DOCUMENT RESUME

ED 435 793 CE 079 236

TITLE	Correctional Education Cyclical Curriculum.
INSTITUTION	Oklahoma State Dept. of Corrections, Oklahoma City.
PUB DATE	1999-00-00
NOTE	42p.
PUB TYPE	Guides - Classroom - Teacher (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Course Content; Curriculum; Daily Living Skills; *Females; High School Equivalency Programs; *Literacy Education; Outcomes of Education; *Prisoners; Secondary Education; Units of Study

ABSTRACT

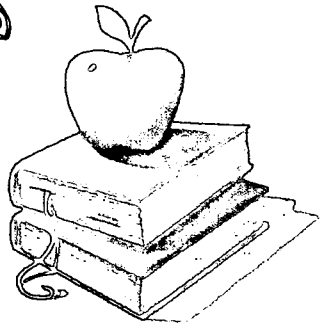
This publication is the curriculum guide for a 720-hour open-entry, open-exit program of education for female prisoners at the Eddie Warrior Correctional Center (EWCC) in Oklahoma, which has increased the average number of EWCC inmates awarded General Educational Development (GED) certificates from 32 to about 200. The guide begins with an explanation of how students are assigned either a Laubach tutor or a computer laboratory class, based on their tested reading ability. Next are descriptions of instruction provided at six tables to which students rotate to study vocabulary, language expression, reading comprehension, language mechanics, mathematics concepts, and mathematics computation. Computer reinforcement is described next. The guide concludes with lists of what students need to know to pass national tests. (KC)

OKLAHOMA

DEPARTMENT OF CORRECTIONS

CORRECTIONAL EDUCATION

Cyclical Curriculum



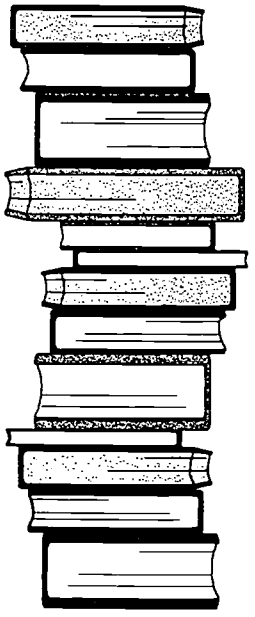
Supervisor of EWCC Education:
Dr. H.C. Davis

Oklahoma Correctional Education Mission Statement

Learn from the mistakes of the past,

Accept the reality of the present, and

Prepare to influence your future



You are here because of your past... We are here because of your future!

The Faculty and Staff of the
Oklahoma Department of Corrections.
Oklahoma Correctional Education Association

LITERACY

C OMPUTER

A SSISSTED

I NSTRUCTION

LAUBACH/COMPUTER LAB INDIVIDUAL TUTOR ASSIGNMENTS

If a student comes into the system who is a non-reader, she is classified as a Laubach student. If a student comes in with a total battery score of less than 6.0, considered a Computer Lab student. In either instance, there is a protocol that we follow concerning tutor assignment and enrollment into class.

1. Laubach Student: A student who is classified by her scores as a Laubach student must also do a reading test, which is administered by a Laubach certified tutor. The student is then assigned a level in the Laubach series. A tutor is assigned to the student to work either on the dorm during non-work hours or at the school. A student who is classified as Laubach will not be denied entry into school or placed on a waiting list for enrollment, but rather placed immediately into a one-on-one study program with a Laubach certified tutor. Student and tutor work together at a pace that is comfortable for the student. This working arrangement will last until the student has advanced through all levels of the Laubach program or until the student leaves the facility. Once a student has completed a level in the Laubach program, she is then tested by the teacher. If the student has indeed passed all levels of Laubach, she is then enrolled into Computer Lab.

2. Computer Lab Student: A student whose scores are at a Computer Lab level are placed on a waiting list for enrollment into class. At this time they are assigned a tutor on the dorm. This student is assigned a math book and an English book to use at her own pace. The tutor is responsible for instruction and answering questions. When the student's name comes up on the waiting list, the tutor is notified and questioned about the student's advancement and willingness to work. Only the most determined students are allowed into class. The approved student is then enrolled into class.

