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                Colleges

ABSTRACT
        This compilation of program materials serves as an
introduction to and overview of Florida's Brevard Community College's
(BCC's) Competency-Based Adult High School Completion Project, which
was conducted to teach administrators, counselors, and teachers how
to organize and implement a competency-based adult education (CBAE)
program; to critique and disseminate locally developed CBAE curricula
for high school completion based on state curriculum frameworks and
performance standards; and to develop and instruct teachers in the
use of a training manual for CBAE classroom management. Following
introductory comments, the project overview focuses on: (1) the need
for the project; (2) major activities; (3) objectives; (4) current
status of project activities; (5) highlights of the Brevard Community
College experience; (6) the development of the CBAE curriculum
packages, including work directions given to writers; (7) the CBAE
high school completion curriculum; (8) instructions to users of the
CBAE module users; (9) promotional materials for project events; (10)
a letter of agreement clarifying the relationship between school
districts and the project; (11) instructions for creating an
effective module; (12) sample Student Learning Guides; and (13)
introductory material from other project publications. (UCM)

ADULT/COMMUNITY EDUCATION (ACE) NETWORK
Exemplary Program, 1986

COMPETENCY-BASED ADULT HIGH SCHOOL

CURRICULUM PROJECT

BREVARD ADULT COMMUNITY SCHOOLS

BREVARD PUBLIC SCHOOLS
BREVARD COMMUNITY COLLEGE

EDUCATIONAL EXCELLENCE
THROUGH COOPERATION

ED289531

# CBAE

## COMPETENCY-BASED ADULT EDUCATION

Elizabeth Singer
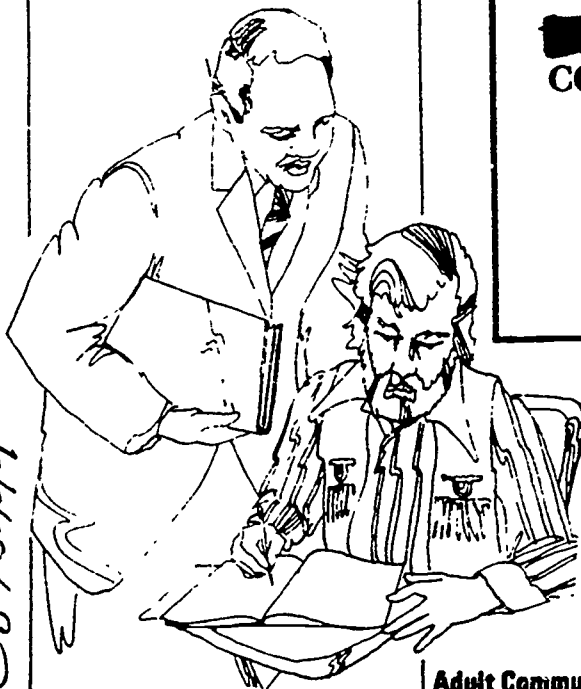
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Adult Community Education
BREVARD COMMUNITY COLLEGE

Adult Education Division
Florida Atlantic University

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# BREVARD COMMUNITY COLLEGE

## Open Campus

1519 Clearlake Road
Cocoa, Florida 32922

Dr. Maxwell C. King, President        Dr. A.Perkins Marquess, Provost

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### Bureau for Adult/Community Education
Tallahassee, FL

John Lawrence, Bureau Chief
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### Adult/Community Education NETWORK
Tallahassee, FL

Muriel Medina, Director

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### CBAE 310 PROJECT DIRECTORS

Elizabeth W. Singer, Dean
Cocoa Campus Adult/Community Education
Brevard Community College

Dr. Lucy Guglielmino, Federal
Projects, Florida Atlantic
University

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### ACE NETWORK CBAE TRAINERS

Elizabeth Singer
Lucy Guglielmino
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Lorraine Rogers
Bobbie Deering
bbie Robei son
T     Cooper

### Special Assistance to Project

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Dr. Nona Grotecloss, Pasco County
Ned Richardson & Staff, Lake County
Dr. Dan Gardner, Florida Atlantic
Dr. Waynne James, University of South Florida
Dr. Bill Blank, University of South Florida

Cynthia Brubaker, Project Ass't 1984-85
Mary Wallis, Project Ass't 1985-86

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COMPETENCY-BASED ADULT HIGH SCHOOL

CURRICULUM PROJECT


Table of Contents

## CBAE HIGH SCHOOL COMPLETION

INTRODUCTION:

As you will notice, we have quickly pulled together a bit of information to give you an overview of BREVARD COMMUNITY COLLEGE's Competency-Based Adult High School Completion project which was developed through funding from two 310 Special Demonstration Projects awarded by the Bureau for Adult/ Community Education, Tallahassee, and local Staff and Program Development Grants (S&PD).

Total funding from 310 was in the amount of $102,000 with local S & PD Grants at $34,000. This doesn't include local funds used to purchase textbooks or the printing of the CBAE Student Learning Guides.

The first grant, awarded for 1984-85, addressed creating a CBAE management system with target groups being adult administrators, counselors, and teachers. CBAE had become somewhat peripheral throughout Florida over the years. With new State mandated curriculum guidelines, it became imperative that adult educators come up with a uniform delivery system. There were 18 districts and community colleges involved in creating a CBAE MANAGEMENT GUIDE which clarified our understanding of how a CBAE high school program should be organized and implemented. The contents of this guide reflects research, common definitions of CBAE, and Florida's compliance to State and local restraints.

By the spring of 1985, adult educators had in hand course curriculum frameworks and performance standards mandated by the State. The second grant for 1985-86 was written in collaboration with the Adult Education Division, Florida Atlantic University. This grant for $80,000 had as its primary objective to critique and disseminate our locally developed CBAE curriculum for high school completion based on the State curriculum frameworks and performance standards. This new curriculum was written during the spring

and summer of 1985 with funding from Staff & Program Development grants. With CBAE implementation during the fall of 1985 at the College, we were hard pressed to have in place a training manual for teachers which addressed classroom management for CBAE. We had developed a CBAE Student Services Guide in the spring of 1985. By May, 1986, we had a viable CBAE Classroom Management Guide in place. These three documents, plus our curriculum, were shared in a major training session at a state-wide CBAE Conference held in St. Petersburg Beach on May 6 & 7, 1986. Our 310 Grant allowed for paying travel expenses and registration fees for over 135 adult education teachers and counselors. There were over 200 in attendance.

In May of 1986, the CBAE High School Completion Project was selected by the Adult/Community Education (ACE) NETWORK as an exemplary program. Over 36 districts and community colleges have either come to Brevard for orientation and pick-up of the curriculum or requested portions of the program. Our first ACE NETWORK workshop was held on July 17, 1986 in Brevard with 18 participants from five counties. An average of four such sessions are scheduled for 1986-87. Technical assistance is also given upon request.

Florida is currently sharing with out-of-state adult educators the three documents developed under the 310 grants. However, we are in the validation and revision stages with our CBAE curriculum and can not at this time share it out-of-state.

You may order the following documents by using the order form found on the last page of this information booklet:

> CBAE MANAGEMENT GUIDE
> CBAE STUDENT SERVICES GUIDE
> CBAE CLASSROOM MANAGEMENT

The College has been awarded another 310 Special Demonstation Grant for 1986-87 to write CBAE Curriculum for grades 5-8 (Level II, ABE). We have found that many students need remedia-

tion and pre-G.E.D. skills prior to entry into the high school diploma program or G.E.D. preparation.

This project is a Statewide impact endeavor which involves an Executive Planning Committee, representative of the five regions of Florida. The writing of the student learning guides will be contracted out to adult education teachers throughout the State. We expect to have uniform guides, instructional materials, and processes. As a result of this project, there is expected to be state ownership for CBAE products.

What has happened around the State of Florida as a result of these projects? Adult educators have taken Brevard's model and adapted it to their local needs. They have shared with us the improvements they have made in the curriculum. These projects have saved money, energy, and time for local programs. Florida is becoming a leader in its effort to create "quality adult education programs in order to merit equality funding" from our State Legislature.

We hope you will share with us your reaction to this CBAE program. Suggestions for improvement are always welcomed.

Elizabeth Singer, Dean for
Adult/Community Education
310 Project Writer/Director

Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

Tel: (305) 632-1111, Ext. 3180

FLORIDA'S ADULT/COMMUNITY EDUCATION (ACE) NETWORK EXEMPLARY PROGRAM

Competency-Based Adult High School Completion
MODEL

NEED FOR PROJECT . . .

