

R E P O R T R E S U M E S

ED 015 411

AC 001 829

CURRICULUM GUIDE FOR ADULT EDUCATION.
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$1.68 40P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *CURRICULUM GUIDES, *ADULT EDUCATION, INSTRUCTIONAL PROGRAM DIVISIONS, STATE CURRICULUM GUIDES, GENERAL EDUCATION, ACADEMIC EDUCATION, HIGH SCHOOL CURRICULUM, EDUCATIONAL OBJECTIVES, EDUCATIONAL CERTIFICATES, CIVIL DEFENSE, SOUTH CAROLINA.

THE STATE DEPARTMENT OF EDUCATION IN SOUTH CAROLINA PREPARED THIS CURRICULUM GUIDE FOR ADULT EDUCATION SUPPORTED BY PUBLIC FUNDS. OBJECTIVES AND CURRICULUM OUTLINES FOR ADULT BASIC EDUCATION ARE GIVEN TO COVER LEVELS I (GRADES 1 TO 3), II (GRADES 4 TO 6), AND III (GRADES 7 AND 8). THE OUTLINES COVER COURSES IN READING, BASIC LANGUAGE ARTS AND SKILLS, ARITHMETIC, THE GENERAL KNOWLEDGE AREAS OF SOCIAL STUDIES, EVERYDAY SCIENCE, FAMILY AND COMMUNITY LIVING, AND OCCUPATIONAL ATTITUDES AND CONCEPTS. AT THE HIGH SCHOOL LEVEL CURRICULUM CONTENT IS OUTLINED FOR REVIEW COURSES IN AMERICAN HISTORY, CIVICS, ENGLISH, AND MATHEMATICS TO PREPARE FOR THE GENERAL EDUCATIONAL DEVELOPMENT EXAMINATIONS WHICH ARE ACCEPTED AS THE BASIS FOR ISSUING STATE HIGH SCHOOL CERTIFICATES. THE ACCEPTABLE COURSES FOR THE STATE HIGH SCHOOL DIPLOMA PROGRAM FOR ADULTS ARE ALSO LISTED. THE CIVIL DEFENSE COURSE FOR PERSONAL AND FAMILY SURVIVAL WHICH MAY BE CONDUCTED WITH PUBLIC FUNDS IS BRIEFLY MENTIONED AND SOME ACCEPTABLE PROGRAMS OF ACADEMIC NATURE FOR THE GENERAL EDUCATION OF ADULTS AT ALL EDUCATIONAL LEVELS ARE LISTED. A SELECTED LIST OF EIGHT REFERENCES IS APPENDED. (RT)

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CURRICULUM GUIDE FOR



ADULT EDUCATION

STATE DEPARTMENT OF EDUCATION
Cyril B. Busbee
State Superintendent of Education
Columbia, South Carolina

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CURRICULUM GUIDE

FOR

ADULT EDUCATION

DEVELOPED BY
DIVISION OF ADULT EDUCATION
STATE DEPARTMENT OF EDUCATION
COLUMBIA, SOUTH CAROLINA

FEBRUARY, 1967

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FOREWORD

This CURRICULUM GUIDE is designed to assist local adult educators in program planning to meet the divergent educational needs of adults throughout the state of South Carolina. The acquisition of new skills which will raise the educational level of adults opens the doors of opportunity not only to occupational training and productive work, but to the larger life of mind and spirit as well.

Improved curriculum development is not limited to establishing standards of achievement for entry into occupational training programs. The equally important upgrading of employees in service is also a cardinal objective. Moreover, effective programs will provide educational opportunities to satisfy the educational needs of individual members of the total adult population - not merely segments of it.

This GUIDE provides a suggested course outline for a basic education course, emphasizing communication, computation, and related skills occupationally oriented for grade levels one through eight. Included in the GUIDE are suggested curricula in preparation for equivalency testing, the state high school diploma program, civil defense adult education, and continuing education programs. The GUIDE should not be construed as a prescribed curriculum. It may be used as desired - in whole or in part - or merely as a resource in developing instructional programs suited to local and individual class needs.

It is hoped this new and simplified format will prove helpful to all who may have occasion to use it.

Cyril B. Busbee
State Superintendent of Education

ADULT EDUCATION CURRICULUM

The complex problems which are created by our rapidly changing society are constantly emphasizing the need for improving health conservation, educational and vocational guidance, preparation of our citizenry for work in new industries, rehabilitation with relation to present industries and business, and opportunities of education for all. This realization makes it imperative that a well-planned curriculum of adult basic education through the completion of high school be organized and put into operation in all local school districts in South Carolina.

Because of the rapid developments in the scientific and the technological fields, people in all areas of the state are finding themselves out of tune with the times. As South Carolina develops into a highly industrialized state, an ever increasing number of out-of-school youth and adults are recognizing that further education and training are necessary for them to cope with their adult responsibilities as individuals, as parents, as workers, and as citizens.

The prime consideration in planning a curriculum in adult education, therefore, is people - their needs, their problems, and their desires. These common concerns, however, cannot be generalized into uniformity. They differ from individual to individual and from community to community. In order to be truly effective, an adult education program must satisfy the basic educational needs of the total population it attempts to serve - not merely segments of it. To an ever increasing extent, educational opportunities are being made available to all citizens in the state.

The development and application of the curriculum must be adult - taught in adult language, illustrated in adult situations, and recognized as being important to adult life. Each local program of instruction should be based on a consideration of the basic educational deficiencies of those particular adults enrolled. The course of study should provide a planned, logical sequence of those essential basic educational skills and competencies deemed necessary for the individual enrollee to overcome his inabilities and deficiencies.

According to the 1960 census, nearly 70 percent of South Carolina's adult population 25 years of age and over had not completed high school. Of even greater concern at this time is the 20 percent who did not go beyond the fourth grade.

Adult general education should be closely related to adult vocational education. Trainees for most occupations must be able to meet established educational achievement levels if they are to be eligible for jobs after training is completed. And these minimum qualifications are rising. Supportive education in communication and computational skills will enable the vocational trainee to benefit from vocational instruction - to get and hold jobs in the restricted range of occupations open to him. This supportive education curriculum should be highly flexible, easily geared to meet the needs of specific vocational training areas.

Adults who lack basic communication and computational skills will usually be inadequate in many other areas: withdrawn from civic and social affairs of the community, undependable as jobholders, unknowledgeable of the basic rules of health and safety, and unable to function as contributing members of society.

The adult education curriculum is a sequential program of instruction designed to

1. develop and improve communication and computational skills of adults,
2. raise substantially the general educational level of adults to make them less likely to be dependent on others,
3. improve their ability to benefit from some occupational training,
4. expand and increase opportunities for more productive and profitable employment, and
5. make them better able to meet their adult responsibilities as parents, as citizens, and as workers.

It is the purpose of this guide to present an adult education curriculum designed to raise the competencies of adults in the following basic areas: oral and written communications, arithmetic, natural sciences, social sciences (including citizenship), occupational planning (including vocational counseling and guidance, and development of occupational concepts and attitudes), and development of self. Basic areas skills and activities are presented in four levels: Level I (Grades 0-3), Level II (Grades 4-6), Level III (Grades 7-8), and Level IV (Grades 9-12, including high school equivalency preparation program).

I. Communication Skills in Adult Basic Education Programs

A. Reading

Skill in reading is, perhaps, the single most important intellectual skill needed by everyone. The reading program must accommodate a wide range of reading needs varying from activities for the non-reader to necessary skills for those who need to improve their speed and comprehension. The nature of the need for reading skill will change during the life span of the adult as his job or career changes; therefore, the adult reading program must be designed to take care of many different levels of need for reading skill and ability. The design of the reading program presents the various levels of reading ability as reading stages rather than grade levels, although these stages are somewhat comparable to the reading grade levels used in classifying reading ability.

