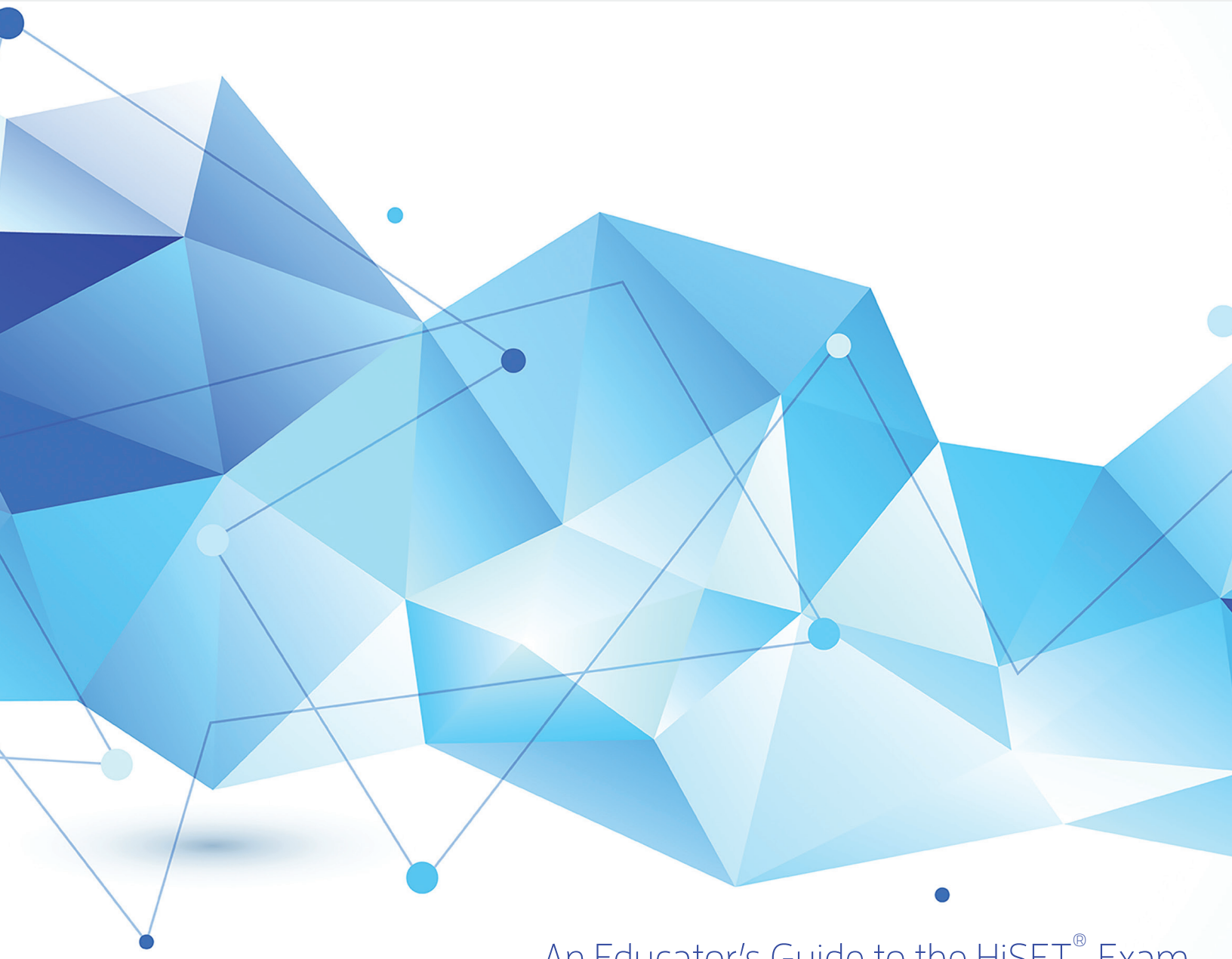
HiSET® ACADEMY

HiSET®
Curriculum Blueprint

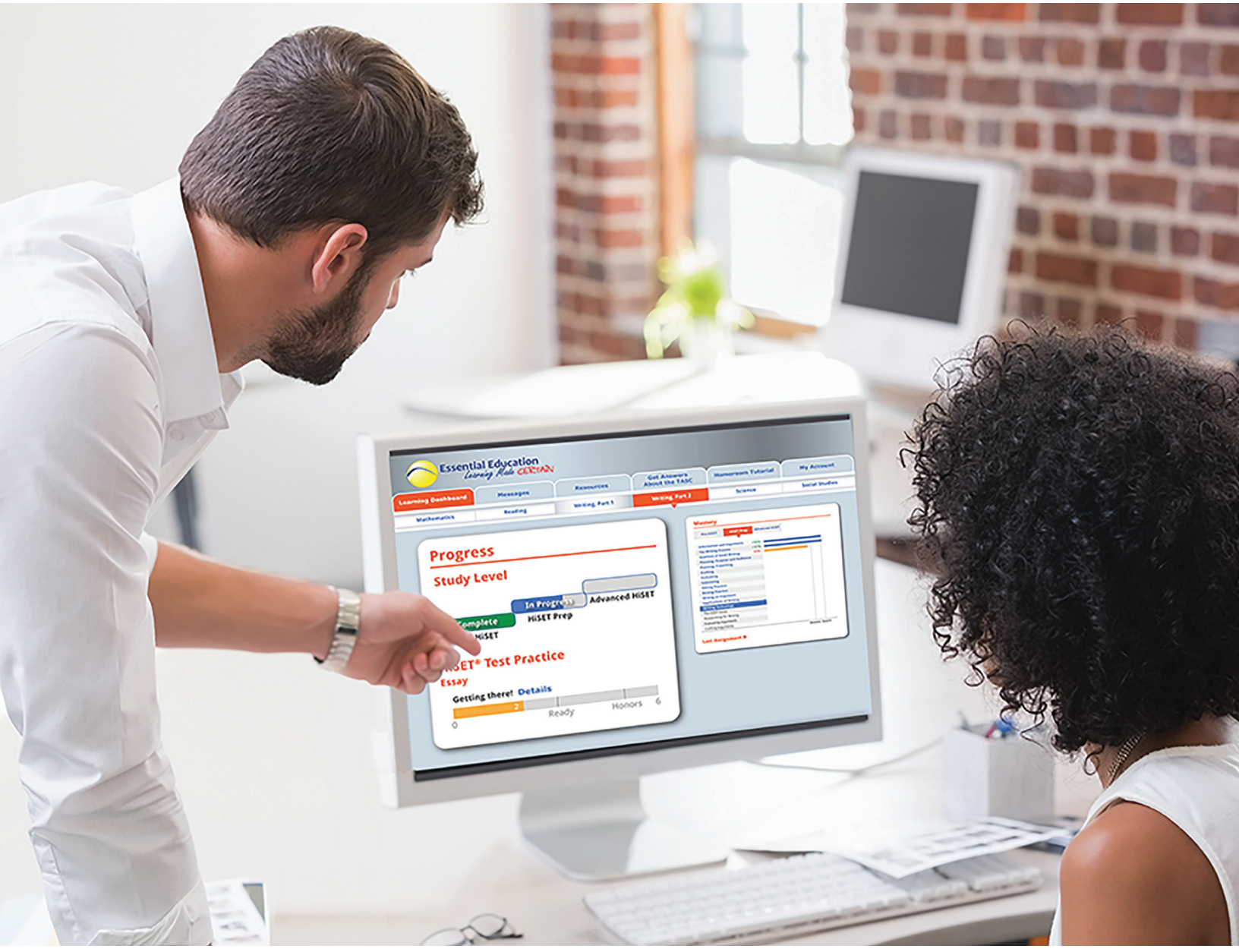


An Educator's Guide to the HiSET® Exam

SHANNON GEVERO
SEAN MCGLADE

Reviewed by psi

LEARNING
Upfront, Close and Personal



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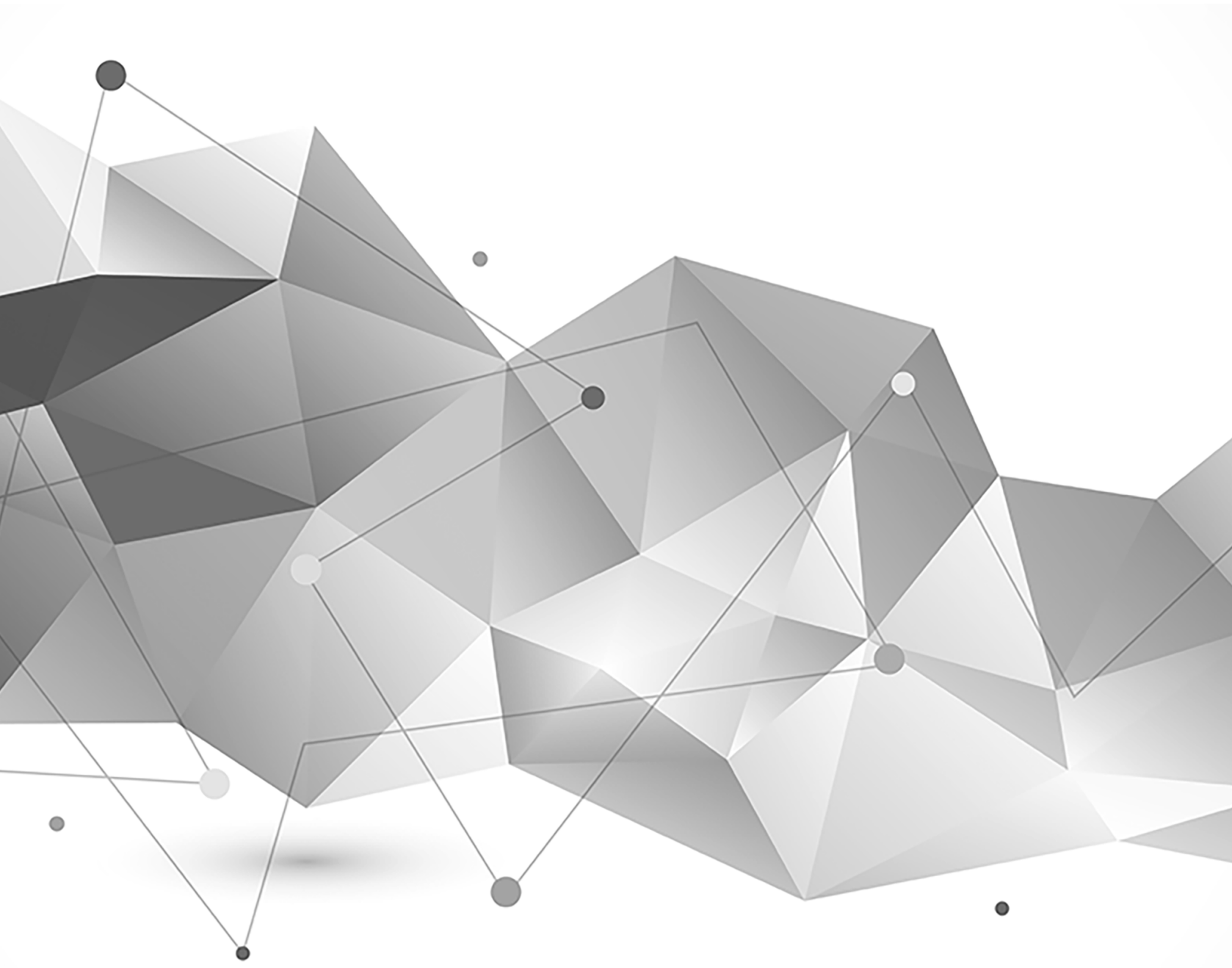
HiSET® Exam Curriculum Blueprint



HiSET® Exam Curriculum Blueprint

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Essential Education provides innovative, effective HSE test preparation and adult learning programs centered on the learner's needs.

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INTRODUCTION

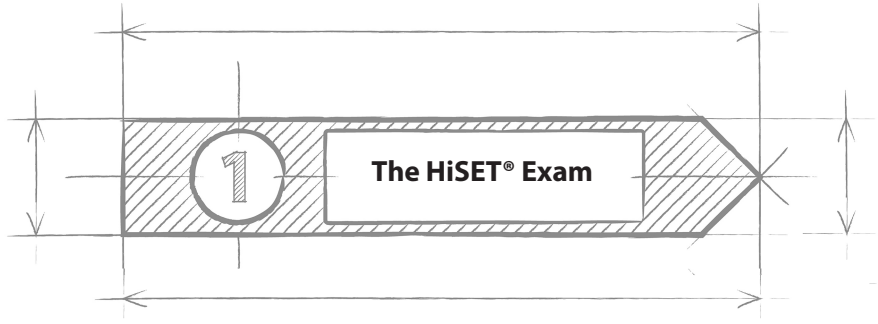
Connecting Standards and Skills

The HiSET® Exam is aligned to the CCR standards. Standards guide assessments, and so adult education instructors look to the standards to guide instruction. The question becomes, how can standards be taught in the classroom? What skills do students need to acquire for success?

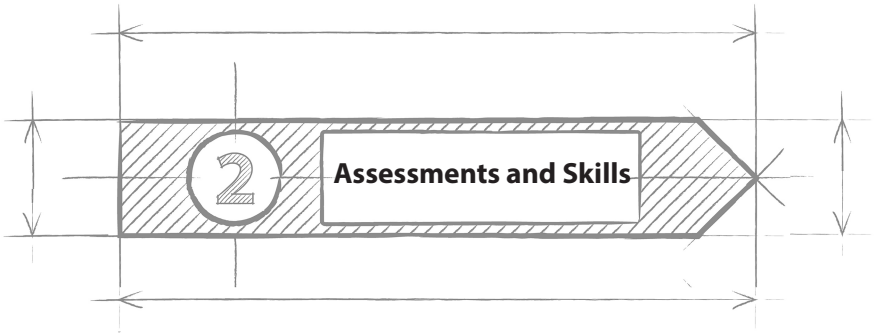
The HiSET® Exam Curriculum Blueprint offers support and guidance to adult educators preparing adult learners for the HiSET® Exam and beyond. This book clearly outlines the CCR standards for the HiSET® Exam and provides suggestions for creating and implementing effective skill-based lessons linked to those standards.

Blueprint Organization

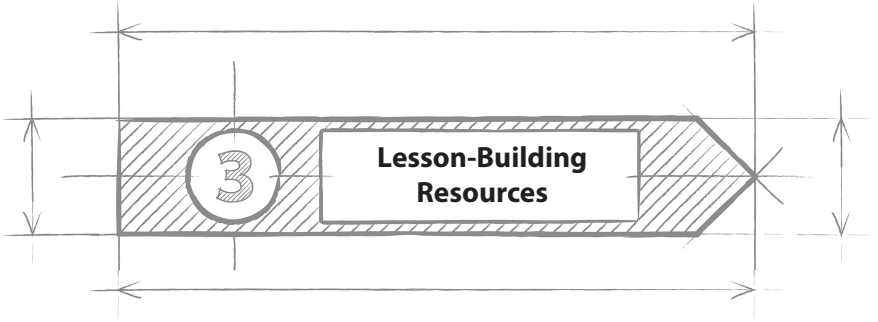
The *HiSET® Exam Curriculum Blueprint* is divided into three sections:



An overview of the HiSET® Exam and its challenges for the adult education instructor.



