



# Teachers' Manual

*GED-Prep*

*English as a Second Language*

*Career Pathways*

Revised for FY 2011

## **We Are Part of Lamar Community College**

### **The Lamar Community College Vision**

*At Lamar Community College, we are committed to providing the highest quality education in an environment of service excellence.*

### **The Lamar Community College Mission**

*We enrich lives through learning.*

### **The Lamar Community College Goals**

- *Build and Sustain a Solid Foundation*
- *Integrated Marketing*
- *Enrollment Management*

## **The Mission of Adult Transition Services**

*The mission of Adult Transition Services is to provide programs that will enable adults in our communities to go from English acquisition to college or workforce placement.*

## **Our Strategic Vision**

*The staff and teachers of Adult Transition Services at Lamar Community College envision a multicultural, inclusive community in which progress, innovation and optimism will soon replace economic slowdown and the status quo.*

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*Within our classrooms, non-traditional adult learners who may not have previously encountered a positive challenge in their schooling experiences will now meet and come under the influence of teachers who value human diversity and who consider it the highest honor to instruct our students.*

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*From the first encounter with any staff member or instructor representing the Office of Adult Transition Services at Lamar Community College, a prospective student will realize that he or she is respected and that his or her career goals are going to become our goals as we strive to adapt to meet their needs.*

## Quotes about Teaching, Learning, and Living

*"Among the intangibles that I would have my students carry away is the feeling that the subject we have struggled with is both fascinating and boring, significant and silly, fraught with meaning and nonsense, challenging and tedious, and that whatever attitude we take toward it, it will not diminish our regard for each other.*

*The student is infinitely more important than the subject."* - **Nel Noddings**

*"When you go to college, I don't want you to sit in the back. I want you to sit in the front. Look, you have the power. Knowledge is power....Don't be afraid to make mistakes, and don't give up."* - **Jaime Escalante**

*"We thus reach a technical definition of education: it is that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases the ability to direct the course of subsequent experience. The increment of meaning corresponds to the increased perception of the connections and continuities of the activities in which we are engaged."* - **John Dewey**

*"Learning is a place where paradise can be created. The classroom with all its limitations remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries.... This is education as the practice of freedom."* - **bell hooks**

*"Clay lies still, but blood's a rover;  
Breath's a ware that will not keep.  
Up, lad: when the journey's over  
There'll be time enough to sleep"*

- **A.E. Housman**

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# Basic Principles of Adult Education

## Background

“A genuine purpose always starts with an impulse,” writes John Dewey in *Democracy and Education* (1916). For Dewey, the purpose of instruction begins with—but is not limited to—a learner’s impulse in a particular direction, and his or her acting on that impulse. This concept of purpose leads to a key question in any curriculum: What is a teacher’s role in the learning process? If there cannot be a purpose without an impulse, then the primary role of the instructor must be to perceive and respond in a certain way to these learning impulses, and to establish a learning environment that is sensitive to and responsive to them.

In “Planning Programs for Adult Learners,” Rosemary S. Caffarella (2002) lists six categories of factors which enhance *transfer of learning*, which she defines as “the effective application by program participants of what they learned as a result of attending an education or training program” (p. 204).

### Selected Enhancers to Transfer of Learning: 6 Categories

<b>Program Participants</b>	<b>Program Design &amp; Execution</b>	<b>Program Content</b>	<b>Changes Required to Apply Learning</b>	<b>Organizational Context</b>	<b>Community or Societal Forces</b>
Prior knowledge and experience linked to what is being learned	Active learning, including application exercises, is used extensively	Strategic goals of organization and/or life roles of learners are key planning variables	Doable and realistic	Innovation and change are viewed as positive	Strategies for transfer take into account cultural differences
Work in collaborative teams	Close match between training environment and applications context	Focus of content is on application	Time needed to make changes is recognized	Peers, key leaders, and supervisors offer concrete and useful support	Positively affects the economic climate

Cultural differences of learners are acknowledged	Transfer-of-learning strategies are useful and negotiable	Relevant, useful, and practical	Opportunities exist to integrate what is learned into current life roles	Tangible rewards for learning transfer are apparent	Community and/ or societal norms support changes
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Figure 2: adapted from Caffarella (2002), “Examples of Barriers and Enhancers to Transfer of Learning” (p. 212)

### *Inclusive Instructional Practices and Universal Design for Learning*

Universal Design for Learning is a protocol for curriculum based on what was originally an architectural concept for expanded accessibility, in the 1970s. This trend in design developed further in the 1980s, in response to advocacy movements by disability groups who wanted to draw attention to “the creative potential of design to enhance everyone’s experience through design that anticipated human diversity and integrated solutions seamlessly,” according to a document, “History of Universal Design,” by the Institute for Human Centered Design (2010). The same document explains that the term “Universal Design” was coined by the architect Ron Mace, who suggested that it was “not a new science, a style, or unique in any way.” Instead, said Mace, “it requires only an awareness of need and market and a commonsense approach to making everything we design and produce usable by everyone to the greatest extent possible.”

#### *The Original Principles of Universal Design for Industry*

1. **Equitable Use:** The design does not disadvantage or stigmatize any group of users.
2. **Flexibility in Use:** The design accommodates a wide range of individual preferences and abilities.
3. **Simple, Intuitive Use:** Use of the design is easy to understand, regardless of the user’s experience, knowledge, language skills, or current concentration level.
4. **Perceptible Information:** The design communicates necessary information effectively to the user, regardless of ambient conditions or the user’s sensory abilities.
5. **Tolerance of Error:** The design minimizes hazards and the adverse consequences of accidental or unintended actions.
6. **Low Physical Effort:** The design can be used efficiently and comfortably, and with a minimum of fatigue.
7. **Size and Space for Approach & Use:** Appropriate size and space is provided for approach, reach, manipulation, and use, regardless of the user’s body size, posture, or mobility.

(The Principles are copyrighted to the Center for Universal Design, School of Design, State University of North Carolina at Raleigh, 1997)



In applying the concept of Universal Design to the field of learning, the original principles are synthesized into three: 1) “Multiple, flexible methods of presentation are used to support diverse recognition networks for the students”; 2) “Multiple, flexible methods of expression and apprenticeships are used to support students’ various strategic networks”; 3) “Multiple, flexible options for engagement are used to support diverse affective networks” (Rose and Meyer, 2000). In Bauer and Kroger (2004), the following explanations and examples for each of the three UDL principles are attributed to Orkwis and McLane (1998):

*Providing flexible means of representation*

...challenges teachers to develop alternatives that reduce perceptual barriers. Using text, audio, or images alone may create barriers for students. Using digital text, closed captioning, and images with verbal description circumvents these perceptual barriers. Cognitive barriers, if present, can be addressed through providing summaries of the “big ideas,” improving access for some students and review for others. In addition, background knowledge may also be provided for students with limited experiences.

*Ensuring flexible means of expression*

...teachers should consider individual differences in motor and cognitive skills. Alternatives to expression through writing, speaking, or drawing, may need to be provided to address motor barriers. In terms of cognitive barriers, making strategies explicit or conspicuous may be helpful. Rather than depending on their intuition, some [students] may need strategies to be taught explicitly, step-by-step. Scaffolding may also be helpful, providing temporary support for learning that is gradually reduced as the student becomes more confident.

*Providing flexible means of engagement*

...may also be a challenge. To help more students stay engaged, students should have flexibility in terms of the amount of support and challenge they receive. Flexible options should also be provided in terms of novelty and familiarity. For example, some students require a great deal of repetition, whereas others thrive on randomness, and surprise. Developmental and cultural interest should also be considered. Finally, curricular materials should be flexible enough so that each student can contribute to the curriculum by adding his or her own images, sounds, words, and texts. This flexibility leads to

deeper engagement, allowing for direct input from students with differing abilities.

(Bauer and Kroger, 2004)

### *Characteristics and Principles of Inclusive Education*

Inclusive education is an approach to instruction that strives for the democratic ideal of equity and equality. According to Bauer and Kroger (2004), the most successful teachers in such settings are reflective practitioners who “observe their students, develop hypotheses about learning, develop plans, observe the results, and base further instruction on what they have learned.” These successful instructors, these authors explain, “seek answers to questions, and use people and resources to support their students’ learning.” Bauer and Kroger provide a list of four recurring teacher behaviors in the inclusive classroom, where the instructor:

1. Educates everyone in the classroom;
2. Makes decisions about instruction;
3. Follows the general curriculum while making adaptations to help everyone succeed;
4. Seeks, uses, and coordinates support for those who need extra help; and
5. Enables students’ learning and partners with other professionals.

(Bauer and Kroger, 2004)

The following “Effective Instructional Practices in Inclusive Classrooms” were first described by Jackson, Harper, and Jackson (2002): the list has been adapted for adult contexts.

### *Selected Practices Found Effective in Inclusive Classrooms*

- Collaboration among stakeholders to shape and realize a positive, appropriate learning environment;
- A self-directed learning environment, in which students learn to set goals and engage in self-instruction and self-monitoring;
- Peer supports, so that learners can be both teachers and learners in the classroom, engaged in cooperative rather than competitive learning;
- Flexible grouping, allowing students to work in a variety of structures to meet their current needs and to construct social knowledge;
- Both explicit and implicit instruction, in which skills are learned and students are presented with open-ended and authentic learning opportunities;
- Formative evaluation, measuring the results of instruction in authentic ways.

(Jackson, Harper, and Jackson 2002)

Differentiated instruction means adapting and customizing teaching to the learning styles, skill-levels, and backgrounds of every student. According to Tomlinson (2001), there are three aspects of the curriculum that can be differentiated: 1) content, 2) process, 3) products.

### *Examples of How Each Element is Differentiated*

**Content:** Differentiation requires that several elements and materials be used to support instructional content. These tasks must be aligned to learning goals. The instruction is concept-focused, and teachers must focus on the concepts, principles, and skills students need.

**Process:** Flexible grouping is consistently used. In addition, classroom management benefits both students and teachers. Students may work in teams, independently, or in pairs. Grouping varies with the activity. Students may also be provided choice in how they will attack a task.

**Products:** Ongoing formal and informal assessments provide the teacher with information about students' readiness and growth. Students function as active and responsible "explorers," with each [student] feeling challenged most of the time. Expectations and requirements vary for each student's responses. Students may self-select their products, or may be provided support in completing the activity they have chosen. (Bauer and Kroger, 2004)

### *Transformative Adult Education*

"Transformative learning" is a way of viewing the adult learning process as a potentially life-changing event in which longstanding habits of thought are challenged and modified as a result of new experiences, critical reflection, and rational dialogue (Imel, S., 1998).