Once a student is enrolled in class based on the procedures described previously, they are then given a Multiplication Test and a Math Sub-Skills Test. A folder is made for them which includes their SEP stapled to the front inside cover, signed rules, agreement forms for tutors to have access to their SEP, and a daily progress sheet. After that, they are assigned a student number between S01 through S18, and the rotation is explained to them.

The rotation is set up in a way that each table builds on the previous. A student makes 4 rotations per class, and then finishes the rotation the next day. The way it is set up now, each rotation is based on a two-week schedule, then begins again. Students go from Table 1 to Table 2, from Table 2 to Table 3, etc. Included is a sample of the rotation schedule. The table assignments are as follows:

Table 1 – Vocabulary

Table 2 – Language Expression

Table 3 – Reading Comprehension

Table 4 – Language Mechanics

Table 5 – Math Concepts

Table 6 – Math Computation

Computer – Reinforcement

Competency requirements for each student to pass to ABE is a 6.0 total battery score on the TABE, 6.5 total reading score, 95% on Walmath and and 85% on the Holey Test. In addition to the above requirements, the student must also show 75% competency on the TABE in these areas: addition, subtraction, multiplication, and division of whole numbers and addition, subtraction, multiplication, and division of decimals.

VOCABULARY
TABLE 1

The vocabulary and spelling table teaches synonyms, antonyms, homonyms, affixes, and words in context. When students approach the vocabulary table, they bring folders that are designed for them with their S.E.P. scores stapled within. The tutor then reviews the data and the skills that have been mastered and more importantly the ones that have not. When the overlook of each skill within the subject has been completed, the next step is to begin the student with reinforcements in the under-achieved areas. The exercises used to improve the student's abilities and scores will be repetitious until the skills are mastered. The tutor has access to the computer program called ALS (Advanced Learning System) which is equipped with lessons involving each skill, and this too is used as a reinforcement to refine the student in the necessary areas. The tutor keeps a daily record of each student's progress for herself and for monitoring. The progress is also stated in the student folder for the fellow tutors that specialize in the various remaining subjects and skills.

LANGUAGE EXPRESSIONS
TABLE 2

When a student starts at this table, we look at their Tabe test scores to determine the areas where the most help is needed. As students become more familiar with Language Expression, their workload increases, along with the level of work they are given. Daily records are kept showing the workbook pages done and the grades received. This way each student is monitored completely and extra time can be spent in what problem areas they may have. Students spend a total of 45 minutes at this table before moving to the next table in the rotation. There are 7 total rotations a day, with 2 to 3 students coming to this table each rotation.

Language Expressions Sub-skills

A. Nouns
B. Pronouns
C. Verbs
D. Adverbs
E. Adjectives
F. Subject
G. Predicate
H. Usage
I. Topic Sentence
J. Sentence Combining
K. Sentence Recognition
L. Sentence Clarity

INTRODUCTION TO READING COMPREHENSION
TABLE 3

The purpose for the reading comprehension table is to teach the students how to be a much more critical reader. The tutor accomplishes this goal by evaluating the student and recording where they need the most work in their reading and comprehension abilities. The table is designed to help the student broaden their awareness. The skills taught at the reading comprehension table focus on a variety of areas. These skills are focused more on the National Tabe Test, but also help a student interpret everyday events. For example, the students read newspaper articles, and magazines. Not only are the students being prepared for the tabe test; moreover, the students are receiving the necessary tools to help them relate to a fast paced world.

Once the tutor receives a new student, the tab test scores are analyzed thoroughly and an assessment is made of the overall battery, reading comprehension level, and total reading score. After this information is gathered the student is tested in a reading passage to determine the speed and accuracy of the students reading ability. Finally, an inventory test is distributed to determine what skills the student needs the most work in. Once the student has been classified to a certain reading level, than the tutor assigns a reading comprehension book and worksheets. After a student is inventoried then a record system is developed in order to keep track of their progress. Everything pertaining to daily studies, assigned homework and worksheets are recorded in the daily progress journal.

