Learning Project

GED Science and You

(Note: Italicized portions should be directed to the students.)

Inquiry Activity #2: Developing your Science Action Plan

1. Identifying the Problem

Your task in this Inquiry Activity is to look at the section of the Action Plan in Appendix 2 of GED as Project Volume I *and add a new section that you will call My Science Action Plan. The questions asked in this section are:*

1. *With what kinds of science am I most familiar?*
2. *What do I know about science?*
3. *How can I use my reading skills to help understand science questions?*
4. *How can I use my thinking skills to help answer the questions?*
5. *How can I use my test-taking skills in the science section of the GED?*
6. *What parts of the "GED and You" action plan can I use in this science action plan?*

Again, do not do the work. Instead, think about your understanding of the questions. Ask others if you need clarification.

2. Becoming Familiar with the Problem (Individually)

Review the work you did in Inquiry Activity #1 of this Learning Project.

Review the action plan you developed.

Review the questions in the science section of the action plan, listed above. Make some preliminary notes about what you already know about the subject.

3. Planning, Assigning, and Performing Tasks

Planning: *This is an individual activity. Plan how you are going to approach the task of answering the questions.*

Doing the Work: *Start to think in a systematic way about how you will develop an action plan for GED science.*

Reaching a Conclusion: *Develop your science action plan.*

4. Sharing with Others

This activity is designed to help build awareness of the science portion of the GED, the three divisions of science study: life science, earth science, and physical science, and how the learners interact with them. Becoming aware of these issues is an important part of the learning process.

Discussing them is important too. Everyone should share his or her science action plan with the instructor. The plan should indicate that each learner's understanding has deepened. One person's insight, whether the instructor's or a classmate's, might help someone else's understanding.

Decide if you would like to share your work with a partner, a group, or the class. You will be asked to share your revised plan with your instructor.

5. Reflecting, Extending, Evaluating

Reflecting: Think about what you have learned.

These questions tend to be analytical in Sternberg's *Successful Intelligence* model (2000).

1. *What new discoveries have you made about the GED, thinking skills, and science?*
2. *What questions do you now have about the GED, thinking skills, or science?*

Extending: Extend what you have learned to new situations.

These questions tend to be creative or practical in the Sternberg *Successful Intelligence* model (2000).

1. *Develop a new set of questions for the science action plan.*
2. *Who in your neighborhood or at work might be able to help you study science?*

Evaluating: Assess what you learned and how you learned it.

These questions tend to be analytical in Sternberg's *Successful Intelligence* model (2000).

1. *How do you feel about your motivation to pass the science portion of the GED?*
2. *How will you study for science?*
3. *Are you reading any more outside of class? If so, how might that help you in science?*