Perspective transformation is the process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about the world; changing these structures of habitual expectation to make possible a more inclusive, discriminating, and integrating perspective; and, finally, making choices or otherwise acting upon these new understandings. (Mezirow, 1991, p. 167)

Transformative learning happens when a person's frame of reference for understanding the meaning of life experience is changed, so that new experiences are now interpreted differently. According to Mezirow (1997), this is a necessary part of developing autonomous thinking. "We must learn to make our own interpretations rather than act on the purposes, beliefs, judgments, and feelings of others," explains Imel (1998). "Facilitating such understandings is the cardinal goal of adult education."

Mezirow describes two ways that people can change their frames of reference, or "meaning schemes (specific beliefs, attitudes, and emotional reactions)." First, these meaning schemes can develop over time as an individual incorporates new experiences and ideas into an existing mental framework, accommodating perspectives to include new information. Transformative learning, however, which shifts perspectives, is less common, according to Mezirow (1995). This restructuring of mental frameworks is caused by a "disorienting dilemma," in the context of a crisis or transition.

#### *Mezirow's Phases of Transformative Learning*

1. A disorienting dilemma
2. Self-examination
3. Critical assessment of assumptions
4. Recognition that others have shared similar transformations
5. Exploration of new roles or actions
6. Development of a plan for action
7. Acquisition of knowledge and skills for implementing the plan
8. Tryout of the plan
9. Development of competence and self-confidence in new roles
10. Reintegration into life on the basis of new perspectives

(Imel, 1998, p. 3)

Boyd and Myers (1988) see transformative learning as a psychologically charged process in which intuition, creativity, and emotions play significant roles. According to Boyd (1989), the restructuring of a person's mental framework and perspective is a "fundamental change in one's personality involving the resolution of a personal dilemma and the expansion of consciousness, resulting in greater personality integration."

Boyd and Myers (1988) see "discernment," or new understanding of experience, as central to the process of transformative learning. According to Imel, this special understanding "calls upon such extra-rational sources as symbols, images, and archetypes to assist in creating a personal vision...of what it means to be human." Imel further explains that discernment "is composed of the three activities of receptivity, recognition, and grieving." Receptivity means being open to "alternative expressions of meaning" (Boyd and Myers, 1988). Recognition means that the individual knows the message or lesson being received is relevant and authentic to his or her life. Grieving is the process of letting go of familiar habits of thought and patterns of

perception, borrowing or generating ones own new patterns, and finally integrating the old and the new.

While transformative learning is an appealing model—and many adult educators and other professionals providing services to adults draw sustenance from and aspire to enactments of this life-changing process—there are warnings in the research literature about overdoing this emphasis.

Differences in learning contexts, learners, and teachers all affect the experiences of transformative learning. Because people learn in different but interwoven ways, educators should not see transformative learning as the only goal of education....Not all learners are predisposed to engage in transformative learning. The same can be said for teachers. Not all teachers of adults may feel comfortable with a goal of transformative learning. In addition, many adult learning situations do not necessarily lend themselves to transformative learning.

(Imel, 1998, citing Cranton, 1994, 1997; Taylor, 1998)

### *The Instructor as a Model of Transformative Learning*

Perhaps the best place to begin if an adult education program wishes to encourage transformative learning experiences among students and clients is with an emphasis on this as a professional development goal for instructors and other service providers. According to Imel (1998), “the teacher's role in establishing an environment that builds trust and care and facilitates the development of sensitive relationships among learners is a fundamental principle of fostering transformative learning.” Loughlin (1993, cited by Imel) sees as one duty of the teacher creating “a community of knowers...united in a shared experience of trying to make meaning of their life experience.”

As a member of that community, the teacher also sets the stage for transformative learning by serving as a role model and demonstrating a willingness to learn and change by expanding and deepening understanding of and perspectives about both subject matter and teaching.

(Imel, 1998, citing Cranton, 1994)

## *Guidelines from Literacy Instruction Authorization (LIA)*

As the Office of Adult Transition Services grows, and we are able to employ more instructors half-time and full-time, particularly in our AEFLA-funded programs, teachers who have obtained their Literacy Instruction Authorization from Colorado Educator Licensing will be at an advantage in competing for these positions because of a requirement “that AEFLA-funded programs meet a minimum standard for well-trained, highly qualified teachers.”

Candidates for LIA licensure are required to either compile a portfolio demonstrating their competencies in four areas—intro to adult education; planning, organizing, and delivering adult education instruction; adult basic education (ABE) and adult secondary education (ASE/GED); and teaching English as a Second Language (ESL)—or complete four college courses that cover these same competencies. More details of the LIA certification process are included in section VIII of this Teachers Manual. However, the following list of targeted competencies and benchmarks for one LIA course, EDU 132, “Planning, Organizing, and Delivering Adult Education Instruction,” provide a useful starting set of guidelines for Adult Transition Services instructors who would like to eventually pursue or renew their LIA licensure.

*Objective 2.01 Implements needs assessment appropriate to learner’s level for ESL, ABE, and ASE*

### Benchmarks for Substantial Proficiency

- Develops and implements appropriate needs assessment
- Information from learner needs assessment consistently applied to classroom practice

*Objective 2.02 Integrates learners’ background, prior knowledge, and current goals into planning process*

### Benchmarks for Substantial Proficiency

- Consistent integration of learners’ background, prior knowledge, and current goals evident in classroom practice

*Objective 2.03 Demonstrates awareness of classroom management techniques*

Benchmarks for Substantial Proficiency

- Demonstrates awareness of classroom management techniques
- Consistent application to classroom practices

*Objective 2.04 Demonstrates awareness of instructional options for adults with disabilities and how to access local resources for assistance*

Benchmarks for Substantial Proficiency

- Demonstrates awareness of 5 or more instructional options and local resources
- Consistently applies instructional options in the classroom

*Objective 2.05 Explains the purpose and design of the individualized student education plan or the 1-year classroom education plan*

Benchmarks for Substantial Proficiency

- Fully explains purpose and design of education plans
- Information from education plans consistently used in lesson planning

*Objective 2.06 Develops effective lesson plans using a variety of techniques and outcome measures to meet identified learner goals*

Benchmarks for Substantial Proficiency

- Consistently develops lesson plans to meet learner goals
- Uses a wide variety of techniques
- Measures outcomes regularly

*Objective 2.07 Identifies ways for adults to apply learning within content areas and integrates employment, family, and community related activities into instruction*

Benchmarks for Substantial Proficiency

- Identifies 5 or more ways for adults to apply learning within content areas
- Consistent application in the classroom

*Objective 2.08 Defines and applies approaches in adult learning*

Benchmarks for Substantial Proficiency

- Thoroughly defines and consistently applies 5 or more approaches in adult learning

*Objective 2.09 Practices a variety of learner grouping strategies and integrates group work with independent learning*

Benchmarks for Substantial Proficiency

- Uses a wide variety of learner grouping strategies in classroom instruction
- Consistently integrates group work and independent learning

*Objective 2.10 Incorporates learner diversity as a classroom resource*

Benchmarks for Substantial Proficiency

- Identifies 5 or more strategies to incorporate learner diversity as a classroom resource
- Consistently uses strategies to guide instruction

*2.11 Modifies planned lessons to accommodate learners' needs and paces lessons appropriately*

Benchmarks for Substantial Proficiency

- Consistently modifies lesson plans to accommodate learners' needs
- Consistently adjusts pace of lesson to meet learners' needs

*2.12 Teaches learners how to learn (metacognitive approaches)*

Benchmarks for Substantial Proficiency

- Teaches 5 or more strategies for learners to consistently monitor their own learning

*2.13 Accommodates various learning styles*

Benchmarks for Substantial Proficiency

- Consistently accommodates various learning styles

*2.14 Utilizes knowledge of the factors that contribute to student retention and motivation*

Benchmarks for Substantial Proficiency

- Utilizes 6 or more factors that contribute to retention and motivation



- Consistent application to classroom practice  
(from the Literacy Instruction Authorization Handbook, Version 4, Oct. 2008, CDE)

Instructors who are teaching or tutoring in Adult Transition Services classes ***are expected to review and apply these objectives in their lessons in a systematic fashion***, and are encouraged to consult the director, fellow instructors, and adult education resources to expand their own knowledge and awareness regarding all 14 targeted objectives. These objectives are also integrated in the Teacher Observation Procedures, described in Section VII below.

# Curriculum Framework for AEFLA-Funded GED Prep

*Thanks to Cheryl Hart for developing our GED Prep Curricular Framework*

## Intermediate Reading Objectives and Benchmarks

### **ABE/ASE Levels based on TABE Scores 0- 5.9**

1. Comprehend a wide range of printed material.
  - Identifies words and understands text, illustrations, graphics, and charts using phonics, word structure, and context clues.
2. Understand the characteristics of different types of writing.
  - Distinguishes between fact and fiction.
  - Identifies story elements including setting, plot, character, problem, and solution/resolution
  - Recognizes the function of introductory and concluding paragraphs in an excerpt.
  - Recognizes characteristics of paragraphs and stanzas.
  - Uses reference sources such as a dictionary, encyclopedia, atlas, directory, newspaper, thesaurus, and on line resources.
  - Identifies the author’s purpose.
  - Understands comparison and contrast.
  - Answers “Who? What? Where? When? Why? How?” about sentences or paragraphs.
  - Uses an index and a table of contents.
3. Demonstrate basic understanding of phonics/structural analysis.

- Recognizes synonyms, antonyms and homonyms to define words and build vocabulary.
  - Uses phonics, word structure and visual cues to identify and define words.
  - Uses vocabulary words in the content areas.
4. Demonstrate literal comprehension skills.
- Understands the main idea and supporting details.
  - Identifies cause and effect.
  - Retells or summarizes a text.
  - Describes sequence of events in context.
5. Demonstrate inferential comprehension skills.
- Makes predictions based on prior knowledge, rereading and self questioning.
  - Determines the meaning of unfamiliar words using context clues including examples, direct explanations, synonyms, and/or comparison contrast.
  - Knows the difference between a question and a statement.
  - Identifies stated or implied cause and effect in a paragraph.
  - Identifies an appropriate conclusion or generalization for a passage.
6. Demonstrate evaluative comprehension skills.
- Identifies the author's purpose.
  - Recognizes whether a text is intended to persuade, inform, or entertain.
  - Interpreting figurative language, tone and mood.
  - Finds specific information in a text and uses it to answer questions.