For a continuing student, the tutor keeps a daily progress report on the work that the student has done for that day. The tutor logs-in any changes of the student's progress, this information is passed on to the other sub-skill tables. There are also daily records on the students located at the reading comprehension table; moreover, this is to narrow down the weaknesses and strengths of each student. Each record sheet consist of its very own heading and is kept at the comprehension table for the observation of the tutor. For example, the tutor keeps track of the daily progress scores in each area, which consists of main idea, interpreting mood, tone, topic sentence, drawing conclusions, predicting outcomes, author's purpose, facts and opinions, articles, books, Etc. After the student has shown some progress, usually, after a two to three week period, then the student is given a test. The test correlates with the lessons taught at the comprehension workshop. The tutor may use readers digest, card games and certain books as reinforcement material.

The students receive an overall review of the material and lessons taught on the table. The student must master 90% on each individual skill before they are promoted to a higher level. If a student excels past the basic level of the worksheets, which vary all the way up into the twelfth grade, then they are ready for the reading section of the nationally known tabe test.

Reading Comprehension Table

I. New Student

A. Determine student's level
   1) Tutor's evaluation of the student
   2) Test student in reading passage

B. Tutor evaluates tabe scores
   1) Compare and contrast student's scores with tutor evaluation
   2) Assign a reading book and worksheets based on grade level

C. Familiarize student with expectations
   1) Provide them with a study guide
   2) Explain expectations of work performance

II. For a Continuing Student

A. Refer to individual student records
   1) Refer to student's last score in sub-skill area
   2) Log-in new score in sub-skill area

B. Refer to worksheets
   1) Student grade levels vary
   2) Worksheet grade levels vary

C. Testing student
   1) Tutor formats the test based on sub-skills taught at the table
   2) Tutor distributes test every two-weeks/ log in score and compare percent increase and decrease.

III. Student Review

A. Evaluate student progress
   1) Evaluate student percent increase or decrease
   2) Promote or demote to the next level

B. Cycle student through worksheets
   1) Assess student's individual needs
   2) Provide worksheets and books for the sub-skill needing reinforcement

C. Provide extra assignments
   1) Essays and book reports
   2) Computer programs

LANGUAGE MECHANICS
TABLE 4

This literacy class is structured around a rotation schedule allotting forty-five minutes to each of the six sub-skills. Language Mechanics is table four. As a new student they are cycled through the language mechanics section of the English Book. These scores are then used to determine their level in a language exercise book. The students are then given more assignments on each sub-skill based on level and ability. Continuing students are worked repeatedly through varying levels of the Language Exercise Books.

Daily records are kept in the student files. These records include dates, assignments given, grades, and comments from the tutor. Table four utilizes the study, review, test, and repeat concept until each sub-skill is mastered.

I Sub-skills

A. Capitalization
B. Types of sentences
C. End punctuation
D. Commas
E. Quotation Marks
F. Colons
G. Hyphens
H. Apostrophes

II English Book Pages 48-61 New or beginning Student

"See attached grade-chart"

Determine level through chart

III Language Exercise Books Continuing student

Level D,G,F,H
Unit 4 in each book
Review after each unit

IV Tests and Reviews

Students are tested after each unit review. Depending on scores they are: placed in next level or reviewed using worksheets.

MATH CONCEPTS
TABLE #5

I. Introduction

The Literacy class is structured around a system of rotation. The rotation consists of 6 tables and two (2) students every 45 minutes. Math Concepts is table #5. As a new student they are assigned an Evaluation / Review along with a math battery test using the computer program Auto Skills Math. This gives us an idea where and what level each student is on. As each student comes to the Math Concepts Table we begin the first 5 to 10 minutes using flash cards or the game multiplication bingo. This enhances their multiplication tables. According to the students level work is assigned from various workbooks, books, and worksheets. Daily records are kept on each student stating the assignment, the grade, and any additional remarks such as "needs more work in this area", or perhaps even "the student has mastered this category". In order for a student to master any particular category he or she has to complete all the assignments and score 90 or above on the Test / Review. This being the math concepts we sometimes take a different approach and unstead of asking the student to solve these word problems they are asked to create using addition, subtraction, multiplication, and division, 10 word problems of their own. Or perhaps they are asked to draw a bar graph using certain information. This showing not only has the student learned the concept but also the student is capable of utilizing the concept.