"IN ORDER TO COMPLY WITH THE NEW STATE EDUCATIONAL

REQUIREMENTS, THERE IS A NEED FOR DISTRICTS AND

COMMUNITY COLLEGES WITH ADULT PROGRAMS TO IMPLEMENT

A WELL-DEFINED CBAE PROCESS. IT IS BELIEVED THAT THIS

IS THE BEST WAY TO APPLY ADULT LEARNING PRINCIPLES, GIVEN

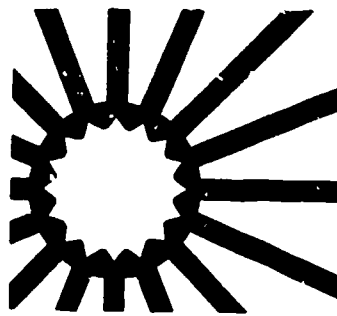THE PARAMETERS OF NEW STATE LEGISLATION."

MAJOR ACTIVITIES OF PROJECT. . .

1. DEVELOP A UNIFORM CLASSROOM MANAGEMENT SYSTEM AND COMPETENCY-
   BASED CURRICULUM PACKAGES FOR THE BASIC HIGH SCHOOL SUBJECTS
   THROUGH THE USE OF WRITING TEAMS.

2. DEVELOP AND FIELD-TEST A STAFF TRAINIG MODULE ORIENTATION
   TO CBAE (AT ANY LEVEL OF INSTRUCTION) AND USE OF CURRICULUM
   PACKAGES AND MANAGEMENT SYSTEM.

3. PROVIDE TRAINING AND TECHNICAL ASSISTANCE IN CURRICULUM
   PACKAGE DESIGN AND PREPARATION, TEST ITEM CONSTRUCTION,
   AND CBAE ORIENTATION AND IMPLEMENTATION THROUGH A SERIES
   OF WORKSHOPS  AND STATEWIDE CONFERENCE.


C 1981 VOLK

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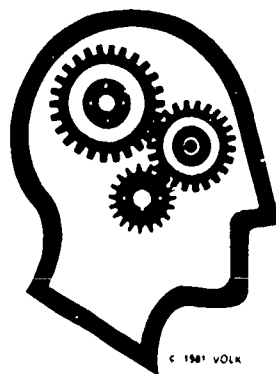
OBJECTIVES . . .

1. ADAPT OR DEVELOP COMPETENCY-BASED CURRICULUM PACKAGES
FOR THE BASIC HIGH SCHOOL SUBJECTS OF SCIENCE, SOCIAL
STUDIES, MATHEMATICS, LANGUAGE ARTS, HEALTH, AND FOR
AS MANY ELECTIVES AS POSSIBLE.

(ADAPTATION - PRIMARY FOCUS WITH CRITIQUE
OF CURRENTLY DEVELOPED PACKAGES)

2. COMPLETE A UNIFORM CLASSROOM MANAGMENT SYSTEM TO BE
INCLUDED WITH EACH CURRICULUM PACKAGE.

3. PLAN, PUBLICIZE, AND COORDINATE A STATEWIDE CBAE
CONFERENCE WITH SESSIONS DESIGNED FOR ADULT EDUCATION
TEACHERS, ADMINISTRATORS, AND GUIDANCE COUNSELORS.

4. PROVIDE TRAINING AND TECHNICAL ASSISTANCE ON CBAE PRO-
GRAM MANAGMENT AND USE OF CURRICULUM PACKAGES TO SCHOOL
DISTRICTS AND COMMUNITY COLLEGES ADULT EDUCATION PER-
SONNEL.

5. DEVELOP AND FIELD-TEST A STAFF TRAINING MODULE WHICH
COULD BE USED BY SUPERVISORS INTERESTED IN INITIATING
CBAE PROGRAMS.

6. PROMOTE THE DEVELOPMENT OF A CBAE NETWORK IN FLORIDA.

7. PROVIDE A CLEARINGHOUSE AND INFORMATION AND REFERRAL SERVICE FOR COMPETENCY-BASED ADULT EDUCATION.

8. FORM A CBAE ADVISORY COMMITTEE REPRESENTATIVE OF THE FIVE REGIONS, EXPERTISE, AND INTEREST IN THIS PROJECT.

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CURRENT STATUS . . .

1. 38 HIGH SCHOOL COMPLETION CURRICULUM PACKAGES COMPLETED BY TASK TEAMS IN BREVARD COUNTY.  $24,000 SPENT IN THE SPRING AND SUMMER - (STAFF & PROGRAM DEVELOPMENT GRANT FROM THE COLLEGE).

2. SUBJECT AREA TASK TEAMS CURRENTLY REVIEWING/CRITIQUING THESE DRAFTS.  VALIDATION GOING ON IN BREVARD AS WE USE THESE DRAFTS IN OUR CBAE PROGRAM.

   ALSO, ORANGE, PASCO, HILLSBOROUGH, PALM BEACH, SARASOTA INVOLVED IN EVALUATION.

3. ALREADY COMPLETED . . .

   MANAGEMENT GUIDE FOR CBAE
   STUDENT SERVICES GUIDE FOR CBAE
   CURRICULUM PACKAGES FOR 38 HIGH SCHOOL SUBJECT AREAS

4. BEING DEVELOPED . . .

   CLASSROOM MANAGEMENT SYSTEM FOR CBAE

# B R E V A R D   E X P E R I E N C E . . .

1.  NO CBAE PROGRAM IN PLACE DURING 1984-85.

2.  PROJECT (1984-85) TO WRITE A CBAE MANAGEMENT GUIDE

3.  SPRING EXPERIENCE - TWO ADULT CENTERS SET UP CBAE
    PROGRAM IN MATHEMATICS, LANGUAGE ARTS AND SOCIAL STUDIES.

4.  SUMMER WRITING TEAMS

5.  FALL IMPLEMENTATION -- NOT ALL PACKAGES COMPLETED

    ORDERING INSTRUCTIONAL MATERIALS

    SET UP OF LABS

    THE EVENING CENTER vS THE DAY FULL TIME CENTER

    TRAINING OF STAFF (counselors/instructors)
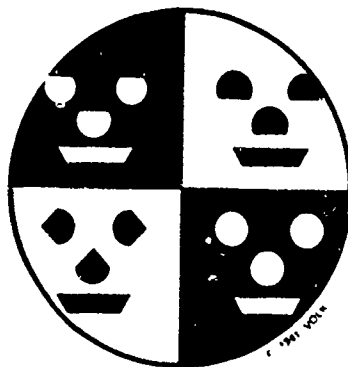
## WRITING THE CBAE CURRICULUM PACKAGES

1. THE "HEADACHES" . . .

2. ADVANTAGES . . .

   A. AVAILABILITY OF QUALIFIED TEACHERS FOR SUMMER WORK

   B. THEY DIDN'T KNOW HOW MUCH WORK WAS INVOLVED. A FIRST TIME EXPERIENCE

   C. JOHN WIGLEY HAD AN "IN" WITH INSTRUCTORS

   D. MONEY SUPPLIED BY S & PD GRANT

   E. COMMITMENT BY COLLEGE TO GET IT DONE

3. DISADVANTAGES . . .

   A. SHORT PERIOD OF TIME - TURN-AROUND

   B. SLOWNESS AT REPRODUCTION

   C. TYP'NG/DECIPHERING WORK

   D. WORD PROCESSING SHORT ON HELP/COMPETITION

   E. TURN-AROUND TIME FOR ORDERING MATERIALS

   F. SET-UP OF LABS - WHO DOES IT?

   G. STAFF TRAINING - PART-TIME TEACHERS

   H. HAPHAZZARD TRAINING OF WRITERS

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WORK DIRECTIONS GIVEN TO CBAE WRITERS . . .

NOTE: USE ONLY COUNTY/STATE ADOPTED TEXTBOOK FOR FIRST
LEARNING ACTIVITY IN EACH STUDENT LEARNING GUIDE
WHERE POSSIBLE.

1. ONE LEARNING GUIDE FOR EACH PERFORMANCE STANDARD.
(WE DID COMBINE STANDARDS IN SOME CASES, ESPECIALLY
IN SOCIAL STUDIES)
ALSO, ALGEBRA I WRITTEN AS UNITS WITH COMBINED STANDARDS.

2. PRE-TEST & POST - TEST WRITTEN SEPARATE FROM GUIDE.

3. INCLUDE A PRE/POST TEST ANSWER KEY SEPARATE FROM GUIDE.

4. WRITE A FINAL EXAMINATION FOR EACH .5 CREDIT. DIVIDE
EACH COURSE INTO 1/2 SEMESTER COURSES. I.E., AMERICAN
HISTORY A, AMERICAN HISTORY B. ENGLISH IA, ENGLISH IB.