# Advanced Reading Objectives and Benchmarks

## **ABE/ASE Levels based on TABE Scores 6.0-12.9**

1. Demonstrate knowledge of basic vocabulary.
  - Uses a variety of strategies to analyze words in context.
  - Uses vocabulary effectively in reading, writing, listening, and speaking.
  - Uses vocabulary in content areas.
2. Understand patterns and functions of language.
  - Understands that there are patterns and rules for correct English usage.
  - Understands that there are exceptions to grammar rules and patterns. Understands that language and literature are powerful means by which culture and values are passed from generation to generation.
  - Understands the difference between the use of English in formal and informal settings.
3. Demonstrate literal comprehension skills.
  - Determines the main idea in different types of passages.
  - Identifies relevant details, facts, and patterns of organization in different types of passages.
4. Demonstrate inferential comprehension skills.
  - Predicts probable outcomes from reading.
  - Identifies and interprets information from a wide range of texts and literary forms.
5. Demonstrate evaluative comprehension skills.
  - Identifies an author's purpose and /or point of view.

- Evaluates information by differentiating fact from opinion.
  - Gathers information from a variety of reference materials and selects information which best serves his/her purpose.
6. Demonstrate understanding of the distinctive features in literary forms.
- Identifies the defining characteristics of classical literature.
  - Recognizes complex elements of plot such as setting, character development, conflict, and resolution.
  - Understands various elements of word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion, and point of view.
  - Knows how mood or meaning is conveyed in poetry through word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhyme.

# Intermediate Math Objectives and Benchmarks

## ABE/ASE levels based on TABE Scores 0-5.9

1. Understands how whole numbers are written and used.
  - Names whole numbers up to 7 digits.
  - Understands place value of numbers.
  - Understands verbal names, written word names and standard numbers with whole numbers.
  - Changes numbers to written word names.
  - Uses expanded notation to show that whole numbers can be written in different ways.
2. Add and subtract whole numbers.
  - Adds a 1, 2, or 3 digit number to a 3 digit number.
  - Adds three or four digit number to a three or four digit number.
  - Subtracts 3, 4, and 5 digit numbers.
  - Borrows from numbers containing zeros.
3. Multiplication and Division of whole numbers.
  - Multiplies two digit numbers by 2 digit number.
  - Multiplies 3 digit numbers by a 1, 2, or 3 digit number.
  - Divides three, four, or five digit numbers by a 1 digit number with and without remainders.
  - Divides three, four, or five digit numbers by a 2 or 3 digit number with and without remainders.
  - Divides from a fractional notation (  $\frac{35}{5}$  ).
  - Proves long division.
4. Solve problems using fractions.

- Understands verbal names, written word names, and standard numbers of commonly used fractions.
- Understands the relative size of commonly used fractions.
- Understands divisibility rules, prime and composite numbers, and prime factorization.
- Understands numerators and denominators.
- Identifies proper, improper and mixed fractions.
- Converts from mixed to improper fractions, and improper fractions to mixed numbers.
- Reduced common fractions.
- Converts fractions to equivalent fractions.
- Adds and subtracts fractions and mixed numbers with common denominators.
- Adds and subtracts fractions and mixed numbers with unlike denominators.
- Multiplies and divides fractions and mixed numbers.

#### 5. Solve problems using decimals.

- Understands verbal names, written word names, and standard numbers with decimals, including tenths, hundredths, and thousandths.
- Understands the relative size of decimals.
- Selects appropriate operation to solve problems involving decimals.
- Converts common fractions to decimals.
- Adds and subtracts decimals.
- Understands the relationship between money and decimals.
- Multiplication and division of decimals.

# Advanced Math Objectives and Benchmarks

## **ABE/ASE Levels based on TABE Scores 6.0-12.9**

1. Solve problems using fractions.
  - Understands verbal names, written word names, and standard numbers with fractions.
  - Locates fractions on a number line.
  - Understands the relative size of fractions
  - Solves word problems that create fractions
  - Understands divisibility rules, prime and composite numbers, and prime factorization.
  - Adds and Subtracts whole numbers fractions, and mixed numbers.
  - Subtracts whole numbers, fractions, and mixed numbers with regrouping.
  - Multiplies and divides common mixed fractions, mixed numbers, and whole numbers.
  - Selects and performs multiple operations using common fractions, mixed numbers, and whole numbers.
  - Solves work problems using fractions.
2. Solve problems using decimals.
  - Orders a sequence of decimal numbers from smallest to largest.
  - Adds and subtracts decimals and whole numbers.
  - Multiplies a decimal by a whole number or another decimal
  - Divides a decimal by a whole number or a decimal.
  - Converts mixed numbers to decimals to fractions.



- Solves word problems using decimals by using the appropriate operation.
3. Solve problems using ratios and proportions.
- Understands the concept of a ratio and proportion.
  - Solves word problems involving ratios and proportions.
  - Understands the ratios can be represented in different ways.
  - Selects when to solve specific problems involving ratios and proportions.
  - Demonstrates the process of cross multiplying to solve proportions.
4. Solve problems using percents.
- Understands the relative size of percents
  - Converts between fractions, decimals, and percents.
  - Finds the percent of a number.
  - Finds what percent one number is of another.
  - Find the total when a percent is given.
  - Solves real-word problems involving percents.
5. Solve problems using measurement.
- Understands, recognizes, and writes abbreviations for length, weight, and capacity measurements in the U.S. system.
  - Identified the equal measures defined in different units.
  - Solves measurement problems in the U.S. system using conversions.
  - Determines capacity by measuring in teaspoons, tablespoons, cups, pints, quarts, gallons, and liters.

- Recognizes, uses measures, and interprets linear dimensions and geometric shapes.
  - Interprets weight and volume.
  - Understands measures of central tendency and probability.
  - Uses mean, median and mode to solve problems.
6. Solve problems using integers and algebraic expressions.
- Associates verbal names, written word names, and standard numbers with integers.
  - Locates numbers on a number line.
  - Translates problems into equations using distance and cost formulas.
  - Using exponents and roots applying patterns and functions.
  - Factoring and inequalities, solving quadratic equations.
  - Using the coordinate plane, plotting ordered pairs, and finding the equation of a line.
7. Solving problems using geometry.
- Recognizes and understands the basic properties of two and three-dimensional geometric shapes.
  - Recognizes types of angles (acute, obtuse, straight, right).
  - Recognizes types of triangles (equilateral, right, scalene, isosceles).
  - Using proportion in Geometry.
  - Uses geometric formulas for perimeter, area, and circumference.
  - Uses geometric formulas for volume of three-dimensional shapes including cubes, rectangles, solids, and cylinders.

# Intermediate Language Objectives and Benchmarks

## **ABE/ASE Levels based on TABE Scores 0-5.9**

1. Apply the basic concept and rules of grammar.
  - Identifies and uses nouns: common, proper, singular, plural, and possessive nouns in a sentence.
  - Identifies and writes the correct forms of common regular and irregular verbs (action, linking, helping).
  - Identifies verb tenses, subject verb agreement and tense progression.
  - Identifies pronouns, adjectives, adverbs, conjunctions, prepositions, and interjections.
2. Compose sentences that are structurally and grammatically correct.
  - Recognizes complete sentences and sentence fragments.
  - Combines simple sentences using comma and coordinating conjunctions, or semicolon and conjunctive adverb.
  - Avoid run-on sentence and comma splices using comma and coordinating conjunctions, semicolon and conjunctive adverb, or subordinating conjunctions.
  - Recognizes misplaced and dangling modifiers.
3. Demonstrate the ability to organize information.
  - Identify the main idea and supporting details of a paragraph.
  - Develop paragraphs with details, examples, reasons, facts and figures.
  - Recognize the order of events.
  - Identify transitions and connective words.

- Develop conclusions.
4. Communicate ideas through the writing process.
    - Prepares for writing by brainstorming verbally and in writing, focuses on a central idea, generates and organizes ideas, and identifies the specific purpose for the writing.
    - Demonstrates an organizational pattern which includes a beginning, middle and end.
    - Uses familiar words, supporting details, and transitions.
    - Drafts, revises, and edits.
  5. Apply the rules of capitalization.
    - Capitalizes proper nouns and proper adjectives.
    - Capitalizes first words and titles.
  6. Apply the rules for punctuation.
    - Using the correct end marks.
    - Commas in compound and complex sentences.
    - Commas in a series and commas with appositives.
    - Semicolons and colons.

# Advanced Language Objectives and Benchmarks

## **ABE/ASE levels based on TABE Scores 6.0-12.9**

1. Demonstrate and understand the functions of the parts of speech.
  - Identifies all parts of speech (nouns, verbs, adjectives, adverbs).
  - Identifies how the parts of speech work in a particular sentence.
  - Identifies the parts of a sentence (complete and simple subject, complete and simple predicate).
  - Explores how the parts of a sentence create meaning in a sentence (phrases used as adverbs, subordination of independent clauses).
2. Compose sentences and paragraphs that are structurally and grammatically correct.
  - Sustains a consistent point of view throughout a multiple paragraph text.
  - Develops appropriate tense throughout a multiple paragraph texts.
  - Creates paragraph divisions in an extended text and marks them with indention.
  - Writes paragraphs with a stated or implied topic sentence.
  - Writes paragraphs with clear connections between sentences using transition words.
  - Uses all forms of punctuation and capitalization correctly.
  - Constructs agreement between subjects and verbs.
  - Uses the correct forms of irregular verbs.

- Applies the use of singular and plural forms of nouns.
- Uses nominative and objective cases of pronouns.
- Writes a variety of sentence types.

### 3. Communicate ideas through the writing process.

- Brainstorms ideas in writing.
- Organizes information before writing.
- Drafts and revises all types of writing so that it is
  - Focused and purposeful
  - Conveys a sense of completeness and is focused on a central idea
  - Has an organizational pattern that provide for an effective progression of ideas to include a beginning, middle, and an end
  - Demonstrates continuity of purpose, style, voice, and tense
- Edits writing to produce final documents that are grammatically correct.