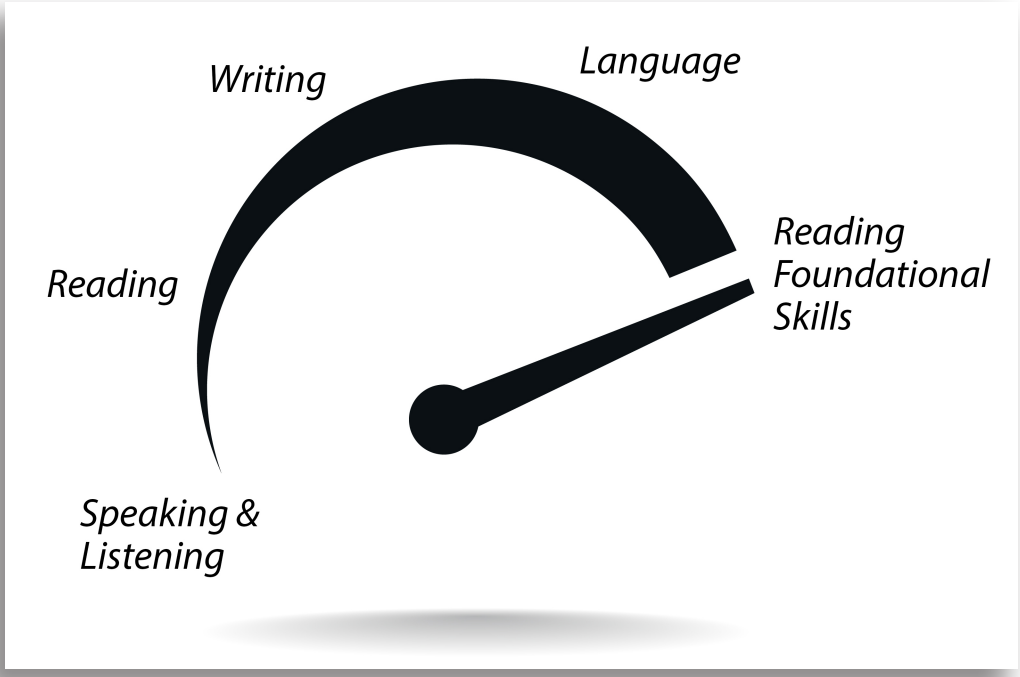
A breakdown of the content, format, and standards for each subject area and a checklist of the skills needed to achieve each standard.



Tools for building effective lessons, activities, and curricula.

SECTION ONE

The HiSET® Exam



CCSS and CCR Standards

The College and Career Readiness (CCR) Standards for Adult Education mark a change in adult education. They raise standards and teaching to meet the changing requirements of colleges, training programs, and the job market. The Common Core State Standards (CCSS) were developed to create national benchmark standards for kindergarten through high school education. These standards have been adopted by all 50 states. Adult educators, however, did not have a guide to implementing the CCSS in adult education. How do you adapt a 13-year curriculum to adult education, where time is often limited?

The CCR standards identify the most important standards for adult students. In ELA/literacy, the CCR standards present anchor standards in reading, writing, speaking and listening, language, and reading foundational skills. Each anchor standard includes a detailed description of related CCSS standards, categorized into learning levels. In the CCR standards for mathematics, the key CCSS standards are categorized by level and domain to give a clear, focused path for mathematical development.

The HiSET® Exam measures essential components of the CCR standards. A student's score can indicate his or her level of career and college readiness.

The field of education is changing to meet modern demands for employment, education, and training. Students need to learn more critical thinking skills. They need to comprehend underlying principles. They need to apply their knowledge to real-world situations in both language arts and mathematics. The HiSET® Exam and many other adult education assessments are transitioning to the CCR standards. While these standards do a good job of describing what students must do, educators must break down the standards into skills and design lessons to teach them effectively. Identifying the discrete skills that constitute the CCR standards is critical for instruction. Based on both the CCR standards and content descriptors for the HiSET® Exam, this blueprint identifies essential instructional skills to assist teachers in designing successful lessons. These essential instructional skills provide a guideline for adjusting curriculum and making shifts in instruction.

Webb's Depth of Knowledge (DOK)

The HiSET® Exam reflects a shift in education from Bloom's Taxonomy, which defines cognitive levels, to Webb's Depth of Knowledge (DOK), which classifies cognitive complexity. Bloom's Taxonomy describes the type of thinking needed, such as remembering or analyzing. Depth of Knowledge describes the complexity of the task. What level of planning or processing is needed to complete the task?

The HiSET® Exam includes three levels of complexity in its assessment: essential competencies at level 1 (recall and reproduction), conceptual understanding at level 2 (skills and concepts), and extended reasoning at level 3 (strategic thinking). Reasoning skills should be at the forefront of lessons created for the adult learner. Students should understand concepts clearly and be able to complete complex tasks. This will not only prepare students for the HiSET® Exam but for challenges in college, career, and life.

Adult education programs need to focus on building problem-solving skills. Students should learn to break problems down into discrete parts and articulate the problem-solving process. Answers matter, but understanding the process that leads to the answers is just as important. The goal is to provide students with a set of tools that enable them to reason effectively when confronted with problems instead of relying on rote memorization.

Section Three of this blueprint will provide a thorough analysis of each of the four levels of DOK and how to develop lessons accordingly.

Details of the HiSET® Exam

The HiSET® Exam covers a familiar set of subject areas: reading, writing, math, science, and social studies. Students can take each subtest separately, allowing them to prepare for one test at a time. While testing, students will also be able to navigate freely and preview all test questions before answering. This allows better time management. Preparing students for what to expect while test-taking can increase their scores.

Items on the tests are multiple choice except for Writing, Part 2, which is an essay writing task. Items, passages, and stimuli (maps, graphs, tables, and other visual elements) are validated against a general high-school population.

HiSET® Exam	
Publisher	PSI
Subject Areas and Subtest Descriptions	• Language Arts—Reading 40 items, 65 minutes • Language Arts—Writing, Part 1 51 items. Writing, Part 2 1 essay. 120 minutes combined for both Parts 1 and 2. Students may move between Parts 1 and 2 during this 120 minutes. • Mathematics 50 items, 90 minutes • Science 50 items, 80 minutes • Social Studies 50 items, 70 minutes
Scoring	Multiple-choice sections of computer-based tests will receive immediate, unofficial scores
Test Items	• Multiple-choice • Essay
Paper/Computer	Both computer-based and paper/pencil options available (depending on testing center)
Access	State decision—open
Cost	$50
Retaking	Two retests in one calendar year

Scoring the HiSET® Exam Subject-Area Tests

The HiSET® Exam gives students a score of 0 to 20 on each subtest, for a total score of 100. The total score of 100 is an easy figure to grasp, but it shouldn't be looked as as a percent score. To pass the exam, student scores must meet three criteria:

- A score of at least 8 on each of the five subtests
- A score of at least 2 out of 6 on the essay portion of the writing test
- A total combined score on all five subtests of at least 45

A score between 1 and 5 in any subject area reflects a need for remedial study. The student needs additional learning in order to pass. A score of 6 or 7 is nearly passing; the student may need to brush up on a few areas and increase test-taking skills. A score of 15 or higher reflects college-readiness. If your students score in this range, talk to them about their goals for college and career. They may need specialized assistance preparing for their next step.

Essays are scored on a 6-point rating scale that ranges from "weak command" to "superior command."

HiSET® Essay Scores

Score	Skill Level
1	Weak command
2	Limited command
3	Partial command
4	Adequate skill
5	Strong command
6	Superior command

What Does a Passing Score Mean?

Students who earn a passing score have demonstrated a level of performance similar to high school graduates. A score of 8 through 14 on any test shows high school level competency. A score of 15 or higher shows career and college readiness. Students who score between 15 and 20 have demonstrated the skills needed to succeed in college-level, credit-bearing courses.

Computer-Based Testing

The HiSET® Exam is offered in both a pencil-and-paper version and a computer-based test (CBT) version. Individual test centers decide whether to offer a computer-based test. Computer testing can be easier and faster for many students, even ones who are initially reluctant about using a computer, and computer tests offer instant unofficial results for multiple choice tests.

In addition to offering potential advantages for the test-taker, CBT will likely become more and more common in the future. Offering students practice and training with computers will help them prepare for CBT and build computer skills, which are integrated into the CCR standards. Whether or not a student chooses computer-based testing, computer literacy is a requirement in today's workplace and a growing need in adult education. All students can benefit from technology instruction in the classroom.

Computer Essentials

Adult Education Needs Computer Literacy

Computer Essentials Online, Essential Education's complete computer literacy course, teaches learners how to navigate a changing technological world through simple, engaging lessons where students learn by doing.

From writing an essay on a computer to navigating activities, students taking the HiSET® Exam on a computer need fundamental computer training. The more comfortable students are with basic skills, the more their performance will benefit. Computer Essentials Online is designed to cover all the skills students need and more.

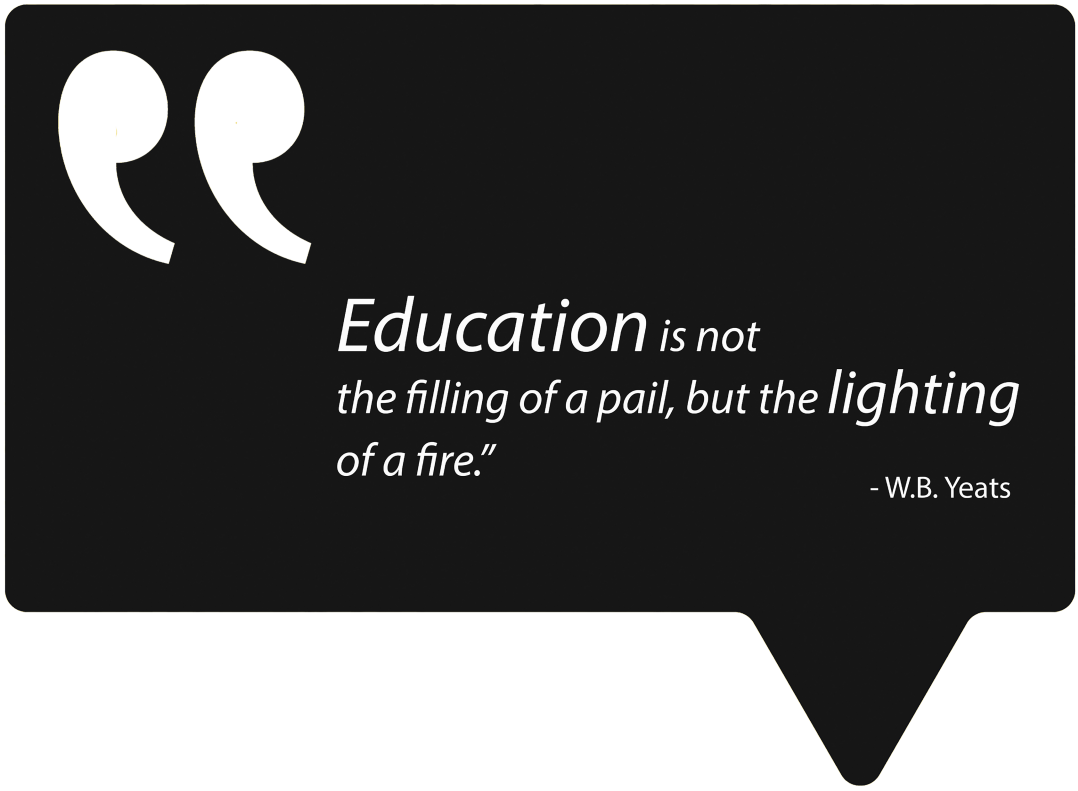
Computer Skills for Life, Work, and School

The bottom line is that all aspects of students' lives benefit from technology education. Computer Essentials Online teaches students to:

- Learn fundamentals such as using a mouse and keyboard, navigating, scrolling, and using windows.
- Think through new interfaces and deal with changing technology.
- Gain basic knowledge about how computers and the Internet work.

SECTION TWO

Assessment and Skills



Details of the HiSET® Subject-Area Tests

PSI provides comprehensive technical documents describing the HiSET® Exam. The HiSET® Information Brief (available at https://hiset.org) gives an overview of each subtest. The following information is distilled from the HiSET® Technical Manual and the Information Brief; it identifies and interprets what's most important for focused teaching.

Language Arts—Reading

The goal of the reading test is to assess learners' ability to read and use complex texts. The HiSET® Exam identifies both content categories—the content of test items, and process categories—the cognitive processes needed to answer or respond to the items. A similar dual requirement exists in the classroom. While students might be using, for example, a biographical essay in a lesson, that is the lesson content, not the process the student is learning. The student should be learning a process: how to interpret or analyze the text, how to approach the reading for comprehension, or how to compare the text to other writings.

On the HiSET® Exam, the content includes a broad range of high-quality, challenging literary and informational texts. Selections are approximately 400 to 600 words and vary in genre, purpose, and style. This subtest includes 40 question items relating to approximately 60% literary texts and 40% informational texts. Students might run across essays, biographical or autobiographical texts, editorials, narratives, or poetry.

The HiSET Reading test has added paired passages, followed by questions that ask the student to compare, contrast, and answer other analytical questions using both passages. In addition, questions may require students to use multiple process categories in a single question.

HiSET® Reading Process Categories

Comprehension

- Understand restatements of information
- Determine the meaning of words and phrases as they are used in the text
- Analyze the impact of specific word choices on meaning and tone

Inference & Interpretation

- Make inferences from the text
- Draw conclusions or deduce meanings not explicitly present in the text
- Infer the traits, feelings, and motives of characters or individuals
- Apply information
- Interpret nonliteral language

Analysis

- Analyze multiple interpretations of a text
- Determine the main idea, topic, or theme of a text
- Identify the author's or speaker's purpose or viewpoint
- Distinguish among opinions, facts, assumptions, observations, and conclusions
- Recognize aspects of an author's style, structure, mood, or tone
- Recognize literary or argumentative techniques

Synthesis & Generalization

- Draw conclusions and make generalizations
- Make predictions

The process categories are comprehension, inference and interpretation, analysis, and synthesis and generalization. Students should learn strategies for these process categories with a wide variety of texts.

Language Arts—Writing

The HiSET® Writing test is unique, in part because it includes an essay. The writing test description focuses on content categories, not process categories, although complex cognitive processing is required. Students must plan, create, and evaluate a written work.

The test has two parts. Part 1 is a multiple-choice test which measures test-takers' editing and revising skills. It provides drafts of texts, such as letters, articles, or reports. Potential problem areas are underlined in each text. Students must identify and correct errors or make improvements to the text. Test-takers will choose the best revisions for structure and organization, conciseness and clarity, style, grammar and usage, and mechanics. Part 1 of the writing test contains 51 items, divided between organization, language facility, and writing conventions.

Part 2 is the essay test. It provides a real-world task with a purpose and audience and asks the test-taker to provide a clear and well-organized response appropriate to the task. The essay is scored based on development, organization, language facility, and writing conventions.

Students are presented with two texts and write a response which develops a position using evidence from both texts as well as their own experiences. Scoring is based on how well the student developed a position supported by evidence and experience.