5. AFTER GUIDES ARE WRITTEN, LIST ALL TEXTBOOKS, ETC. USED
AND GIVE SOURCE. MUST USE FOR FIRST LEARNING ACTIVITY -
THE STATE AND COUNTY ADOPTED TEXTBOOK.

6. EACH LEARNING GUIDE SHOULD HAVE TWO TO THREE LEARNING
ACTIVITIES AND A SELF-CHECK BEFORE TAKING THE POST TEST.

7. INCLUDE A COMPETENCY CHECK LIST. SEE SAMPLE ATTACHED.

8. SELF-CHECK SHOULD BE ADDITIONAL QUESTIONS OR ANSWERS TO
LEARNING ACTIVITIES. (REFER TO PAGES IN TEXTBOOKS FOR
ACTIVITIES OR ANSWERS ---OR WRITE OUT A SELF-CHECK WITH
AN ANSWER KEY FOR THE STUDENTS.

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9.  IF YOU HAVE BEEN CONTRACTED TO TYPE YOUR LEARNING GUIDE, USE THE ATTACHED SAMPLE. PLEASE REFER TO THE WORKSHEET SAMPLE ON WRITING THE LEARNING GUIDE.

10. CHECK WITH JOHN WIGLEY FOR TEXTBOOKS AND PROGRESS WHILE WRITING. IF YOU FINISH 1/2 (SEMESTER COURSE), TURN IN. DO NOT WAIT TO COMPLETE ALL OF THE COURSE.

AVERAGE PAY WAS BASED ON $10.00 PER HOUR. WE FIGURED 1 AND 1/2 HOURS FOR EACH STANDARD.

EXAMPLE:   50 PERFORMANCE STANDARDS = $750.00     (75 HOURS)

IT'S ESTIMATED THAT IT ACTUALLY TOOK TWICE THAT MUCH OR MORE TIME.

IN SOME INSTANCES, PEOPLE WORKED FOR 50¢ PER HOUR (LANGUAGE ARTS) AND THAT'S INFLATED!

WE HIRED A PART-TIME TYPIST DURING THE SUMMER MONTHS AND USED WORD PROCESSING AND SECRETARIES AT ADULT CENTERS. WE ARE STILL TYPING! THE FIRST OF NOVEMBER, WE HAD 8 MODULES STILL IN REPRODUCTION AND ABOUT 6 IN THE TYPING STAGE. 5 OTHER MODULES STILL OUT FOR COMPLETION.

REVISIONS WILL PROBABLY TAKE US TILL NEXT SPRING AND SUMMER!

11a

# CBAE HIGH SCHOOL COMPLETION CURRICULUM

## 10/16/87

### COURSES COMPLETED

General Mathematics I (revised)
General Mathematics III
General Mathematics III
Consumer Mathemaics
Pre-Algebra
Algebra I
Algebra II
Business Math IA

Business Math IB (in Repro)
Informal Geometry

American Government (rev)
World History (rev)
American History I (rev)
American History II (rev)
Political Science
Economics
Sociology

Environmental Science
Fundamentals of Biology
Science - 1st. 16 Standards
General Science (rev)

English IA & B
English IIA & B
English IVB
Reading IA & B (rev)
Reading IIA & B
Writing I
Creative Writing
American Literature

Shorthand
Personal Typewriting
General Business

Health I - Life Mgmt Skills

Drawing & Painting I (Pasco County)
Economics (Orange County)
Art 3-D Comprehensive I (Sarasota)
Law Studies (Orange County)

### NEW COURSES IN FOR COMPUTER INPUT

Practical Indust. Skills
Practical Graphic Comm.
Ceramics & Pottery
Clothing & Textiles
* Advanced Reading
Keyboard I & II (piano)
Guitar I, II, & III
Spanish I, II, & III
French I & II
German I
Hebrew

### COURSES IN FOR REVISIONS

Business Math IA
Consumer Math I & II
English I
English II
English IVA
English IVB
American Lit I & II
Economics
Creative Writing
Math I (rev 2)
Math II
Math III

### COURSES BEING DEVELOPED

World Geography II
Employability Skills
Marine Biology
Computer Applications
Introductions to Computers
Computer Program, Basic I
Computer Program, Pascal
Personal Fitness

### COURSES NEAR COMPLETION

Personal, Social, and
Family Relationships
Geography I
Practical Business Skills

* Returned to instructor for revisions

IIB          16

COURSE COMPLETED:

*See Current Status Sheet*

General Mathematics I
General Mathematics II
General Mathematics III
Consumer Mathematics
Pre-Algebra
Algebra I
Algebra II
Informal Geometry
Business Math IA

American History I
American Government
World History
Political Science
Economics
Psychology
Sociology

Environmental Science
Fundamentals of Biology
Science - First 16 Standards
Fundamentals of General Science
Earth/Space Science

English I
English II
English III
English IV
Reading I
Reading II
Writing I
American Literature
Creative Writing
Advanced Reading

Shorthand
General Business
Typing, Personal

Health I- Life Management Skills

Courses Being Developed or
in Reproduction:

Family, Social & Personal Relation-
ships
World Geography
Employability Skills
Marine Biology
Business Math 1B
Computer Applications
Computer Program, Basic I
Computer Program, Pascal
Personal Fitness

**CBAE**

COMPETENCY-BASED ADULT EDUCATION.

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# BREVARD COMMUNITY COLLEGE

Spring, 1986                                    REPLY TO: Cocoa Campus


Dear User of BCC's Competency-Based Adult High School Modules:

   Brevard Community College, Open Campus, is pleased that we are able
to share with you our Competency-Based Adult Education Curriculum for High
School Credit.  Each course module is written based on Florida's State
Curriculum Frameworks and course Performance Standards as outlined in the
Florida Course Code Directory.  Each performance standard within a course
has an individual student learning guide with pre and posttests for each
standard.  Courses are divided into semesters with a final examination for
each semester.  In the·front of each course module, you will find a copy of
the course curriculum frameworks and list of all performance standards for
that course; a listing of all instructional materials used to write activi-
ties for each performance standard, and a separate set of pre/posttests and
final examinations.

   There are a few suggestions and cautions that need to be made about
this curriculum before using:

1. These modules were written in a short period of time in order for
   us to begin CBAE in Brevard by September, 1985.  Although develop-
   ed by qualified instructors, we have found the need for major re-
   visions in the case of several courses and minor ones for most all
   courses.

2. Revisions and validation have been occurring throughout 1985-86.
   It is expected that by the summer of 1987, most all courses will
   no longer be in "draft" form.

3. Examine the list of resources used in each course.  If you have
   instructional materials already on hand and limited funds to pur-
   chase these new materials, do the following:

   a. Type up new activities related to your instructional materials.
      Cut and paste-up in the "learning activities" area of each in-
      dividual student learning guide.  Check carefully pre/posttests
      and final exams.  Tests should be generic, but if not, change
      test questions and answers to meet new material needs.

   b. Type up a new list of resources used in the course.

   c. Check carefully grammar and consistency within a course module.

   d. If selecting new materials, try to use "programmed instructional
      materials" as much as possible.  This will save having to develop

(13)

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test questions and make the whole process of writing activities much easier.

If you wish to use all or part of the instructional material suggested for the course as is and need ordering information, contact JOHN WIGLEY, Cocoa Adult High School, Rosetine Street, Cocoa, FL 32922 or call (305) 632-5302 after 2:00 p.m. John will provide you with copies of his purchase orders for CBAE courses.

The only request we make of you is that you provide us with a copy of each course module that you revise. This will help speed up our own revision process.

We welcome your comments and suggestions for making improvements in our CBAE high school program.

GOOD LUCK!