Objectives - The objectives of the reading program are to help each enrollee

increase his ability to read for enjoyment,
increase his ability to read materials related to his
occupation and/or occupational training program,
become a more independent reader,
become a better informed and better functioning
citizen,
become a more critical reader,
increase his interest span in reading,
increase his reading speed,
improve his comprehension level,

increase his research skills, and improve his oral and silent reading skills.

1. Level I (Grades 0-3)

a. Comprehension skills

- 1) Organizing ideas
- 2) Picking out main idea
- 3) Finding important details
- 4) Associating meaning with printed word
- 5) Learning from inference
- 6) Developing interpretation skill
- 7) Being able to recall pertinent facts
- 8) Understanding directions

b. Word recognition skills

- 1) Using pictures
- 2) Using the context of a sentence
- 3) Using configuration clues
- 4) Using phonetic analysis
- 5) Using structural analysis

c. Vocabulary building skills

- 1) Building a sight vocabulary
- 2) Recognizing words that rhyme
- 3) Learning words that are opposite
- 4) Associating spoken words with pictures

d. Location skills

- 1) Recognizing the parts of a book
- 2) Locating a story by page number
- 3) Locating a story through table of contents
- 4) Knowing the alphabet
- 5) Using simple maps, globes, reference and supplementary books to locate information

e. Organization skills

- 1) Telling a story in sequence
- 2) Following the sequence of directions
- 3) Classifying words into like categories
- 4) Arranging sentences in sequential order
- 5) Summarizing

f. Functional reading skills

- 1) Knowing driver's language
- 2) Understanding road signs
- 3) Locating places
- 4) Interpreting want ads
- 5) Filling in application forms
- 6) Identifying food and clothing labels

2. Level II (Grades 4-6)

a. Comprehension skills

- 1) Finding the main idea
- 2) Reading for information
- 3) Understanding the sentence as a unit
- 4) Interpreting the main idea

- 5) Drawing conclusions
- 6) Distinguishing between fact and fantasy
- 7) Recalling specific facts
- 8) Following directions
- 9) Recognizing cause and effect
- 10) Organizing ideas with simple outlines

b. Word recognition skills

- 1) Using contextual clues in finding new and unfamiliar words
- 2) Using configuration clues for word recognition
- 3) Studying the general appearance of words
 - a) Tallness and length
 - b) Vertical characteristics
 - c) Ascending and descending letters of word patterns
 - d) Double letters
- 4) Phonetic analysis in recognizing
 - a) Initial and final consonants
 - b) Other consonant sounds
 - c) Long and short vowels
 - d) Silent letters
 - e) Digraphs
 - f) More than one sound of a given letter
 - g) New and unfamiliar words by adapting known speech sounds
- 5) Structural analysis in recognizing
 - a) Root words
 - b) The inflectional form of a word formed by adding s, ed, and ing to a known root word
 - c) Compound words made of two known root words
 - d) Known words in new compound words

c. Vocabulary building skills

- 1) Building sight vocabulary
- 2) Recognizing and using words that are opposites
- 3) Recognizing words that are opposites yet have the same meaning
- 4) Learning to use the dictionary

d. Information reading

- 1) To gain information
- 2) To answer questions

e. Functional reading skills

- 1) Learning all skills in introductory level
- 2) Reading newspaper with comprehension
- 3) Following written directions
- 4) Improving reading speed and comprehension
- 5) Learning to read faster
- 6) Learning to read maps and graphs
- 7) Interpreting occupational and vocational information
- 8) Learning simple study skills

3. Level III (Grades 7-8)

a. Comprehension skills

- 1) Interpreting motives of characters in a story
- 2) Comparing and contrasting ideas
- 3) Selecting pertinent facts to remember
- 4) Reading to gain implied ideas

- 5) Rereading to verify or recall
 - 6) Learning to follow the author's thinking
 - 7) Developing critical reading ability
- b. Word recognition skills
- 1) Contextual clues
 - a) Using context of a sentence or phrase to recognize new and unfamiliar words
 - b) Associating words with meanings and ideas
 - 2) Configuration clues
 - a) Contrasting and comparing the form of words as an aid to word recognition
 - b) Studying the general appearance of words
 - (1) Tallness and length
 - (2) Vertical characteristics
 - (3) Ascending and descending letters of word patterns
 - (4) Double letters
 - 3) Phonetic analysis
 - a) Contrasting and comparing the form of words as an aid to word recognition
 - b) Pronouncing words by sound units
 - (1) Initial and final consonants
 - (2) Other consonant sounds
 - (3) Long and short vowel sounds
 - (4) Other vowel sounds
 - (5) Silent letters
 - (6) Digraphs
 - (7) More than one sound for certain letters
 - (8) Same sound obtained from different letters or combinations of letters
 - c) Using dictionary and glossary as guide to word pronunciation
 - 4) Structural analysis
 - a) Root words
 - b) Prefixes and suffixes
 - c) Syllables
 - d) Inflectional forms
 - e) Compound words
 - f) Contractions
 - g) Possessives
- c. Vocabulary building skills
- 1) Recognizing and using synonyms, antonyms, and homonyms
 - 2) Accumulating a reading vocabulary of words needed in the adult world: occupational, vocational, and personal
 - 3) Developing the habit of learning new words
 - 4) Developing specialized vocabularies
 - a) Matching words with jobs, subjects, etc.
 - b) Identifying idioms
 - c) Classifying words according to areas such as mathematics, social studies, etc.
- d. Location skills
- 1) Learning to locate information through many sources
 - a) Table of contents
 - b) Title page
 - c) Index or appendix
 - d) Glossary

- e) Dictionary
- f) Encyclopedia
- g) Reference books
- h) Charts, maps, globes, graphs
- i) Footnotes
- j) Bibliographies
- 2) Learning dictionary skills
 - a) Locating the part of the dictionary in which a certain word is listed
 - b) Using the alphabet to locate words in the dictionary
 - c) Using guide words
 - d) Selecting the appropriate definition
 - e) Using the dictionary as a guide to pronunciation: syllables, accent marks, diacritical marks
- e. Organizational skills
 - 1) Recalling events of a story in proper order
 - 2) Summarizing a story
 - 3) Finding the topics of a paragraph as an aid to beginning an outline
 - 4) Beginning to outline two or three main headings
- f. Informational reading
 - 1) Reading to solve problems
 - 2) Reading to find information or answer a specific question
 - 3) Reading more than one author on the same subject
 - 4) Reading at different speeds for different purposes
- g. Recreational reading
 - 1) Reading for enjoyment
 - 2) Getting acquainted with our literary heritage
- h. Functional reading skills
 - 1) Understanding student-interest materials -- occupational and vocational
 - 2) Increasing reading speed
 - 3) Extending study skills

B. Basic Language Arts Skills

The basic language arts skills of listening, speaking, writing, spelling, and grammar should be closely related to the reading activities. The development of these skills should be introduced, in so far as possible, from actual reading materials. Activities and exercises should be prepared to guide adult students to the realization that communications skills are essential to all phases of living: that to listen, speak, read, and write effectively have market value, and that effective oral and written communications may also result in increased self-respect through knowledge and self-confidence.

Objectives - The objectives of the basic language arts skills program are to help each enrollee

increase competencies in the areas of listening, speaking, reading, writing, spelling, note taking, studying, using reference materials, and vocabulary building;
 recognize that skills acquired in communications facilitate learning in all other areas;

develop a basic understanding of the principles of etiquette which govern the exchange of ideas with other individuals;
develop legible handwriting;
associate reading, study materials, and vocabulary skills with occupational vernacular;
restore and increase self-respect and dignity through the development of his own potential;
analyze and understand what is said; and
make practical application of rules of grammar.