### 4. Write to communicate ideas in a variety of content areas.

- Writes narrative answers to a variety of content area questions.
- Uses the writing process to generate text about social studies, science, and / or literature.
- Writes for a variety of purposes, description, narration, process, and comparison and contrast

# Sample Syllabi for GED Prep

## Intermediate Reading Syllabus – Cheryl Hart

### COURSE DESCRIPTION/SYLLABUS

<b>COURSE:</b>	GED 011 Intermediate Reading	<b>CO/PREREQUISITE:</b>	TABE results
<b>SEMESTER:</b>	Fall 2010	<b>CREDIT(S):</b>	3
<b>DAY(S)</b>	Monday, Tuesday, Wednesday	<b>TIME:</b>	8:00a.m.-9:00
<b>BEGINS:</b>	August 23, 2010	<b>ENDS:</b>	October 14, 2010
<b>CENSUS DATE:</b>	September 7, 2010	<b>WITHDRAW DATE:</b>	
<b>INSTRUCTOR:</b>	Cheryl Hart	<b>PHONE:</b>	719-336-6647
<b>OFFICE:</b>	236	<b>E-MAIL ADDRESS:</b>	Cheryl.hart@lamarcc.edu
<b>OFFICE HRS:</b>	1:00p.m.-5:00p.m.	<b>WEB ADDRESS:</b>	

**TEXT AND MATERIALS:** Provided in class

**COURSE DESCRIPTION:** The student will learn strategies for vocabulary development, improved reading comprehension, and enrichment.

#### **COURSE COMPETENCIES:**

##### **Transferable Competencies Key**

- A. Think creatively and critically**
- B. Allocate resources**
- C. Communicate effectively**
- D. Function as a part of a team**
- E. Acquire and evaluate data**

F. Understand systems

G. Choose and apply appropriate technology

Create a system to develop personal and reading vocabulary (1,2,3,5,6,7)

H. Infer meaning of words using context clues

I. Analyze words using prefixes, suffixes, roots, and compounds

J. Consult the dictionary and thesaurus to determine pronunciation, syllabication, parts of speech, exact meanings and synonyms

Improve comprehension skills (1,2,3,5,6,7)

K. Use concept mapping, outlining, textbook marking and/or annotations to show the main idea and details in paragraphs and longer selections

L. Analyze paragraph structure to determine major and minor details

M. Discuss inferences drawn through the analysis of cartoons, advertisements, or articles to determine the author's purpose, tone, and the main idea

N. Locate signal words in selections to identify the pattern the author is using to get his/her point across

O. Identify examples of the organizational patterns of explanation, examples, comparison/contrast, cause/effect, definition, and enumeration in a variety of reading materials

P. Interpret graphs, charts, tables and maps

Q. Critically analyze controversial writing in personal and academic reading to locate fact/opinion and argument, then synthesize information through annotation, paraphrasing, summarizing, and/or communicating effectively

Transfer skills to a variety of readings encountered by college students (1,2,3,5,6,7)

R. Apply learned skills to fictional reading of short stories and novels

S. Apply learned skills to non-fictional reading

Outline View:

I. Vocabulary development

A. Context clues

B. Structural analysis

C. Dictionary and thesaurus skills/pronunciation

II. Comprehension

A. Main ideas

B. Supporting details

C. Inference

D. Signal words

E. Organizational patterns

F. Graphics

G. Critical evaluation

III. Skill transfer reading

A. Fiction reading

**Nonfiction reading:** The student will learn strategies for vocabulary development, improved reading



comprehension, and enrichment.

**LEARNING OUTCOMES:**

Communications:  X

Math Literacy:

Aesthetic Responsiveness/Craftsmanship:

World Awareness:

Scientific Reasoning:

Critical Thinking:  X

Interpersonal Skills:  X

**CLASS MEETING REQUIREMENT:**

Students are expected to attend all sessions of each course in which they enroll. When circumstances make regular attendance impossible, students should report such absences to the instructor as soon as possible and make up assignments as the instructor requires. The instructor has the option of setting guidelines for attendance in determining grades. However, each instructor shall inform students verbally and/or in writing of his/her specific attendance requirements and students have the responsibility for knowing the attendance policy. All class sessions will be held in order to meet credit and contact hour requirements. Class cancellations will be made-up at the convenience of the instructor and students.

**SPECIAL NEEDS NOTIFICATION:**

LCC is committed to accommodating the needs of persons with documented disabilities. It is the responsibility of the student to make the College aware of a documented disability and the need for accommodation(s). To allow reasonable time for arranging services, the student should provide documentation to the Special Populations Coordinator who is located in Bowman 125 as soon as possible.

**MEETING DATES/COURSE SYLLABUS:**

<b>1</b>	Using Synonyms and Antonyms. Finding the Main Idea and Locating Factual Details using Brochures and Advertisements.	Achieving TABE Success level D pgs 29-36. Pre GED Lesson 1 pgs 15-21
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2	Recognizing and Using Context Clues. Using Context Clues to Understand Meaning.	Achieving TABE pgs 37-44 Pre GED Lesson 2 pgs 22-27
3	Identifying and Recognizing Sequence. Following a Sequence of Steps.	Achieving TABE pgs 67-74 Pre GED Lesson 3 pgs 28-33
4	Identifying and Recognizing Character Traits. Introduction to Reading Series Everyday Heroes.	Achieving TABE pgs 127-134 Story Yvonne Chavez pgs 12-20
5	Identify and Find the Main Idea. Reading exercise Everyday Heroes.	Achieving TABE pgs 135-142 Story and questions from book.
6	Comparing and Contrasting. Reading selection and exercise from Everyday Heroes	Achieving TABE pgs 143-150 Story and questions from book
7	Drawing Conclusions. Reading exercise Everyday Heroes.	Achieving TABE pgs 151-158 Story and questions from book
8	Recognizing and using Cause and Effect. Reading selection and exercise from Everyday Heroes.	Achieving TABE pgs 159-166 Story and Questions from book

**NOTE: This schedule is subject to change at the discretion of the instructor. Students will be informed of any changes.**

**REFER TO THE STUDENT HANDBOOK FOR SPECIFIC POLICIES REGARDING:**

Withdrawal Policies

Academic Dishonesty

Classroom Policies

Attendance

**EVALUATION CRITERIA:**

**Credit for this class is based on student attendance. Attendance of 70% and above is considered a satisfactory grade; below 70% attendance is considered Unsatisfactory. Students completing 60 hours or more of instruction will be post tested in TABE or GED practice tested according to prior tested levels, or instructor's recommendation.**

SYLLABUS APPROVAL

SYLLABUS APPROVAL			
SIGNATURE OF INSTRUCTOR	<i>Cheryl Hart</i>	DATE	8/3/2010
SIGNATURE OF DEAN OR CHIEF ACADEMIC OFFICER		DATE	

## Advanced Reading Syllabus – Cheryl Hart

### COURSE DESCRIPTION/SYLLABUS

<b>COURSE:</b>	GED 011 (Advanced Reading)	<b>CO/PREREQUISITE:</b>	TABE results
<b>SEMESTER:</b>	Fall 2010	<b>CREDIT(S):</b>	3
<b>DAY(S)</b>	<b>Monday, Tuesday, Wednesday</b>	<b>TIME:</b>	11:00-12:00
<b>BEGINS:</b>	August 23, 2010	<b>ENDS:</b>	October 14, 2010
<b>CENSUS DATE:</b>	September 7, 2010	<b>WITHDRAW DATE:</b>	
<b>INSTRUCTOR:</b>	Cheryl Hart	<b>PHONE:</b>	719-336-6647
<b>OFFICE:</b>	236	<b>E-MAIL ADDRESS:</b>	Cheryl.hart@lamarcc.edu
<b>OFFICE HRS:</b>	1:00p.m.-5:00p.m.	<b>WEB ADDRESS:</b>	
<b>TEXT AND MATERIALS:</b> Provided in class			

**COURSE DESCRIPTION:** The student will learn strategies for vocabulary development, improved reading comprehension, and enrichment.

**COURSE COMPETENCIES:**

Students who successfully complete Advanced GED Reading will demonstrate abilities to:

- I. Develop and demonstrate college level vocabulary skills
  - A. Analyze word structure for recognition and meaning
  - B. Use dictionary skills for spelling, meaning and usage
  - C. Infer the meaning of vocabulary in context
  - D. Improve and increase personal vocabulary for general college success and specific fields of study
- II. Apply basic reading comprehension skills to high-level reading
  - A. locate the stated or implied topic and main idea in paragraphs, essays and other longer passages
  - B. Analyze readings to determine the adequacy and relevancy of support provided for main ideas
- III. Analyze the structure of reading passages
  - A. Demonstrate cognizance of paragraph organization
  - B. Analyze longer passages for organizational patterns
  - C. Analyze essay organization, identify thesis and major points, and evaluate the effectiveness of argumentative writing
- IV. Evaluate content reading passages critically
  - A. Analyze passages to identify the author's intended audience, purpose, and tone
  - B. Discriminate between fact and opinion
  - C. Infer meanings in paragraphs and longer passages
  - D. Determine the writer's point of view and recognize bias
  - E. Analyze the format of textbooks to determine the available study aide
  - F. Apply a reading and study system to a variety of reading situations
  - G. Evaluate when to use skimming and scanning
  - H. Develop a method of textbook marking and annotation
  - I. Create mind or concept maps to facilitate learning
  - J. Construct detailed and well-organized outlines
  - K. Assess and apply methods for increasing reading rate and adjusting rate to purpose

Analyze and demonstrate comprehension of charts, graphs, and maps

**LEARNING OUTCOMES:**

Communications:  X

Math Literacy:

Aesthetic Responsiveness/Craftsmanship:

World Awareness:

Scientific Reasoning:

Critical Thinking:  X

Interpersonal Skills:  X

**CLASS MEETING REQUIREMENT:**

Students are expected to attend all sessions of each course in which they enroll. When circumstances make regular attendance impossible, students should report such absences to the instructor as soon as possible and make up assignments as the instructor requires. The instructor has the option of setting guidelines for attendance in determining grades. However, each instructor shall inform students verbally and/or in writing of his/her specific attendance requirements and students have the responsibility for knowing the attendance policy. All class sessions will be held in order to meet credit and contact hour requirements. Class cancellations will be made-up at the convenience of the instructor and students.

**SPECIAL NEEDS NOTIFICATION:**

LCC is committed to accommodating the needs of persons with documented disabilities. It is the responsibility of the student to make the College aware of a documented disability and the need for accommodation(s). To allow reasonable time for arranging services, the student should provide documentation to the Special Populations Coordinator who is located in Bowman 125 as soon as possible.