HiSET® Writing Part 2, Content Categories

Development of Ideas
- Focus on central idea, supporting idea
- Explanation of supporting ideas

Organization of Ideas
- Introduction and conclusion
- Sequencing of ideas
- Paragraphing
- Transitions

Language Facility
- Word choice
- Sentence structure
- Expression and voice

Writing Conventions
- Grammar
- Usage
- Mechanics

Mathematics

For the HiSET® Mathematics test, the content categories describe domains of mathematics it covers and the mathematical reasoning and cognitive skills required. The content categories covered are numbers and operations; measurement and geometry; data analysis, probability, and statistics; and algebraic concepts. The test will include 45% algebraic concepts, and 18% to 19% of each other content category. Students will be able to use a calculator on the exam, but teaching fluency with basic operations and mental math will help students solve problems faster and easier. The test items in each area are more complex than on the 2015 test, and a formula sheet will be provided for test-takers. Content categories include the following topics:

Numbers and Operations

Properties of operations

Real and complex numbers

Absolute values

Computation and estimation with real numbers, exponents, radicals, ratios, proportions, and percentages

Measurement and Geometry

Properties of geometric figures

Theorems of lines and triangles

Perimeter, surface area, volume, lengths, and angles for geometric shapes

Data Analysis, Probability, and Statistics

Probability

Linear relationships

Measures of central tendency

Variability

Understanding relations among events

Data collection

Counting principles

Aspects of distributions

Algebraic Concepts

Analyzing mathematical situations and structures using algebraic symbols

Patterns, relations, and functions

Linear functions and inequalities

Nonlinear functional relations

Analyzing and interpreting algebraically, numerically, and graphically

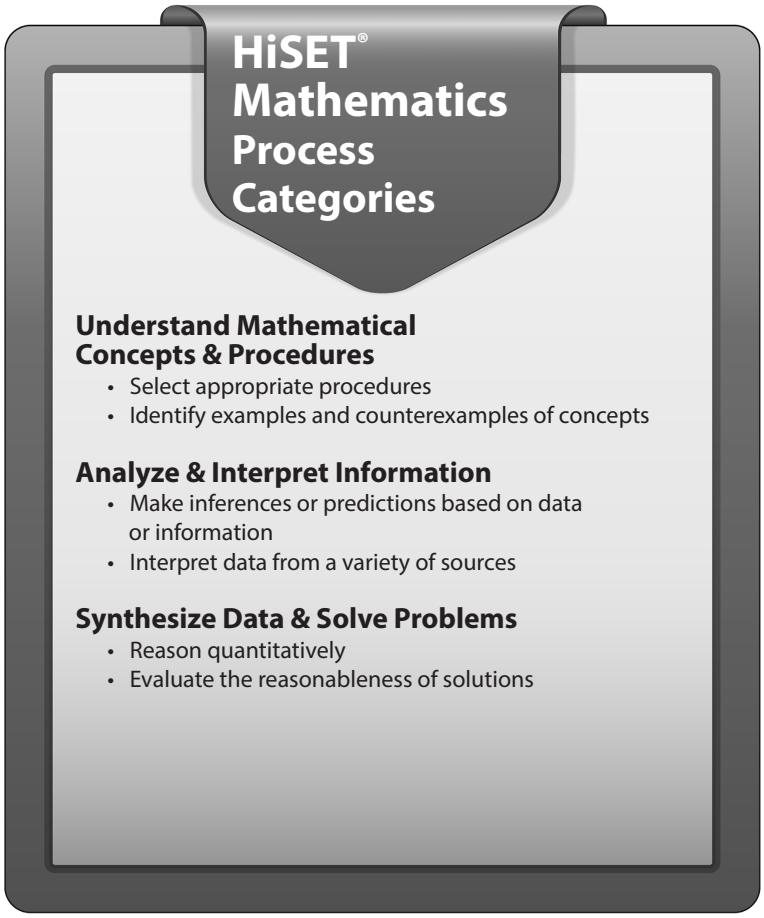
Representing, generalizing, and solving problem situations

Simplifying algebraic expressions

Analyzing and interpreting functions of one variable by investigating rates of change and intercepts

Understanding the meaning of equivalent forms of expressions, equations, inequalities, and relations

The required reasoning and cognitive skills for language arts are equally important to the math test. Lessons should focus on comprehension of underlying math skills and application of those skills to real-world problems. Students will need to show conceptual understanding of math and use reasoning to solve mathematical problems. Math questions present real-world problems but also test knowledge of abstract concepts.



Science

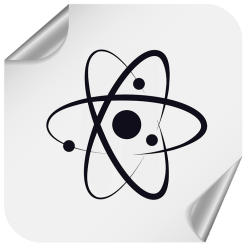
The content categories covered on the HiSET® Science test are physical science, life science, and earth science. The test will be 48% life science, 28% physical science, and 23% earth science, with a total of 50 questions. Test questions include scientific data, scientific texts (such as might be found in scientific journals), charts and graphs, tables, diagrams, and other stimulus materials. There is an emphasis on scientific studies and experiments and their results. The content categories may include the following topics:

Life Science

Fundamental biological concepts, including organisms, their environments, and their life cycles

The interdependence of organisms

The relationships between structure and function in living systems



Physical Science

Observable properties such as size, weight, shape, color, and temperature

Concepts relating to the position and motion of objects

Principles of light, heat, electricity, and magnetism

Earth Science

Properties of earth materials

Geologic structures and time

Earth's movements in the solar system

While students should be familiar with a broad range of science topics, understanding scientific thinking should be a core aspect of the curriculum. Students should see data that's displayed in a wide variety of ways and be able to interpret and analyze the data and draw conclusions. Students should be familiar with scientific principles, including the scientific method and elements of scientific studies. They should be able to apply their knowledge to novel situations and experimental design.

HiSET® Science Process Categories

Interpret & Apply

- Interpret observed data or information
- Apply scientific principles

Analyze

- Discern an appropriate research question suggested by the information presented
- Identify reasons for a procedure and analyze limitations
- Select the best procedure

Evaluate & Generalize

- Distinguish among hypotheses, assumptions, data, and conclusions
- Judge the basis of information for a given conclusion
- Determine relevance for answering a question
- Judge the reliability of sources

Social Studies

The HiSET® Social Studies test includes 50 questions, covering the content categories of history, civics/government, economics, and geography. The content of the test is broad, from anthropology to geography; from history to economics. It will include primary documents and present both text and visual information. Students should be able to interpret images such as political cartoons; data presented in charts, graphs, and tables; and other visual information such as maps and timelines. Include a wide variety of visual data in your teaching. Social studies passages will also be included on the exam, so students need to apply reading skills to social studies content. The content categories may include the following:

History

Historical sources and perspectives

The interconnections among the past, present, and future

Specific eras in U.S. and world history, including the people who have shaped them and the political, economic, and cultural characteristics of those eras

Civics/Government

Civic ideals and practices of citizenship in a democratic society

The role of the informed citizen and the meaning of citizenship

The concepts of power and authority

The purposes and characteristics of various governance systems, with particular emphasis on the U.S. government

The relationship between individual rights and responsibilities and the concepts of a just society

Economics

The principles of supply and demand

The difference between needs and wants

The impact of technology on economics

The interdependent nature of economies

How the economy can be affected by governments and how that effect varies over time

Geography

Concepts and terminology of physical and human geography

Geographic concepts to analyze spatial phenomena and discuss economic, political, and social factors

Interpretation of maps and other visual and technological tools

The analysis of case studies

The process categories for social studies include interpreting and applying, analyzing, and evaluating and generalizing. Test-takers should be able to distinguish fact from opinion, judge the reliability of sources, evaluate the validity of inferences and conclusions, including recognizing limitations of procedures, and determine whether there is enough information to draw a conclusion.

HiSET® Social Studies Process Categories

Interpret & Apply

- Make inferences or predictions based on data or other information
- Infer unstated relationships
- Extend conclusions to related phenomena

Analyze

- Distinguish between facts, opinions, and values
- Recognize the author's purpose, assumptions, and arguments

Evaluate & Generalize

- Determine the adequacy of information for reaching conclusions
- Judge the validity of conclusions
- Compare and contrast the reliability of sources

Skill Breakdown

Subject: Language Arts—Reading

Assessment Area: Key Ideas and Details

CCSS.ELA-Literacy.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Essential Instructional Skills

◘ Identify the main idea of a text and the statement and development of the main idea. ◘ Identify key information at the sentence level. ◘ Paraphrase the main idea of a sentence. ◘ Understand types of supporting details. ◘ Identify supporting details in a paragraph. ◘ Use annotation to aid comprehension of a text. ◘ Draw conclusions based on main ideas and details in a paragraph. ◘ Draw conclusions from a text when those conclusions are not explicitly stated. ◘ Self-evaluate the effectiveness of your reading.	◘ Compare two texts to find differences in main idea, messages, details, tone and point of view. ◘ Read two texts and determine one common message: compare and contrast multiple sources with the same message. ◘ Read closely to determine what the text says explicitly. ◘ Ask questions about the information and/or themes presented explicitly or implicitly within text. ◘ Imagine text spoken as you read. ◘ Create mental images from written text. ◘ Connect meaning in a text to your life. ◘ Paraphrase the details of one or more paragraphs. ◘ Make logical inferences from the text. ◘ Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Sample of HiSET® Academy Lessons for These Skills:

Life of Pi: Recalling Details *The Jungle*: Summarizing Information The Crisis: Paraphrasing a Quote Rental Agreement: Interpreting a Passage University of Colorado Honor Code Policy: Making Inferences	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Essential Instructional Skills

◘ Identify the elements of a story	◘ Identifying common ideas or threads between multiple paragraphs
◘ Demonstrate understanding of the concept of a central message, moral, or theme	◘ Identify central ideas from common threads in paragraphs
◘ Explain how story elements relate to the central message of the story	◘ Analyze two sources with differing messages
◘ Identify the central message, moral, or theme from paragraphs	◘ Compare and contrast sources with different messages
◘ Examine texts to identify themes commonly found in literature	◘ Identify opposing messages from two different sources
◘ Examine sentences within paragraphs to find evidence to support themes	◘ Analyze the development of central ideas or themes from a text
◘ Summarize the key supporting details and ideas of a text	◘ Determine an author's point of view or purpose of a text

Sample HiSET® Academy Lessons

The Jungle: Comprehending Concepts *Death of a Salesman*: Biff in a New Context *Gladiator* Review: Main Idea "Make Music with Your Life"*:* Poem's Main Idea	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed.

Essential Instructional Skills

◘ Analyze why individuals, events, and ideas develop and interact over the course of a text	◘ Determine an author's point of view or purpose of a text
◘ Identify the author's point of view	

Sample HiSET® Academy Lessons

Good Benito: Connecting Parts of the Text *Hogan's Goat*: Character Motivation *Long Day's Journey into Night*: Comparing Characters	For these and more lessons go to www.essentialed.com

Assessment Area: Craft and Structure

CCSS.ELA-Literacy.RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Essential Instructional Skills

◘ Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings	◘ Use context clues to determine the meaning of unfamiliar words
◘ Identify common prefixes to determine the meaning of new words	◘ Determine the meaning of words in passages using affixes, roots, and context clues
◘ Identify common suffixes to determine the meaning of new words	◘ Identify types of figurative language
◘ Use vocabulary to make predictions about a text	◘ Identify figurative language within text
◘ Identify how text type impacts the message, tone, and purpose of text	◘ Skim and scan documents to find new words
◘ Analyze text to determine the tone	◘ Identify common roots to determine the meaning of new words
◘ Analyze how types of organizational patterns within texts impact meaning	◘ Identify how word choice impacts tone
	◘ Analyze how specific word choices shape meaning and tone

Sample HiSET® Academy Lessons

The Great Gatsby: A Word in Context University of Colorado Honor Code Policy: Word Meaning "I Felt a Cleaving in My Mind": Word Meaning *The Jungle*: Inferring a Meaning	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.RL.11-12.5: Analyze how an author's choice concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Essential Instructional Skills

- Make distinctions between facts that are related versus facts that are relevant to support the main idea of a text
- Make predictions about a text using titles
- Make predictions about a text using subtitles
- Use tables and their titles to make predictions about a text
- Glean information about a text from scanning and skimming
- Identify the parts of a paragraph
- Apply the concept of graphic organizers to taking notes about text
- Use graphic organizers to retell information from text in own words
- Make predictions about the text based on the chronological structure
- Retell texts written in a "following directions" frame
- Retell texts written in a cause and effect frame
- Explain how a cause and effect structure impacts the text.
- Explain how a compare and contrast structure impacts the text
- Make predictions about the text based on the compare and contrast structure.
- Explain how a problem and solution structure impacts the text
- Identify missing points of view
- Identify expository texts
- Identify narrative texts
- Identify persuasive texts
- Identify technical texts
- Use graphs and charts to make predictions about a text
- Use maps to make predictions about text
- Determine central focus of text by identifying text type (expository, narrative, persuasive, and technical texts)
- Understand the concept behind graphic organizers
- Retell text written in a chronological frame
- Explain how a chronological structure impacts the text
- Explain how a "Following directions" structure impacts the text
- Make predictions about the text based on the "following directions" structure
- Make predictions about the text based on the cause and effect structure
- Retell texts written in a compare and contrast frame
- Retell texts written in a problem and solution frame

▫ Identify figurative language within text ▫ Understand what is meant by point of view ▫ Identify the author's point of view ▫ Identify missing points of view ▫ Make distinctions between facts that are related versus facts that are relevant to support the main idea of a text	▫ Make predictions about the text based on the problem and solution structure ▫ Identify how figurative language impacts the tone of a text ▫ Examine how point of view impacts the tone, message, or theme of a text ▫ Examine text, themes, and ideas from multiple points of view

Sample HiSET® Academy Lessons

The Great Gatsby: A Word in Context "In Just": Poem's Structure *The Great Gatsby*: Narrator's Point of View Barn Burning: Synthesizing Character Information Affirmative Action: Identifying a Conclusion	For these and more lessons go to www.essentialed.com

Assessment Area: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

Essential Instructional Skills

▫ Determine whether sources are primary or secondary sources ▫ Integrate and evaluate content presented in diverse media formats, including visually, as well as with words	▫ Integrate and evaluate content presented quantitatively, as well as with words

Sample HiSET® Academy Lessons

"Make Music With Your Life": Poem's Form "Make Music With Your Life": Title's Meaning	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how to or more texts from the same period treat similar themes or topics.

Essential Instructional Skills

▫ Analyze how two or more texts address similar themes or topics in order to compare the approaches to the authors take ▫ Compare and evaluate two argumentative passages on the same topic that present opposing claims	▫ Analyze how two or more texts address similar themes or topics in order to build knowledge

Sample HiSET® Academy Lessons

Affirmative Action: Identifying Support for the Conclusion Affirmative Action: Identifying Assumptions Affirmative Action: Evaluating Evidence	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the the high end of the range.

Essential Instructional Skills

▫ Identify expository texts ▫ Use annotation to aid comprehension of text ▫ Identify the elements of a story ▫ Demonstrate understanding of the concept of central message, moral. or theme	▫ Examine texts to identify themes commonly found in literature ▫ Read closely to determine what the text says explicitly ▫ Ask questions to aid comprehension of text

Sample HiSET® Academy Lessons

"Bartlby The Scrivener": Comprehending Concepts The Crisis: Paraphrasing a Quote Rental Agreement: Interpreting a Passage *Gladiator* Review: Recall Details University of Colorado Honor Code Policy: Word Meaning	For these and more lessons go to www.essentialed.com

Subject: Language Arts—Writing

Assessment Area: Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.1: Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.