1. Level I

a. Speech skills

- 1) Enunciation and pronunciation
- 2) Voice
 - a) Speak loudly and clearly
 - b) Make voice reflect meaning and feeling

b. Writing skills

- 1) Capitalization
 - a) First word in sentence and in line of verse
 - b) Words I and O
 - c) Proper names and titles: person, month, day, street, town, state, country, common holidays
 - d) Abbreviation of proper names
 - e) Titles before names: Miss, Mr., Mrs.
 - f) In letters: greeting and closing
 - g) Titles: books, reports, stories, lists, outlines
- 2) Punctuation
 - a) Use of period after statement or command, abbreviations
 - b) Use of comma after greeting and closing, address, date
 - c) Question mark
 - d) Apostrophe: in contractions; for possessives
- 3) Spelling
 - a) Ability to find correct spelling (from teacher, book, or list)
 - b) Mastery of commonly-used contractions
 - c) Ability to detect misspellings in editing own papers
- 4) Paragraph
 - a) Indentation
 - b) Correct sentence form in paragraph
- 5) Manuscript
 - a) Correct form for note or letter and for envelope
 - b) Habit of checking written work

c. Listening skills

- 1) Recall specific information heard
- 2) Acquire a feeling for correct word forms and sentence elements

d. Vocabulary skills

- 1) Use newly-learned words in communicating facts and ideas
- 2) Understand and use grammatical terms in study of English

e. Sentence sense

- 1) Develop concept of the sentence as a complete thought

- 2) Understand need for three kinds of sentences
 - a) Statement
 - b) Question
 - c) Command
 - 3) Distinguish complete sentence from fragment
 - 4) Eliminate run-on sentence and "and" fault
 - 5) Compose correct original sentences
 - a) Vary sentence beginning
 - b) Vary types of sentences
- f. Thought organization
- 1) Restrict paragraph to a single topic
 - 2) Make a simple main-topic outline
 - 3) Relate the events of a story in sequence
- g. Correct usage
- 1) Learn to use correctly

come, came, come	wasn't, weren't
see, saw, seen	have, has
bring, brought, brought	burst, bursting
do, did, done	run, ran, run
is, are, was, were	go, went, gone
isn't, aren't	
 - 2) Learn to use pronouns "I" and "me" in correct order with other pronouns and nouns
 - 3) Learn to use "those" and "them" correctly
- h. Grammar
- 1) Learn the function of verbs
 - 2) Learn the function of nouns
 - 3) Learn the function of adjectives

2. Level II

- a. Speech skills
- 1) Voice
 - a) Speak loudly and distinctly
 - b) Strive for clear and pleasing tone
 - c) Speak with expression
 - 2) Enunciation and pronunciation
 - a) Speak each word clearly and distinctly, sounding initial and final consonants
 - b) Use lips, teeth, and tongue to enunciate clearly
 - c) Avoid common errors in pronunciation
 - d) Learn to use pronunciation aids in dictionary
 - e) Practice pronouncing every syllable
- b. Writing skills
- 1) Capitalization
 - a) Proper names
 - b) Titles (Mother, Father, Doctor, etc.) when used in place of names
 - c) Buildings
 - d) Topics in an outline
 - e) First word in a quotation
 - f) Names of organizations
 - g) Proper adjectives: regions of the country

- 2) Punctuation
 - a) Colon after greeting in a business letter
 - b) Exclamation point
 - c) Period in a list or outline
 - d) Quotation marks and other punctuation marks in quotations
 - e) Commas
 - (1) Words and addresses
 - (2) Words, phrases, clauses in series
 - (3) Clauses in compound sentence
 - (4) Interjections
 - f) Hyphen
 - (1) Word division at the end of a line
 - (2) Compound words: self-conscious, half-moon
 - (3) Written compound numbers: twenty-one through ninety-nine and fractions written as adjectives
 - 3) Paragraph
 - a) Using complete sentences
 - b) Observing indentation rules
 - c) Detecting irrelevant sentences
 - d) Writing original paragraphs
 - e) Beginning paragraphs for each speaker in written conversation
 - 4) Manuscript
 - a) Learning form of business letter
 - b) Developing responsibility for checking and appraising own work
 - c) Meeting standards for headings, margins, indentations, and for writing and spelling in all written work
- c. Listening skills
- 1) Recalling material to answer specific question
 - 2) Following the logic and sequence of a discussion
 - 3) Adding new, interesting words to the vocabulary
 - 4) Receiving directions and messages accurately
 - 5) Taking notes during a talk or report
 - 6) Summarizing an oral report
 - 7) Evaluating radio and television programs
 - 8) Selecting key words, important ideas, etc.
 - 9) Recognizing emotive expressions
- d. Vocabulary skills
- 1) Developing ability to use new words in oral discussions, reports, explanations, etc.
 - 2) Developing ability to choose vivid, descriptive, and action words to add to interest of written sentences
 - 3) Enriching vocabulary by using new meanings for already familiar words
 - 4) Applying knowledge of grammar (parts of speech) to aid in selecting the right word, as well as the correct word form, for the desired function
- e. Sentence sense
- 1) Recognizing the sentence as a complete thought
 - 2) Recognizing four kinds of sentences: statement, question, command, exclamation
 - 3) Combining short, choppy sentences through the use of connecting words

- 4) Using various kinds of sentences and sentence beginnings to vary expression
 - 5) Teaching subject and predicate in detail
 - 6) Teaching the object of a verb and the object of a preposition
- f. Thought organization
- 1) Phrasing and arranging sentences effectively
 - 2) Learning to keep to the topic under discussion
 - 3) Determining the topic of a simple paragraph
 - 4) Preparing a three-topic outline
 - 5) Outlining and classifying data for a specific project
 - 6) Outlining facts and ideas learned from a talk
 - 7) Discussing a problem or question in order to reach a decision
 - 8) Organizing notes and making an outline
 - 9) Planning a study
 - a) Breaking down a broad topic into major problems
 - b) Outlining each problem into sequential minor problems or questions
- g. Correct usage
- 1) Learn to use correctly

eat, ate, eaten	fly, flew, flown
write, wrote, written	blow, blew, blown
draw, drew, drawn	ring, rang, rung
know, know, known	choose, chose, chosen
speak, spoke, spoken	lie, lay, lain
break, broke, broken	ride, rode, ridden
give, gave, given	grow, grew, grown
begin, began, begun	sing, sang, sung
says, said	set, set, set (place)
sit, sat, sat	freeze, froze, frozen
take, took, taken	ought
throw, threw, thrown	
 - 2) Use "a" and "an" correctly
 - 3) Omit unnecessary words
 - 4) Use correctly the forms

any - no	let - leave
can - may	teach - learn
don't - doesn't	at - to
good - well	in - into
himself - themselves	among - between
I - me	their - there
 - 5) Compare adjectives and adverbs correctly
 - 6) Choose the correct forms of pronouns for subject and object
 - 7) Eliminate "this here" and "that there"
- h. Grammar
- 1) Distinguish between common and proper nouns
 - 2) Learn that nouns may be singular or plural; learn to spell common forms of plural
 - 3) Learn to use and spell singular and plural possessive nouns
 - 4) Learn function of verb, noun, pronoun, adjective, adverb, preposition, conjunction, and interjection
 - 5) Recognize the preposition and prepositional phrase
 - 6) Differentiate between singular, plural, and possessive pronouns; subjective and objective forms of pronouns

7) Master agreement of predicate with subject (usage)

3. Level III

a. Speech skills

- 1) Voice
 - a) Improving pitch, volume, tone quality, inflection
 - b) Making self-analysis
- 2) Enunciation and pronunciation
 - a) Using pronunciation aids in dictionary
 - b) Eliminating reversals of letters
 - c) Learning words that have more than one pronunciation
 - d) Mastering pronunciation of proper nouns

b. Writing skills

- 1) Review skills from Levels I and II
- 2) Continue study of punctuation
 - a) Commas with an appositive, after an introductory adverbial clause, with non-restrictive participial phrase
 - b) Apostrophe with plurals
- 3) Manuscript
 - a) Form for written papers
 - b) Letters (business and social)
 - c) Application forms
 - d) Envelopes and package labels

c. Listening skills

- 1) Enrich vocabulary background for use in oral and written expression
- 2) Extend ability to take notes and to summarize a report
- 3) Recognize bias in a talk, slanted news, or opinions
- 4) Understand and interpret the ideas and beliefs reflected in everyday speech
- 5) Think critically and objectively about ideas expressed on radio, television, newspapers, etc.