**MEETING DATES/COURSE SYLLABUS:**

1	Review Main Ideas and Supporting Details.	Complete GED lesson 1 pgs 367-368
2	Review of Summarizing Major Idea , Restating Information, and Applying Ideas.	Complete GED Lessons 2-4 pgs 369-376
3	Review of Making Inferences, Drawing Conclusions and Comparing and Contrasting.	Complete GED Lessons 5,7, and 8 pgs 377-387

4	Introduction to Understanding Poetry. Identify the Effects of Rhythm and Rhyme.	Steck-Vaughn GED Lesson 20 pgs 170-175
5	Interpreting Figurative Language.	SV GED Lesson 21 pgs 176-181
6	Interpreting Symbols and Images.	SV GED Lesson 22 pgs 182-187
7	Making Inferences.	SV GED Lesson 23 pgs 188-193
8	Interpreting Theme.	SV GED Lesson 24 pgs 194-199 Cumulative Review Poetry pgs 200-206

**NOTE: This schedule is subject to change at the discretion of the instructor. Students will be informed of any changes.**

**REFER TO THE STUDENT HANDBOOK FOR SPECIFIC POLICIES REGARDING:**

- Withdrawal Policies
- Academic Dishonesty
- Classroom Policies
- Attendance

**EVALUATION CRITERIA:**

**Credit for this class is based on student attendance. Attendance of 70% and above is considered a satisfactory grade; below 70% attendance is considered Unsatisfactory. Students completing 60 hours or more of instruction will be post tested in TABE or GED practice tested according to prior tested levels, or instructor's recommendation.**

**SYLLABUS APPROVAL**

<b>SYLLABUS APPROVAL</b>			
SIGNATURE OF INSTRUCTOR	<i>Cheryl Hart</i>	DATE	8/3/2010

# Intermediate Mathematics Syllabus – Cheryl Hart

## COURSE DESCRIPTION/SYLLABUS

<b>COURSE:</b>	GED 011 Intermediate Math	<b>CO/PREREQUISITE:</b>	TABE results
<b>SEMESTER:</b>	Fall 2010	<b>CREDIT(S):</b>	3
<b>DAY(S)</b>	Monday, Tuesday, Wednesday	<b>TIME:</b>	9:00p.m. 10:00 p.m.
<b>BEGINS:</b>	August 23, 2010	<b>ENDS:</b>	October 14, 2010
<b>CENSUS DATE:</b>	September 8, 2010	<b>WITHDRAW DATE:</b>	
<b>INSTRUCTOR:</b>	Cheryl Hart	<b>PHONE:</b>	719-336-6647
<b>OFFICE:</b>	BW 236	<b>E-MAIL ADDRESS:</b>	cheryl.hart@lamarcc.edu
<b>OFFICE HRS:</b>	1:00-5:00	<b>WEB ADDRESS:</b>	

**TEXT AND MATERIALS:** Provided in class.

**COURSE DESCRIPTION:** Includes the vocabulary, operations and applications of whole numbers, decimals and fractions and mixed numbers. Prepares student for the Pre-GED and GED exams.

### **COURSE COMPETENCIES:**

- I. Calculate using whole and decimal numbers without a calculator.
  - II. Demonstrate knowledge and usage of whole numbers.
  - III. Demonstrate knowledge and usage of fractions and mixed numbers.
  - IV. Demonstrate knowledge and usage of decimals.
- 1) Demonstrate competency in the usage of whole numbers.
  - 2) Describe the structure of our number system.
  - 3) Read and write decimal numbers through trillions.



- 4) Compute the sum, difference, product, and quotient of whole numbers.
- 5) Round whole numbers to the indicated place.
- 6) Estimate answers to whole number calculations.
- 7) Evaluate numbers written in exponential form and identify “base,” “exponent,” and “factors” of such numbers.
- 8) Determine square and cube roots.
- 9) Apply the correct order of operations to evaluate arithmetic expressions.
- 10) Solve word problems involving whole numbers.
- 11) Identify numbers as “prime” or “composite.”
- 12) Determine the prime factorization of a number using divisibility rules.
- 13) Demonstrate knowledge and usage of fractions and mixed numbers.
- 14) Interpret a fraction as parts of a whole, or as an indicated division.
- 15) Identify and understand the meaning of “numerator” and “denominator”.
- 16) Determine the Least Common Multiple/Lowest Common Denominator of a set of numbers.
- 17) Use the Identity Property to rename fractions.
- 18) Arrange fractions in order, smallest to largest.
- 19) State the reciprocal of any given number.
- 20) Change improper fractions to mixed numbers and vice versa.
- 21) Compute the sum, difference, product and quotient of commonly used fractions and mixed numbers writing the answer in simplest form.
- 22) Use fractions in applications.
- 23) Demonstrate knowledge and usage of decimals.
- 24) Read and write decimal numerals to millionths place.
- 25) Write common fractions as equivalent decimals and vice versa.
- 26) Arrange decimal numerals in order, smallest to largest.
- 27) Round decimal numerals to indicated place.
- 28) Compute the sum, difference, product and quotient of decimals.
- 29) Apply the shortcut method of “moving the decimal point” when multiplying or dividing by powers of ten.
- 30) Rewrite standard decimal numerals in scientific notation and vice versa.
- 31) Solve word problems involving decimals.

**LEARNING OUTCOMES:**

Communications: \_\_\_\_\_

Math Literacy: \_\_\_X\_\_\_

Aesthetic Responsiveness/Craftsmanship: \_\_\_\_\_

World Awareness: \_\_\_\_\_

Scientific Reasoning: \_\_\_\_\_

Critical Thinking: \_\_\_X\_\_\_

\_\_ Interpersonal Skills: \_\_\_\_\_

**CLASS MEETING REQUIREMENT:**

Students are expected to attend all sessions of each course in which they enroll. When circumstances make regular attendance impossible, students should report such absences to the instructor as soon as possible and make up assignments as the instructor requires. The instructor has the option of setting guidelines for attendance in determining grades. However, each instructor shall inform students verbally and/or in writing of his/her specific attendance requirements and students have the responsibility for knowing the attendance policy. All class sessions will be held in order to meet credit and contact hour requirements. Class cancellations will be made-up at the convenience of the instructor and students.

**SPECIAL NEEDS NOTIFICATION:**

LCC is committed to accommodating the needs of persons with documented disabilities. It is the responsibility of the student to make the College aware of a documented disability and the need for accommodation(s). To allow reasonable time for arranging services, the student should provide documentation to the Special Populations Coordinator who is located in Bowman 125 as soon as possible.

**MEETING DATES/COURSE SYLLABUS:**

<b>Week</b>	<b>Class Activity</b>	<b>Assignment</b>
1	Number and Operation Sense, Rounding, Comparing, Ordering and Grouping. Solving Word problems and using Number Lines.	GED Skill Lesson 1 pgs 34-41 Supplements Mathematics Skill Book pgs 2-4
2	Operations with Whole numbers. Adding and Subtracting whole numbers. Multiplying and Dividing whole numbers. Solving Word problems, and Using the Calculator. Using Estimation Addition, Subtraction, Multiplication and Division.	GED Skill Lesson 2 pgs 42- 49 Supplements M.S.B. pgs 6-40 GED Mini-Test Lesson 1 and 2 pgs 50-51
3	Steps for Solving Word Problems. Working with Special Formats, Order Of Operations, and Steps for Solving Multi-Step Problems.	GED Skill Lesson 3 pgs 52-65 GED Mini-Test pgs 66-69
4	Introduction to Fractions, Divisibility rules, prime and composite numbers, prime factorization. Changing Improper Fractions to Mixed numbers, Equivalent Fractions and Simplifying.	GED Skill Lesson 5 pgs 70-73 Supplements Divisibility Rules, and M.S.B. pgs 4-6
5	Solving Word Problems, Choosing the Operation, Fractions on Number Lines, and Fractions, Ratios, and Proportions. Working	GED Skill pgs 74-77 GED Skill Lesson 6 pgs 78-87

	with Special Formats.	
6	Operations with Fractions, Adding and Subtraction fractions, and Mixed Numbers. Multiplying Fractions and Mixed Numbers. Dividing Fractions and Mixed Numbers	GED Skill Lesson 7 pgs 88-95 Supplements M.S.B. pgs 8-39
7	Estimation with Fractions, Solving Word Problems, Writing Fractions in a Standard grid.	GED Skill pgs 96-99 GED Mini-Test pgs 100-103
8	Introduction to Decimals, Understanding Decimals, Rounding, Comparing, and Ordering Decimals, Solving Word problems, Estimation and Money. Decimals on a Number Line.	GED Skill Lesson 8 pgs 104-111

**NOTE: This schedule is subject to change at the discretion of the instructor. Students will be informed of any changes.**

**REFER TO THE STUDENT HANDBOOK FOR SPECIFIC POLICIES REGARDING:**

Withdrawal Policies

Academic Dishonesty

Classroom Policies

Attendance

**EVALUATION CRITERIA: Credit for this class is based on student attendance. Attendance of 70% and above is considered a satisfactory grade; below 70% attendance is considered Unsatisfactory. Students completing 60 hours or more of instruction will be post tested in TABE or GED practice tested according to prior tested levels, or instructor's recommendation.**

**SYLLABUS APPROVAL**

SIGNATURE OF INSTRUCTOR

*Cheryl Hart*

DATE

8-2-2010

# Advanced Mathematics Syllabus – Cheryl Hart

## COURSE DESCRIPTION/SYLLABUS

<b>COURSE:</b>	GED 011 (Advanced Math)	<b>CO/PREREQUISITE:</b>	TABE results
<b>SEMESTER:</b>	Fall 2010	<b>CREDIT(S):</b>	3
<b>DAY(S)</b>	Monday, Tuesday, Wednesday	<b>TIME:</b>	10:00p.m. 11:00 p.m.
<b>BEGINS:</b>	August 23, 2010	<b>ENDS:</b>	October 14, 2010
<b>CENSUS DATE:</b>	September 8, 2010	<b>WITHDRAW DATE:</b>	
<b>INSTRUCTOR:</b>	Cheryl Hart	<b>PHONE:</b>	719-336-6647
<b>OFFICE:</b>	BW 236	<b>E-MAIL ADDRESS:</b>	cheryl.hart@lamarcc.edu
<b>OFFICE HRS:</b>	1:00-5:00	<b>WEB ADDRESS:</b>	
<b>TEXT AND MATERIALS: Provided in class.</b>			

**COURSE DESCRIPTION:** Includes the vocabulary, operations and applications of whole numbers, decimals and fractions and mixed numbers. Prepares student for the Pre-GED and GED exams.