Bette Singer, Dean
Cocoa Campus Adult/Community Education

# CBAE WORKSHOP CONFERENCE REGISTRATION FORM

MAIL CHECK OR MONEY ORDER TO:
Florida Adult Educati   Asso.
206B South Monroe Street
Tallahassee, FL 32301

Name:_____

Title:_____    County:_____

Address:_____    Tel:  (   )_____
      Street

_____City_____State_____Zip

_____$35.00 per participant    _____Amount Enclosed

      TWO DAY CBAE WORKSHOP ONLY

Adult/Community Education
Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922

ST. PETERSBURG BEACH
TRADESWINDS RESORT
MAY 6 & 7, 1986
WORKSHOP CONFERENCE
CURRICULUM
COMPETENCY-BASED ADULT EDUCATION
CBAE

(15)

# Announcing...

## TWO DAYS OF HANDS-ON WORKSHOPS!

## COMPETENCY-BASED ADULT EDUCATION CURRICULUM CONFERENCE

"BRINGING YOU SOME OF FLORIDA'S BEST PROGRAMS"

- DIAGNOSTIC/PRESCRIPTIVE LEARNING
- COUNSELING TECHNIQUES FOR RETENTION
- CBAE PROGRAM MANAGEMENT
- CBAE CLASSROOM MANAGEMENT MODEL
- TEST DEVELOPMENT WORKSHOP
- CBAE HIGH SCHOOL CURRICULUM MODULES
- CBAE MODULE DEVELOPMENT/WRITING
- INSTRUCTIONAL MATERIALS SELECTION
- LEARNING & TEACHING STYLES
- ABE, G.E.D., ESOL SPECIAL PROGRAMS
- HANDS-ON WORKSHOPS WITH EXHIBITORS

° ° ° ° AND MORE! ° ° ° °

THIS IS YOUR CHANCE TO SHARE CURRICULUM AND COME AWAY WITH NEW PROGRAM IDEAS!

*New BE THERE!*

EXHIBITORS DISPLAYS

WEDNESDAY

This CBAE Conference is made possible by a 310 Special Demonstration Project from the Bureau for Adult/Community Education.

## LOOK

SELECT ONE OF THESE STRANDS

_____CBAE HIGH SCHOOL COMPLETION

_____ADULT BASIC EDUCATION

_____G.E.D. (OVERLAPS WITH ABE)

_____ENGLISH AS A SECOND LANGUAGE

NOTE: EACH DISTRICT/COMMUNITY COLLEGE IS GUARANTEED AT LEAST ONE PARTICIPANT WHO WILL HAVE ALL EXPENSES PAID FOR THIS TWO DAY CONFERENCE.

PAID PARTICIPANTS HAVE TO BE ADULT EDUCATION TEACHERS OR COUNSELORS -- PART-TIME OR FULLTIME.

FOR AN APPLICATION FORM, CONTACT

BETTE SINGER
(305)632-1111, EXT. 3180

COST FOR OTHERS ATTENDING THIS WORKSHOP CONFERENCE IS . . .

$35.00

This Workshop being offered in conjunction with the FACE/F; Joint Venture Conference May 7-9, 1986

# GREAT REASONS WHY...

ACE NETWORK  &  BREVARD COMMUNITY COLLEGE, Open Campus

presents . . .

CBAE HIGH SCHOOL CURRICULUM WORKSHOP

A G E N D A

Thursday, July 17, 1986                    2:00 p.m.   Cocoa High Library

2:00 -  Welcome!  Who's Here?
        CBAE Curriculum Project Development . . . . . . . Bette Singer
2:15 -  CBAE: An Overview . . . . . . . . . . . . . . . . Dr. Lucy Guglielmino
2:45 -  Administration of the CBAE Program  . . . . . . . John Wigley
3:15 -  BREAK

3:30 -  CBAE Student Services & Counseling  . . . . . . . Vernon Loyd
4:00 -  CBAE Classroom Management . . . . . . . . . . . . Rebecca Camp
4:30 -  CBAE Modules - Adapting to Your County Needs  . . Bette Singer

5:00 - 6:45 -  MOTEL CHECK-IN AT HOWARD JOHNSON*s

        (Suggest Restuarant - JON'S ARBOR, South on U.S. # 1 from
         Howard Johnsons on your left).

6:45-8:30 pm - Visitation to Cocoa Adult/Community Ed. Evening Center
               CBAE Program (Go to main office area) . . . John Wigley - Host

FRIDAY, July 18, 1986          8:15 a.m.     BCC COCOA CAMPUS ADMINISTRATION BUILDING
                                             Board Room Upstairs

8:15-9:30 am -  Informal round table discussion of problems/concerns

9:30-   Leave for South Area Adult/Community Ed. Center in Melbourne
        Visitation and Tour of Center . . . . . . . . . . Terry Cooper, Dean
                                                          Mona Hagerty, Instr.

11:00 - ON YOUR WAY BACK HOME

                                    (7)      23

BREVARD COMMUNITY COLLEGE
Open Campus

COMPETENCY-BASED ADULT
EDUCATION
(CBAE)

Curriculum Project

ADOPTION AGREEMENT:

This agreement is intended to clarify the relationship between your district/
community college and the CBAE HIGH SCHOOL CURRICULUM PROJECT,
Brevard Community College, Open Campus. It outlines the activities, respon-
sibilities and goals of both parties involved in the adoption process.

This project has four major products and components which can be adopted
as a total package or modified to suit local options. These products are:

1. CBAE MANAGEMENT GUIDE FOR ADMINISTRATORS,
   TEACHERS, & COUNSELORS

   This manual is intended to clarify Competency-Based
   Adult Education (CBAE) as to definition and program
   implementation. It is used as a primary resource for
   training of those new to CBAE as it relates to admini-
   strative management of the program.

2. CBAE STUDENT SERVICES GUIDE

   Although a guide indigenous of a local program, this
   CBAE Student Services Guide incorporates State and
   local information with many options for transplanting
   or modifying as suits adopter needs. This guide is
   used in training of counselors and teachers.

3. CBAE CLASSROOM MANAGEMENT GUIDE

   The primary thrust of this guide on classroom manage-
   ment is for the CBAE teacher/facilitator. However,
   both counselors and teachers benefit from this booklet's
   information. This guide was developed from universal
   concerns about the open entry-open exit concept and
   individualized instructional processes.

4. CBAE HIGH SCHOOL CURRICULUM MODULES

   Based on Florida's Curriculum Frameworks and Perfor-
   mance Standards for high school courses listed in the
   State Course Code Directory, individual student learning
   guides are written for 35 courses. These modules are

currently in the evaluation/revision stage, but are
of great value for adoption or modification based on
local resources.

There are a number of activities that can take place during the course of
adopting. These are outlined in the agreement.

We are excited about this opportunity to share with you a project that re-
vitalized our adult education program in Brevard. This project has had
input not just from Brevard. Eighteen districts/community colleges in
Florida assisted in the developmental stage.

If you have questions about the agreement, please feel free to get in
touch with us. Do note that this agreement is not legally binding, but
rather serves as a formalized statement that we are embarking on a cooper-
ative adventure which will eventually benefit both parties.

Sincerely,

Elizabeth Singer, Dean, BCC
John Wigley, Dean, BCC
Project Directors

# CBAE HIGH SCHOOL CURRICULUM PROJECT

### Letter of Agreement

**Brevard Community College**
**Open Campus**
1519 Clearlake Road
Cocoa, Florida 32922
(305) 632-1111, Ext. 3180

### AND

Institution: _____

Address: _____

_____ Tel: (    ) _____

Adult Education Director: _____

Contact Person: _____

Target Group (s) ____ Administrators ____ Supervisors ____ Counselors

____ Curriculum Specialist ____ Teachers

____ Other _____

Type of Assistance:

_____ Brevard On-Site Training

_____ Technical Assistance - Adopter Site

## Role of Brevard Community College

1. Provide consultants for training at two special demonstration CBAE sites in Brevard.

2. Provide one set of CBAE High School Curriculum Modules to visiting county for take home.

3. Provide a maximum of five copies each of three training components as listed on cover letter.

4. Provide rights for duplication/modification of all handouts/materials as needed by adopter.

5. Provide technical assistance and follow-up evaluation.

6. Provide estimated cost factors for training (if any) and program implementation for adopter.

7. TRAINING TIME-FRAME:    Brevard Site

        Afternoon - first day =  3 hours with
                 evening visitation to adult center = 1 1/2 hrs.
      morning visitation/consultation at a full-time center = 2 hours

      Technical Assistance = 1/2 day at Adopter Site

## Role of Adopter:

1. Agree to visitation to Brevard County for training based on Brevard's arrangement of suitable dates and time.

2. Provide information on a survey form that clarifies number of people; their roles; their expertise/knowledge of CBAE, and local conditions for CBAE implementation.

3. Provide on a survey form specific goals, objectives, activities and approximate time-lines for adoption of CBAE curriculum/concepts.

4. Indicate level of support and resources to be provided at local level on part of the administration (School Board or Board of Trustees) and teachers.