d. Vocabulary skills

- 1) Develop systematic plan for learning new words
- 2) Strive for shades of meaning and for words that sharpen and enrich context of oral and written expression
- 3) Develop skill in building words through use of roots, prefixes, and suffixes
- 4) Develop exactness in speaking and writing
- 5) Use skillfully all dictionary aids for more accurate and effective language

e. Sentence sense

- 1) Vary sentence beginnings by inverting order of subject and predicate, or by opening with prepositional phrase or adverb clause
- 2) Vary sentences by compounding two or more adjectives or two adverbs; by using compound predicates or subjects; by using compound objects or prepositions
- 3) Vary sentences by using compound and complex sentence structure
- 4) Change sentence patterns by using participles, participial phrases, and appositive expressions

5) Avoid "wordy" sentences

f. Thought organization

- 1) Learn techniques of observation
 - a) Ask questions in advance
 - b) Look for specific data
 - c) Compare observed data with known facts
 - d) Draw conclusions
- 2) Take notes and arrange topically
- 3) Outline data from notes
- 4) Increase knowledge of the paragraph
- 5) Understand a story pattern
 - a) Opening
 - b) Development
 - c) Climax
 - d) Closing
- 6) Review the techniques of paragraph construction
 - a) In reading - recognize instantly the key thought or topic of a paragraph
 - b) In writing - build each paragraph around a key thought
- 7) Improve mental capacity
 - a) Reading
 - b) Listening to radio
 - c) Interviewing people
 - d) Participating in conversation and discussion

g. Correct usage

- 1) Review all verb forms in Levels I and II
- 2) Compare adjectives and adverbs
- 3) Identify and avoid the double negative
- 4) Use correctly the forms of the words

beat	forgive	spring
climb	land	wear
swear	swing	drive
become	drink	hang
forget	sink	hide
hurt	tear	wring
strive	dive	shake
drag	get	steal
shrink	raise	arise
swim	tell	fall
buy	drown	rise
show		
- 5) Correct use of beside - besides; against - again
- 6) Possessive pronoun forms
- 7) Personal pronoun forms in compound subjects, objects, and predicate pronouns
- 8) Case forms of personal, relative, and interrogative pronouns
- 9) Agreement of pronouns with noun and pronoun antecedents
- 10) Adjectives and adverbs: easy - easily; most - always; quiet - quietly; real - really; sure - surely
- 11) Verbs
 - a) Agreement of verb and subject
 - b) Elimination of dangling participles

h. Grammar

- 1) Review
 - a) Different kinds of sentences, sentence recognition, and fragment-fault
 - b) Subject and predicate
 - c) Object of verb or preposition
 - d) Predicate noun or pronoun and predicate adjectives
 - e) Functions and names of parts of speech
 - f) Word and phrase modifiers
- 2) Troublesome verbs, with application to correction of usage errors
- 3) Function of a linking verb with the predicate nominative and predicate adjective; agreement of pronoun with noun antecedent
- 4) Auxiliary verbs
- 5) Direct and indirect objects
- 6) Adjective and adverbial phrases: the functions of prepositional phrases as modifiers
- 7) Simple, compound, and complex sentences; coordinate clauses
- 8) Conjunctions: coordinating and subordinating
- 9) Pronouns - case: relative, interrogative, demonstrative, indefinite, personal and compound personal pronouns
- 10) Uses of noun, adjective, and adverbial clauses
- 11) Use of diagramming to demonstrate functions of sentence parts

II. Arithmetic in Adult Basic Education

Arithmetic instruction provides the adult with an opportunity to develop skills and understandings basic to everyday living. Learning these skills and understanding the concepts implied by these skills support the adult in making better decisions in budgeting time and money, in purchasing goods and services, and in using other business knowledge required for day-to-day living. In addition, the instruction enriches the individual's life by helping him develop a better attitude toward and a greater participation in the broader social, scientific, and cultural environment.

Arithmetic is not primarily the ability to manipulate numbers. It is the understanding of numerical relationships and the ability to apply the mathematical process to make a situation meaningful.

Objectives - The objectives of the arithmetic instruction program are to help each enrollee

- understand the importance of arithmetic in everyday life;
- build self-confidence in handling practical mathematical problems in his everyday life;
- gain a basic understanding of the meaning and purpose of numbers and the development of the numbers system;
- reinforce old skills and introduce new skills to meet individual needs;
- develop an understanding and mastery of the following:
 - addition, subtraction, multiplication, division, fractions, decimals, percentages, measurements, the money system;
- strive for accuracy, neatness, and speed in problem solving;
- build a basic arithmetic vocabulary;
- develop skills in constructing and interpreting charts and graphs;

develop a basic understanding of taxes, interest, and insurance;
learn the importance of advance planning and budgeting of family
finances;
understand the basic principles of checking and savings accounts
and personal loans; and
develop a basic understanding of Social Security benefits.

A. Level I (Grades 0-3)

Although some students may seem to be equally proficient in the language arts, the teacher may find a wide diversity in individual arithmetic skills. The teacher should reinforce skills already possessed and introduce new skills as needed. Problem situations should draw heavily on the areas of consumer education, family budgeting, occupational needs, and other adult interests. This calls for a knowledge of varied arithmetic skills.

1. Learning mathematical vocabulary
2. Reading and writing numbers from 1 to 100 (counting by one's, two's, five's, and ten's)
3. Learning the processes of addition and subtraction
4. Learning one hundred addition and subtraction facts
5. Recognizing and using ordinal number names (words) through "tenth" (first, second, third, etc.)
6. Solving arithmetic problems involving dollars and cents
7. Developing skills in functional mathematical understandings
 - a. Relationship of the place value positions of one's, ten's, hundred's, thousand's
 - b. Location of places by number
 - c. Distance
 - d. Speed
 - e. Measurements (liquid, metric)
 - f. Time
 - g. Volume
 - h. Size
 - i. Fractional concepts - $1/2$ hour, $3/4$ mile, $1/2$ lb., $1/2$ price, $1/4$ off, etc.
 - j. Time-and-a-half overtime
 - k. Percent, as it applies to buying on credit (time)
 - l. Taxes - income, sales, real estate
 - m. Insurance - life, home, auto, liability

B. Level II (Grades 4-6)

Reinforcement of the basic arithmetic skills listed under Level I should occupy an increasing amount of class time. Because of the student's increased reading ability, problems can be written at a higher level. Practical life situations should continue to be used.

1. Expanding vocabulary
2. Writing numbers (symbols and words)
3. Learning number systems to one hundred thousand
4. Developing skills in addition and subtraction
 - a. Facts
 - b. One-, two-, three-, and four-place numbers
 - c. Dollars and cents
 - d. Measures - liquid, metric, and time
 - e. Like fractions

- f. One-step word problems
- 5. Developing skills in multiplication
 - a. Basic facts (tables)
 - b. One-, two-, and three-place numbers by one- and two-place multipliers
 - c. Dollars and cents by one- and two-place multipliers
 - d. Vocabulary - times, multiplier, multiplicand, product, partial product
 - e. Fractions
 - f. Word problems
- 6. Developing skills in division
 - a. Basic facts (tables)
 - b. One-, two-, and three-place dividends by one- and two-place divisors
 - c. Dollars and cents by one- and two-place divisors
 - d. Vocabulary - divisor, dividend, quotient, remainder, trial divisor
 - e. Fractions
 - f. Word problems
- 7. Developing skills in functional mathematical understandings
 - a. Installment buying
 - b. Reading of simple charts and graphs
 - c. Budgeting - including income, fixed charges, etc.
 - d. Money management
 - e. Time - as related to earning power, work-day, time-clock, etc.
 - f. Banking - checking and savings accounts, personal loans, interest, etc.

C. Level III (Grades 7-8)

Objectives on this level should continue the reinforcement of known skills and the development of new skills as related to problem situations. The problems should be of increased difficulty. The arithmetic portion of the daily curriculum should occupy an increased amount of time.