### COURSE COMPETENCIES:

#### Competencies View:

- I. Calculate using whole, fractional and decimal numbers both with and without a calculator.
- II. Demonstrate knowledge and usage of fractions and mixed numbers. (I)
- III. Demonstrate knowledge and usage of ratio and proportion. (II)
- IV. Demonstrate knowledge and usage of percent. (III)
- V. Demonstrate knowledge and usage of measurement, area and perimeter. (IV)
- VI. Demonstrate knowledge and usage of integers. (V)
- VII. Demonstrate knowledge and usage of algebraic expressions. (VI)
- VIII. Demonstrate knowledge and usage of basic first-degree equations and inequalities. (VII)

**Outline View:**

- I. Demonstrate knowledge and usage of fractions and mixed numbers.
  - A. Interpret a fraction as parts of a whole or as an indicated division.
  - B. Identify and understand the meaning of “numerator” and “denominator.”
  - C. Determine the Least Common Multiple/Lowest Common Denominator of a set of numbers.
  - D. Use the Identity Property to rename fractions.
  - E. Arrange fractions in order, smallest to largest.
  - F. State the reciprocal of any given number.
  - G. Change improper fractions to mixed numbers and vice versa.
  - H. Compute the sum, difference, product and quotient of fractions and mixed numbers and write the answer in simplest form.
    - I. Solve word problem involving fractions.
- II. Demonstrate knowledge and usage of ratio and proportion.
  - A. Read and write ratios and proportions using colon or fraction form.
  - B. Simplify ratios and write rates as unit rates.
  - C. Determine whether a proportion is true.
  - D. Solve for the missing term of a proportion.
  - E. Solve word problems involving proportions.
- III. Demonstrate knowledge and usage of percent
  - A. Convert numbers in percent form to fractional or decimal form and vice versa.
  - B. Solve percent problems for base, rate, or amount (percentage).
  - C. Solve word problems involving percent using the percent formula or proportions.
  - D. Solve percent applications involving topics such as commission, discount, simple interest, and percent increase/decrease.
- IV. Demonstrate knowledge and usage of measurement, area, and perimeter.
  - A. Identify the basic units in the U.S. system and convert from one unit to another introducing commonly used fractions as needed.
  - B. Reproduce the metric chart (prefixes, abbreviations, and values) from kilo to milli.
  - C. Convert from one metric unit to another.
  - D. Convert units of length, weight, volume, and temperature between metric and U.S. systems introducing unit fractions and/or proportions as needed.
  - E. Calculate the perimeter (or circumference) and area of rectangles, triangles, and circles.
  - F. Use U.S. and metric rulers to measure lengths.
- V. Demonstrate knowledge and usage of integers.
  - A. Apply the correct order of operations to simplify arithmetic and algebraic expressions.
  - B. Evaluate algebraic expressions by substituting a given integer.
  - C. Compute the sum, difference, product and quotient of integers.
  - D. Identify and apply properties of real numbers.
- VI. Demonstrate knowledge and usage of algebraic expressions. (Optional)
  - A. Simplify algebraic expressions by combining similar terms.
  - B. Apply the order of operations to simplify algebraic expressions.
  - C. Add, subtract, multiply and divide algebraic expressions with rational coefficients and express the answer in simplest form.
  - D. Evaluate algebraic expressions involving exponents and rational numbers in fractional and decimal form.
  - E. Simplify algebraic expressions involving integer exponents.
  - F. Translate English phrases into algebraic expressions.
- VII. Demonstrate knowledge and usage of basic first-degree equations and inequalities. (Optional)
  - A. Solve first-degree equations including those involving fractions, decimals, ratio, proportion, and percent.
  - B. Check the solution of first-degree equations.
  - C. Define the unknowns when solving a word problem.
  - D. Translate word problems into algebraic equations or inequalities.
  - E. Solve word problems and summarize results using a complete sentence.

**LEARNING OUTCOMES:**

Communications:\_\_\_\_\_

Math Literacy:\_\_\_X\_\_\_

Aesthetic Responsiveness/Craftsmanship:\_\_\_\_\_

World Awareness:\_\_\_\_\_

Scientific Reasoning:\_\_\_\_\_

Critical Thinking:\_\_\_X\_\_\_

\_\_ Interpersonal Skills:\_\_\_\_\_

**CLASS MEETING REQUIREMENT:**

Students are expected to attend all sessions of each course in which they enroll. When circumstances make regular attendance impossible, students should report such absences to the instructor as soon as possible and make up assignments as the instructor requires. The instructor has the option of setting guidelines for attendance in determining grades. However, each instructor shall inform students verbally and/or in writing of his/her specific attendance requirements and students have the responsibility for knowing the attendance policy. All class sessions will be held in order to meet credit and contact hour requirements. Class cancellations will be made-up at the convenience of the instructor and students.

**SPECIAL NEEDS NOTIFICATION:**

LCC is committed to accommodating the needs of persons with documented disabilities. It is the responsibility of the student to make the College aware of a documented disability and the need for accommodation(s). To allow reasonable time for arranging services, the student should provide documentation to the Special Populations Coordinator who is located in Bowman 125 as soon as possible.

**MEETING DATES/COURSE SYLLABUS:**

Week	Class Activity	Assignment
1	Review of Fractions, Decimals, and Order of Operations.	
2	Review of the Meaning of Percent, Changing percents to decimals, Changing a Fraction or Mixed number to a Percent, Using Proportions with Percents, Solving percent problems	GED Skill Lesson 11 pgs 132-137, Solving Percents, Lesson 12, pgs 138-143, Lesson 13 pgs 144-155  Cumulative Review pgs 156-160

3	Unit 2 Measurement and Data Analysis. Measurement Systems, The Customary U.S. System. Operations with Measurement and the Metric System. Measuring Common Figures.	GED Skill Lesson 14 pgs 164-169 Operations Pgs 166-167, Metric Pgs 168-169 Lesson 15 pgs 170-175
4	Solving Word problems choosing Perimeter, area, or Volume. Solving Word Problems by Drawing a Picture. GED Mini test Lessons 14 and 15.	GED Skill pgs 176-179 GED Mini Test pgs 180-183
5	Measures of Central Tendency and Probability. Mean, Median, and Mode, Simple Probability, and Independent and Dependent Probability.	GED Skill Lesson 16 Mean pgs 184-185, Probability pgs 186-187, Independent pgs 188-189, Calculator pgs 190-191
6	Tables, Charts, and Graphs, Tables and Charts, Bar and Line Graphs, and Circle Graphs. Mini Test.	GED Skill Lesson 17, Tables pgs 192-193 Bar pgs 194-195, Circle pgs 196-197. Mimi Test Cumulative Review pgs 198-206.
7	Unit 3 Algebra: Integers and Algebraic Expressions. Understanding Integers, Multiplying and Dividing Integers, Variables and Algebraic Expressions, and Simplifying Expressions. Solving Word Problems.	GED Skill Lesson 18, Integers pgs 210-211, Multiplying pgs 212-213, Expressions, pgs 214-215, Simplifying pgs 216-217 Word problems pgs 218-219.
8	Equations, Solving One-Step Equations, Solving Multi-Step Equations, Translating Problems into Equations.	GED Skill Lesson 19, Equations pgs 220-221, Multi-Step pgs 222-223, Problems pgs 224-225
	Solving Algebraic Equations, Using Distance and Cost Formulas, Mini-Test	GED Skill Solving Equations pgs 226-227, Distance Cost pgs 228-229. Mini-Test pgs 230-233.

**NOTE: This schedule is subject to change at the discretion of the instructor. Students will be informed of any changes.**

**REFER TO THE STUDENT HANDBOOK FOR SPECIFIC POLICIES REGARDING:**

Withdrawal Policies

Academic Dishonesty

Classroom Policies

Attendance

**EVALUATION CRITERIA:** Credit for this class is based on student attendance. Attendance of 70% and above is considered a satisfactory grade; below 70% attendance is considered Unsatisfactory. Students completing 60 hours or more of instruction will be post tested in TABE or GED practice tested according to prior tested levels , or instructor's recommendation.

SYLLABUS APPROVAL

SYLLABUS APPROVAL			
SIGNATURE OF INSTRUCTOR	<i>Cheryl Hart</i>	DATE	8-2-2010
SIGNATURE OF DEAN OR CHIEF ACADEMIC OFFICER		DATE	



# Intermediate Language Syllabus – Cheryl Hart

## COURSE DESCRIPTION/SYLLABUS

<b>COURSE:</b>	GED 011 (Intermediate Language Arts, Writing)	<b>CO/PREREQUISITE:</b>	TABE results
<b>SEMESTER:</b>	Fall 2010	<b>CREDIT(S):</b>	3
<b>DAY(S)</b>	Monday, Tuesday, <b>Wednesday</b>	<b>TIME:</b>	8:00 p.m.-9:00p.m.
<b>BEGINS:</b>	August 23, 2010	<b>ENDS:</b>	October 14, 2010
<b>CENSUS DATE:</b>	September 7, 2010	<b>WITHDRAW DATE:</b>	
<b>INSTRUCTOR:</b>	Cheryl Hart	<b>PHONE:</b>	719-336-7601
<b>OFFICE:</b>	236	<b>E-MAIL ADDRESS:</b>	cheryl.hart@lamamcc.edu
<b>OFFICE HRS:</b>	1:00-5:00	<b>WEB ADDRESS:</b>	

**TEXT AND MATERIALS:** Text will be provided in class.

**COURSE DESCRIPTION:** This course will focus on paragraph structure and development and will introduce the formal essay. Students will review and improve grammar, usage, and punctuation skills while employing critical thinking strategies and the writing process to respond to a wide variety of writing situations.

