



## CONNECTING FACTS TO CURRICULUM DESIGN

Youth are at a disadvantage when they do not obtain a high school diploma or GED. Regional data suggest a clear need for effective GED programming for males, particularly African American and Hispanic males. If one of the functions of education is to broaden and deepen a learner's interest so that he will continue his education long after he has ended his formal school training, than GED curriculum must begin with matters of interest to the learner so that he

- Likes school;
- Keeps up with school work and feels successful in his learning environment;
- Gets along with teachers other students;
- Decreases his involvement in disciplinary problems;
- Feels safe in school;
- Feels like he "fits in";
- Learns to manage both school and work;
- Learns to manage marriage, pregnancy, and/or parenting, if applicable;
- Seeks assistance with drug or alcohol problems;
- Completes the GED and finds employment.

Curriculum and classroom instruction must incorporate Youth Development strategies, be culturally relevant, include diverse methods of learning and allow for differentiated instruction. Classroom activities must be learner-centered, project-based, and must consider the needs and assets learners.