- 1. Reviewing and expanding processes learned in Levels I and II
- 2. Understanding and working with fractions
 - a. Definitions - whole number, part, numerator, denominator, etc.
 - b. Manipulative skills
 - c. Word problems
- 3. Using decimals
 - a. Reading and writing of decimals
 - b. Changing fractions to decimals
 - c. Adding, subtracting, multiplying, and dividing decimals
- 4. Working with percentages
 - a. Reading percentages
 - b. Changing percentages to decimals and fractions
 - c. Finding relationship of one number to another
 - d. Using percentages larger than 100
 - e. Using shortcuts in finding percentages
 - f. Finding a number of which a percent is given
- 5. Understanding measurement
- 6. Developing skills in functional mathematical understandings
 - a. Money management
 - b. Consumer buying
 - 1) Preparation required to be a wise consumer
 - 2) Sources of information about where to buy things

- 3) Laws protecting the purchaser
 - 4) Taxes - sales, luxury, gasoline
 - 5) Ability to read tags and labels
 - 6) Ability to judge values
 - 7) Knowledge to evaluate ads and promotional sales
- c. Credit
- 1) Credit - for the consumer, the business, the economy
 - 2) Advantages and disadvantages to the buyer
 - 3) Advantages and disadvantages to the seller
 - 4) Types of retail credit
 - a) Open account credit
 - b) Installment credit
 - 5) Agencies that offer credit services
 - 6) Non-retail credit
 - 7) Criteria for obtaining credit
 - 8) Retail Credit Bureau
 - 9) Charge accounts
 - 10) Maintenance of a good credit rating
 - a) Payments on or before due date
 - b) Careful choice of purchases
 - c) Thoughtful planning for each transaction
 - d) Knowledge of total purchase commitment
 - e) Explanation of emergencies causing inability to meet payments on time
7. Providing experiences in additional processes and understandings according to needs and potential of students

III. The General Knowledge Areas in Adult Basic Education

The objective of this phase of the program is to help the student become a more active, a better informed, and a more responsible citizen; a more knowledgeable consumer, a better parent, and a better prepared employee.

At the basic level, much of the general-knowledge teaching will be oral because of the limited reading skills of the student. Learning can be enriched through the use of resource people, films and filmstrips, field trips, and similar non-reading techniques.

At Levels II and III, the teacher will find much published material that will be useful. However, this should not be a textbook-oriented program. Readings may be assigned where pertinent to the discussion. Investigation of problems should be encouraged where relevant to study units in government, citizenship, home and family life, health and safety, job responsibilities, and other adult interests and needs.

A. Social Studies

The general objective of the social studies unit is citizenship education. This unit is designed to acquaint the adult citizen with the heritage of our democratic way of life, to help him appreciate his rights, and to help him assume responsibilities and obligations as a citizen of the local community, the state, the nation, and the world.

Objectives - The objectives of the general-knowledge phase of the program are to help each enrollee

become acquainted with important historical events in our national life,
learn about and appreciate outstanding men and women who have contributed to our national life,
understand the principles upon which our democracy was founded,
become aware of our nation's role in world affairs,
understand the structure and function of all levels of government,
and
learn to appreciate and accept the responsibilities of citizenship as well as its privileges.

1. Level I

- a. Understanding the structure of local government and its services
 - 1) Employment
 - 2) Health
 - 3) Welfare
 - 4) Schools
 - 5) Protection
 - 6) Public works
- b. Understanding how the government is financed
 - 1) Taxes
 - 2) Sale of services - water, sewage, etc.
 - 3) Fines
- c. Participating in functions of government
 - 1) School board
 - 2) City Council
 - 3) Commissions, special committees, etc.
- d. Participating in community activities
 - 1) Civic organizations
 - 2) PTA and school functions
 - 3) Churches
- e. Knowing the community as a social, economic, and political unit
- f. Practicing self-management and responsibility toward the group in classroom situations
- g. Studying current events relating to citizenship and government in action
- h. Becoming participating citizens
 - 1) Responsibilities
 - a) Interest in local, state, and national issues
 - b) Familiarity with duties and qualifications of public officials
 - c) Registration to vote -- and voting
 - d) Availability for jury duty with knowledge of duty requirements
 - e) Pride in home and neighborhood
 - f) Informed participation in community affairs
 - 2) Privileges
 - a) The vote
 - b) Opportunity for service in public office
 - c) Public education

- d) Service in Armed Forces
- e) Freedom of religion
- f) Freedom of speech
- g) Freedom of assembly
- h) Freedom of the press
- i) Right to life, liberty, and the pursuit of happiness

2. Levels II and III

a. Government

- 1) Local
 - a) Structure and function
 - b) Departments and services
 - c) Laws and courts
 - d) School systems
 - e) Taxes
- 2) State
 - a) Structure and function
 - b) Departments and services
 - c) Laws and courts
 - d) Taxes
- 3) Federal
 - a) Organization and function of executive, legislative, and judicial branches
 - b) Social Security
 - c) Minimum wage laws
 - d) Taxes
 - e) Principles and objectives on which our government is based
 - (1) The Declaration of Independence
 - (2) The Constitution and Bill of Rights

b. American History

- 1) Important historical events in our national life
 - a) Discovery and founding of our country
 - b) Colonization of our country
 - c) Declaration and War of Independence
 - d) Formation of the Union according to The Constitution
 - e) War Between the States
 - f) Development of the West
 - g) World Wars I and II
 - h) Place of the United States in today's world
- 2) Development of an industrialized nation
 - a) Inventions and inventors
 - b) Industrial development and expansion
 - c) The new automation
 - d) Growth and role of unions
 - e) Government as an employer

c. Geography

- 1) Community and state
- 2) United States and neighbors
- 3) Other countries as a part of the global community
- 4) Geography as a physical, economic, and cultural force

d. Contributions of outstanding men and women to our national life

e. Contributions of minority groups to American science and culture

- f. Responsibilities and privileges as participating citizens
Same as Level I. Levels II and III will use basically the same curriculum materials. Level III will use more difficult materials for reading and discussion.
- g. World responsibilities
 - 1) Understanding our relationship with other peoples of the world
 - 2) Understanding the role of the United Nations Organization in helping keep peace
 - 3) Understanding the ways in which world conditions affect the local community

B. Everyday Science in Adult Basic Education

Advances in scientific knowledge and their applied use in every phase of daily living are major factors in man's improved standard of living. Through the study of such topics as personal and public health, living things, earth and space, energy, and basic scientific principles, the student will acquire a better understanding of the part science plays in man's daily activities and its effect upon his well being. Even the simplest job often requires some knowledge of certain basic scientific principles and their application.

Levels I, II, and III will use basically the same curriculum. Availability of satisfactory teaching material will determine to a great extent the emphasis to be placed on the several topics. The degree of reading difficulty of the material will also determine the level at which certain topics will be taught.

Objectives - The objectives of everyday science in adult basic education are to help each enrollee

- understand the need for a balanced diet,
- learn to plan balanced meals,
- develop an appreciation for cleanliness,
- learn to care properly for the eyes, ears, and teeth,
- recognize familiar symptoms of disease and common illness,
- learn to treat common and minor injuries,
- develop an appreciation of the dependence of man upon plants and animals for food and shelter,
- learn to identify animals and insects that are social and health pests,
- learn that the earth is made up of layers of rock and mineral,
- be able to identify common rocks and minerals,
- recognize ways in which man learns from space explorations,
- recognize different kinds of energy,
- develop some ability to understand and recognize physical and chemical change, and
- recognize and interpret changes in the weather.