Essential Instructional Skills

- Interpret figurative language, including similes and metaphors, in context. figurative language, including similes and metaphors, in context
- Use verbs in the active and passive voice
- Explain the function of phrases and clauses in general and their function in specific sentences
- Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
- Correct vague or unclear pronouns
- Correct inappropriate shifts in verb voice and mood
- Ensure subject-verb agreement
- Compare and contrast the varieties of English used in stories, dramas, or poems
- Produce simple, compound, and complex sentences
- Vary sentence patterns for meaning, reader/listener interest, and style
- Maintain consistency in style and tone
- Use apostrophes correctly
- Ensure pronoun-antecedent agreement
- Recognize and explain the meaning of common idioms, adages, and proverbs
- Ensure subject-verb agreement in complex situations such as group nouns or apositives following the subject
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
- Correct common errors in pronoun-antecedent agreement, such as with indefinite pronouns
- Distinguish the literal and non-literal meanings of words and phrases in context
- Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity
- Distinguish shades of meaning among related words
- Explain the functions of nouns and verbs in general and in sentences
- Acquire and use accurately general academic and domain specific words and phrases

▫ Use words and phrases that signal contrast, addition, and other logical relationships ▫ Explain the function of verbals in general and in examples	▫ Form and use regular and irregular verbs ▫ Use words and phrases that are appropriate to a specific topic ▫ Form sentences with transitive and intransitive verbs ▫ Recognize and correct variations from non-standard English ▫ Expand, combine, and reduce sentences

Sample HiSET® Academy Lessons

Commonly Confused Words Verb Errors Subject-Verb Agreement Dangling Modifiers	For these and more lessons go to www.essentialed.com

Assessment Area: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.3: Determine or clarify the meaning of unknown or multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Essential Instructional Skills

▫ Use print and digital reference materials to find pronunciation and determine meaning, etymology, part of speech, or standard usage ▫ Use print and digital reference materials to verify inferred word meanings ▫ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech

Sample HiSET® Academy Lessons

Good Benito: A Word in Context "Walden": Word Meaning in Context	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.L.11-12.4: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Instructional Skills

◘ Interpret figurative language, including similes and metaphors, in context ◘ Recognize and explain the meaning of common idioms, adages, and proverbs ◘ Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	◘ Distinguish the literal and non-literal meanings of words and phrases in context ◘ Distinguish shades of meaning among related words

Sample HiSET® Academy Lessons

The Great Gatsby: A Word in Context University of Colorado Honor Code Policy: Word Meaning "I Felt a Cleaving in My Mind": Word Meaning	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.L.11-12.5: Acquire and use accurately a range of general academic and domain-specific words and phrases

Essential Instructional Skills

◘ Acquire and use accurately general academic and domain specific words and phrases ◘ Use words and phrases that are appropriate to a specific topic ◘ Use words and phrases that signal contrast, addition, and other logical relationships

Sample HiSET® Academy Lessons

Disciplinary Procedure: Meaning of "Procedure" "Walden": Word Meaning in Context; *The Jungle*: Inferring a Meaning	For these and more lessons go to www.essentialed.com

Assessment Area: Text Type and Purposes

CCSS.ELA-Literacy.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Instructional Skills

◘ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text ◘ Provide a concluding statement or section that follows from and supports the task ◘ Use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), reasons, and evidence; between information, ideas, and concepts; or between sections of text ◘ Write opinion pieces on topics or texts, maintaining focus; supporting a point of view with sufficient and organized reasons and information; and communicating clearly	◘ Introduce and clearly state claim(s) ◘ Acknowledge and address alternate or opposing claims ◘ Organize reasons and evidence logically to support a claim ◘ Develop claims and counterclaims fairly and completely, explaining strengths and limitations ◘ Anticipate the audience's knowledge level and concerns in writing an argument ◘ Establish and maintain a formal style and objective tone while attending to the norms and conventions of a discipline ◘ Establish tone and voice appropriate to a task ◘ Provide an introduction and clearly state a central focus

Sample HiSET® Academy Lessons

What is Good Support? Evaluating Arguments Citing Evidence Connecting Main Ideas with Evidence Drawing Conclusions	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Instructional Skills

◘ Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension ◘ Organize ideas, concepts, and information ◘ Use text formatting, sections, and headings to support logical organization ◘ Use graphics (e.g., figures, tables) and multimedia to aid comprehension	◘ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic ◘ Use precise and specific, well-chosen vocabulary ◘ Use domain-specific vocabulary to manage the complexity of the topic

Sample HiSET® Academy Lessons

Cover Letters Memos and Reports Essay Prompt: Future Dreams Organizing Paragraphs	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Instructional Skills

◘ Write a narrative including well-elaborated events ◘ Write a narrative including appropriately sequenced events ◘ Write a narrative with details that describe actions, thoughts, and feelings	◘ Write a narrative that provides a sense of closure ◘ Write a narrative including temporal words to signal event order

Sample HiSET® Academy Lessons

Types of Writing Practicing Writing	For these and more lessons go to www.essentialed.com

Assessment Area: Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Instructional Skills

◘ Produce clear and coherent writing ◘ Use development and organization appropriate to the task, purpose, and audience ◘ Organize paragraphs and short responses	◘ Maintain coherent focus in a writing task ◘ Use a style appropriate to task, purpose, and audience

Sample HiSET® Academy Lessons

Applying Organization The Writing Process Essay Writing Essay Prompt: The Value of Education Essay Prompt: Heroes	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Essential Instructional Skills

◘ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach ◘ Revise, edit, and rewrite to improve writing ◘ Try a new approach to writing when necessary ◘ Develop writing through planning organization	◘ Develop writing through planning content ◘ Develop writing through reading and research ◘ Focus on addressing what is most significant for a specific purpose and audience ◘ Maintain coherent focus in a writing task ◘ Publish writing in appropriate venues, following procedures for finalizing and publishing

Sample HiSET® Academy Lessons

A Simple Process for Writing Essay Prompt: A Favorite Place Essay Prompt: An Important Invention Instructions and Directions Publishing	For these and more lessons go to www.essentialed.com

Subject: Science

Assessment Area: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Essential Instructional Skills

◘ Understand the purposes of scientific texts ◘ Identify scientific texts ◘ Identify types of graphic organizers used to communicate scientific information ◘ Draw conclusions based on the outcomes of experiments or activities ◘ Cite specific textual evidence to support a finding or conclusion ◘ Reason from multiple data points to support a finding or conclusion	◘ Summarize a scientific finding or conclusion in your own words ◘ Evaluate the evidence in textual or non-textual scientific presentations ◘ Evaluate the conclusion based on evidence provided ◘ Comparing two or more conclusions on the same topic ◘ Comparing two or more theories on the same topic

Sample HiSET® Academy Lessons

Energy Conclusion Protein–Animal vs. Vegetable Lunar Eclipse	For these and more lessons go to www.essentialed.com

Assessment Area: Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RST.11-12.10: By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

Essential Instructional Skills

◘ Identify expository texts ◘ Identify technical texts ◘ Identify scientific texts ◘ Recognize the difference between fact and opinion within a text ◘ Glean information about a text from scanning and skimming	◘ Draw conclusions based on the outcomes of experiments or activities ◘ Understand the purposes of scientific texts ◘ Identify how text type impacts the message, tone, and purpose of text ◘ Ask questions to aid comprehension of text

◘ Identify types of graphic organizers used to communicate scientific information	◘ Determine central focus of text by identifying text type (expository, narrative, persuasive, and technical texts) ◘ Cite specific textual evidence to support a finding or conclusion

Sample HiSET® Academy Lessons

Gene Summary Cells Phase Diagram Fossil Skulls	For these and more lessons go to www.essentialed.com

Assessment Area: Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Mathematics Standards

HSS.ID.A.1	HSS.ID.A.2	HSS.ID.A.3
HSS.ID.A.4	HSS.ID.B.5	HSS.ID.B.6
HSS.ID.C.7	HSS.ID.C.8	HSS.ID.C.9

Essential Instructional Skills

◘ Reason from multiple data points to support a finding or conclusion ◘ Determine the probability of events ◘ Describe a data set statistically	◘ Identify types of graphic organizers used to communicate scientific information ◘ Use counting and permutations to solve scientific problems

Sample HiSET® Academy Lessons

Dependent Probability Independent Probability Mean, Median, and Mode Hot Air Best Exercise	For these and more lessons go to www.essentailed.com

Assessment Area: Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiences and observational studies

Math Standards

HSS.IC.A.1 HSS.IC.A.2 HSS.IC.B.3
HSS.IC.B.4 HSS.IC.B.5 HSS.IC.B.6

Essential Instructional Skills

◘ Understand the role analysis of data plays within the scientific method	◘ Recognize a conclusion as used within the confines of the scientific method
◘ Recognize the outcome of experiments or activities	◘ Draw conclusions based on the outcomes of experiments or activities.
◘ Comparing two or more conclusions on the same topic	◘ Evaluate the conclusion based on evidence provided

Sample HiSET® Academy Lessons

Graphs and Charts Which Way's the Sun Moving? Charts, Graphs, Tables, and Diagrams	For these and more lessons go to www.essentialed.com

Subject: Social Studies

Assessment Area: Key Ideas and Details

CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole.

Essential Instructional Skills

◘ Use tables and their titles to make predictions about a text ◘ Use graphs and charts to make predictions about a text ◘ Skim and scan documents to find new words ◘ Determine whether sources are primary or secondary sources ◘ Determine the details of what is explicitly stated in primary or secondary sources ◘ Identify the parts of a paragraph	◘ Recognize the meaning of common social studies images and symbols as they are used in context ◘ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole. ◘ Cite specific evidence to support inferences or analyses ◘ Compare and contrast treatments of the same social studies topic in various primary and secondary sources

Sample HiSET® Academy Lessons

Egypt's Pyramids The Noble Experiment Freedom of Choice	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Essential Instructional Skills

◘ Determine the details of what is explicitly stated in primary and secondary sources ◘ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole ◘ Determine central ideas or themes	◘ Summarize the key supporting details and ideas of a text ◘ Compare and contrast treatments of the same social studies topic in various primary and secondary sources

Sample HiSET® Academy Lessons

Aliens Dressed in Black Dust Bowl Dunes Equilibrium Point Sign of Tyranny Prime Meridian Trade Unions Eisenhower on Civil Rights Political Action Committees	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Essential Instructional Skills

◘ Attend to the precise details of explanations or descriptions of a process, event, or concepts in social studies ◘ Evaluate the credibility of an author in historical and contemporary political discourse ◘ Analyze in detail how events, processes, and ideas develop and interact	◘ Note discrepancies between and among multiple sources on the same social studies topic ◘ Evaluate the assumptions and implications inherent in differing positions

Sample HiSET® Academy Lessons

Constitution Values Enlightening Dude Smokey's Friend Simple Solutions	For these and more lessons go to www.essentialed.com

Assessment Area: Craft and Structure

CCSS.ELA-Literacy.RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Essential Instructional Skills

◘ Use context clues to determine the meaning of unfamiliar words ◘ Determine the meaning of unfamiliar words and phrases as they are used in the context of social studies	◘ Identify the meaning of common social studies words and phrases as they are used in context ◘ Describe people and places in social studies

Sample HiSET® Academy Lessons

Surplus! Flat Screen TV Pocahontas Summary	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Essential Instructional Skills

◘ Determine the details of what is explicitly stated in primary and secondary sources ◘ Recognize the meaning of common social studies images and symbols as they are used in context	◘ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole

Sample HiSET® Academy Lessons

Political Action Committee Hitler the Dictator Aliens Dressed in Black	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Essential Instructional Skills

◘ Determine an author's point of view or purpose of a text ◘ Assess how point of view and purpose shape the style of a text	◘ Assess how author's point of view and purpose shape the content of a text

Sample HiSET® Academy Lessons

Growth in India Author's Point of View Fluoridation of Drinking Water	For these and more lessons go to www.essentialed.com

Assessment Area: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Essential Instructional Skills

Determine the details of what is explicitly stated in primary and secondary sources Recognize the meaning of common social studies images and symbols as they are used in context	Integrate and evaluate content presented in diverse media formats, including visually, as well as with words Note discrepancies between and among multiple sources on the same social studies topic

Sample HiSET® Academy Lessons

Primary and Secondary Sources The Noble Experiment Supreme Court Quote Why Women Live Longer Dust Bowl Dunes Emancipation Proclamation I	For these and more lessons go to www.essentialed.com

CCSS.ELA-Literacy.RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Essential Instructional Skills

◘ Assess how author's point of view and purpose shape the content of a text ◘ Corroborate or challenge conclusions with evidence ◘ Develop claims and counterclaims fairly and completely, explaining strengths and limitations ◘ Note discrepancies between and among multiple sources on the same social studies topic	◘ Evaluate the assumptions and implications inherent in differing positions ◘ Make distinctions between facts that are related versus facts that are relevant to support the main idea of a text ◘ Evaluate the credibility of an author in historical and contemporary political discourse ◘ Make distinctions between facts that are related versus facts that are relevant to support the main idea of a text

Sample HiSET® Academy Lessons

Author's Purpose Author's Point of View Comparing Non-Fiction Claims and Evidence	For these and more lessons go to www.essentialed.com

CSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Essential Instructional Skills

◘ Organize reasons and evidence logically to support a claim ◘ Corroborate or challenge conclusions with evidence ◘ Organize reasons and evidence logically to support a claim ◘ Compare and contrast treatments of the same social studies topic in various primary and secondary sources ◘ Note discrepancies between and among multiple sources on the same social studies topic ◘ Evaluate the assumptions and implications inherent in differing positions	◘ Use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), reasons, and evidence; between information, ideas, and concepts; or between sections of text ◘ Cite specific evidence to support inferences or analyses ◘ Identify themes (enduring issues) in two or more social studies sources ◘ Compare differing sets of ideas related to social studies contexts ◘ Produce writing with well-chosen examples, facts, or details from primary and secondary source documents

Sample HiSET® Academy Lessons

Constitution Values Enlightening Dude Smokey's Friend Simple Solutions Free at Last Ralph Nader Dark Ages	For these and more lessons go to www.essentialed.com

Assessment Area: Range of Reading and Level of Text Complexity

CSS.ELA-Literacy.RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in grades 11-CCR text complexity band independently and proficiently.