5. Agree to evaluate the CBAE Curriculum Modules and share results with Brevard Community College.

6. Complete a formal and informal evaluation with BCC staff following the training session.

| | |
|---|---|
| Signature of Authorized Person<br>CBAE PROJECT | Signature of Adult Education<br>Director or Person Authorized<br>to support training |

| | |
|---|---|
| Date | Date |

NOTE: As part of this agreement, those who use any materials developed under this project are not authorized to misrepresent their origins at training sessions or conference presentations or in any manner that does not give credit to Brevard Community College.

# WAYS TO CREATE AN EFFECTIVE MODULE

1. Covers right amount of content - Not too much - Not too little (single useful competency).

2. Clearly tells what is being learned and why.

3. Tells exactely how mastery will be determined.

4. Within module - teaches one new concept at a time - not all at once.

5. Presents instruction in each concept in varied, yet appropriate means.

6. After new concept presented - provides for practice and application of concept.

7. Provides direct immediate feedback on practice.

8. Provides corrections if needed in manner different from initial presentation.

9. Provides adequate structure and guidance,

10. Largely self-instructional.

11. Involves instruction to evaluate, monitor, reinforce, give feedback, check, question, answer, etc. (instructor should be involved with each learning objective other than just checking for competency.)

12. Often requires small group work.

13. Provision for challenging or testing out of competency.

14. Attractive, well laid out, professional looking (cover especially important.

15. Quality duplication, copying.

16. Easily located, used, returned and stored.

17. First draft should be stamped "FIRST DRAFT".

# STUDENT LEARNING GUIDE

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┌─────────────────────────────────┐        ╭───────────────────╮
│                                 │       ╱   (LOGO)            ╲
│  SCHOOL                         │      │                       │
│                                 │      │  IDENTIFYING SUBJECT  │
│  ADULT HIGH SCHOOL COMPLETION   │      │                       │
│                                 │       ╲      AREA           ╱
└─────────────────────────────────┘        ╰───────────────────╯
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SUBJECT AREA:     SOCIAL STUDIES

COURSE CODE DIRECTORY TITLE AND NO.:      AMERICAN HISTORY Ia   #2100310

PERFORMANCE STANDARD NO.:     1.01           CREDIT:  .5

PERFORMANCE STANDARD:  UNDERSTAND HOW CONTEMPORARY AMERICAN SOCIETY DEPENDS UPON THE CONTRIBUTIONS OF PAST SOCIETIES & CULTURES

INTRODUCTION:  EXPLAIN THE CONTRIBUTIONS OF THE COLONIAL EXPERIENCE TO CONTEMPORARY AMERICA.

- ° WRITE LAST INSURE IT REFLECTS THE CONTENTS OF THIS GUIDE
- ° SHORT, NO MORE THAN 50 WORDS, 2/3 SENTENCES

- ° TELL WHAT, HOW, AND WHY

PREREQUISITES:

- ° NAME FOR COURSE, IF APPLICABLE

LABORATORY ACTIVITIES:

- ° SPECIFICALLY IN THE SCIENCE AREA (LECTURES, GROUP ACTIVITES IF SCHEDULED FOR THIS STANDARD.

END-OF-COURSE OBJECTIVE:

Conditions:  IN A TEST SITUATION WITHOUT THE USE OF RESOURCES THE

Performance:    STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF AMERICAN

Criterion:     HISTORY WITH  70% ACCURACY ON THIS STANDARD.

FORMAT & DIRECTIONS:

(23)   | PLEASE DO NOT WRITE OR MARK ON THIS GUIDE |   Dr. Bill Blank, U. Of S.F.
Carolyn Crews-Whitby, Orange Co.

**PERFORMANCE STANDARD:**

REPEAT THE PERFORMANCE STANDARD HERE

| LEARNING ACTIVITIES | SPECIAL INSTRUCTIONS |
|---|---|
| **PLEASE DO NOT WRITE OR MARK ON THIS GUIDE** | |
| 1. TAKE THE PRE-TEST FOR THIS STANDARD. IF SCORE IS 90% OR ABOVE, GO ON THE THE NEXT STANDARD. IF 89% OR LESS, COMPLETE THIS LEARNING GUIDE AS DIRECTED. | 1. ASK THE INSTRUCTOR FOR PRE-TEST. AFTER COMPLETION, HAVE THE INSTRUCTOR GRADE. |
| ° LIST ACTIVITIES AND ASSIGNMENTS YOU WANT THE STUDENT TO DO IN ORDER TO ACHIEVE/ MASTER THIS PERFORMANCE STANDARD. | (WRITE SPECIFIC INSTRUC- TIONS DIRECTLY ACROSS FROM ACTIVITY TO WHICH IT REFERS). |
| ° BEGIN EACH ACTIVITY STATEMENT WITH AN ACTION VERB: READ, VIEW, SOLVE, CHECK, LISTEN TO, PLAN, PRACTICE, ETC. | °USE THIS COLUM TO ---LOCATION OF MATERIALS ---FURTHER EXPLANATION OF ACTIVITY |
| ° VARIETY OF ACTIVITIES: READINGS, MEDIA, PRACTICE EXERCISES, OBSERVATION, ETC. | ---HOW TO OBTAIN SPECIAL RESOURCES |
| ° WRITE DIRECTLY TO THE STUDENT. | |
| ° USE TITLE AND PAGE NUMBER OF BOOKS. | |
| PRESENTATION | |
| PRACTICE | |
| FEEDBACK 30 | |

(24)

# INSTRUCTION SHEET AMERICAN HISTORY A

## PERFORMANCE STANDARD NO.: 1.01

> **PLEASE DO NOT WRITE OR MARK ON THIS GUIDE**

° THIS SHEET IS OPTIONAL, DEPENDING UPON WHETHER ADDITIONAL
INFORMATION IS NEEDED BY THE STUDENT AND NOT AVAILABLE FROM
OTHER RESOURCES.

° ASSIGN A TITLE SO AS TO REFER TO IT BY NAME.

° CAN BE A SINGLE SHEET OR SEVERAL PAGES..

° NOT CONSUMABLE; REPRODUCE STUDENT COPIES FROM THIS GUIDE IF
NECESSARY.

° MAKE INSTRUCTIONS CLEAR SO THAT THE STUDENT DOES NOT NEED TO
GO TO THE INSTRUCTOR FOR DIRECTIONS (EXCESSIVELY).

° USE INSTRUCTION SHEET FOR

CHARTS, DIAGRAMS, SPECIAL VOCABULARY LISTS, NEW INFORMATION
OF YOUR OWN WRITING, CASE PROBLEMS, ETC.

AMERICAN HISTORY   A

# SELF-CHECK

PERFORMANCE STANDARD NO.:   1.01

**DIRECTIONS**

> WRITE CLEAR AND SIMPLE DIRECTIONS
>
> IF YOU WANT THE STUDENT TO CHECK HIS/HER OWN WORK
>
> SAY SO HERE.

**PLEASE DO NOT WRITE OR MARK ON THIS GUIDE**

° GENERALLY, EACH PERFORMANCE STANDARD WILL HAVE A CHECK TEST.
STATE REQUEST.

° ANSWER KEY PLACED ON BACK OF THIS SHEET.

° ASSIGN A BRIEF TITLE TO THE SELF-CHECK SO IT CAN BE REFERRED
TO BY NAME.

° LIMIT QUESTIONS TO 10, COVERING THE MAJOR POINTS OF THE
PERFORMANCE STANDARD; ONE SIDE.

° USE ANY FORM OF TEST ITEM (MATCHING, T/F, ESSAY, SHORT
ANSWER, M/C).
VARY YOUR SELF-CHECKS.  NOT ALL T/F FOR EVERY STANDARD, ETC.