1. Personal and family health

- a. Causes and preventions of contagious diseases and other illnesses
- b. Causes and preventions of childhood diseases

- c. Nutrition
 - 1) Diet charts
 - 2) Balanced meals
 - 3) Nutritious vs. "cheap" foods
 - 4) Daily vitamin, mineral, and body-building needs
 - d. Cleanliness
 - 1) Body
 - 2) Bathroom
 - 3) Kitchen
 - 4) General household
 - 5) Yard and street
 - e. First aid
2. Public health
- a. Sanitation
 - b. Contagious diseases
 - c. Health department services
3. Classes of substances and their properties
- a. Metals and non-metals
 - b. Solids, liquids, and gases
 - c. Flammable and non-flammable materials
 - d. Elements, compounds, and mixtures
 - e. Conductors and insulators
 - f. Common rocks and minerals
4. Energy, work, and power
- a. The meanings and kinds of energy
 - b. Electricity
5. Weather
6. Earth, space, and the universe
- a. Space exploration
 - b. Earth exploration
7. Science in agriculture and industry
8. Basic scientific principles
9. Conservation of natural resources
10. Important science terms with which students should become familiar

11. Life science

- a. Plants
- b. Animals
- c. Cells
- d. Physical conditions for life

C. Family and Community Living

The home is the important unit for successful family living in our modern society. One of the major problems facing families of all educational levels is effective management of the many complex areas affecting the family.

All effective home management is based on a set of values. These values determine the goals toward which effective family life should be directed. There must also be effective communications within the family to achieve these goals.

Objectives - The objectives of this phase of the adult program are to help the adult acquire those fundamental skills, attitudes, and understandings which are essential to helping him become an effective and contributing member of a family unit.

- 1. Health and safety
 - a. Good mental health
 - b. Preventive health
 - c. Health agencies and services
 - d. Information on obtaining a doctor, an ambulance, the police
 - e. First aid programs and supplies
 - f. Immunization programs
 - g. Childhood and family diseases
 - h. Care of sick
 - i. Prevention of home accidents
 - j. Safety rules for drivers
 - k. Safety rules for pedestrians
 - l. Fire safety rules
 - m. Water safety rules
 - n. Air and water pollution
 - o. Cleanliness in the home

2. Food management
 - a. Knowing kinds of food
 - b. Planning wholesome meals
 - c. Recognizing and buying proper food
 - d. Budgeting income for food
 - e. Processing food
 - f. Storing food
 - g. Taking advantage of special food sales
3. Management of clothing
 - a. Having knowledge of materials
 - b. Selecting and purchasing clothing
 - c. Constructing and altering clothing
 - d. Budgeting for family's clothing
 - e. Cleaning and caring for clothing
4. Home management
 - a. Owning a home
 - b. Renting
 - 1) Home
 - 2) Apartment
 - a) Private housing
 - b) Public housing
 - c. Purchasing wisely for the home
 - 1) Furniture
 - 2) Equipment
 - 3) Water supply
 - 4) Utilities
 - d. Using and caring for household equipment
 - e. Learning good cleaning habits for the home
 - f. Learning good cleaning habits for the yard
 - g. Knowing to do general maintenance
5. Money management
 - a. Purpose and importance of budget
 - b. Preparation of various types of budgets

- c. Credit versus cash purchases
 - d. Savings
 - e. Investments
 - f. Insurance
 - g. Banking
 - h. Taxes
 - i. Home maintenance and operation
6. Other practices in consumer education
- a. Advertisements
 - 1) Types of ads
 - 2) Location of ads
 - 3) Ability to interpret ads
 - 4) Sale promotions
 - 5) Consumer publications
 - b. Protection for the consumer
 - 1) Laws
 - 2) Standards
 - 3) Labels
 - 4) Testing laboratories
 - 5) Brand and trade names
 - c. Skills in buying
 - 1) Reading and understanding tags and labels
 - 2) Judging values
 - 3) Comparing prices
 - d. Kinds of stores
 - 1) Independent
 - 2) Chain
 - 3) Self-service
 - 4) Mail-order
 - 5) Discount
7. Parent-child relationships
- a. Setting goals and values for self, children, and the family as a whole
 - b. Training in infant care
 - c. Understanding of how children grow and learn
 - d. Giving attention to sex education
 - e. Understanding of special teen-age problems
 - f. Understanding of the school's function and the importance of an on-going relationship between parent and school

- g. Achieving meaningful communication among family members
- h. Providing children with love, encouragement, security, and discipline
- i. Knowing community facilities and how they can be used to enrich family lives
- j. Increasing family awareness of need for law and order in the home and in the world

D. Occupational Attitudes and Concepts

To the uneducated and to the undereducated, looking for a job can be a frightening experience. This is because the individual does not know how to get started in his search for employment, nor does he know what to expect when he does apply for work. It is essential that the adult basic education curriculum provide the adult with instruction and experience activities in employee-employer relationships. The enrollee should also learn how to work in a cooperative effort, how to apply for employment, what to expect during an interview, how to complete forms, how to feel comfortable taking orders, how to complete a task quickly and correctly, how to follow directions, and how to develop good work habits and attitudes.

As new vocational opportunities emerge with changing and expanding industrial developments, workers must be prepared for new types of skilled work, as well as rehabilitation in those occupations which will decline in importance as new industries develop.

This unit will not be taught the same as other courses or units, with grading at the end determining success or failure. The instructor will constantly evaluate the student to determine the acquisition of skills, knowledges, and changing attitudes.

Objectives - The objectives of the occupational guidance program are to help each enrollee

- understand the changing nature of work opportunities,
- gain a better understanding of work requirements today,
- develop appreciation of the importance of training and retraining as necessary job preparation,
- become familiar with job resources,
- become familiar with techniques of using job-finding resources,
- develop an understanding of the personal interview in applying for a job,
- develop skills necessary for filling out application blanks,
- develop the concept of interdependence in the world of work,
- gain knowledge of job opportunities to help in realistic educational and vocational planning,
- develop awareness of opportunities in government employment,
- understand the purposes of labor organizations,
- be informed about the broad provisions of labor laws protecting the worker,
- understand automation as part of a continuing process of change and regard the future as a challenge,
- identify characteristics generally considered as good in a worker and highlight the importance of good work habits, and

develop appreciation of the relationship between job responsibility and production with advancement.

1. Testing and evaluation

a. Personal determination of realities about self

- 1) Aptitudes
- 2) Abilities
- 3) Limitations
- 4) Interests
- 5) Resources
- 6) Level of basic skill achievement
- 7) Age
- 8) Health
- 9) Responsibilities
- 10) Experience
- 11) Emotional resources

2. Pre-vocational exploration

a. Examination of job market to determine types of jobs and job requirements

b. Examination of the job market in order to get realistic employment picture

3. Development of positive work attitudes

a. Responsibilities of worker and employer

b. Relationship of marketable work skills to personal independence

c. Skills needed to take and follow directions

d. Relationship of worker's role to the total work world (what constitutes an honest day's work)

e. Possible trouble spots in the work world

- 1) Failure to get jobs
 - a) Disorderly or dirty appearance
 - b) Unrealistic wages asked
 - c) Insufficient training
 - d) Unbusinesslike attitude or behavior
 - e) Extreme nervousness
 - f) Unfriendliness
 - g) Tardiness for appointed interview
- 2) Failure to hold jobs
 - a) Carelessness
 - b) Unwillingness to follow rules
 - c) Laziness
 - d) Absence or tardiness without cause
 - e) Troublemaking
 - f) Too much attention to outside interests
 - g) Lack of initiative
 - h) Too little or too much ambition
 - i) Disloyalty
 - j) Irresponsibility

- k) Lack of adaptability
- l) Misrepresentation
- m) Inability to communicate effectively