Essential Instructional Skills

◘ Identify specific evidence that supports inferences	◘ Summarize the key supporting details and ideas of a text
◘ Distinguish among statements of fact, opinion, and reasoned judgement	◘ Read closely to determine what the text says explicitly
◘ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole	◘ Analyze cause-and-effect relationships ◘ Ask questions to aid comprehension of text

Sample HiSET® Academy Lessons

China Tech Growth Colonial Africa Congress's Power The Crisis: Paraphrasing a Quote *Gladiator* Review: Recall Details	For these and more lessons go to www.essentailed.com

Subject: Mathematics

Assessment Area: Number and Quantities

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers

Standards

CCSS.MATH.CONTENT.HSN.RN.A.1 CCSS.MATH.CONTENT.HSN.RN.A.2

CCSS.MATH.CONTENT.HSN.RN.B.3

Essential Instructional Skills

◘ Simplify numbers with whole-number exponents ◘ Simplify numbers with integer exponents ◘ Write numbers in scientific notation ◘ Simplify numeric expressions with radicals	◘ Solve problems with scientific notation ◘ Solve radical equations in one variable ◘ Simplify numeric expressions with rational exponents ◘ Simplify algebraic expressions with radicals

Sample HiSET® Academy Lessons

Exponents Roots Radicals Simplifying Expressions	For these and more lessons go to www.essentialed.com

Quantities

- Reason quantitatively and use units to solve problems

Standards

CCSS.MATH.CONTENT.HSN.Q.A.1 CCSS.MATH.CONTENT.HSN.Q.A.2

CCSS.MATH.CONTENT.HSN.Q.A.3

Essential Instructional Skills

◘ Solve real-world problems using units ◘ Create or interpret an informational chart	◘ Convert measurement between systems

Sample HiSET® Academy Lessons

Converting Measurements Operations with Measurements Metric Measurements	For these and more lessons go to www.essentialed.com

The Complex Number System

- Perform arithmetic operations with complex number systems
- Represent complex number and their operations
- Use complex numbers in polynomial identities and equations

Standards

CCSS.MATH.CONTENT.HSN.CN.A.1 CCSS.MATH.CONTENT.HSN.CN.A.2

CCSS.MATH.CONTENT.HSN.CN.C.7

Essential Instructional Skills

◘ Plot or identify real-world numbers on a number line	◘ Solve real-world problems with negative numbers
◘ Compare irrational numbers by approximation	◘ Solve multi-step problems with negative numbers
◘ Add, subtract, and multiply polynomials	◘ Factor polynomials
◘ Divide polynomials	◘ Identify zeros of a factored polynomial

Sample HiSET® Academy Lessons

Introduction to Polynomials Dividing Polynomials Word Problems with Two Unknowns	For these and more lessons go to www.essentialed.com

Assessment Area: Algebra

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent form to solve problems

Standards

CCSS.MATH.CONTENT.HSA.SSE.A.1 CCSS.MATH.CONTENT.HSA.SSE.A.2

CCSS.MATH.CONTENT.HSA.SSE.B.3 CCSS.MATH.CONTENT.HSA.SSE.B.4

Essential Instructional Skills

◘ Simplify algebraic expressions with rational exponents	◘ Simplify algebraic expressions with integer exponents
◘ Evaluate algebraic expressions	◘ Write algebraic expressions
◘ Simplify algebraic expressions	◘ Write inequalities in one variable
◘ Solve real-world inequalities	◘ Write equations in one variable

◘ Write inequalities in two or more variables ◘ Solve quadratic equations in one variable	◘ Solve equations in one variable

Sample HiSET® Academy Lessons

Introduction to Algebra Simplifying Expressions Solving Equations Inequalities	For these and more lessons go to www.essentialed.com

Arithmetic with Polynomials and Rational Functions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Standards

CCSS.MATH.CONTENT.HSA.APR.A.1 CCSS.MATH.CONTENT.HSA.APR.B.2
CCSS.MATH.CONTENT.HSA.APR.B.3 CCSS.MATH.CONTENT.HSA.APR.C.4
CCSS.MATH.CONTENT.HSA.APR.D.6

Essential Instructional Skills

◘ Add, subtract, and multiply polynomials ◘ Factor polynomials	◘ Divide polynomials ◘ Identify zeros of a factored polynomial

Sample HiSET® Academy Lessons

Introductions to Polynomials Dividing Polynomials	For these and more lessons go to www.essentialed.com

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Standards

CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.REI.A.2
CCSS.MATH.CONTENT. HSA.REI.B.3 CCSS.MATH.CONTENT.HSA.REI.B.4
CCSS.MATH.CONTENT.HSA.REI.B.4.A CCSS.MATH.CONTENT.HSA.REI.B.4.B
CCSS.MATH.CONTENT.HSA.REI.C.5 CCSS.MATH.CONTENT.HSA.REI.C.6
CCSS.MATH.CONTENT.HSA.REI.C.7 CCSS.MATH.CONTENT.HSA.REI.D.10
CCSS.MATH.CONTENT.HSA.REI.D.11 CCSS.MATH.CONTENT.HSA.REI.D.12

Essential Instructional Skills

◘ Write inequalities in one variable	◘ Solve real-world equations
◘ Solve real-world inequalities	◘ Solve a formula for a variable
◘ Write equations in one variable	◘ Write inequalities in two or more variables
◘ Graph solutions to inequalities in one variable	◘ Solve systems of linear equations

Sample HiSET® Academy Lessons

Introduction to Inequalities Solving Equations Systems of Equations	For these and more lessons go to www.essentialed.com

Assessment Area: Functions

Interpreting Functions

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

Standards

CCSS.MATH.CONTENT.HSF.IF.A.1 CCSS.MATH.CONTENT.HSF.IF.A.2
CCSS.MATH.CONTENT.HSF.IF.A.3 CCSS.MATH.CONTENT.HSF.IF.B.4
CCSS.MATH.CONTENT.HSF.IF.B.5 CCSS.MATH.CONTENT.HSF.IF.B.6
CCSS.MATH.CONTENT.HSF.IF.C.7 CCSS.MATH.CONTENT.HSF.IF.C.8
CCSS.MATH.CONTENT.HSF.IF.C.9

Essential Instructional Skills

◘ Identify functions	◘ Identify the domain and range of a function
◘ Evaluate functions for values in their domains	◘ Find the average rate of change of a function.
◘ Identify properties of graphs of functions	◘ Compare properties of two functions
	◘ Interpret expressions for exponential functions

Sample HiSET® Academy Lessons

Functions Practice Functions	For these and more lessons go to www.essentialed.com

Building Functions

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

Standards

CCSS.MATH.CONTENT.HSF.BF.A.1 CCSS.MATH.CONTENT.HSF.BF.A.2

CCSS.MATH.CONTENT.HSF.BF.B.3 CCSS.MATH.CONTENT.HSF.BF.B.4

Essential Instructional Skills

◘ Find the average rate of change of a function ◘ Compare properties of two functions	◘ Identify the domain and range of a function

Sample HiSET® Academy Lessons

Functions Functions Practice Graphs of Functions	For these and more lessons go to www.essentialed.com

Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Standards

CCSS.MATH.CONTENT.HSF.LE.A.1 CCSS.MATH.CONTENT.HSF.LE.A.2

CCSS.MATH.CONTENT.HSF.LE.A.3 CCSS.MATH.CONTENT.HSF.LE.A.4

CCSS.MATH.CONTENT.HSF.LE.B.5

Essential Instructional Skills

◘ Distinguish between linear and exponential scenarios ◘ Distinguish between linear and exponential graph end behavior ◘ Write arithmetic and geometric sequences recursively ◘ Recognize that sequences are functions	◘ Graph functions ◘ Find inverse functions ◘ Solve logarithmic and exponential problems using inverse relationships ◘ Identify the effect on the graph of algebraic transformations of a function ◘ Solve quadratic equations in one variable

Sample HiSET® Academy Lessons

Quadratic Equations Lesson Factor a Quadratic Expression Functions	For these and more lessons go to www.essentialed.com

Assessment Area: Geometry

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Standards

CCSS.MATH.CONTENT.HSG.CO.A.1	CCSS.MATH.CONTENT.HSG.CO.A.2
CCSS.MATH.CONTENT.HSG.CO.A.3	CCSS.MATH.CONTENT.HSG.CO.A.4
CCSS.MATH.CONTENT.HSG.CO.A.5	CCSS.MATH.CONTENT.HSG.CO.B.6
CCSS.MATH.CONTENT.HSG.CO.B.7	CCSS.MATH.CONTENT.HSG.CO.B.8
CCSS.MATH.CONTENT.HSG.CO.C.9	CCSS.MATH.CONTENT.HSG.CO.C.10
CCSS.MATH.CONTENT.HSG.CO.C.11	CCSS.MATH.CONTENT.HSG.CO.D.12
CCSS.MATH.CONTENT.HSG.CO.D.13	

Essential Instructional Skills

◘ Solve problems using congruence	◘ Define angle, circle, perpendicular, and parallel
◘ Solve problems using similarity	◘ Identify three-dimensional objects by rotation of two-dimensional objects
◘ Use the Pythagorean Theorem	◘ Represent transformations in a plane
◘ Describe reflections and rotations that carry a figure onto itself	◘ Develop definitions of rotations, reflections, and transformations
◘ Draw a rotation, reflection, or transformation of a figure	◘ Transform figures using geometric descriptions of rigid motions

Sample HiSET® Academy Lessons

Lines and Angles Similar and Congruent Figures Measuring Perimeter, Area, and Volume	For these and more lessons go to www.essentialed.com

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles

Standards

CCSS.MATH.CONTENT.HSG.SRT.A.1	CCSS.MATH.CONTENT.HSG.SRT.A.2
CCSS.MATH.CONTENT.HSG.SRT.A.3	CCSS.MATH.CONTENT.HSG.SRT.B.4
CCSS.MATH.CONTENT.HSG.SRT.B.5	CCSS.MATH.CONTENT.HSG.SRT.C.6
CCSS.MATH.CONTENT.HSG.SRT.C.7	CCSS.MATH.CONTENT.HSG.SRT.C.8

Essential Instructional Skills

◘ Solve problems using similarity	◘ Solve problems using similarity of shapes
◘ Use the Pythagorean Theorem	◘ Identify properties of related angles
◘ Determine whether two figures are similar using transformations	

Sample HiSET® Academy Lessons

Similar and Congruent Figures The Pythagorean Formula Triangles & Quadrilaterals	For these and more lessons go to www.essentialed.com

Circle

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Standards

CCSS.MATH.CONTENT.HSG.C.A.1 CCSS.MATH.CONTENT.HSG.C.A.2
CCSS.MATH.CONTENT.HSG.C.A.3 CCSS.MATH.CONTENT.HSG.C.B.5

Essential Instructional Skills

◘ Find area and circumference of a circle	◘ Define angle, circle, perpendicular, and parallel ◘ Identify properties of related angles

Sample HiSET® Academy Lessons

Circles Perimeter and Area	For these and more lessons go to www.essentialed.com

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects

Standards

CCSS.MATH.CONTENT.HSG.GMD.A.1 CCSS.MATH.CONTENT.HSG.GMD.A.3
CCSS.MATH.CONTENT.HSG.GMD.B.4

Essential Instructional Skills

◘ Find volume of three-dimensional objects ◘ Solve real-world density, volume, and surface area problems	◘ Find surface area of three-dimensional objects ◘ Identify three-dimensional objects by rotation of two-dimensional objects

Sample HiSET® Academy Lessons

Volume Volume: Practice I Volume: Practice II Volume: Practice III	For these and more lessons go to www.essentialed.com

Modeling with Geometry

- Apply geometric concepts in modeling situations

Standards

CCSS.MATH.CONTENT.HSG.MG.A.1 CCSS.MATH.CONTENT.HSG.MG.A.2
CCSS.MATH.CONTENT.HSG.MG.A.3

Essential Instructional Skills

◘ Solve real-world density, volume, and surface area problems

Sample HiSET® Academy Lessons

Volume I	For these and more lessons go to www.essentialed.com

Assessment Area: Statistics and Probability

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Standards

CCSS.MATH.CONTENT.HSS.ID.A.1 CCSS.MATH.CONTENT.HSS.ID.A.2
CCSS.MATH.CONTENT.HSS.ID.A.3 CCSS.MATH.CONTENT.HSS.ID.A.4
CCSS.MATH.CONTENT.HSS.ID.B.5 CCSS.MATH.CONTENT.HSS.ID.B.6
CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.ID.C.8
CCSS.MATH.CONTENT.HSS.ID.C.9

Essential Instructional Skills

◘ Distinguish between linear and exponential scenarios	◘ Distinguish between linear and exponential graph end behavior
◘ Create or interpret an informational chart	◘ Create or interpret a scatter plot
◘ Identify measures of spread of sets of data	◘ Find a central value (mean, median, or mode)
◘ Understand good statistical method	◘ Compare two populations using central values
◘ Use statistics to compare center and spread of two or more data sets	

Sample HiSET® Academy Lessons

Mean, Median, and Mode Data in Tables Graphs and Charts	For these and more lessons go to www.essentialed.com

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiences, and observational studies

Standards

CCSS.MATH.CONTENT.HSS.IC.A.1 CCSS.MATH.CONTENT.HSS.IC.A.2
CCSS.MATH.CONTENT.HSS.IC.B.3 CCSS.MATH.CONTENT.HSS.IC.B.4

CCSS.MATH.CONTENT.HSS.IC.B.5 CCSS.MATH.CONTENT.HSS.IC.B.6

Essential Instructional Skills

◘ Make inferences about a population based on a sample ◘ Explain the most common types of data gathering methods ◘ Evaluate reports based on data	◘ Decide if a specific model is consistent with experimental results ◘ Use data from a randomized experiment to compare two treatments

Sample HiSET® Academy Lessons

Independent Probability Dependent Probability	For these and more lessons go to www.essentialed.com

Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

Standards

CCSS.MATH.CONTENT.HSS.CP.A.1 CCSS.MATH.CONTENT.HSS.CP.A.2
CCSS.MATH.CONTENT.HSS.CP.A.3 CCSS.MATH.CONTENT.HSS.CP.A.4
CCSS.MATH.CONTENT.HSS.CP.A.5 CCSS.MATH.CONTENT.HSS.CP.B.6
CCSS.MATH.CONTENT.HSS.CP.B.7

Essential Instructional Skills

◘ Find simple probability ◘ Find dependent probability ◘ Determine the probability of events	◘ Find conditional probability of A given B ◘ Use permutations and combinations to compute probability

Sample HiSET® Academy Lessons

Introduction to Probability Simple Probability Independent Probability Dependent Probability	For these and more lessons go to www.essentialed.com

SECTION THREE

Lesson-Building Resources

How do you put adult ed skills and standards into practice in the classroom? The following lesson ideas, resources, and sample lessons can be easily implemented. This section includes:

Depth of Knowledge (DOK) Lesson Guide
An overview of DOK and guidelines for shaping your lessons through DOK activities and ready-to-use exercises for the classroom

Lesson Plan Builder
A basic framework for complete lesson plans, including DOK classroom activities adaptable to your lesson content

Sample Lesson Plans
Lesson plans that target HiSET® Exam standards and that can be reproduced and adapted for classroom use

Lesson Plan Template
A reproducible lesson plan template that provides a basic format for developing original lessons using the Lesson Plan Builder

Test-Taking Tips
Tips on how to help your students transfer the skills they learn in the classroom to the exam

HiSET® Academy
An overview of HiSET® Academy and how it prepares students for the rigors of the 2015 HiSET® Exam

Depth of Knowledge (DOK) Lesson Guide

The 2015 HiSET® Exam measures cognitive complexity using Webb's Depth of Knowledge (DOK) along with vocabulary. The exam spans three levels of Depth of Knowledge.

Depth of Knowledge is a way of looking at the student's depth of understanding of a topic or subject. As the title implies, Depth of Knowledge is meant to assess how deep the student's understanding of a topic is. Depth of Knowledge (DOK) categorizes tasks according to the complexity of thinking required to successfully complete them.

Level 1: Recall
At level 1, the student is able to recall facts and information. For example, explaining what a numerator and denominator are is a level 1 exercise. Similarly, doing an algebra problem through recall of how to apply a clearly defined set of steps is also a level 1 exercise. The main thinking skill the student is using is recall. Students must learn recall-based skills and information, which are often foundational to deeper knowledge, but the goal is for students to develop higher level depth of knowledge.

At this level, the HiSET® Exam expects students to understand procedures, comprehend written texts and visual stimulus, identify terms or concepts, locate information, and identify language errors.

Level 2: Skill/Concept
At level 2, the student is applying skills and concepts. The student is able to show an understanding of an underlying concept or of a skill in order to perform tasks using that concept or skill. The student makes decisions and performs multiple steps. For example, asking a student to decide whether raising the denominator of a fraction will make it a larger or smaller number is a level 2 activity. It shows the student's understanding of the concept of a fraction and its denominator. Level 2 is a minimum level of achievement students should achieve.

At this level, the HiSET® Exam expects students to make decisions about problem-solving; explain relationships; solve multi-step problems; interpret, analyze, and infer from texts and graphics; and apply concepts.

Level 3: Strategic Thinking
At level 3, students are able to plan, use evidence, and think abstractly to solve more complex problems. Students are able to propose multiple solutions, evaluate arguments and compare multiple points of view, provide support for answers, and choose among possible ideas. For example, asking a student to come up with two plans to teach someone what a fraction is, and choose the best one, citing support for their choice, is a level 3 exercise.