II. Curriculum

A. Numeration

1. Place Value
2. Expanded and Standard Form
3. Rounding Numbers
4. Number Lines
5. Exponents

B. Number Sentences

1. Missing Elements
2. Ratio / Proportion
3. Unknowns
4. Inequalities
5. Order of Operation

C. Number Theory

1. Properties
2. Divisibility
3. Multiples

D. Problem Solving

1. Pre-Solution
2. One-step
3. Multi-step
4. Percents
5. Venn Diagram
6. Graphs
7.

E. Measurements

1. Time
2. Length
3. Mass
4. Capacity
5. Temperature
6. Perimeter, Area, & Volume
7.

F. Geometry

1. Angles
2. Parts of Circles
3.

G. Computer Programs

1. Auto Skills Math
2. ALS (Advance Learning Systems)

MATH COMPUTATION
TABLE #6

When a new student arrives at the math concepts table, their TABE scores are checked for fractions first thing. Then a check is done of their scores on decimals, integers, percents, exponents, and finally algebra. As each student, at their own pace, masters one category we move to the next category. They must pass the review test by at least 88% before they can move on to the next category. If they should have a difficult time with one category and are beginning to get frustrated, it helps to switch to another category for a couple of sessions to help give them a break. Giving them fresh starts so they can keep from getting bogged-down over one particular section in a category helps to keep the students from loosing interest. It is helpful to keep track of what part of each category the student is working on with their daily progress reports. According to the level students are able to work within that determines how long they are given on each category before they are required to master that particular category.

I. Fractions

A. Simplifying

1. Changing improper fractions to a mixed number
2. Changing a mixed number to an improper fraction
3. Reducing to lowest term.

B. Common Denominators

C. Adding and Subtracting

D. Multiplying and Subtracting

E. Review over all concepts learned.

II. Decimals

A. Adding and Subtracting

B. Multiplying

C. Dividing

D. Review all concepts

III. Integers

A. Learning the different signs

B. Adding then subtracting

C. Multiplying and dividing

D. Review all concepts

IV. Percents

A. Changing a decimal to a percent

B. Changing a percent to a decimal

C. Changing a percent to a fraction

D. Finding the part

E. Finding the percent

F. Finding the whole

G. Word Problems

H. Review all concepts

V. Exponents

VI. Algebra

COMPUTERS

Each rotation to the computer consists of 4 students at the computers at a time for 45-minute segments. The computer rotation is used as reinforcement rather than a teaching tool, so the student SEP's are very important in determining exactly what each student should work on in each subskill area.

Along with the SEP, each table keeps a record of each student's progress. These records are kept in their individual folders on a daily progress sheet. The folders go with each student when they change tables. This enables each tutor to know what each student is working in at all times. Along with the folders, each tutor also keeps weekly progress charts of a student's works that are discussed in our tutor meetings. These charts include areas mastered, areas currently working in, areas needing practice, and scores in each area.

When a student first comes into the class, they are given a diagnostic in all areas on the computer. This enables the computer tutor to not only place each student in proper areas, but also gives an entry level-score for records. Scores are kept on a daily basis and then recorded on a weekly basis on the attached tracking sheets.

The computer programs that are currently used are as follows:

AUTOSKILLS MATH – Automath is a comprehensive math teaching program, which breaks math down into the individual subskills – Numeration, Addition, Subtraction, Multiplication, Division, Fractions, Equations, Measurements, and Graphs. There are 8 levels of learning, from 0-12 grade skills. Each subskill level is then broken down to explain the entire level. There is a battery that gives a complete breakdown of each area the student is lacking competency in. After the battery, the student is then assigned work based on battery scores. With each level, there is a tutorial, a practice consisting in 20 questions over terms, a practice consisting of 10 questions over operations, and then a practice consisting of 5 word problems. This program is almost perfectly correlated with the subskills on Math Concepts on the TABE.

ALS – Advanced Learning Systems, a program that incorporates Mathematics, Vocabulary, Language Skills and Reading Comprehension into a program designed for the Adult Literacy Student. It also has an Authoring program in which teachers can design their own lessons which correlate specifically to the students needs. It is an invaluable tool for Laubach students as it has many lessons that cover each of the vowel sounds and consonant sounds and is equipped with audio whereby the student not only sees the letters/words, but also hears them. The math program works very well with low level math students as is uses audio and visual aides. The program used most in this classroom is the Comprehension program. Consists of hundreds of practices covering all areas and levels of Reading Comprehension such as "Fact or Opinion", "Main Idea and Details". This is a good program to reinforce the skills learned at Table 3.