.32

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STUDENT NAME: _____

COURSE TITLE: _____

COURSE NO.: _____

ADULT CENTER: _____

INDIVIDUAL PERFORMANCE

STANDARD CHECK SHEET

C B A E

HIGH SCHOOL COMPLETION

| Performance Standard | Score (Pre-test) | Date | Practice Test | Review Exercises | Scores (Post-test) | Completion Dates | Instructor Initials |
|---|---|---|---|---|---|---|---|
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Post-Test Average _____

Final Test Grade _____

Final Course Grade _____

Credit _____

_____

Instructor Signature

_____

Deans Signature

_____

Date

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INSTRUCTOR'S NAME: _____

COURSE TITLE & NO.: _____

ADULT CENTER: _____

**CBAE INSTRUCTOR'S**

**PERFORMANCE STANDARD CHECK SHEET**

INSTRUCTIONS:
1. Place the performance standard number in the box provided at the top.
2. Place the date in the corresponding box to indicate completion.

| STUDENT'S NAME | | | | | | | | | | | | | | | | | | | | | | | |
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## CBAE STUDENT LEARNING GUIDE CRITIQUE

COURSE: _____NUMBER _____
LEARNING GUIDE STANDARD(S) _____
("YES" IF SATISFACTORY AND "NO" IF UNSATISFACTORY WITH COMMENTS)

_____1. CORRECTLY COMPLETED COVER SHEET

_____2. PRE TEST WHICH MEASURE MASTERY OF THE STANDARD

_____3. CLEARLY DEFINED AND APPROPRIATE ACTIVITIES AND INSTRUCTIONS

_____4. SELF CHECK ACTIVITY

_____5. POST TEST WHICH MEASURES MASTERY OF STANDARD

_____6. ANSWER KEYS FOR PRE/POST TESTS AND SELF CHECK ACTIVITIES

_____7. GRAMMATICAL/ TYPING

OTHER COMMENTS, OBSERVATIONS, AND SUGGESTIONS:( ATTACH IF NEEDED)

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(29)

EVALUATOR(S): _____DATE: _____

CBAE COURSE CRITIQUE

COURSE: _____   NUMBER: _____

EVALUATOR(S):_____

IF THE ITEM LISTED IS SATISFACTORY, WRITE "YES" IN THE BLANK BY IT, IF IT NEEDS CHANGE, WRITE "NO" IN THE BLANK BY IT AND LIST THE CHANGES NEEDED BELOW IT.

FOR THE COURSE AS A WHOLE: ( DO ONLY ONCE PER COURSE)

_____ 1. INTRODUCTION, LIST OF RESOURCE MATERIALS NEEDED, FRAMEWORK, LIST OF ALL PERFORMANCE STANDARDS:

_____ 2. SEMESTER/FINAL EXAMS WHICH MEASURE MASTERY OF STANDARDS.

_____ 3. ANSWER KEYS FOR EXAMS

_____ 4. GRAMMATICAL/TYPING

_____ 5. SEQUENCE OF STANDARDS AND ACTIVITIES

LIST ANY POTENTIAL CLASSROOM MANAGEMENT PROBLEMS IN IMPLEMENTATION OF THIS COURSE GUIDE:

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# STUDENT LEARNING GUIDE

BREVARD COMMUNITY COLLEGE

ADULT HIGH SCHOOL COMPLETION

( (SUBJECT AREA)

LISTED HERE )

SUBJECT AREA: TITLE OF COURSE LISTED HERE

COURSE CODE DIRECTORY TITLE AND NO.: THESE NUMBERS ARE IDENTIFIERS FOR THE STATE COURSE CODE DIRECTORY & COLLEGE COURSE CODE

PERFORMANCE STANDARD NO.: 1.01 (SEE YOUR COURSE STANDARD SHEET)     CREDIT: .5 = ½ FOR THIS COURSE

---

**PERFORMANCE STANDARD:** THE PERFORMANCE STANDARD APPEARS HERE

---

INTRODUCTION: READ THIS CAREFULLY. IT EXPAINS THE PERFORMANCE STANDARD AND EXPECTATIONS YOU ARE TO PERFORM.

PPEREQUISITES: IN SOME CASES, A PREVIOUS COURSE MUST BE TAKEN IN ORDER TO ENTER THIS COURSE. (I.E., ALGEBRA I BEFORE TAKING ALGEBRA II) ALSO, YOU MAY BE REQUIRED TO HAVE A READING SCORE APPROPRIATE FOR TAKING THIS COURSE.

LABORATORY ACTIVITIES:

THIS AREA IS FOR SPECIAL LABS, LECTURES, DEMONSTRATIONS, THAT MIGHT BE REQUIRED FOR MASTERY OF THE PERFORMANCE STANDARD.

END-OF-COURSE OBJECTIVE:

THE FOLLOWING ILLUSTRATES:

Conditions: GIVEN 10 PROBLEMS INVOLVING THE MULTIPLICATION OF FRACTIONS

Performance: (CONDITIONS), THE STUDENT WILL BE ABLE TO COMPLETE THEM

Criterion: (PERFORMANCE) WITH 70% ACCURACY (CRITERION).

---

| PLEASE DO NOT WRITE OR MARK ON THIS GUIDE |     ③①

# LEARNING EXPERIENCES

**PERFORMANCE STANDARD:**

THE PERFORMANCE STANDARD IS REPEATED HERE

| LEARNING ACTIVITIES | SPECIAL INSTRUCTIONS |
|---|---|
| *PLEASE DO NOT WRITE OR MARK ON THIS GUIDE* | |
| HERE WILL APPEAR SPECIFIC INSTRUCTIONS FOR WHAT TO DO AND WHICH MATERIALS TO USE.<br><br>YOU AND THE INSTRUCTOR WILL JOINTLY DECIDE WHICH OF THESE YOU SHOULD COMPLETE BASED ON PRETEST RESULTS.<br><br>AN EXAMPLE OF LEARNING ACTIVITIES MIGHT BE TO READ A PASSAGE AND ANSWER QUESTIONS, COMPLETE A LAB, VIEW AN AUDIO-VISUAL PRESENTATION, OR PREPARE A SPEECH.<br><br>THREE THINGS HAPPEN HERE:<br><br>    <u>PRESENTATION</u> OF WHAT TO DO<br><br>    <u>PRACTICE</u> IN APPLYING IT,<br><br>    <u>FEEDBACK</u> ON HOW THE WORK WAS DONE<br><br>NOTE:  YOUR INSTRUCTOR MAY GIVE YOU ADDITIONAL ACTIVITIES NOT WRITTEN IN THIS GUIDE.<br><br>THE INSTRUCTOR ALSO ASSESSES WHEN YOU ARE READY TO TAKE THE POST-TEST.<br><br>YOU MAY FIND THAT YOU NEED TO WORK THROUGH ALL THE ACTIVITIES PRESENTED HERE, PLUS HAVE ADDITIONAL ASSIGNMENTS BEFORE TAKING THE POST-TEST. | THIS SPACE IS FOR SPECIAL INSTRUCTIONS RELATIVE TO NECESSARY INFORMATION YOU NEED TO KNOW TO PERFORM THE LEARNING ACTIVITIES.<br><br>INFORMATION MIGHT BE THE ORDER IN WHICH ACTIVITIES SHOULD BE SCHEDULED, WHERE SPECIAL MATERIALS ARE LOCATED, OR WHEN TO ASK THE INSTRUCTOR TO ASSIST IN ARRANGING FOR A GROUP EXERCISE.<br><br>INSTRUCTION ON WHEN TO TAKE THE SELF-CHECK AND POST-TEST WILL ALSO BE PROVIDED HERE. |

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# INSTRUCTION SHEET

PERFORMANCE STANDARD NO.: 1.01

THIS SHEET MAY NOT APPEAR IN EVERY STUDENT LEARNING GUIDE. IF ONE
IS USED, YOU WILL BE REFERRED TO IT BY ONE OF THE LEARNING ACTIVITIES
PRESENTED ON THE PREVIOUS PAGE.

THIS SHEET USUALLY CONTAINS GRAPHICS OR PICTURES TO CLARIFY A PROCESS
OR CONCEPT BEING PRESENTED.

IT MAY ALSO PROVIDE DETAILED INSTRUCTIONS FOR A WRITING ASSIGNMENT OR
LAB ASSIGNMENT, OR MAY PRESENT A CHECKLIST FOR EVALUATING A TASK YOU
HAVE BEEN ASKED TO DO.

# SELF-CHECK

PERFORMANCE STANDARD NO.: 1.01

```
DIRECTIONS

      SPECIAL DIRECTIONS ARE PRESENTED HERE.  READ CAREFULLY.
```

**PLEASE DO NOT WRITE OR MARK ON THIS GUIDE**

THE SELF-CHECK GIVES YOU A CHANCE TO MEASURE YOUR PROGRESS BEFORE TAKING THE POST-TEST ON THIS LEARNING GUIDE. YOU COMPLETE IT AND GRADE IT YOURSELF, USING THE SELF-CHECK ANSWER KEY ON THE NEXT PAGE.

NO GRADE IS RECORDED. THE INSTRUCTOR MAY REQUIRE THAT YOU DISCUSS THE SELF-CHECK WITH HIM/HER. IT IS IMPORTANT TO CHECK YOURSELF FAIRLY. IF YOU LOOK AHEAD AT THE ANSWER KEY OR SKIP ITEMS, YOU MAY THINK YOU ARE READY FOR THE POST-TEST WHEN YOU ACTUALLY NEED MORE STUDY.