At this level, the HiSET® Exam asks students to use planning and reasoning, strategize, draw conclusions, and cite evidence. Students should use critical thinking to evaluate, analyze, and synthesize. Inferences are more complex, and students should integrate their knowledge to make connections and solve problems.

Level 4: Extended Thinking

At level 4, students are able to perform complex and long-term tasks involving the skills being taught. Students can identify an issue or problem, investigate it, apply a wide range of knowledge to it, and propose a solution. Level 4 exercises are real-life tasks that involve independent thinking and investigation. Students should learn to synthesize information, define problems, apply information from multiple sources, and generally utilize extended thinking skills.

As an adult educator, it is critical to focus on developing lessons and activities that place emphasis on understanding and reasoning, rather than procedure and recall. The following DOK chart offers activity examples pertaining to each level that can easily be used in the classroom.

DOK Level 1 Recall/Reproduction	DOK Level 2 Skill/Concept	DOK Level 3 Strategic Thinking	DOK Level 4 Extended Thinking
List steps in a procedure Identify or recall terms Perform a simple procedure Give examples of a concept Summarize material	Apply a concept to a new situation Interpret information in a chart Predict behavior or consequences Organize information Explain reasoning Identify patterns Solve multi-step problems	Cite evidence and connect it to an idea Evaluate and compare points of view Plan an approach to a complex problem Draw conclusions based on information Propose solutions to complex problems	Design and conduct research or experiments Synthesize information from multiple sources to support an idea or hypothesis Critique and analyze complex works Create complex works

Lesson Plan Builder

Part 1: Define What You Will Teach and Why

Lesson Plan Title

Give your lesson an easy-to-understand title, so you remember what it's about at a glance.

Common Core State Standards

Note the CCSS that apply to this lesson.

Time

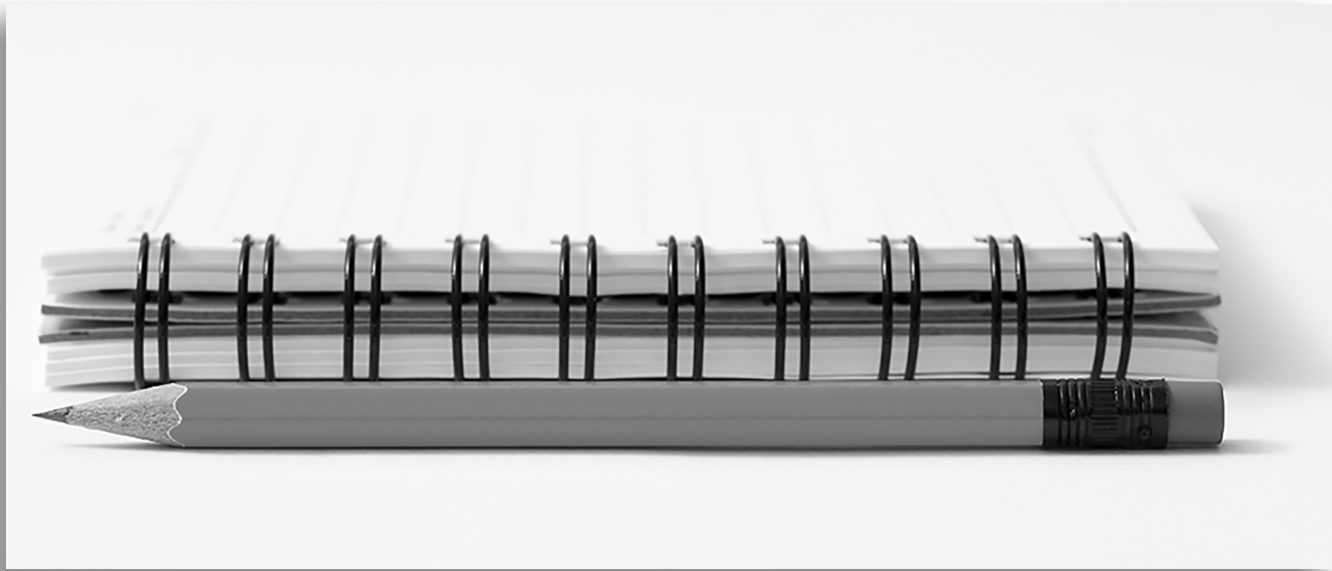
Estimate the time for the lesson. This might be easier after you choose activities, or you can choose activities based on a target time.

Objective

Write your objective as an outcome that you expect from your students. Sometimes, it's helpful to ask yourself, "What should my students be able to do by the end of this lesson?" Start this simple one-sentence objective with: "Students will be able to..." Having one concrete objective helps you focus your lesson.

Required Materials

Note any materials you will need as you choose activities. This will make it easy to gather together everything before class.



Part 2: Plan How You Will Teach It

Create an Anticipatory Set

The goal of the anticipatory set is to activate the student's background knowledge by introducing the topic in a way that connects with what the student already knows or the student's existing experience. This short exercise should also motivate and interest the student in the topic, acting as a "hook." The anticipatory set should be one activity.

Suggested Anticipatory Set Activities:

Concept Building

Take an important word relevant to the material, and ask students as a class to brainstorm ideas relevant to the concept. Write students' ideas on the board or on large post-its if possible. Prompt students to expand or clarify their ideas if they are unclear. After brainstorming for a set time, ask the class to group the ideas into larger concepts or categories, and re-arrange and label the categories according to students' ideas. Briefly discuss the overall idea that is forming as a class, and ask each student to write an explanation of the term based on the exercise.

Real-Life Examples

Have each student think of an example of the topic from real life, either before class or at the beginning of the class. Have students share their examples and discuss them as a class. Formulate questions to ask about the examples to bring out important elements that the students will study.

Forming a Theory

Pose a real-life problem where a solution would involve the day's learning. For example, if you're studying right triangles, you might pose a problem finding the screen size of your current television. If you're studying the Bill of Rights, you might pose a Supreme Court case applying one of the amendments in the Bill of Rights. Have students suggest ways to approach solving the problem, and discuss students' answers. Which ones might work? Why? Connect the suggestions to the day's learning.

Posing a Scenario

Pose a scenario to the students that involves the day's learning. For example, if you're studying propaganda, you might use an example of a high-pressure salesman trying to sell a car. If you're studying area, you might use an example of a tiler giving an estimate. You might even have two students act out the scenario. Then prompt the class to discuss the scenario. What are the people trying to do? What skills are they using? Is it effective?

Choose Instruction Mode(s)

The goal of instruction is to give students the needed tools to do the skill being taught. Instruction should relate directly to the objective, and should involve student activity and participation. It focuses on developing background and understanding concepts, and on building up the skills that the student will put together in guided practice.

Suggested Instruction Mode Activities:

Think-Pair-Share

To do a think-pair-share activity, ask the class a key question about the topic you're studying. First, have students write independently for a short time, making notes of their thoughts. Then, have the students pair up and discuss the question with each other. Finally, have the pairs share their thoughts with the group for class-wide discussion. Make notes about class-wide conclusions about the topic on the board.

Debate

Develop a debate topic relevant to the concept being taught. Assign students to each side of the debate and allow groups of students to prepare arguments in advance. For the debate, call students up to the front in pairs and give each pair a set time for an argument and a rebuttal on each side. Periodically, take time for class discussion on the arguments so far. At the end of the debate, have students vote on the topic.

"Why" Questioning

Break students up into pairs. Have one student give an explanation of the concept or skill being taught and have the other student ask "Why?" throughout the explanation to get at the underlying concepts or reasons for the steps in the process.

Scenario Examination/Case Studies

Case studies or scenarios can be simple or complex, depending on the topic and the scenario, and so the time required will vary. Find or create a scenario that uses the skill being taught or demonstrates the concepts being taught. As a class or in groups, examine the scenario or case study. What are the issues it brings up? How does it show the application of the student's learning? What next steps should be taken? What's the best way to resolve the situation? What are alternate outcomes? Prepare relevant questions to apply to the case study during class to bring out the important elements to be taught.

Socratic Questioning

Instead of a lecture, develop a socratic dialogue with the whole class. Ask the class questions about the topic under discussion to lead them to important points or concepts. Plan questions ahead, and make sure they are clear and specific. After asking a question, wait 5 to 10 seconds for a response before prompting students. Then, follow up and ask the students to elaborate on their answers. Keep the discussion focused, and write summaries periodically on the whiteboard.

Group Compares and Contrast

Break students up into groups. Give each group examples, concepts, or topics to be compared (techniques, characters, theories, strategies, points of view, stories, applications of math or science, historical periods, historical figures, or anything else that could be compared). Ask each group to develop a Venn diagram to show similarities and differences between the two items. Then, have each group synthesize the information in their diagram to form a conclusion or conclusions about the comparison. Have each group share their results with the class.

You might want to compile students' ideas into a class-wide Venn diagram to display in the classroom.

Group Examination of Examples

Break students up into groups, and give each group examples of the topic to evaluate. For instance, you can give quotations with examples of figurative language; examples of real-world problems that require today's math skill to solve; examples of different cultures responses to drought; examples of experimental designs; or any other examples relevant to your topic. Have the student evaluate how the topic applies to the examples. Prepare a list of questions for each group to answer. Have the groups share their results with the class for discussion.

Group Discussion

Prepare questions for a group to discuss related to the concept or skill being taught. Break students up into groups, and ask them to discuss and answer each question. Have students summarize their discussion, and share their results with the class.

Diagrams, Timeline, Tables, and Charts

Ask groups to create diagrams, timelines, tables, or charts illustrating the concept being taught. Come up with an appropriate graphic for your topic, such as a timeline of a historical event; a table categorizing and rating arguments; a flowchart showing a decision-making process; a chart of the steps to solve a complex math problem; or any other graphical representation of the learning. Give the students some background about the type of graphic you expect them to create, and then let each group create their own graphic. Have the groups present their graphics to the class.

Pair and Double-Pair

Break students up into pairs, and have each person in the pair interview the other about the topic or skill or problem being taught. Then, assign the pairs to other pairs. The first pair explains their conclusions to the second pair, and the second pair explains their conclusions to the first pair.

Evaluating a Text for Examples

This works well for literary devices such as irony or alliteration. It also can work well for types of arguments, or for applying sociological or psychological concepts. Read through a text aloud, and have students stop the reading whenever they come to an example of the concept being studied. You may use a bell or buzzer for the students to stop the reading. Discuss the example as a class.

Modeling

Work through an example of the skill you're trying to teach, and as you go, talk through your thought process at every step. What questions do you ask yourself? How do you make decisions? What do you notice about what you're working on? After modeling the behavior, break students into pair, and give each pair an example to work through. Have the students model their thoughts and decision making to each other as they work through the example.

Building a Close Reading

Building a close reading is a good activity for literary elements like character development, figurative language, or examining an aspect of a historical account. Pose a question, such as, "What is X's character like?" "What were the reasons for the Cold War?" Ask students to go through their text and find a quote or passage that sheds light on the question. Have each student present his or her passage to the class and explain its meaning and how it relates to the question. Discuss each passage, and build an understanding of the topic.

Working with Manipulatives

Manipulatives are objects that are used to demonstrate concepts in teaching. Manipulatives come in all shapes and sizes and will vary depending on the concept you're teaching. Though manipulatives are most commonly used in math (such as using three sticks to show that they always make the same triangle), they can also be applied to other studies (for example, you could use toy figures connected by string to show the relationships of characters, or demonstrate "equal and opposite reaction" with a bouncing ball). To use manipulatives, formulate a question or questions about the topic. Give the manipulatives to groups or pairs of students, and have them work together to answer the question. Have groups share their answers with the class.

Stations

Stations are different activity areas set up around the classroom. Each station is equipped with the tools and information needed for students to practice a skill or related skills in different ways or approach a concept from different angles. The stations should have easy to follow directions or be appointed with an educational assistant or student volunteer. Students may work individually, in pairs, or in groups. After a specific length of time, such as 20, 30, or 40 minutes, students rotate to a new station. Examples of station activities might be: solving a series of algebraic equations to solve a puzzle, engaging in a real-world project such as interpreting data, writing an interpretation of events from different perspectives, or researching information about notable historical figures in order to complete a worksheet.

Role-playing Multiple Points of View

To develop students' understanding of concepts, literature (particularly character), historical situations, or conflicts, conduct role-playing scenarios in class. Assign students to different roles (typically characters, but you might also personify scientific theories or concepts, for example), and give them a situation to role-play. Let the students role-play the scenario, and then discuss it as a class. What attributes of the characters or concepts were brought out in the role-play? Did the students faithfully represent their characters?

Questioning

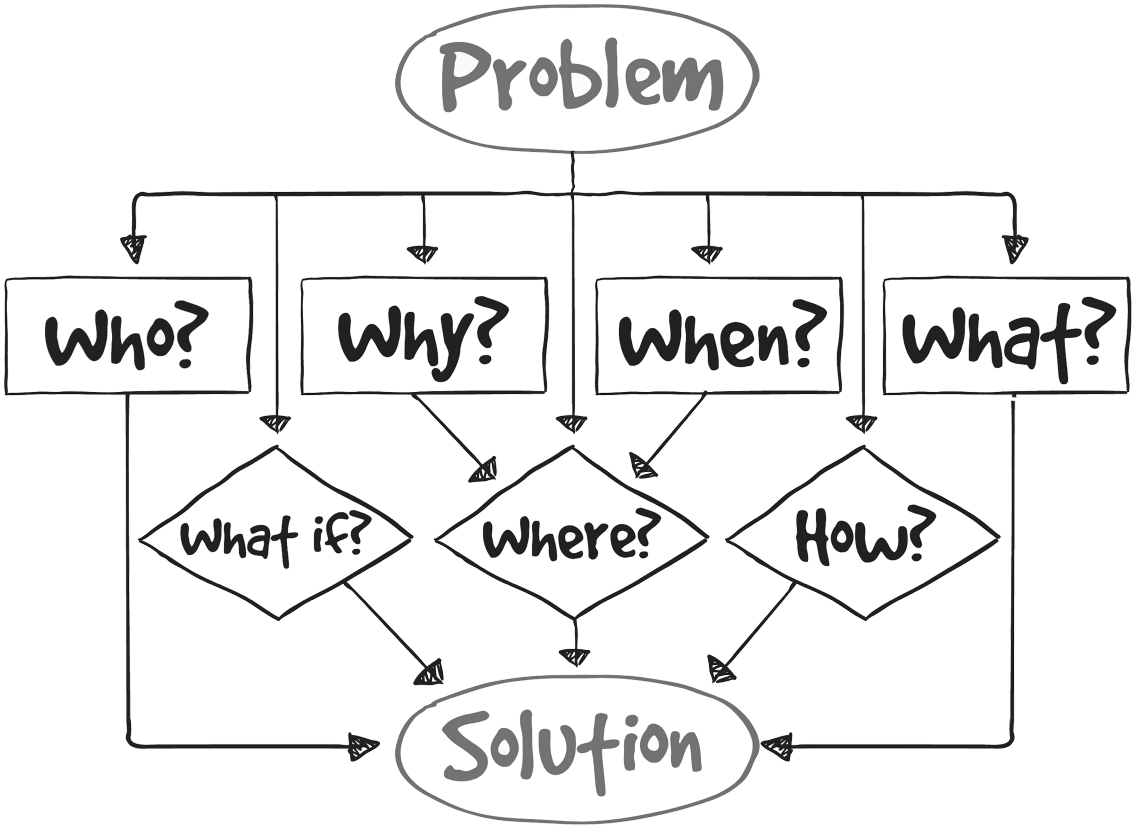
Ask students to come up with three questions relevant to the concept being taught. Have students share their questions with the class or with a small group, and generate answers through class or group discussion.