4. Development of personal behavior in the work world

- a. Human relations on the job
 - 1) Definition of human relations
 - 2) Basic wants of individuals (other than food and shelter)
 - a) Work
 - b) Approval
 - c) Freedom to think and act as individuals
 - d) Opportunity to create or contribute
 - e) Opportunity to succeed
 - 3) Individual's methods of gaining "wants"
 - a) Good job performance
 - b) Assistance of friends
 - c) Unfair work methods
 - d) Self-promotion at expense of others
- b. Development of good human relations
 - 1) With co-workers
 - a) Treat people as individuals
 - b) Recognize that people's moods are unpredictable
 - c) Don't pass the buck
 - d) Be loyal to co-workers
 - e) Seek promotion through own merits
 - f) Build department morale
 - g) Be able to communicate
 - 2) With employer
 - a) Respect employer as a human being, subject to varying needs
 - (1) Be loyal to aims, purposes, and achievements of employer
 - (2) Support company policy and procedure
 - b) Accept constructive criticism
 - c) Contribute new ideas for advancement of the business
 - d) Assume and carry out assigned responsibilities
- c. Continued growth in relations with others
 - 1) Thinking positively rather than negatively
 - 2) Understanding group spirit and group conflict
 - 3) Fostering friendship rather than hostility
 - 4) Developing leadership in a group
- d. Traits exhibited by person who understands good human relations
 - 1) Depends on self
 - 2) Thinks of future
 - 3) Seeks responsibility
 - 4) Evaluates own weaknesses
 - 5) Thinks of himself as an equal, in good esteem
 - 6) Shows interest in others
 - 7) Cooperates easily
 - 8) Holds to a set aim
 - 9) Respects other persons for what they do
 - 10) Gives credit easily
 - 11) Is adaptable
 - 12) Tries to understand what others are saying

- e. Effect of good human relations in the world of work
 - 1) High productivity
 - 2) Low labor-turnover
 - 3) Decrease in tardiness and absenteeism
 - 4) Few grievances
 - 5) Motivation for high morale
 - 6) Advancement on job

5. Individual choice of occupation

- a. Basis for evaluation of personal realities and realities of the job market
 - 1) Age
 - 2) Sex
 - 3) Educational background
 - 4) Work experience
 - 5) Aptitudes
 - 6) Interests
 - 7) Personality
 - 8) Financial resources
 - 9) Responsibilities
 - 10) Intelligence
 - 11) Social adjustment
 - 12) Physical limitations
 - 13) Resources for long-range planning toward selected goal
 - 14) Need for short-range planning
- b. Factors to be considered in selecting a job
 - 1) Type of job desired
 - 2) Reasons for wanting the job
 - 3) Qualifications for the job
 - 4) Availability of job in this community
 - 5) Possible satisfactions
 - 6) Adequate income
 - 7) Advancement opportunities

6. Improved self-development

- a. Health and hygiene
 - 1) Cleanliness
 - a) Body
 - b) Clothing
 - c) Hair
 - d) Teeth
 - 2) Physical and mental health
 - a) Diet
 - b) Proper exercise
- b. Suitable appearance for type of work
 - 1) Clothing, including shoes -- color and combination
 - 2) Make-up
 - 3) Hair styles
 - 4) Jewelry
- c. Techniques of getting a job
 - 1) Locating the job
 - a) Public employment agencies
 - b) Private employment agencies
 - c) Help-wanted ads

- d) Friends and relatives
- e) Notices in windows
- f) Direct contact with employers
- g) Union business agents
- h) Civil service
- i) Follow-up on new construction
- 2) Making application
 - a) Personal information needed
 - (1) Health
 - (2) Educational background
 - (3) Work experience
 - (4) Military experience
 - (5) Social Security number
 - b) Reference information
 - (1) Relatives not permissible
 - (2) Occupational titles necessary
 - (3) Permission for use of reference names
 - (4) Accuracy of names and addresses
- 3) The interview
 - a) Appointment for interview
 - (1) Check time
 - (2) Check place
 - (3) Check information or equipment needed
 - (4) Learn name of interviewer
 - b) Preparation for interview
 - (1) Personal grooming
 - (2) Good posture - walking, sitting, standing
 - (3) Pre-interview information
 - (a) Interviewer's name (spelling and pronunciation)
 - (b) Types of goods or services sold by firm
 - (c) Personal work and academic record
 - (d) Types of available positions and their requirements
 - c) Conduct during interview
 - (1) Arrive on time and alone
 - (2) Smile and shake hands firmly
 - (3) Address interviewer by name
 - (4) Relax
 - (5) Be a good listener and give direct answers to questions
 - (6) Don't talk too much
 - (7) Face interviewer during discussion
 - (8) Relate personal skills to possible employment or to statements of employer
 - (9) Let interviewer terminate the interview
 - (10) Thank interviewer and offer additional information if needed
 - d) Questions frequently asked by interviewer
 - (1) What specific plans do you have for your future?
 - (2) What kind of work have you done?
 - (3) Why did you leave?
 - (4) What is your highest grade of school completed?
 - (5) What do you like to do in your spare time?
 - (6) How did you become interested in our firm?
 - (7) What makes you think you will like this kind of work?
 - (8) Do you own an automobile?
 - (9) Do you feel that you can get along with people?

- (10) Are you married?
 - (11) How many children do you have? ages?
 - (12) What is the condition of your health?
 - (13) What starting salary would you expect?
 - (14) When can you start work?
- 4) Testing for prospective employees
- a) Types
 - (1) Mathematics
 - (2) Spelling
 - (3) Typing
 - (4) Vocabulary
 - (5) Aptitude
 - (6) Personality
 - b) Suggestions for taking tests
 - (1) Read instructions carefully
 - (2) Budget time
 - (3) Underline important words in directions
 - (4) Use caution in making guesses based on vague recollections
 - (5) Underline important words in each item
 - (6) Answer easy items first
 - (7) Interpret items with common sense
 - (8) Proofread answers
- d. Things employers look for in employees
- 1) Ability
 - 2) Dependability
 - 3) Initiative
 - 4) Reliability
 - 5) Good attendance
 - 6) Efficiency
 - 7) Loyalty
 - 8) Cheerfulness
 - 9) Helpfulness
 - 10) Unselfishness
 - 11) Perseverance
 - 12) Honesty
- e. Planning for work
- 1) Child care
 - 2) Home responsibilities -- meal planning, housework
 - 3) Clothing
 - 4) Transportation

The Catalog of Resource Materials For Adult Basic Education, produced by the South Carolina State Department of Education, Division of Adult Education, in November, 1966, presents a new list of resource materials for use in adult basic education instructional programs. The catalog is an outgrowth of the concentrated efforts of the staff of the Division of Adult Education, with the helpful cooperation and constructive suggestions of a substantial percentage of representative South Carolina public school personnel.

In November, 1965, the State Department of Education began an exhaustive study of available adult basic education resource materials that would reflect the emerging trends as well as the advances that had been made in the development and adaptation of adult oriented basic education materials. Time and space will not permit a complete list of materials reviewed or of those which are available;

therefore, the materials listed herein are film and study materials that have been used successfully in one or more programs in the state.

The State Department of Education suggests that these materials will provide a basis for sound, practical, and effective programs of instruction in adult basic education.

HIGH SCHOOL COMPLETION AND OTHER GENERAL ADULT EDUCATION PROGRAMS

I. High School Review Course

The South Carolina State Board of Education recognizes the high school level Tests of General Educational Development and will issue a state high school certificate of equivalency on the basis of achievement on the several tests.

The following curriculum guide for equivalency testing preparation is designed to provide adults an intensive review program at the secondary level in a relatively short period of time. It is estimated this unit will utilize approximately 240 hours and will allow sufficient time to include the unit on Occupational Concepts and Attitudes in the total instructional program.

A. American History

1. Course Description: This course is a general study of the important political, social, and economic events in the growth and development of the United States from Colonial times to the present.
2. Purpose: Through study, discussion, and analysis, further develop those fundamental skills, attitudes, and understandings of our American heritage which are essential to the contributing citizen in a democratic society.
3. Course Outline
 - a. Discovery and Exploration of America
 - b. Period of Colonization
 - c. Creation of the Nation
 - d. U. S. Constitution
 - e. Development of the Nation
 - f. Upsurge of Nationalism
 - g. Intensification of Sectionalism
 - h. Civil War Period and Reconstruction
 - i. Industrialization of a Reunited Nation
 - j. United States, A World Power
 - k. Between Two World Wars, Prosperity and Depression
 1. World War II
 - m. America and World Today

B. Civics

1. Course Description: This course deals with the structure and function of government at the local, state, and national levels. A unit of study may also be included to provide a survey and analysis of current vocational opportunities.
2. Purpose: To further develop an understanding of the framework and function of local, state, and national government with special treatment of specific aspects or facets of government in South Carolina.