AFTER SUCCESSFULLY COMPLETING THE SELF-CHECK AND DISCUSSING YOUR PROGRESS WITH THE INSTRUCTOR, YOU WILL BE ASSIGNED A TESTING TIME TO TAKE THE POST-TEST.

YOU WILL NOT BE GIVEN THE POST-TEST IMMEDIATELY, BUT WILL POSSIBLY TAKE THE TEST DURING THE NEXT CLASS PERIOD OR AT LEAST WAIT A MINUMUM OF 24 HOURS.

WHILE YOU WAIT TO TAKE YOUR POST-TEST, DO THE FOLLOWING:
** REVIEW THE INSTRUCTIONAL MATERIAL
** GO ON TO THE NEXT PERFORMANCE STANDARD

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# SELF-CHECK ANSWER SHEET

PERFORMANCE STANDARD NO.: 1.01

REMEMBER, DO NOT LOOK AT THIS SHEET UNTIL YOU HAVE COMPLETED
THE SELF-CHECK TO YOUR SATISFACTION.

AFTER GRADING YOUR SELF-CHECK, DISCUSS YOU PROGRESS WITH THE
INSTRUCTOR AND MAKE ARRANGEMENTS FOR:(1) ADDITIONAL ACTIVIT-
IES TO ASSURE MASTERY OF THIS COMPETENCY, OR (2) TAKING THE
POST-TEST FOR THIS COMPETENCY.

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# STUDENT LEARNING GUIDE

BREVARD COMMUNITY COLLEGE

ADULT HIGH SCHOOL COMPLETION

ENGLISH II

SUBJECT AREA:  **Language Arts**

COURSE CODE DIRECTORY TITLE AND NO.: **English II A**    **#1001340**

PERFORMANCE STANDARD NO.: 3.01

CREDIT: 0.5

PERFORMANCE STANDARD:    The student will apply standard rules for punctuation.

INTRODUCTION:    This performance standard will help the student apply the standard rules for punctuation.  Punctuation marks help the student make clear the meaning of written work.

PREREQUISITES:    None

LABORATORY ACTIVITIES:    None

END-OF-COURSE OBJECTIVE:

Conditions:    In a test situation the student will demonstrate an understanding of the standard rules for punctuation with at least 70% accuracy.

Performance:

Criterion:

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# LEARNING EXPERIENCES

| PERFORMANCE STANDARD: 3.01 English II A |
|---|

| LEARNING ACTIVITIES | SPECIAL INSTRUCTIONS |
|---|---|
| **PLEASE DO NOT WRITE OR MARK ON THIS GUIDE** | |
| 1. Take pre test 3.01. If score is 90%, go to 3.02. | 1. Obtain pre test from instructor. (Grammar and Compostion 1) |
| 2. If score is less than 90% on pre test, read and study "Periods, End Marks, and Exclamation Points", pp. 394-397. Complete Exercise 1, 1-3, p. 395. Warriner's | 2. Check answers on answer sheet. SEE INSTRUCTION SHEET |
| 3. Read and study "Commas", pp. 397-413. Review Uses of the Comma on p. 416. Complete Review Exercise D, 1-10, p. 417. Warriner's | 3. Check answers on answer sheet |
| 4. Read and study "The Semicolon", pp. 420-421. Complete Exercise 1, 1-5 pp. 421-422. Warriner's | 4. Check answers on answer sheet. |
| 5. Read and study "The Colon", pp. 423-424. Complete Exercise 2, 1-5, pp. 424-425. Warriner's | 5. Check answers on answer sheet. |
| 6. Read and study "Underlining Italics", pp. 426-427. Complete Exercise 1, nos. 1,3,4, p. 427. Warriner's | 6. Check answers on answer sheet. |
| 7. Read and study "Quotation Marks", pp. 428-432. Complete Exercise 2, nos. 1,3,4 - p. 431. Warriner's | 7. Check answers on answer sheet. |
| 8. Read and study "Apostrophes", pp. 434-442. Complete Exercise 7, 1-5, p. 442. Warriner's | 8. Check answers on answer sheet. |
| 9. Read and study "Hypens", pp. 442-445. Warriners | 9. no instructions |
| 10. Read and study "Dashes", pp. 445-446; "Parehthesis", pp. 446-447. Complete Exercise 10, 1-5, p. 447. Warriner's | 10. Check answers on answer sheet. |
| 11. Take Self Check. | 11. Check answers on Self-Check answer sheet. |
| 12. Take post test 3.01. | 12. Obtain post test from instructor. |

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# INSTRUCTION SHEET

Activities          **PLEASE DO NOT WRITE OR MARK ON THIS GUIDE**

English II A

Performance standard:  3.01

Activity #2  <u>Warriner's</u>, p. 395, Exercise 1

1. eagerly.  She humanity.  She bow.
2. squire.  In equipment.  At knight.  He chivalry.
3. ceremony.  How hour!  How ceremony!  Now fortune.  He honor.

Activity #3 <u>Warriner's</u>, p. 417, Review Exercise D

1. Tomlin
2. year, enough
3. knives, forks, floor
4. Dad, 30, 1966
5. is, opinion, teachers, enough
6. Doris, sound
7. Yes, Ruth, Hempstead
8. Portland, Oregon, Monday, 2, Saturday,
9. grate
10. condition

Activity #4 <u>Warriner's</u>, pp. 421-422, Exercise 1

1. informative; example
2. waters; (or water)
3. bear;
4. animal;
5. environment;

Activity #5 <u>Warriner's</u>, pp. 424-425 Exercise 2

1. women:
2. advice:
3. period:
4. 8:10  8:45
5. C

Activity #6 <u>Warriner's</u>, p. 427, Exercise 1

1. <u>crafted</u> (the second <u>crafted</u>)
3. El Capitan'
   <u>Grey Eagle</u>
   <u>The Maid of New Orleans</u>
   <u>Robert E. Lee</u>
   <u>Cutty Shark</u>
   <u>Nightingale</u>
   <u>Thermopylae</u>

4. <u>The Big Sky</u>
   <u>Two Little Savages</u>
   <u>Death Comes for the Archbishop</u>
   <u>Robinson Crusoe</u>
   <u>The Swiss Family Robinson</u>

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# INSTRUCTION SHEET

Answer Sheet continued

Activities

English II A

Performance standard: 3.01

Activity #7 Warriner's, p. 431, Exercise 2

1. "I'm afraid," said the woman, "You've made the wrong turn."
3. "Did you say, I should turn right on 200?" asked Jake.
4. "Wow; look at that house!" exclaimed Sue. "Did you ever see anything spookier?"

Activity #8 Warriner's, p. 442, Exercise 7

1. You're, t's
2. Joneses', '29
3. You've, children's
4. Deer's, goats'
5. sister-in-law's

Activity #10 Warriner's, p. 447, Exercise 10

1. this: I
2. Corps (a report) and
3. problem: everybody
4. 3:45
   shoe (the minute) and
   5:07
5. Rome: "Friends"

# SELF-CHECK

## PERFORMANCE STANDARD NO.: 3.01 English II A

**DIRECTIONS**

Write the identifying letter of the correct answer in Column B
next to the number of the item in Column A that described it.
Items in Column B may be used more than once.

COLUMN A

1. used at end of imperative sentence

2. used in dates and addresses

3. used after an interrogative sentence

4. used to show the omission of a letter

5. used at the end of a declarative sentence

6. used after the salutation of a business letter

7. used to set off titles of chapters in a book

8. used after an abbreviation or initial

9. used to enclose exact words of a person

10. used after words expressing sudden feeling

11. used to separate words in a series

12. used before a series or list introduced by "as follows"

13. used to indicate sudden change in sentence
    (when sentence is suddenly broken off)

14. used to set off unrelated words in a sentence

15. used between hours and minutes

16. denotes ownership

17. used before a coordinating conjunction in a compound sentence

18. used to separate independent clauses of a compound sentence
    when they are not joined by a coordinating conjunction.

COLUMN B

A. period

B. question mark

C. exclamation mark

D. comma

E. colon

F. dash

G. quotation mark

H. semicolon

I. apostrophe

# SELF-CHECK ANSWER SHEET

PERFORMANCE STANDARD NO.: 3.01  English II A

1. a

2. d

3. b

4. i

5. a

6. e

7. g

8. a

9. g

10. c

11. d

12. e

13. f

14. f

15. e

16. i

17. d

18. h

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# SELF-CHECK ANSWER SHEET

PERFORMANCE STANDARD NO.: 1.01

ANSWER (WITH EXPLANATION, IF DESIRED)

See your instructor for POST-TEST to determine this
COMPETENCY'S MASTERY.