Peer Teaching

Assign various students to each learn a small portion of the material and become the master of that topic. Break students up into groups and have the masters each teach their topic to the whole group.

Structure Guided Practice

The goal of guided practice is for the student, in a scaffolded or supported environment, to practice the outcome defined in the objective. The activity the student does for guided practice should match the objective stated for the lesson plan. Some of the instruction activities can be adapted as guided practice, but guided practice should be distinguished as asking the student to perform the lesson's objective.



Suggested Guided Practice Activities:

Guided Practice as Group Work

Break students up into groups. Give each group a task that demonstrates the outcome for the lesson, and have the group perform the task together. You can give advice and provide resources, and the class can discuss each group's results.

Guided Practice as Individual Work

Prepare practice for students to perform the skill, but add scaffolding to the work. Provide resources that the students can use. Encourage students to work in pairs to figure out the answers. Have students raise their hands to get assistance.

Designate Application and Independent Practice

Application and independent practice is the time when students the skill they're learning into practice and demonstrate that they can fulfill the objective. Independent practice should always reflect what the objective says the student will do. Assign students to independently perform the task. This could mean solving a math problem, writing a paragraph, analyzing a historical situation, or explaining the results of an experiment—it all depends on the lesson's objectives. Most of the time, independent practice will be students working on their own, doing the task that forms the objective of the lesson. Below are some examples of ways to occasionally add interest to independent practice.

Suggested Independent Practice Activities:

Skill Contest/Board Race

Hold a contest between students to demonstrate the skill. You might bring two students to the front of the classroom, and have them race to answer a math problem, showing their work (board race). You might hand out texts to proofread and see who can find all the errors in the fastest time.

Unusual Expressions

Have students demonstrate an understanding of a concept by giving it an unusual expression. For example, have students write a poem explaining the theory of gravity or create a poster that explains why a triangle's area is half the size of the area of a rectangle with the same height and width.

Allow Time for Reflection

Reflection at the end of a lesson gives a student an opportunity to think about what they are doing. What have they learned? Has their learning been successful? How can they improve? Where do they go from here? What's important about what they're learning? How can they apply the learning to life? To do a reflection, come up with several questions to ask students about learning.

Teacher Tip

Start a binder divided by subject areas, to save and file your lesson plans, so you can reuse them. After each lesson, take five minutes to reflect upon how the lesson went. What went well? What could you have done differently? How could you improve the lesson? Jot down a few notes on your lesson plan to help you next time.

Suggested Reflection Activities:

Reflection as a Class

Ask the class the reflection questions for discussion. Spend a few minutes bringing out problems and solutions to help the students improve their learning.

Reflection in a Group

Assign groups or pairs to discuss the reflection questions and share how each of them responded to the lesson, what they learned, and how they can improve or apply their learning.

Personal Reflection

Show the reflection questions to the class and have each student spend a few minutes writing a personal reflection on his or her learning.

Choose an Assessment Mode

Assessment is your judgement of students' understanding and performance. Your assessment will include checking students' guided and independent practice to see how well students are performing the skill being taught, with and without help. You can assign additional assessment activities to check student's progress.

Suggested Assessment Activities:

Experiements

Have students design and conduct experiments to demonstrate knowledge of science concepts.

Research Papers

Have students research and write a full paper on a topic of their choice related to the learning content.

Specialized Projects

Ask students to complete a project related to the concept. Projects will depend on the subject being taught. A science project might involve investigating the local ecology, or a social studies project might involve evaluating local candidates. Math projects might give students tasks such as researching ways to calculate the diameter of the Earth and doing their own calculations from experiment.

Comparison Papers

Have students write a paper comparing two ideas, schools of thought, or approaches to the topic.

Thesis Papers

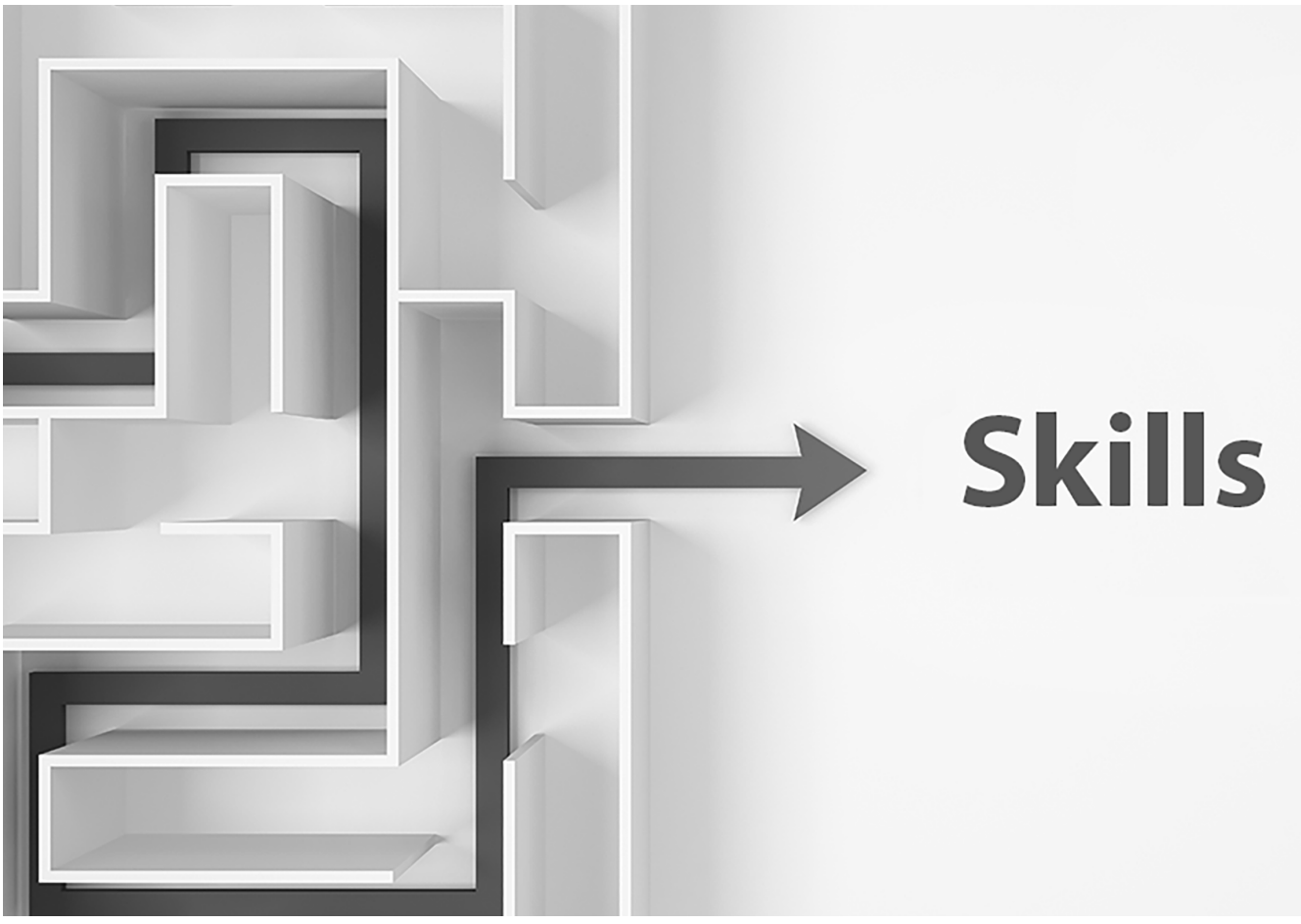
Have students develop a thesis: a well-defined, specific idea that they support about the concepts being taught. Have the students write a paper that supports their idea, citing evidence.

Sample Lesson Plans

As you're building lessons, keep in mind the demands of each particular subject area and topic. These lessons are based on essential instructional skills, which focus learning on a particular learnable task.

When skill-based instruction is the focus, students learn how to make meaning from the texts they read, communicate sophisticated ideas through writing, and use verbal communication to process new ideas. The skills most demanded by employers, postsecondary systems, and our society are identified in the CCR standards. This includes the ability of students to communicate effectively (both verbally and in written communications), to solve problems, to develop strong critical thinking skills, to defend arguments, and to analyze and interpret data and information. As you begin to develop your lessons, keep these skills in mind and let them guide instruction.

There are many potential lessons and strategies to teach essential skills. The following lessons are for your reference. You can and should adjust the lessons to meet the needs of your class and your individual students.



Language Arts	
Lesson Plan Title: Identifying a theme	**CCSS.ELA-Literacy.RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Essential Instructional Skills • Ask questions about the information and/or themes presented explicitly or implicitly within text. • Examine texts to identify themes commonly found in literature. • Examine sentences within paragraphs to find evidence to support themes. • Examine how point of view impacts the tone, message, or theme of a text. • Examine text, themes, and ideas from multiple points of view.	**Time** 1 hour, 40 minutes or two class periods
Learning Objective Students will be able to identify a theme in a text. Students will also be able to make inferences about characters and plot.	**Required Materials** White board, butcher paper, copies of theme passage, newspapers, magazines, access to the internet, theme questions

Anticipatory Set - Before class (preferably the day before the lesson): Request that students think about a movie that they've recently viewed and to be prepared to discuss it when they arrive in class the next day.

20 min. (DOK 2) Students write their own definitions of theme and compare plot and theme.
When students arrive to class, ask if anyone would like to share a good movie that they've seen recently. (Note to teacher: Be ready with your own if there aren't any volunteers.) Continue to elicit movie information and pose the question: What was it about? When the student tells you, explain that they just told you the plot of the movie. Remind students that plot is what happens (a series of events) in a movie or book. Next, lead the class into a discussion on theme.

Ask students to come up with a definition of theme, as well as, an example of theme from the movie they had in mind, with a partner. Give them a few minutes to develop their definition.

Discuss with class the meaning of theme and clear up any misconceptions students might have. Provide a few examples of themes. Common theme examples: "persistence pays off" "be careful what you wish for" and "love is stronger than evil."

Have students see if they can apply these common themes to any books or movies they read/watched recently and discuss as a class.

Ask how plot is different from theme. Come up with a class comparison on a Venn Diagram or T-chart. Main points should include that theme extends beyond the characters in the book in their problems; it's a message from the book that can be applied to everyday life. It's a universal idea and the author communicates it through what the characters learn. It is rarely stated and usually must be inferred.

Instruction - 15 min. (DOK 2) Students make comparisons and differentiate between plot and theme in well known movies using a T-chart.

Use a well known movie like Titanic as an example. Ask what the plot is and what a theme might be. For example, "A man and woman meet and fall in love on the Titanic" (plot) and true love lasts beyond death (theme).

Give students a list of well known movies (i.e., *The Lion King* and *The Godfather*). Allow each pair to select a movie that they're familiar with. In pairs, have students come up with a sentence explaining the plot of the movie(s) and a sentence which gives an example of theme in one of the movies. Explain that a theme is not just a word like "greed" but is a complete sentence like "Greed is not without consequences".

Students will share their examples with the class. Create a class T-chart for each movie listing plot on one side of the "T" and theme on the other side.

Students may be challenged by selecting a theme out of a passage or text, so it's important to explain that the more students know about the meaning of what they read, the easier it will be to determine the theme.

Other points to make: The theme won't come up just once but will be implied at multiple points throughout a text. We make inferences using prior knowledge and clues and details from the text.

Guided Practice - 20 min. (DOK 3) Students write their own questions to help them determine a theme of a text. They must determine a process for determining a theme through questioning and justify their reasoning.

Ask students to come up with a list of questions that they can ask about the text as they read to determine theme. Ask students to consider: What do you need to know about a text before you can determine the theme?

Students can work with partners to compile a list and then report back to class. Compare students' questions with teacher's own prepared questions and alter and combine the two as needed.

Questions may include:

- What are the main character's thoughts or feelings?
- What thoughts and ideas are repeated throughout the story?
- What does the main character learn?
- What is the author's purpose?
- What point of view is the story told in?
- What is the setting?
- What is the conflict?
- What message about life does the author appear to be giving?

Ask students and discuss the following: How does each question contribute to finding the theme?

Independent Practice - 15 min. (DOK 3) Students put their own questions into practice to determine theme.

Have students use the process of asking questions to infer a theme in a passage.

When students are finished, have them compare their findings with a partner and then compare answers as a class.

Additional Independent Practice - Outside Class (DOK 4) Students will select a theme from the passage and research to find an example of that theme in the real world. Students make connections beyond the text and apply it to new situations.

Remainder of the period: Reiterate that a theme doesn't just exist in the context of the book. The author was trying to say something about life. The reason we can connect with a text is that we can relate to the author's message.

Explain an assignment to connect the theme from *Huckleberry Finn* to the student's experience and a real-world example in the media. Students can select newspaper articles, blog postings, photographs, comic strips, etc., that

demonstrate the theme. Discuss the kinds of media that would be acceptable. Give your own example. For example, you might choose the theme, "Friendship is worth breaking the rules for." Give an example from your own life where you experienced this theme. Show students this column in the New York Times (or other friendship-related article): http://www.nytimes.com/2012/06/24/magazine/to-tell-or-not-to-tell.html?ref=friendship&_r=0 Assign students to write a paragraph connecting a theme in the book, their lives, and an example from the media.
Reflection - (DOK 3) Discuss why an author would include a theme in his or her story. How does determining the theme help readers "get more out of a book"? Students draw conclusions about reasons for author's choices.
Assessment Assess students' work in guided and independent practice in class, and assess students' additional independent practice applying a theme to real-world circumstances.

Excerpt from

Adventures of Huckleberry Finn

by Mark Twain

The excerpt takes place shortly after Huck fakes his own death, and leaves to go hide out on the nearby Jackson's Island. There, he runs into Jim, Miss Watson's slave, who has gone there to avoid being sold.

"*How do you come to be here, Jim, and how'd you get here?*"

He looked pretty uneasy, and didn't say nothing for a minute. Then he says:
"*Maybe I better not tell.*"

"*Why, Jim?*"

"*Well, dey's reasons. But you wouldn' tell on me ef I uz to tell you, would you, Huck?*" *But mind, you said you wouldn' tell–you know you said you wouldn' tell, Huck.*"

"*Well, I did. I said I wouldn't, and I'll stick to it. Honest INJUN, I will. People would call me a low-down Abolitionist and despise me for keeping mum–but that don't make no difference. I ain't a-going to tell, and I ain't a-going back there, anyways. So, now, le's know all about it.*"

Mathematics	
Lesson Plan Title: Laws of Exponents	**CCSS** CCSS.MATH.CONTENT.HSN.RN.A.1
Essential Instructional Skills • Simplify numbers with whole-number exponents • Simplify numbers with integer exponents • Write numbers in scientific notation • Solve problems with scientific notation	**Time** 1 hour, 40 minutes
Learning Objective The student will be able to perform mathematical operations with exponents.	**Required Materials** Whiteboard, exponent quiz worksheet

Anticipatory Set - 20 min. (DOK 2) Write on the board the terms "exponential" and "exponent." Ask students to brainstorm ideas related to these concepts. What does "exponential growth" mean? What is the relationship between "exponential" and "exponents"?

After brainstorming, ask students to group the ideas into categories or larger concepts, and then have each student write definitions of "exponential" and "exponent" based on the exercise.

Introduce three ideas: a light-year [9.46 x 10^{17} cm]; compounding interest [Principal x $(1 + \text{Rate})^{\text{Time}}$]; bacterial growth [population = 2^{Time}]. Ask how these reflect the ideas of "exponent" or "exponential." What are the reasons for these formulas? What do they say about light years, compounding interest, and bacterial growth?