**COURSE COMPETENCIES:**

Students who successfully complete Intermediate Language will demonstrate abilities to:

I. TRANSFERABLE COMPETENCIES KEY

- A. Think creatively and critically
  - 1. Allocate resources
  - 2. Communicate effectively
  - 3. Function as a part of a team
  - 4. Acquire and evaluate data
  - 5. Understand systems
  - 6. Choose and apply appropriate technology

II. COMPETENCIES Students who successfully complete Intermediate Language will demonstrate abilities to: Understand and develop writing as a process in sentences and basic paragraphs by:

- 1. Prewriting

2. Identifying purpose, audience, and point of view
  3. Drafting
  4. Reading/reviewing drafts
  5. Revising
  6. Using appropriate word choice and various sentence structures
  7. Applying the conventions of basic grammar, punctuation, and usage
  8. Editing for correctness
  9. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)
- B. Apply knowledge of the writing process to a variety of basic reading and writing tasks by:
1. Responding to texts in writing
  2. Understanding and using basic vocabulary appropriate to the study of composition and grammar
  3. Developing the various components of sentences and paragraphs
  4. Identifying, selecting, and employing basic organizational strategies in paragraphs and essays
  5. Matching form to a variety of writing purposes
  6. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)
- C. Apply basic reading, writing, and critical thinking as integrated skills by:
1. Reading closely to identify, analyze, and discuss vocabulary in context, main ideas, supporting details, patterns of organization, fact and opinion, inferences, purpose, and tone
  2. Applying close reading discoveries to writing summaries and reactions(Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)
- D. Succeed in a supportive learning environment by:
1. Taking responsibility for their own learning
  2. Developing a reflective attitude toward their own learning
  3. Experiencing reading and writing as processes of discovery
  4. Monitoring their own comprehension and asking questions as needed
  5. Developing a sense of community with other learners
  6. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)
- E. Incorporate college support systems, as available, by:
1. Following the advising procedures to ensure accurate placement
  2. Applying appropriate learning strategies to self-management in completing and seeking appropriate help with writing assignments
  3. Working with Writing Center/Writing Lab faculty (as available) to overcome deficiencies and to build self-confidence in the writing process
  4. Using technology as appropriate
  5. (Transferable Competencies: 1, 2, 3, 4, 5, 6, 7)

**LEARNING OUTCOMES:**

Communications:   X  

Math Literacy:           

Aesthetic Responsiveness/Craftsmanship:   X  

World Awareness:     X

Scientific Reasoning

Critical Thinking:  X \_\_\_\_\_

Interpersonal Skills:  X \_\_\_\_\_

**CLASS MEETING REQUIREMENT:**

Students are expected to attend all sessions of each course in which they enroll. When circumstances make regular attendance impossible, students should report such absences to the instructor as soon as possible and make up assignments as the instructor requires. The instructor has the option of setting guidelines for attendance in determining grades. However, each instructor shall inform students verbally and/or in writing of his/her specific attendance requirements and students have the responsibility for knowing the attendance policy. All class sessions will be held in order to meet credit and contact hour requirements. Class cancellations will be made-up at the convenience of the instructor and students.

**SPECIAL NEEDS NOTIFICATION:**

LCC is committed to accommodating the needs of persons with documented disabilities. It is the responsibility of the student to make the College aware of a documented disability and the need for accommodation(s). To allow reasonable time for arranging services, the student should provide documentation to the Special Populations Coordinator who is located in Bowman 125 as soon as possible.

**MEETING DATES/COURSE SYLLABUS:**

Week	Class Activity	Assignment
1	Recognizing and Using Nouns	Achieving TABE Success Level D pgs 19-22
2	Personal Pronouns, Making Pronouns agree with Their Antecedents.	Achieving TABE pgs 23-34
3	Verbs and Their Tenses.	Achieving TABE pgs 35-42
4	Perfect Tenses and Agreement of Subjects and Verbs.	Achieving TABE pgs 43-50
5	Adjectives and Adverbs. Using Negative Words Correctly.	Achieving TABE pgs 55-70 Review and Assessment
6	Complete Sentences and Fragments and Run-on Sentences.	Achieving TABE pgs 75-82
7	Sentence Combining: Subordinate Clauses and	Achieving TABE pgs 83-98

	Adding Modifiers.	
8	Sentence Clarity and Parallel Structure, Verbosity and Repetition.	Achieving TABE pgs 99-106  Review and Assessment pgs 107-110

**NOTE: This schedule is subject to change at the discretion of the instructor. Students will be informed of any changes.**

**REFER TO THE STUDENT HANDBOOK FOR SPECIFIC POLICIES REGARDING:**

- Withdrawal Policies
- Academic Dishonesty
- Classroom Policies
- Attendance

**EVALUATION CRITERIA: Credit for this class is based on student attendance. Attendance of 70% and above is considered a satisfactory grade; below 70% attendance is considered Unsatisfactory. Students completing 60 hours or more of instruction will be post tested in TABE or GED practice tested according to prior tested levels, or instructor's recommendation.**

SYLLABUS APPROVAL			
SIGNATURE OF INSTRUCTOR	<i>Cheryl Hart</i>	DATE	8/5/2010
SIGNATURE OF DEAN OR CHIEF ACADEMIC OFFICER		DATE	

# Intermediate Language Syllabus – Cheryl Hart

## COURSE DESCRIPTION/SYLLABUS

<b>COURSE:</b>	GED 011 (Advanced Language Arts, Writing)	<b>CO/PREREQUISITE:</b>	TABE results
<b>SEMESTER:</b>	Fall 2010	<b>CREDIT(S):</b>	3
<b>DAY(S)</b>	Monday, Tuesday, <b>Wednesday</b>	<b>TIME:</b>	11:00 p.m.-12:00
<b>BEGINS:</b>	August 23, 2010	<b>ENDS:</b>	October 14, 2010
<b>CENSUS DATE:</b>	September 7, 2010	<b>WITHDRAW DATE:</b>	
<b>INSTRUCTOR:</b>	Cheryl Hart	<b>PHONE:</b>	719-336-7601
<b>OFFICE:</b>	236	<b>E-MAIL ADDRESS:</b>	cheryl.hart@lamamcc.edu
<b>OFFICE HRS:</b>	1:00-5:00	<b>WEB ADDRESS:</b>	

**TEXT AND MATERIALS:** Text will be provided in class.

**COURSE DESCRIPTION:** This course will focus on paragraph structure and development and will introduce the formal essay. Students will review and improve grammar, usage, and punctuation skills while employing critical thinking strategies and the writing process to respond to a wide variety of writing situations.

### **COURSE COMPETENCIES:**

Students who successfully complete Advanced GED Language Arts will demonstrate abilities to:

I. Understand and develop writing as a process in paragraphs and basic essays by:

- A. Prewriting
- B. Incorporating purpose, audience, and point of view
- C. Drafting
- D. Reading/reviewing drafts
- E. Revising

F. Using appropriate word choice and various sentence structures

G. Editing for correctness

II. Apply knowledge of the writing process to a variety of intermediate reading and writing tasks by:

A. Responding to texts in writing

B. Understanding and using vocabulary appropriate to the study of composition, methods of organization, and grammar

C. Developing the various components of paragraphs and basic essays

D. Selecting and employing organizational strategies in paragraphs and basic essays

E. Matching form to a variety of writing purposes

III. Develop reading, writing, and critical thinking as integrated skills by:

A. Reading closely to identify, analyze, and discuss vocabulary in context, main ideas, supporting details, patterns of organization, fact and opinion, inferences, purpose, and tone

B. Applying close reading discoveries to writing summaries, critical analyses, and reactions

IV. Succeed in a supportive learning environment by:

A. Taking responsibility for their own learning

B. Developing a reflective attitude toward their own learning

C. Experiencing reading and writing as processes of discovery

D. Monitoring their own comprehension and asking questions as needed

E. Developing a sense of community with other learners

V. Incorporate college support systems, as available, by:

A. Following the advising procedures to ensure accurate placement

B. Applying appropriate learning strategies to self-management in completing and seeking appropriate help with writing assignments

C. Working with Writing Center/Writing Lab faculty (as available) to overcome deficiencies and to build self-confidence in the writing process

D. Using technology as appropriate

**LEARNING OUTCOMES:**Communications:  X

Math Literacy: \_\_\_\_\_

Aesthetic Responsiveness/Craftsmanship:  XWorld Awareness:  X

Scientific Reasoning

Critical Thinking:  XInterpersonal Skills:  X**CLASS MEETING REQUIREMENT:**

Students are expected to attend all sessions of each course in which they enroll. When circumstances make regular attendance impossible, students should report such absences to the instructor as soon as possible and make up assignments as the instructor requires. The instructor has the option of setting guidelines for attendance in determining grades. However, each instructor shall inform students verbally and/or in writing of his/her specific attendance requirements and students have the responsibility for knowing the attendance policy. All class sessions will be held in order to meet credit and contact hour requirements. Class cancellations will be made-up at the convenience of the instructor and students.

**SPECIAL NEEDS NOTIFICATION:**

LCC is committed to accommodating the needs of persons with documented disabilities. It is the responsibility of the student to make the College aware of a documented disability and the need for accommodation(s). To allow reasonable time for arranging services, the student should provide documentation to the Special Populations Coordinator who is located in Bowman 125 as soon as possible.

**MEETING DATES/COURSE SYLLABUS:**

Week	Class Activity	Assignment
1	Unit 3 Usage, Subject-Verb Agreement. Agreement in number, interrupting phrases and inverted number order, and special cases in Subject-verb agreement. GED Writing Link, Being Organized.	GED Skill Lesson 11 pgs 136-145  Writing Link pgs 146-147
2	Verb Forms, regular verbs, and irregular verbs. GED Writing Link, Introducing and Concluding.	GED Skill Lesson 12 pgs 148-155  Writing Link pgs 156-157
3	Verb Tenses, simple and perfect tenses, and consistency and sequence. GED Writing Link, Verbs in Your Writing.	GED Skill Lesson 13 pgs 158-165  Writing Link pgs 166-167

4	Pronouns, subject and object pronouns, possessive pronouns, and pronoun shifts and clear references. GED Writing Link, Point of View.	GED Skill Lesson 14 pgs 168-177 Writing Link pgs 178-179 Cumulative Review pgs 180-184
5	Mechanics, Capitalization, when to capitalize, and when not to capitalize.	GED Skill Lesson 15 pgs 188-196 Writing Link, Writing a Personal Narrative pgs 204-205
6	Commas, items in series and compound sentences, and introductory elements and appositives. GED Writing Link, Writing a Longer Piece.	GED Skill Lesson 16 pgs 196-203 Writing Link Writing an Essay pgs 206-207
7	Spelling, Possessives, Contractions, and Homonyms. GED Writing Link, Staying on Topic.	GED Skill Lesson 17 pgs 208-217 Writing Link, In Personal Writing pgs 218-219
8	Cumulative Review Mechanics. Writing Links Review.	GED Skill Cumulative Review pgs 222-225

**NOTE: This schedule is subject to change at the discretion of the instructor. Students will be informed of any changes.**