DIASCRIPTIVE LANGUAGE ARTS – A program used for Language Expression and Language Mechanics. It has a diagnostic screening entry level test for each student. It is broken down into the following areas: Sentence Mechanics, Describing Words, Sentence Sense, Action Words, Naming Words and Pronouns. Each area has six levels, with level 6 competency being GED level in that particular area. The program keeps student score records which can be easily accessed, plus each lesson is designed to not let the student continue onto next level until present level is mastered.

There are also several other programs used that are correlated to the tables and their subskills. These programs are also good tools to keep track of the student's progress in various areas. The programs include "Read a Classic" which is a novel on the computer with a workbook that goes with it. It is very good for improving comprehension skills. We also have a program that flashes multiplication tables to improve Holey Test scores. Along with these programs, we have two mechanics review tests, low level and higher level, on the computer that are given on a weekly or bi-monthly basis, depending on the student's competency and level in mechanics. Occasionally, the exceptional student comes along who progresses rapidly and they are placed on the Steck-Vaughn GED 2000 program, which is a simulated GED test.

ABE

CURRICULUM

ABE Math Introduction

The goals and objectives of an ABE curriculum are to prepare students for GED level (9 – 12 grade) math concepts. Admittedly, the grade levels covered in ABE (6 – 8 grade) are not as comprehensive as literacy or GED, but they seem to be the most challenging. Part of the challenge stems from transition. When students begin to study math concepts that become application based rather than computational based, they may develop anxieties in the content area. To help alleviate some of the stress of learning new math concepts, it is important to remember the level and purpose of the ABE class

Students in ABE do not need to be taught every concept that is found in a textbook. The objective is to teach those concepts which will benefit them, and prepare them for GED math. The curriculum for ABE will show the concepts necessary to promote to the next level. For the benefit of those who review this curriculum, all of the concepts are in an order that could be followed for instruction. As with the GED curriculum, tutors are imperative for the success of an ABE program. The mastery of the concepts are evaluated with a minimum grade of 90 % correct.

ABE Math Curriculum

I. Addition, Subtraction, Multiplication, and Division
   - a.) Whole numbers – **Note**: The students must know place value.
   - b.) Decimals
   - c.) Fractions
     1. Greatest Common Factor
     2. Least Common Denominator
     3. Fractions as division problems
   - d.) Integers
   - e.) Exponents: meaning and rules for all operations
   - f.) Estimation using all operations and the content areas above.

II. Order of Operations
   - a.) Use acronym PEMDAS
     1.) Parentheses
     2.) Exponents or Square Roots
     3.) Multiplication or Division } Which ever comes first from left to right
     4.) Addition or Subtraction
   - b.) Incorporate fractions, decimals, and integers into order of operations problems

III. Equations
   - a.) Basic equations in the form of $x + b = c$, where b and c are constants.
   - b.) Multi-step equations in the form of $ax + b = c$, where a, b, and c are constants.
   - c.) Word expressions and conversion to algebraic expressions.
   - d.) Evaluation problems: $2y - 4 = 13$, when $y = -5$
   - e.) Application problems in algebra

IV. Conversions
   - a.) Percent to Decimal
   - b.) Decimal to Percent
   - c.) Decimal to Fraction
   - d.) Fraction to Decimal

e.) Fraction to Percent
f.) Percent to Fraction

V. Percents
a.) Converting application problems into equation form.
b.) Recognizing types of percent problems
1. part = (%)(whole)
2. % = part / whole
3. whole = part / %

VI. Graph Interpretation
a.) Bar Graph
b.) Line Graph
c.) Circle or Pie Graph
d.) Data Analysis

GED Math Entrance Criteria

The following concepts need to be mastered for GED math.

Addition, Subtraction, Multiplication, and Division

- Whole Numbers → Students must know place value.
- Decimals
- Fractions → Greatest Common Divisor, Least Common Multiple
- Integers
- Exponents
- Estimation in whole numbers, decimals, and fractions

Order of Operations

- PEMDAS
- Evaluation Problems → ex: $3y - 10 = 2$, when $y = -2$

Percents

Part = (%)(whole)

$$\% = \frac{\text{part}}{\text{whole}}$$

$$\text{whole} = \frac{\text{part}}{\%}$$

Conversions

Percent to Decimal, Decimal to Fraction, Fraction to Percent, Decimal to Percent, Fraction to Decimal, Percent to Fraction

Equations

Equations in the form of $ax + b = c$, where "a" is not a fraction.