Instruction - Activity: Developing exponent rules (DOK 3)

40 min. Divide students into pairs or small groups. Give each group an example of a mathematical problem with exponents, and ask them to create a rule based on the problem and test their rule with examples (including cases such as negative numbers and zeros). Each pair will present their rule to the class for discussion.

Problem 1: $5^3 \times 5^2 = (5 \times 5 \times 5) \times (5 \times 5) = 5 \times 5 \times 5 \times 5 \times 5$

What rule can you come up with for multiplying exponents? Why does it work? When wouldn't it work? [Rule: $x^a \times x^b = x^{(a+b)}$]

Problem 2: $(6^2)^3 = (6 \times 6) \times (6 \times 6) \times (6 \times 6) = 6 \times 6 \times 6 \times 6 \times 6 \times 6$

What rule can you come up with for raising an exponent to another exponent? Why does it work? When wouldn't it work? [Rule: $(x^a)^y = x^{ay}$]

Problem 3: $(½)^2 = (½) \times (½) = (1 \times 1) / (2 \times 2) = 1^2 / 2^2$

What rule can you come up with for raising a fraction or division problem to an exponent? Why does it work? When wouldn't it work? [Rule: $(x \div y)^a = x^a \div y^a$]

Problem 4: $(5 \times 2)^2 = 100 = 25 \times 4$

What rule can you come up with for raising a multiplication problem to an exponent? Why does it work? When wouldn't it work? [Rule: (Distributive Law) $(xy)^a = x^a \times y^a$]

Problem 5: $3^{-3} = 1/(3 \times 3 \times 3) = 1/9$

What rule can you come up with for a negative exponent? Why does it work? When wouldn't it work? [Rule: $x^{-a} = 1/x^a$]

Problem 6: $2^4 \div 2^2 = (2 \times 2 \times 2 \times 2) \div (2 \times 2) = 2 \times 2$ What rule can you come up with for dividing exponents? Why does it work? When wouldn't it work? [Rule: $x^a \div x^b = x^{(a-b)}$]
Guided Practice - 15 min. (DOK 1–2) Put a problem on the board/overhead: $(-34)^2$ Ask what rules apply to this problem if any. How would they solve it? With suggestions from the class, work through the problem, addressing mistakes or alternate solutions as they arise. Repeat with additional exponent problems, including real-world problems and a data set.
Application and Independent Practice - 15 min. (DOK 1–2) Assign an in-class independent worksheet, using mathematical and real world exponent problems. Material should include problems with fractions and negative numbers, and at least one problem drawn from a data set.
Reflection - 10 min. Review quizzes in class. Have each student self-correct his/her quiz independently, describing where he/she went wrong on incorrect answers and ways to improve. Monitor students and answer any questions.
Assessment Assess students by reviewing independent practice. To reach DOK 4, assign longer-term projects, such as having students investigate and compare real-world growth patterns among populations.

Science / Social Studies	
Lesson Plan Title: Choosing a Research Project	**CCSS** CCSS.ELA-Literacy.CCRA.W.7
Essential Instructional Skills • Produce writing with well-chosen examples, facts, or details from primary and secondary source documents. • Produce clear and coherent writing. • Write clearly and demonstrate sufficient command of standard English conventions. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Gather relevant information from multiple print and digital sources. • Quote or paraphrase the data and conclusions of others while avoiding plagiarism.	**Time** 50 minutes
Learning Objective The student will define the topic and scope of a research paper in social studies or science.	**Required Materials** Examples of research topics

Anticipatory Set - 10 min. (DOK 2) Ask each student to think of a time when he/she wanted to know the answer to a question: how to do something, whether something was true, what happened during a specific event. Discuss students' examples. What sparked their interest in that topic? How hard or easy was it to learn about? What do students do to find that information? What resources do they use (what websites do they visit or who do they ask)?

Instruction - Activity: Evaluate research topics (DOK 3)

20 min. Briefly explain that the students will write a research paper and must choose a topic. Ask students what qualities a good research topic should have. What problems could they have with writing a paper, that might be caused by their choice of topic?

Show students examples of two research topics. (See example research topics.) Call on students to defend one or the other topic as better, and give reasons why it would be a better topic. After discussion, have the class vote on the better topic. Repeat this exercise with additional topics. At the end of the exercise, have each student write a list of qualities they would look for in a research topic.

Guided Practice - 15 min. (DOK 3) Break students up into groups. Have each group brainstorm potential topics for research papers and ask:

- What is interesting or not interesting about each topic?
- What questions would they ask about the topic?
- How much information do they think they would find about the topic?
- What is the scope of the topic—how big or small is it?

Have each group rank their ideas as good research topics and share their conclusions with the class.

Application and Independent Practice - After Class (DOK 3) Have each student choose three potential research topics, and write down the pros and cons that they anticipate from those topics. You may wish to have students present and discuss their research topics in a future class session.

Reflection - 5 min. Ask students why some topics are interesting or not interesting. What causes them to want to research a topic? How hard is it to think about what they want to know or will be interested in?
Assessment - (DOK 3) Assign the student to choose a topic for a research paper and delineate its scope and the questions the paper will answer. From the student's potential research topics, have each student do an initial search for information and create questions and keywords to go with the topic. From this initial research, have the student determine a topic to pursue and explain why he/she chose that topic and what the scope of the paper will cover. This should be part of a larger, DOK 4 project that will involve researching and writing the proposed paper.

Example Research Topics

Science Related Topics

3-D Printing:
What is the current state of 3-D printing technology, and what does this technology offer for the future?

Fast Food:
How does the prevalence of fast food affect our society and individual's health, and what laws (if any) should be made to regulate fast food?

Mars:
Would a mission to Mars be worthwhile, and what are possible objectives of a Mars mission?

Invisibility:
What advances have been made toward an "invisibility cloak"? What might invisibility technology be like, and what would it be used for?

The Flu:
What causes seasonal flu, and why does the flu change each season? Why is a new flu vaccine needed each year, and how effective is the vaccine? What can be done to prevent epidemics of flu?

Sleep:
Why do we sleep? What purpose does it serve?

Social Studies Related Topics

Food Gardens:
How could an increase in home gardening impact society through our health, the environment, the economy, and the food supply?

Family Dinners:
How does eating dinner as a family affect children and parents?

Memes:
How do Internet memes spread? What are the patterns of memes, and what does that tell us about human society?

Texting:
How does texting affect young people and their development of reading and writing skills?

Redistricting:
How does redistricting happen, and how does it affect the outcome of elections? What is fair districting, and what is gerrymandering?

Apartheid:
How did apartheid end? What affect did it have on South African society, and what changes have happened since the end of apartheid?

Famous Figures:

Abraham Lincoln
Adam Smith
Adolf Hitler
Albert Einstein
Andrew Jackson
Anne Frank
Barack Obama
Benito Mussolini
Benjamin Franklin
Bill Clinton
Cesar Chavez
Charles Darwin
Charles Dickens
Che Guevara
Christopher Columbus
Cleopatra
Eleanor Roosevelt
Franklin D. Roosevelt
Frida Kahlo
George W. Bush
George Washington
Georgia O'Keefe
Helen Keller
John F. Kennedy
John Steinbeck
Madonna
Martin Luther King, Jr.
Pablo Neruda
Pocahontas
Red Cloud
Ronald Reagan
Saddam Hussein
Sally Ride
Theodore Roosevelt
Thomas Jefferson
William Shakespeare

Lesson Plan Template

Subject:	
Lesson Plan Title:	**CCSS**
Essential Instructional Skills	**Time**
Learning Objective	**Required Materials**

Anticipatory Set
Instruction
Guided Practice

Application and Independent Practice
Reflection
Assessment

Test-Taking Tips

The skills you teach your students will help them throughout their lives, particularly in their jobs and in their future educational endeavors. However, it is also essential that students are able to transfer the skills they acquire to the HiSET® Exam itself. While this seems obvious, it is often easier said than done.

The tips below are suggestions you can use to teach your students the basics of good test-taking and increase their likelihood of successfully transferring skills from the classroom to the examination. Test-taking practice and awareness will also boost students' confidence.

The online HiSET® Academy is particularly useful in helping students with test-taking. While our lessons teach students through real-life examples and applications, HiSET® Academy practice exercises, quizzes, and assessments are modeled after question types and interactions found on the HiSET® Exam.

Tip #1: Teach the Rules

To play any game well, you have to know the rules. The same goes for taking a standardized test. Familiarize your students with how the test works, including the layout of each test section, the amount of time given, and how the test is scored. For instance, there is no penalty for incorrect responses on the HiSET® Exam, so students should always answer every question, even if they don't know the answer.

Tip #2: Time Students After They've Mastered a Skill

After your students have acquired a particular skill, time them in applying it. The element of time can make even the simplest task more challenging, which is one reason the HiSET® Exam is timed. The addition of a simple timer increases pressure and cognitive load. As a result, it can make students abandon the more rational deliberative processes they have learned in your classroom and revert to "going with their guts."

Explain this effect to your students. If they don't buy it, ask them to tie their shoes in three seconds and observe how a mundane task changes when timed. Give your students timed practice with skills they've mastered, so they can solidify their knowledge and perform under pressure.

Tip #3: Teach Students How to "Trick" Themselves and Each Other

Each time your students learn a skill, take a few minutes to ask them to reflect on what they learned and how they previously thought about that issue, topic, or skill. Then, ask them to think about how the test might try to "trick" them by appealing to that old way of thinking.

For instance, imagine you have just taught correct pronoun usage to students who normally say "him and me went out" in conversation. Now that they know to use "I, he, and she" in those cases, have them construct "trick" questions they would use to fool friends who don't know the new skill.

Tip #4: Teach Students to Create Their Own Answers First

Before looking at the answer choices, students should try to come up with their own answers or approximations. This makes them more active test-takers and can help them avoid certain confusing distractors. Students should then turn to the answer choices for confirmation or specificity.

Tip #5: Teach Students How to Make Educated Guesses

Teach your students how to use prediction and the process of elimination to make educated guesses. This approach can be helpful any time test-takers are asked to choose among several answers, including on technology-enhanced items.

HiSET® Academy

Essential Education's HiSET® Academy offers lessons that motivate as well as teach. Students can master everything they need to know in order to pass the HiSET® Exam. The adaptive learning engine tailors learning plans to student needs, targeting knowledge gaps, accelerating learning, and helping students retain more of what they learn.

Interactive Instruction

Designed specifically for adult education students, the HiSET® Academy currently features over 200 hours of lessons in math, reading, writing, science, and social studies. Because we know that academic backgrounds differ widely, the HiSET® Academy content supports all learning styles. This is just like having a personal tutor!

Diagnostic Assessment

After working through an initial practice test or self-assessment and personalized learning plan for the student's level, students take a built-in practice test evaluating their breadth and depth of knowledge. The result is an estimate of the student's anticipated score on the HiSET® Exam. Students take a practice test to check progress at each level of learning.

Students may also take practice tests at any time. A timer emulates actual test conditions, but can be turned off for ADA test takers. Randomized questions allow students to retake until they achieve proficiency. Scores are converted into a percentile graph to show student proficiency level by subject. Based on student responses, specific HiSET® Academy lessons and Essential Skills Workbook practice are prescribed to help students improve.

Learning Management

The instructor dashboard provides complete visibility of student progress and shows instructors exactly where a student needs help. Instructors can view reports by student or by class and see which questions a student missed, how many attempts were made to answer a question, and how much time was spent on each task. The learning management platform reduces administrative tasks and optimizes time for teaching by automating class communications and enrollment management.

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Unlike other HiSET® workbooks and skill books, Essential Skills Workbooks are complete instructional experiences. They are structured like a holistic classroom teaching experience.

Each workbook lesson includes:

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- The "**Learn It!**" section builds a solid foundation of strategy and skills.
- The "**Practice It!**" section helps the student transfer their learning into understanding and takeaway knowledge.
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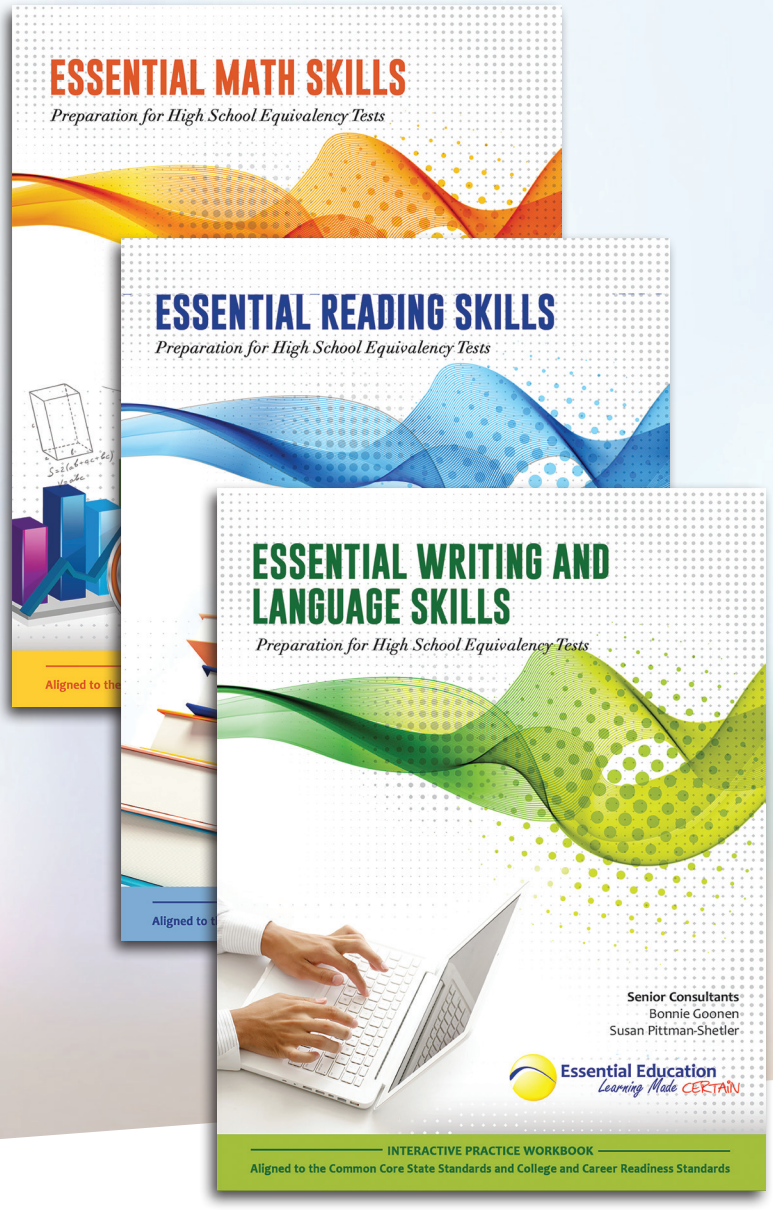

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- How the Common Core State Standards and College and Career Readiness Standards are the basis of the HiSET® exam curriculum
- What Digital Literacy skills are required for the Computer-Based Test version of the HiSET® exam

02 Section

- An overview of the content and format of the HiSET® exam for each subject area
- A detailed examination of the CCSS/CCR standards for each subject area and how they shape the HiSET® exam preparation curriculum
- A distillation of the skills required to excel on the HiSET® exam

03 Section

- Depth of Knowledge Lesson Guide
- Lesson resources to build a HiSET® exam preparation program
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- An overview of HiSET® Academy

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