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APPENDIX I

| tests (teacher) | learning guides | audio-visual storage |

teacher desk

open entry- open exit

sign-in area
check-out

computer assisted instruction

individual desk area

testing area
(also - research)

instructional materials (shelving)

student listening/viewing centers

40

43
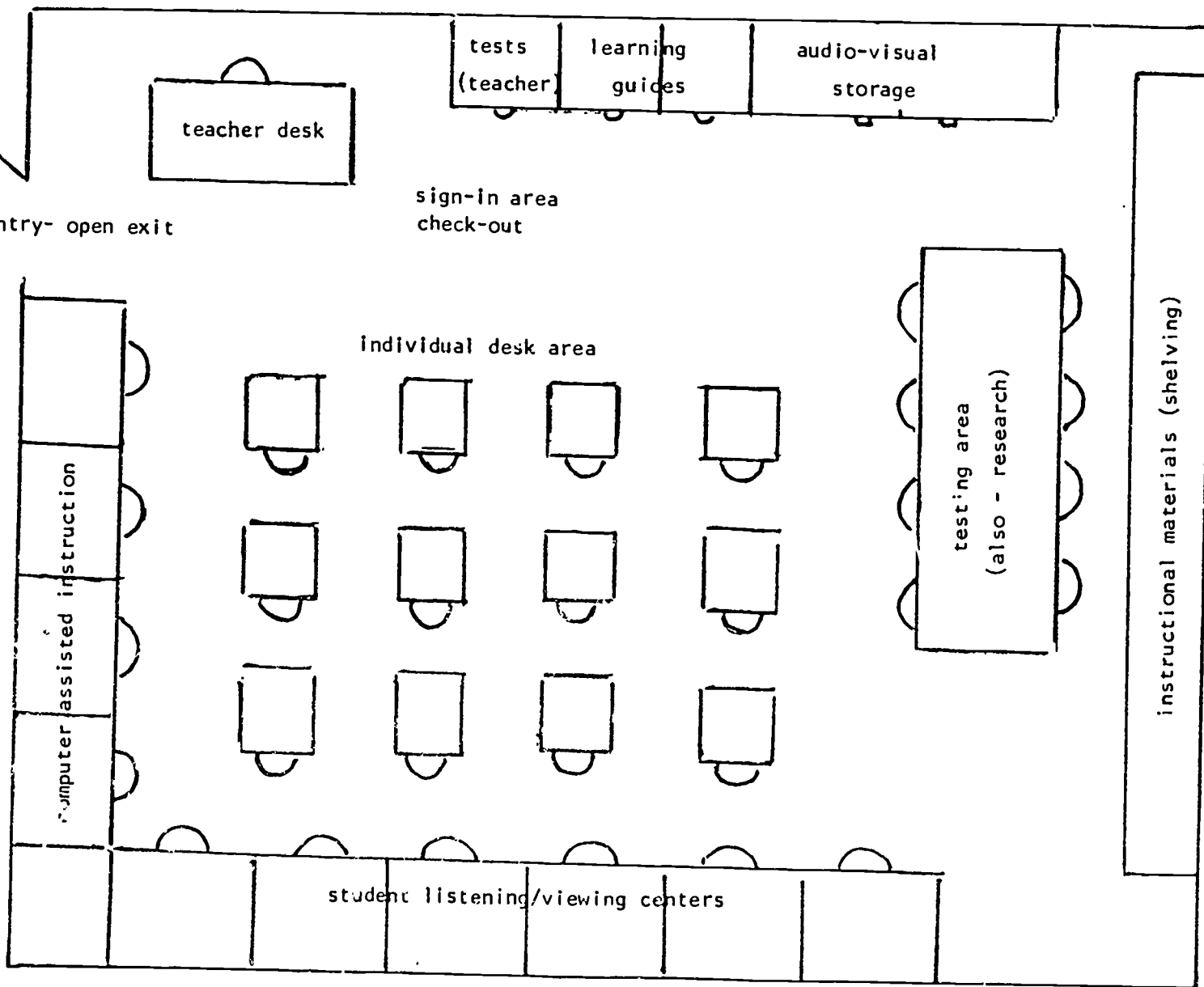
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# CBAE

## COMPETENCY-BASED ADULT EDUCATION

# PROGRAM
# MANAGEMENT GUIDE

## PROJECT TITLE

"Creating A Competency-Based Adult Education Program Model"

## DISSEMINATION

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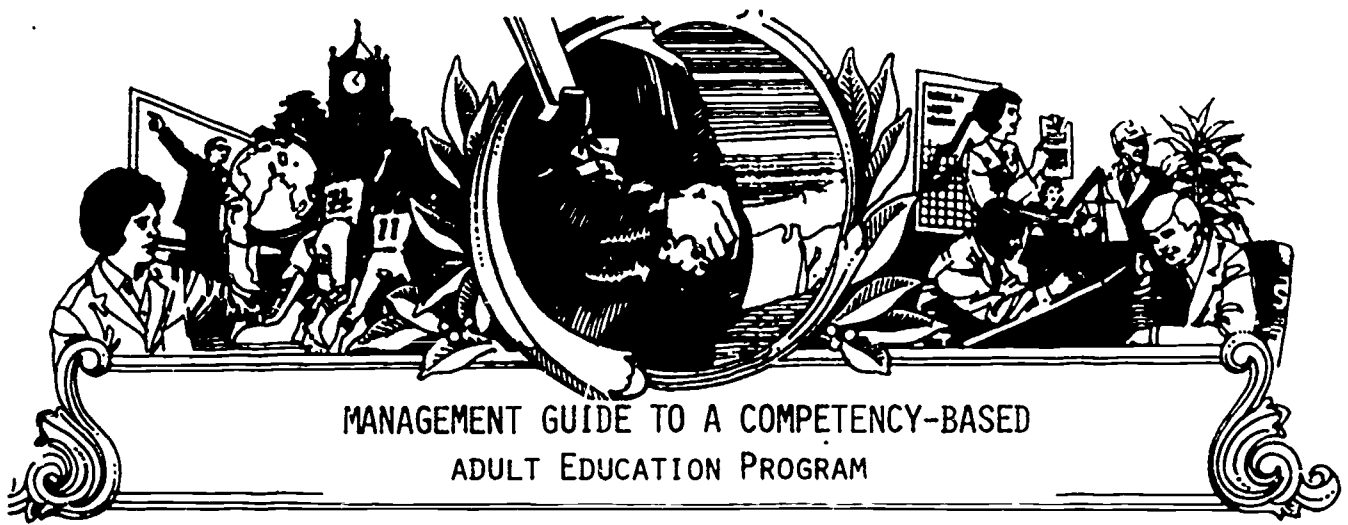
# MANAGEMENT GUIDE TO A COMPETENCY-BASED ADULT EDUCATION PROGRAM

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# CBAE

## COMPETENCY-BASED ADULT EDUCATION

# STUDENT SERVICES GUIDE

This CBAE High School Completion Student Services Guide was compiled as a result of a 310 Special Demonstration Teacher Training Project (1984-85), awarded by the Bureau for Adult & Community Education, Department of Education, Tallahassee, FL. to Brevard Community College, Open Campus.

A companion document was developed under this project entitled MANAGEMENT GUIDE TO A COMPETENCY-BASED ADULT EDUCATION PROGRAM for ADMINISTRATORS, COUNSELORS & TEACHERS. This guide will have state and national dissemination; whereas, the student services guide is intended to be indigenous of Brevard County's program implementation. Users of Brevard's student service guide should make frequent referral to the more comprehensive CBAE MANAGEMENT GUIDE.

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OPEN CAMPUS (632-1111, Ext. 2060)

1985-86

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COMPETENCY-BASED ADULT HIGH SCHOOL COMPLETION

STUDENT SERVICES GUIDE

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# COMPETENCY-BASED ADULT EDUCATION

## A

## Guide to Classroom Management

This booklet was developed under a 310 Special Demonstration & Teacher Training Project awarded by the Bureau for Adult & Community Education, Department of Education, Tallahassee, Florida to Brevard Community College, Open Campus, and Florida Atlantic University, Adult Education Division, for 1985-86.

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PURPOSE of GUIDE

Used as a training component at the CBAE Workshop Conference, May 6 & 7, 1986, St. Petersburg Beach, Florida.

Used to train new CBAE instructors.

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COMPETENCY-BASED ADULT EDUCATION

CLASSROOM MANAGEMENT

GUIDE

"A Trainer's Manual" and "A Facilitator's Guide"

# COMPETENCY BASED ADULT EDUCATION