Graph Interpretation

- Bar Graph
- Circle Graph
- Pie Graph
- Line Graph

I. Usage

A. Four types of sentences

1. Declarative
2. Interrogative
3. Imperative
4. Exclamatory

B. Sentence Structure

1. Phrases
2. Clauses
3. Dangling / misplaced modifiers
4. Parallelism
5. Run-ons
6. Fragments
7. Patterns
8. Inverted order
9. Compound
10. Complex

C. Subject and predicate

1. Complete
2. Simple

3. Position

4. Compound

5. Expanding

6. Agreement

7. Run-on

8. Fragments

D. Nouns

1. Definition

2. Common

3. Proper

4. Concrete

5. Abstract

6. Collective

7. Compound

8. Possessive

E. Verbs

1. Definition

2. Principle parts

a. Present

b. Present participle

c. Past

d. Past participle

e. Regular

f. Irregular

3. Phrases

a. Helping (auxiliary)

b. Main

4. Tenses

a. Present

b. Past

c. Future

d. Present perfect

e. Past perfect

5. Transitive

6. Intransitive

7. Active voice

8. Passive voice

9. Verbals

a. Gerund

b. Infinitives

c. Participle

10. Action

11. Linking

F. Pronouns

1. Definition

2 Demonstrative

3. Indefinite

4. Personal

5. Interrogative

6. Antecedent

7. Relative

8. Case

    a. Nominative

    b. Objective

    c. Possessive

9. Number

    a. Singular

    b. Plural

G. Adjectives

1. Definition

2. Proper

3. Demonstrative

4. Comparison

    a. Positive

    b. Comparative

    c. Superlative

H. Adverb

1. Definition

2. Comparing

a. Positive

b. Comparative

c. Superlative

I. Preposition

1. Definition

2. Study lists

3. Adjective

4. Adverb

5. Importance in subject/verb agreement

J. Conjunctions

1. Definition

2. Coordinating

3. Correlative

4. Subordinate (adverbial)

K. Interjection

1. Definition

2. Punctuation

L. Compliments

1. Direct Object

2. Indirect Object

3. Predicate Adjective

4. Predicate noun

5. Predicate pronoun

M. Appositives

1. Definition

2. Placement

3. Punctuation

II. Mechanics

A. Capitalization

B. End punctuation

C. Comma rules

1. Words, clauses, and phrases in a series

2. Introductory words

3. Nonrestrictive phrases and clauses

4. Mild interjections

5. Parenthetical expressions

6. Appositives

7. Direct Quotations

8. Dates/addresses

9. Salutations of friendly letters

D. Quotation marks

1. Direct quotations

2. Title of articles, chapters, short poems, and short stories

E. Apostrophe

1. Omission of letters (contractions)

2. Plural of letters, figures, symbols, and signs

3. Show possession of nouns and indefinite pronouns

F. Semicolon

1. Compound sentences without conjunction

2. Before transition words in compound sentences

3. Clearness

G. Colon

1. Lists

2. Time

3. Business salutations

4. Bible chapter and verse

H. Composition

1. Topic sentence

2. Supporting detail

3. Ordering information

4. Clustering

5. Outlining

6. Proofreading

I. Reference materials

1. Dictionary

2. Visual aids

a. Graphs

b. Maps

3. Thesaurus

I. Vocabulary

1. Synonyms
2. Antonyms
3. Homonyms
4. Homographs
5. Prefixes
6. Suffixes
7. Connotation/Denotation
8. Idioms

J. Introduction to diagraming

1. Basic sentence skeleton
2. Importance in understanding parts of speech

K. Comprehension Improvement

1. Packets
2. Books

GED

CURRICULUM

GED Math Introduction

At the Department of Corrections, education is placed in a different environment, which requires a much more flexible curriculum. Ergo, it has become necessary to build a curriculum that can accommodate most situations that may arise concerning inmates. Since GED tests are general concept criteria based for core subjects, the material can be structured in a short, concise manner that is conducive for less instruction time. A tutoring program can also be implemented to provide for the different levels of knowledge. Correspondingly, students are unique and need to have the opportunity to succeed where they have not had successes in the past.

