</b>	Evaluates information

<b>Standard 2.07</b> <b>Assess local community data (i.e., demographics, natural resources, and geography) and its effects on the local industry. (workplace skill)</b>	
Date: _____ Instructor: _____	
<b>2.07.1</b>	Identifies, researches, analyzes, and projects the impact of an industry on the environment in a community

<b>Standard 2.08</b> <b>Identify barriers to education and employment and proposes solutions (optional workplace skill)</b>	

<b>Standard 2.09</b> <b>Analyze the interrelationship of the employer (i.e., legal and ethical rights in the workplace)</b>	
Date: _____ Instructor: _____	
<b>2.09.1</b>	Examines legal rights of employees
<b>2.09.2</b>	Researches impact of industry on the environment in a community
<b>2.09.3</b>	Demonstrates an understanding of labor issues related to the workplace

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**  
**Adult Secondary Education (G.E.D.)** \_\_\_\_\_ **Science** \_\_\_\_\_ **LCP** **P** \_\_\_\_\_

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 3.01</b> <b>Interpret and evaluate scientific reading materials, using basic reading comprehension skills</b>	
Date: _____ Instructor: _____	
<b>3.01.1</b>	Knows that investigations are conducted to explore new phenomena, to check on previous results, to test how well theory predicts, and to compare different theories
<b>3.01.2</b>	Selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection

<b>Standard 3.02</b> <b>Apply general scientific knowledge to a variety of situations</b>	
Date: _____ Instructor: _____	
<b>3.02.1</b>	Knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events.
<b>3.02.2</b>	Analyzes the suitability of various technologies to improve productivity of service, provide a product, etc.

<b>Standard 3.03</b> <b>Analyze scientific information and uses that analysis to explore relationships among ideas</b>	
Date: _____ Instructor: _____	
<b>3.03.1</b>	Knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events
<b>3.03.2</b>	Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines

<b>Standard 3.04</b> <b>Analyze and evaluate scientific information data and makes judgments related to that information</b>	
Date: _____ Instructor: _____	
<b>3.04.1</b>	Understands that in the short run, new ideas that do not mesh well with mainstream ideas in science often encounters vigorous criticism and that in the long run, theories are judged by how they fit with other theories, the range of observations they explain, how well they explain observations, and how effective they are in predicting new findings
<b>3.04.2</b>	Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws

<b>Standard 3.05</b> <b>Analyze and communicate health and safety issues in the workplace and the community</b>	
Date: _____ Instructor: _____	
<b>3.05.1</b>	Researches, analyzes, and complies with federal and state health and safety laws and regulations for an industry
<b>3.05.2</b>	Demonstrates best practices for health and safety in the workplace and community

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**  
**Adult Secondary Education (G.E.D.)**      **Language Arts: Reading**      **LCP Q**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 4.01</b> <b>Identify the main idea and supporting details of a reading selection</b>	
Date: _____ Instructor: _____	
<b>4.01.1</b>	Determines the main idea (stated and implied) and identifies relevant materials
<b>4.01.2</b>	Applies a variety of response strategies, including rereading, note-taking, summarizing, outlining, and writing formal reports
<b>4.01.3</b>	Identifies literary techniques, including mood, characterization, theme, style, purpose, tone, and point of view
<b>4.01.4</b>	Identifies supporting details in a reading selection

<b>Standard 4.02</b> <b>Make inferences and logical conclusions from reading passages</b>	
Date: _____ Instructor: _____	
<b>4.02.1</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations
<b>4.02.2</b>	Identifies appropriate word choice
<b>4.02.3</b>	Makes inferences based on reading selections; determines meaning through context clues; interprets meanings
<b>4.02.4</b>	Uses inferential comprehension skills to examine works of genre
<b>4.02.5</b>	Uses inferential skills to determine various literary elements
<b>4.02.6</b>	Makes inferences about attitudes and values existing in a time period
<b>4.02.7</b>	Determines how attitudes and values affect the written works
<b>4.02.8</b>	Identifies the characteristics that distinguish literary form

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**  
**Adult Secondary Education (G.E.D.)**      **Language Arts: Reading**      **LCP**      **Q**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 4.03</b> <b>Apply reading comprehension skills, using a wide range of literature and art materials</b>	
Date: _____ Instructor: _____	
<b>4.03.1</b>	Selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection
<b>4.03.2</b>	Determines the author's purpose, tone, and theme
<b>4.03.3</b>	Understands the subtleties of literary devices and techniques in the comprehension and creation of communication, including cause and effect and implications
<b>4.03.4</b>	Identifies devices of persuasion and methods of appeal and their effectiveness
<b>4.03.5</b>	Understands relationships among elements of literature, such as character, plot, point of view, setting, tone, and theme
<b>4.03.6</b>	Recognizes and explains elements in text
<b>4.03.7</b>	Identifies common themes in literature
<b>4.03.8</b>	Identifies defining characteristics in classical literature, such as timelessness; deals with universal themes and experiences; and communicates across cultures
<b>4.03.9</b>	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world task, and self-improvement
<b>4.03.10</b>	Analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration

<b>4.03.11</b>	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings
<b>4.03.12</b>	Applies ideas to new concepts
<b>4.03.13</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations

<b>Standard 4.04</b> <b>Critique and analyze a variety of reading passages and uses that analysis to explore relationships among ideas</b>	
Date: _____ Instructor: _____	
<b>4.04.1</b>	Synthesizes information from multiple sources to draw conclusions
<b>4.04.2</b>	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement
<b>4.04.3</b>	Identifies and interprets symbolism
<b>4.04.4</b>	Examines and analyzes literary selections using critical perspectives
<b>4.04.5</b>	Responds critically to works of fiction, nonfiction, poetry, and drama
<b>4.04.6</b>	Examines a literary selection from several critical perspectives

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**  
**Adult Secondary Education (G.E.D.) \_\_\_\_\_ Mathematics \_\_\_\_\_ LCP R \_\_\_\_\_**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 5.01</b> <b>Perform basic operations with whole numbers</b>	
Date: _____ Instructor: _____	
<b>5.01.1</b>	Associates verbal names, written word names and standard numerals with integers, rational numbers, irrational numbers, and real numbers.
<b>5.01.2</b>	Understands the relative size of integers, rational numbers, irrational numbers, and real numbers
<b>5.01.3</b>	Understands concrete and symbolic representations of real and complex numbers in real-world situations

<b>Standard 5.02</b> <b>Perform basic operations with fractions</b>	
Date: _____ Instructor: _____	
<b>5.02.1</b>	Understands that numbers can be represented in a variety of equivalent forms, including fractions

<b>Standard 5.03</b> <b>Perform basic operations with decimals</b>	
Date: _____ Instructor: _____	
<b>5.03.1</b>	Adds and subtracts decimals
<b>5.03.2</b>	Multiplies and divides decimals
<b>5.03.3</b>	Uses estimations for problem solving
<b>5.03.4</b>	Understands that numbers can be represented in a variety of equivalent forms, including decimals

<b>Standard 5.04</b> <b>Perform basic operations with percents</b>	
Date: _____ Instructor: _____	
<b>5.04.1</b>	Identifies percents
<b>5.04.2</b>	Changes percents to fractions and decimals
<b>5.04.3</b>	Identifies and uses percents in word problems
<b>5.04.4</b>	Understands that numbers can be represented in a variety of equivalent forms, including percents

<b>Standard 5.05</b> <b>Apply concepts and solves problems regarding the use of measurements, both standard and metric</b>	
Date: _____ Instructor: _____	
<b>5.05.1</b>	Understands and uses the basic concepts of limits of infinity
<b>5.05.2</b>	Understands and uses the real number system
<b>5.05.3</b>	Uses concrete and graphic models to derive formulas for finding rate, distance, time, angle measures, and arc lengths

<b>Standard 5.06</b> <b>Apply basic principles of algebra, including ratio &amp; proportion, signed numbers, basic equations, multi-step algebraic word problems, &amp; the use of algebraic formulas</b>	
Date: _____ Instructor: _____	
<b>5.06.1</b>	Determines the impact when changing parameters of given functions.
<b>5.06.2</b>	Represents real-world problem situations using finite graphs, matrices, sequences, series, and recursive relations
<b>5.06.3</b>	Understands the structure of the complex number system

<b>Standard 5.07</b> <b>Apply basic principles of geometry, including the use of geometry formulas in area, perimeter, and volume</b>	
Date: _____ Instructor: _____	
5.07.1	Solves real world and mathematical problems involving estimates of measurements, including length, time, weight/mass, temperature, money, perimeter, area, and volume and estimates the effects of measurement errors on calculations
5.07.2	Uses properties and relationships of geometric shapes to construct formal and informal proofs

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**  
**Adult Secondary Education (G.E.D.) \_\_\_\_\_ Mathematics \_\_\_\_\_ LCP R**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 5.08</b> <b>Operate a scientific calculator</b>	
Date: _____ Instructor: _____	
<b>5.08.1</b>	Adds, subtracts, multiplies, and divides real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator
<b>5.08.2</b>	Understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute value, and logarithms