<b>REFER TO THE STUDENT HANDBOOK FOR SPECIFIC POLICIES REGARDING:</b>			
Withdrawal Policies Academic Dishonesty Classroom Policies Attendance			
<b>EVALUATION CRITERIA: Credit for this class is based on student attendance. Attendance of 70% and above is considered a satisfactory grade; below 70% attendance is considered Unsatisfactory. Students completing 60 hours or more of instruction will be post tested in TABE or GED practice tested according to prior tested levels, or instructor's recommendation.</b>			
SYLLABUS APPROVAL			
SIGNATURE OF INSTRUCTOR	<i>Cheryl Hart</i>	DATE	8/5/2010



# Textbook and Supplementary Materials Policy

## *Primary Textbook List*

GED Language Arts, Reading – Steck-Vaughn / Harcourt Achieve – 2002  
GED Mathematics – Steck-Vaughn / Harcourt Achieve – 2002  
GED Language Arts, Writing – Steck-Vaughn / Harcourt Achieve – 2002  
GED Social Studies – Steck-Vaughn / Harcourt Achieve – 2002  
GED Science – Steck-Vaughn / Harcourt Achieve – 2002

## *Secondary Textbook List*

Achieving TABE Success in Reading – TABE 9&10 – Levels E, M, D, A – Wright Group / McGraw-Hill – 2006  
Achieving TABE Success in Mathematics – TABE 9&10 – Levels E, M, A – Wright Group / McGraw-Hill – 2006  
Achieving TABE Success in Language – TABE 9&10 – Levels E, M, D, A – Wright Group / McGraw-Hill – 2006

## *Additional Materials and Resources*

Class Sets of the Following Books:

Everyday Heroes by Beth Johnson – Townsend Press – 2007 – (Advanced)  
La Vida Real: True Stories of Latino Students Today by Tanya Savory – Townsend Press – 2009 – (Adv)  
*only 10 books*  
Reading Changed My Life: Three True Stories by Beth Johnson – Townsend Press – 2003 – (Intermediate)  
Laughter and Chills: Seven Great Stories – Townsend Press – 2004 - (Advanced)  
The Wizard of Oz by L. Frank Baum – Townsend Press – 2006 - (Advanced)  
Celebrating American Heroes: Plays for Students of English by Anne Siebert – Pro Lingua Associates – 2000 - (Intermediate) *only 6 books*  
Lost and Found by Anne Schraff– Bluford Series – Townsend Press – 2002 – (Intermediate)  
A Matter of Trust by Anne Schraff – Bluford Series – Townsend Press – 2002 – (Intermediate)  
Search for Safety by John Langan – Bluford Series – Townsend Press – 2007 – (Intermediate)  
Brothers in Arms by Paul Langan & Ben Alirez – Bluford Series – Townsend Press – 2004 – (Intermediate)

## *Adult Transition Services Policy on Textbook Use and Supplementary Materials for GED-Prep*

Since our traditional, classroom-based, AEFLA-funded GED Prep classes are offered not only as AEFLA classes but also as Lamar Community College courses for basic skills credits, instructors are required to submit a syllabus for each 8-week session. This can be a single syllabus that incorporates reading, math, and language arts skills, or a separate syllabus for each skill area, depending on the instructor's personal preference. For classes meeting at the

Lamar Community College campus, the instructor is strongly encouraged to incorporate social studies and science into the syllabus, although the main focus ought to be on reading, math, and language/writing skills. At off-campus sites, where our GED prep classes meet just two times per week, a syllabus is recommended, and should address reading, math, and language/writing.

Instructors may follow the sample syllabi (above) or create their own, as long as the class plan utilizes textbooks from the primary textbook list and addresses objectives and benchmarks from the Curriculum Framework for AEFLA-Based GED-Prep (above). Books from the secondary list as well as additional materials and resources can also be used, as long as their use aligns with the Curricular Framework and does not entirely supplant the primary textbooks. Students will expect to make progress in the primary textbooks, and also instructors are discouraged from Xeroxing from supplementary materials, and of course prohibited from any Xeroxing which infringes on copyright laws.

If an instructor has a suggestion for an additional resource that would be useful, engaging, and effective for skill-building purposes, he or she is encouraged to present a written proposal, justifying the use of the material in addition to the primary textbooks, and every reasonable request will be considered fairly and, if accepted, ordered for the next session of classes, as long as the request is submitted at least 10 days in advance of that session.

Most importantly of all, instructors are encouraged to use creativity, ingenuity, and a spirit of innovation in organizing systematic learning experiences for their students in the spotlighted areas of reading, math, and language/writing.

# Basic Principles of ESL for Adult Learners

## *Background*

In a keynote at the 2004 Kansas Association of Teachers of English to Speakers of Other Languages conference, Bill VanPatten provided a great model for teachers working with adult learners of English. There are important similarities between the ways a child learns a first language and an adult learns a second language; yet there are also crucial differences between these two situations. First and second language acquisition are similar in that progress in learning the new language is driven by exposure to sufficient amounts of “input,” a term which is defined as language for reading and listening that the learner can understand and at the same time that is related to a purpose in the context of authentic communication. The ESL teacher’s primary challenge is to create authentic contexts that are meaningful in the lives of the adult English language learners in our ESL classrooms. This requires getting to know our students, finding out what is interesting and pertinent to them, and utilizing text and audio that are connected to current topics, goals, and issues in their lives. For students to be receiving the comprehensible input that drives the English language acquisition process, they need to be engaged in communication, through English, with the teacher and with fellow students.

Little children and older adults both need lots and lots of input if they are going to develop language skills. However, at the same time, there is what VanPatten calls a “contextual difference” in the case of adults, who are more aware than children of the difference it makes, socially and economically, to achieve proficiency in a new language. Adults tend to get much less reinforcement and linguistic assistance (e.g., restating, “motherese,” etc) from the people around them in an English-speaking community, in contrast to all the support children learning a language get from caregivers and other adults intent on helping them communicate successfully. Adult English learners also are already experts at a few things, their work skills and life skills, and so there are emotional barriers to being in a classroom and making public mistakes as part of the second language learning process. Finally, in the case of adults who know how to read and write in their first language—a larger number of adults in our classes than we sometimes might imagine—their awareness of grammar and previous experience of reading mean they have some study skills and pre-conceptions about the ESL learning challenge that will include the teacher explaining grammar rules.

Determining what our students’ learning styles and preferences are is an important piece in planning and delivering effective ESL lessons. As in every class we teach, and this is especially true for the majority of adult learners, following a systematic instructional plan and communicating that system to the students, will have a positive effect on learning attitudes, studying efficiency, achievement and results. The security that regular use of the main textbook provides is an essential factor in conveying a sense of order and unity which cannot be ignored.

At the same time, it is vital that instructors also find additional sources of input, such as articles from the newspaper or the Web, or exercises and activities from supplementary textbooks in our ESL collection, to stimulate interest and increase the amount of input that students are receiving.

One more point ought to be addressed when discussing our approach to the teaching of English to students in our Adult Transition Services program, in classes funded by the Adult Education and Family Literacy Act (AEFLA). Many of our students are parents of children whose ages span from pre-school to high school, and in nearly 40 percent of the homes in the surrounding community of Lamar Spanish is spoken. On the one hand, it is obviously a matter of great pride for parents when their children are able to master the English language, because of the high value and utility of English skills in academic performance, post-secondary studies, and career development. On the other hand, the parents in these homes are most often proficient in reading and writing their first language, Spanish, and also best equipped to speak Spanish to their children when explaining matters of the heart, such as family traditions and family and cultural values.

No instructor or staff member of the Adult Transition Services program at Lamar Community College should be giving the erroneous and unfounded advice to Spanish-speaking parents that they ought to restrict their own use of Spanish or their children's use of Spanish. On the contrary, building up a child's literacy skills and self-awareness in a different first language, such as Spanish, only serves to strengthen that young person's ability to make regular and continuous progress in their English-language classrooms and subjects at school. Furthermore, maintaining your skills in one language does not have a negative effect on your ability to learn a second language, such as English. In fact, particularly in the area of literacy, Spanish-speakers who continue reading and writing in their first language will gain psychological perspectives which enhance their performance and success in second-language literacy and coursework. It is not the place of schools or teachers to interrupt or intervene in a Spanish-language home communication dynamic, and if we try to do so, research has shown that we can cause a great deal of harm, especially emotional harm, which inhibits the natural growth and development of the child and decreases their self-confidence and that of their parents and caregivers. Having two language in today's economy is a powerful combination for innovation and success, and we need to recognize this fact and show respect for bilingual families.

## *ESL Guidelines from Literacy Instruction Authorization (LIA)*

As the Office of Adult Transition Services grows, and we are able to employ more instructors half-time and full-time, particularly in our AEFLA-funded programs, teachers who have obtained their Literacy Instruction Authorization from Colorado Educator Licensing will be at an advantage in competing for these positions because of a requirement “that AEFLA-funded programs meet a minimum standard for well-trained, highly qualified teachers.”

Candidates for LIA licensure are required to either compile a portfolio demonstrating their competencies in four areas—intro to adult education; planning, organizing, and delivering adult education instruction; adult basic education (ABE) and adult secondary education (ASE/GED); and teaching English as a Second Language (ESL)—or complete four college courses that cover these same competencies. More details of the LIA certification process are included in section VIII of this Teachers Manual. However, the following list of targeted competencies and benchmarks for one LIA course, EDU 132, “Planning, Organizing, and Delivering Adult Education Instruction,” provide a useful starting set of guidelines for Adult Transition Services instructors who would like to eventually pursue or renew their LIA licensure.

*Objective 4.01 Demonstrates awareness of the demographics of adult ESL learners and understands the characteristics of the three levels of ESL: beginning, intermediate, and advanced.*

### Benchmarks for Substantial Proficiency

- Identifies 5 or more ESL learner demographics
- Identifies 5 or more characteristics of each of the three levels
- Demonstrates consistent classroom application

*Objective 4.02 Demonstrates appropriate use of native language in the classroom and individual instruction.*

### Benchmarks for Substantial Proficiency

- Knowledgeable of and consistently able to evaluate the appropriate use of native language in the classroom and individual instruction
- Consistent classroom application

*Objective 4.03 Demonstrates a variety of formats for providing constructive error correction with critical linguistic feedback to learners*

## Benchmarks for Substantial Proficiency

- Consistently uses 6 or more formats to provide constructive error correction with critical linguistic feedback to learners