In a GED program, students are much more likely to excel when given an opportunity to learn in a self-paced environment. Such an environment alleviates the problems of boredom; frustration with a traditionally structured classroom; and the pressure to keep up with student peers. Subsequently, many different types of motivational reward programs can be implemented in conjunction with a GED curriculum. These rewards can certainly help direct the focus of the student's energy to learning and understanding.

The goal of this curriculum is to provide a more flexible instruction and to help with the typical problems that plague students. In addition, it is imperative to provide a peer-tutoring program for students. It is very likely that these are students with few or no successes in education. This program combines those who have had positive educational experiences with those who have had otherwise. Another characteristic of this program is the most important one-on-one tutoring. By having the ability to focus on one student at a time, the possibilities of success increase right along with an improving self-concept, self-esteem, and self-confidence.

In such a curriculum as this one, the main objective is to build a knowledge base that is efficient and substantial enough to earn a GED certificate. It is not to teach a full academic year of math concepts. Understand that this curriculum will need periodic updates resulting from reviews by educational peers in mathematics. Ideally, anyone who graduates from this program should be prepared to continue his or her education in a vocational or college setting. Hence, students need to be able to pass any entrance exam provided by a higher education institution. This is not a fix-all system. The success of this program depends upon the commitment and cooperation of all those involved.

MATH OUTLINE

The following outline is currently designed to provide some consistency in cyclical-sequential learning with respect to GED math. In addition, it is geared towards preparing the students for the application format of a GED test. This is a draft copy with updates expected approximately every six months. Even so, it should provide enough information for fair consideration.

Entrance Exam

This exam should include all topics that will be mastered at the ABE level (middle school grades). At the end of this section will be a copy of what is required for entrance to GED math class.

1. **Integers**
   - Rules
   - Meaning
   - Application

2. **Exponents and Square Roots**
   - *Exponents*
     - Rules in all four operations
     - Base number
     - Integer exponents
     - Standard form
     - Evaluation
   - *Square Roots*
     - Rules in all four operations
     - Radicals
     - Radicands
     - Approximation

3. **Order of Operations (PEMDAS)**
   - Recognizing proper order
   - Concepts
   - Application

4. **Pre - Algebra**
   - Word Expressions
   - Identifying key words
   - Evaluating expressions
   - Evaluating formulas
   - Simplify rational algebraic expressions with exponents
   - Application problems

5. **Equations**
   - Adding, Subtraction, Multiplication, Division
   - Fractions in equations
   - Multi-step equations
   - Application problems

6. **Conversions**
   - Percent to decimal, Decimal to percent
   - Fraction to decimal, Decimal to fraction
   - Fraction to percent, Percent to fraction

7. **Percents**
   - Parts of a whole
   - Percents larger than 100%
   - Percents less than 100%
   - Application problems

8. **Interest Rate**
   - Formula $I = Prt$
   - Worked as an equation

9. **Angles**
   - Types
   - Angles formed by transversals
     - vertical angles
     - right angles
     - corresponding angles
   - Application problems

10. **Triangles**
    - Types and characteristics
    - Identifying angles in triangles
    - Application problems

11. **Proportions**
    - Ratios
    - Solving proportions
    - Application problems

12. **Similar Triangles**
    - Characteristics
    - Identifying and setting up proportions
    - Application problems

13. **Pythagorean Theorem**
    - Characteristics
    - Manipulating $a^2 + b^2 = c^2$
    - Application problems

14. **Perimeter, Area, Circumference,Volume**
    - Triangle
    - Square, Rectangle, Rhombus, Trapezoid
    - Circle
    - Three dimensional shapes: Cube, Rectangular Solid, Sphere
    - Application Problems

15. **Inequalities**
    - Comparison of real numbers
    - Solving inequalities
    - Application problems

16. **Graphing**
    - Parts of a coordinate plane
    - Plotting points
    - Slope, slope-intercept formula: $y = mx + b$, intercepts
    - Point-slope formula

17. **Statistics**
    - Mean, median, mode
    - Application problems

18. **Probability**
    - Meaning
    - Formula for events
    - Application problems