<b>Standard 5.09</b> <b>Apply mathematical principles to workforce and life situations</b>	
Date: _____ Instructor: _____	
<b>5.09.1</b>	Develops a personal business budget
<b>5.09.2</b>	Develops a financial plan
<b>5.09.3</b>	Develops a cash flow projection
<b>5.09.4</b>	Reconciles income and expense accounts
<b>5.09.5</b>	Completes simple tax forms
<b>5.09.6</b>	Evaluates insurance costs and benefits
<b>5.09.7</b>	Calculates retirement/investment benefits

<b>Standard 5.10</b> <b>Interpret and analyzes tables, charts, and graphs</b>	
Date: _____ Instructor: _____	
<b>5.10.1</b>	Interprets data that has been collected, organized, and displayed in tables, plots, simple graphs, and charts
<b>5.10.2</b>	Analyzes real world data and makes predictions of larger populations by applying formulas

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**  
**Adult Secondary Education (G.E.D.) Study, Test Taking & Reference Skills LCP \_\_\_\_\_**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

The student is able to ...

<b>Standard 6.01</b> <b>Identify and use a variety of resources and reference materials</b>	
Date: _____ Instructor: _____	
<b>6.01.1</b>	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement
<b>6.01.2</b>	Selects and uses appropriate study research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services
<b>6.01.3</b>	Synthesizes information from multiple sources to draw conclusions

<b>Standard 6.02</b> <b>Interpret graphs, charts, diagrams, maps, and tables</b>	
Date: _____ Instructor: _____	
<b>6.02.1</b>	Solves real-world problems involving rated measures (miles per hour, feet per second)
<b>6.02.2</b>	Interprets data that has been collected, organized, and displayed in charts, tables, and plots
<b>6.02.3</b>	Analyzes real-world data and makes predictions of larger populations by applying formulas to calculate measures of central tendency and dispersion using the sample population data and using appropriate technology, including calculators and computers

<b>Standard 6.03</b> <b>Develop and apply note-taking skills</b>	
Date: _____ Instructor: _____	
<b>6.03.1</b>	Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media

<b>Standard 6.04</b> <b>Develop and apply study skills</b>	
Date: _____ Instructor: _____	
<b>6.04.1</b>	Organizes information using appropriate systems

<b>Standard 6.05</b> <b>Develop and apply test-taking skills</b>	
Date: _____ Instructor: _____	
<b>6.05.1</b>	Analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions
<b>6.05.2</b>	Synthesizes information from multiple sources to draw conclusions
<b>6.05.3</b>	Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media

<b>Standard 6.06</b> <b>Coordinate tasks and work assignments to develop team building</b>	
Date: _____ Instructor: _____	
<b>6.06.1</b>	Organizes information using appropriate systems

<b>Standard 6.07</b> <b>Demonstrate and apply appropriate time management</b>	
Date: _____ Instructor: _____	
<b>6.07.1</b>	Demonstrates organization and planning processes used in the industry

**TEXAS STANDARDIZED CURRICULUM FRAMEWORK**  
**Adult Secondary Education (G.E.D.) \_\_\_\_\_ All G.E.D. Test \_\_\_\_\_ LCP \_\_\_\_\_**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Entry Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

**The reading strand is incorporated into all GED tests**

The student is able to ...

<b>Standard 0.10</b> <b>Use before, during, and after reading strategies to enhance comprehension</b>	
Date: _____ Instructor: _____	
<b>0.11</b>	Selects and used strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations
<b>0.12</b>	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own personal experiences
<b>0.13</b>	Synthesis information from multiple sources to draw conclusions

<b>Standard 0.20</b> <b>Demonstrate comprehension at literal, inferential, and evaluative levels</b>	
Date: _____ Instructor: _____	
<b>0.21</b>	Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materials
<b>0.22</b>	Determines main concept and supporting details in order to analyze and evaluate non-print media messages
<b>0.23</b>	Analyzes the relationships among author's style, form, and intended impact on the reader

<b>Standard 0.30</b> <b>Understand and use appropriate and effective vocabulary, including specific content area vocabulary</b>	
Date: _____ Instructor: _____	
<b>0.31</b>	Selects and uses strategies to understand words and texts, and to make inferences from what is read, including interpreting diagrams, graphs, and statistical information
<b>0.32</b>	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idioms and technical meanings
<b>0.33</b>	Makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender & cultural bias

<b>Standard 0.40</b> <b>Demonstrate the use of active and critical reading abilities</b>	
Date: _____ Instructor: _____	
<b>0.41</b>	Identifies devices of persuasion and methods of appeal and their effectiveness
<b>0.42</b>	Analyzes the validity and reliability of primary source information and the use of information appropriately
<b>0.43</b>	Synthesizes information from multiple sources to draw conclusions