3. Course Outline

- a. Organization and function of local government
 - 1) County
 - 2) City
- b. Organization and function of state government
 - 1) Legislative Department - General Assembly
 - a) Senate
 - b) House
 - 2) Executive Department
 - a) Governor
 - b) Lieutenant-Governor
 - c) Secretary of State
 - d) State Treasurer
 - e) Attorney General
 - (1) Assistant Attorneys General
 - (2) Solicitors
 - f) Comptroller General
 - g) State Department of Education
 - h) Department of Agriculture
 - i) Adjutant General
 - 3) Judicial Department
 - a) Supreme Court
 - b) Circuit Court
- c. Organization and function of national government
 - 1) Legislative Department
 - 2) Executive Department
 - 3) Judicial Department
- d. Survey and analysis of current vocational opportunities

C. English

1. Course Description: This course is designed to provide a general study and review of grammar (parts of speech, sentence structure and use, capitalization, punctuation, spelling, vocabulary building) and literature (including developmental reading and reading for pleasure).
2. Purpose: To improve the student's abilities to use correct spelling, punctuation, capitalization, and grammar; to choose apt words and phrases, to express ideas in clear, well-balanced sentences, to increase and improve reading speed and comprehension, and to learn to read for leisure-time enjoyment.
3. Course Outline
 - a. Grammar
 - 1) Parts of speech
 - a) Identification - function
 - b) Form
 - (1) Words
 - (2) Phrases
 - (3) Clauses
 - 2) Sentences
 - a) Structure
 - b) Use
 - 3) Capitalization
 - 4) Punctuation

- 5) Spelling
- 6) Vocabulary building
- b. Literature
 - 1) Reading for instruction
 - a) Speed
 - b) Comprehension
 - c) Vocabulary building
 - 2) Reading for pleasure

D. Mathematics

1. Course Description: This course is a general study of basic arithmetical processes, consumer mathematics, business mathematics, measurement, algebra, and geometry.
2. Purpose: This course is designed to help the student develop his ability to solve practical problems -- life insurance, social security, installment buying, taxation, investment, simple home construction and repair project, banking and interest, budget, consumer credit, owning and operating an automobile, purchasing of property, etc. -- using basic arithmetic, elementary algebra, and some geometry.
3. Course Outline
 - a. Beginning of numeration
 - b. Numeration systems in computation
 - c. Whole numbers and their properties
 - d. Manipulative skills - multiplication and division
addition and subtraction
 - e. Number line and uses
 - f. Factors - prime and composite numbers
 - g. Rational numbers
 - h. Ratios and proportions
 - i. Fractions
 - j. Per cent and decimals
 - k. Positive and negative numbers
 - l. Real numbers
 - m. Imaginary numbers
 - n. Relationship of general mathematics to algebra
 - o. Modern approach in mathematics
 - p. Language of signs and symbols
 - q. Formulas
 - r. Graphs
 - s. Equations and inequalities
 - t. Simple algebraic problems
 - u. Geometric figures
 - v. Measurements (perimeter, area, volume, degrees, etc.)
 - w. Square roots
 - x. Pythagorean Theorem (Rule of Pythagoras)
 - y. Similarities
 - z. Powers, roots, radicals

E. Occupational Concepts and Attitudes

(See Section D of Basic Education Curriculum)

II. State High School Diploma Program Curriculum

Regulations of the State Board of Education permit local boards of education to adopt policies which set forth the conditions and establish the bases for granting high school credits and awarding state high school diplomas to adults. These credits and diplomas are earned on the basis of prescribed work completed in the adult education program of the local school district.

In the formulation of such policies, a minimum of sixteen units of credit, exclusive of physical education, shall be the basis of awarding the state high school diploma.

The sixteen units of credit shall be distributed as follows:

English	4 units
Social Studies (U. S. History and Constitution required)	2 units
Mathematics	2 units
Natural Science	1 unit
Electives	7 units

The level of accomplishment required for the granting of credit shall be at least as high as that customarily required by accredited regular high schools for youth. Emphasis placed upon time spent in class in the case of youth, however, may be waived in the case of adults, so long as objective evidence of equivalent, or higher, subject-matter attainment is required of the adult.

The composition of the adult secondary school population is characterized by a wide range in ability and in achievement, thus necessitating the use of adult-oriented materials on all levels. These materials should be organized and presented in such a manner that the program will satisfy individual differences in both ability and in rate of learning.

The adult high school curriculum should be broad and flexible to meet the constantly changing needs of an adult student body. Yet, it should be specific to the extent that time does not become a prohibitive factor in the adult student's desire to fulfill his particular goal, that of earning a high school diploma.

The following suggested list incorporates courses that may be offered as required subjects and/or elective subjects. The list is not complete, since adult high school administrators must constantly evaluate, revise, and refine the individual adult high school curriculum. When these and other general education courses are offered for high school credit, they should be comparable in content to those offered in the regular secondary school at corresponding levels.

SUBJECTS

Language Arts
English I, II, III, IV
Business English

Mathematics
Algebra I, II
Advanced Algebra

Advanced Composition
Journalism
Speech
Developmental Reading
Remedial Reading

Geometry (Plane, Solid)
Trigonometry
General Mathematics I, II
Business Mathematics I, II

Social Studies
Civics
Economics
Psychology
U. S. History and Constitution
World Geography
World History
American Government
Comparative Government
Political Science
Western Civilization
Sociology

Natural Science
General Science
Physical Science
Biology
Chemistry
Physics

Health Education
Community and Family Health
Personal Health and Safety

Foreign Language
French
German
Spanish
Latin
Russian

Business Education
Bookkeeping I
Commercial Law
General Business
Office Practice
Salesmanship
Shorthand I
Typing I
Personal Typing
Notehand

Fine Arts
Art
Art Appreciation
Music Appreciation

Driver Training
Driver Education

Industrial and Practical Arts
General Shop (Metal, Wood,
Printing, Electric,
etc.)
Mechanical Drawing

Vocational Training
In the determination of the units of credit to be allowed for the educational aspects of vocational (technical) training and work experience, the local administrator may allow a maximum of four units of credit. To be given these credits, however, the candidate must establish that he is a qualified worker in his field and/or has successfully completed the occupational training program.

III. Civil Defense Adult Education

A. Personal and Family Survival

This is a factual course designed to improve the family's chances for survival in the event of a nuclear attack on this country, an accidental nuclear explosion, or a natural disaster.

"Personal and Family Survival" is an instructional program approved by the Department of Defense, State and local Civil Defense authorities, and educational officials at all levels.

It is made available in the local community on a schedule most convenient for participants. The majority of evening and night courses are scheduled for two 2-hour sessions a week over a 3-week period.

IV. Programs For Continuing Education Centers

Local adult education programs should be planned and developed on the basis of continuing study of the community and of its people. Although priority may be given to programs of literacy, elementary, and secondary education, attention may also be given to the development of courses of an academic nature that will contribute to the general educational needs of adults of all ages and educational levels. Only those courses which are clearly educational in nature as distinguished from those which are recreational in nature are approved for the use of adult education funds.

Programs may include, but not necessarily be limited to, the following:

- American Government
- American History
- Art
- Citizenship Education
- Civics
- Creative Writing
- Current Affairs
- Discussion Groups in Civic and Public Affairs
- Economics
- Education For Aging
 - Pre-Retirement Planning
 - Psychology of Aging
 - Problems of Health
 - Problems of Housing
 - Financial Planning
- Education for Parenthood
- Family Life Education
- Foreign Languages
- Leadership Training
- Literature
- Modern Mathematics for Parents
- Modern Physical Science
- Music
- Philosophy
- Political Science
- Problems of Democracy
- Psychology
- Reading
- Sociology
- South Carolina History
- South Carolina Government
- Speech

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