GED PREPARATION
FOR
WRITING SKILLS

I. Usage

A. Subject and verb agreement

1. Singular subject
2. Plural subject
3. Singular verbs
4. Plural verbs
5. Indefinite pronouns and verb agreement
    a. Singular indefinite pronouns
    b. Plural indefinite pronouns
    c. Singular/plural indefinite pronouns
6. Collective nouns and verb agreement
7. Nouns that appear plural but are singular
8. Nouns that appear singular but are plural
9. Interrupting phrases and subject and verb agreement
10. Inverted sentence order

11. Expletives

12. Objects of prepositions can not be subjects

13. Compound subjects connected by "and", "both and"

14. Compound subjects connected by "or" , "nor", "not only but also"

15. You takes a plural verb

16. Subjunctive mood and subject and verb agreement

17. The pronoun "I"

B. Verbs

1. Tense

    a. 3 primary tenses

    b. Consistency in tense of verbs

    c. Use of auxiliary verbs in tense

2. Types of verbs

    a. Action

    b. Linking

3. Principal parts of verbs

    a. Regular verbs

b. Irregular verbs

c. Auxiliary verbs and principal parts of verbs

C. Pronouns-definitions

1. Properties of pronouns

a. Person

(1) First person

(2) Second person

(3) Third person

b. Gender

(1) Masculine

(2) Feminine

(3) Neuter

c. Case

(1) Nominative

(2) Objective

(3) Possessive

d. Number

(1) Singular

(2) Plural

2. Types of pronouns

a. Personal

b. Demonstrative

c. Intensive/reflexive

d. Relative

e. Interrogative

f. Indefinite

3. Pronoun and antecedent agreement

4. Avoiding pronoun_____

a. Shifts

b. References that are vague

c. References that are ambiguous

II. Sentence structure

A. Fragments

B. Run-on sentences

C. Clauses

1. Independent

2. Dependent/subordinate

3. Relative

D. Simple sentences

E. Compound sentences/coordinating conjunctions/punctuation

F. Complex sentences/subordinate clauses/punctuation/subordinate conjunctions

G. Combining sentences

1. Dangling modifiers

2. Misplaced modifiers

H. Parallel structure/especially relating to 3 sub-topics in essays

III. Mechanics

A. Capitalization

1. Common nouns

2. Proper nouns

3. Titles of people and addresses

4. Time, dates, seasons, historical eras, etc.

B. Punctuation

1. Commas

a. Items in a series

b. Compound sentences

c. Introductory elements

d. Sentence interrupters

e. Overuse of commas

2. Sentences

a. Interrogative

b. Exclamatory

c. Declarative

3. Spelling

a. Rules

(1) Noun forms

(2) Verb forms

b. Possessives

c. Contractions

d. Homonyms

e. Commonly misspelled words

IV. Writing the Essay

A. Writing the paragraph

1. Topic sentence

2. Detail sentences

3. Transition words

B. 5 paragraphs to the essay

1. Paragraph # 1

a. Topic sentence

b. Thesis statement

c. Three sub-topic sentence (stress parallelism)

2. Generating ideas/brainstorming

3. Paragraph # 2

a. 1st sub-topic - topic sentence

b. Supporting details, examples, etc.

4. Paragraph # 3 - transition word

    a. 2nd sub-topic - topic sentence

    b. Supporting details, examples. logic, etc.

5. Paragraph # 4 - transition word

    a. 3rd sub-topic - topic sentence

    b. Supporting details, etc.

6. Paragraph # 5 - topic sentence

    a. Summarize

    b. Restate thesis and sub-topics

    c. Conclusion

V. Tons of intangibles

A. Motivation

B. Encouragement

C. Caring

D. Hard work

Oklahoma Department of Correctional Education

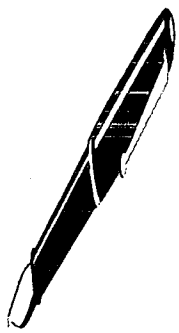
Dr. Owen Modeland,
Superintendent

2901 North Classen Blvd.
OKC, OK 73106

Phone: (405)962-6139 **Fax: (405) 962-6147**

Contents Prepared by the
Educational Staff of
Eddie Warrior Correctional Center

Dr. H. Clint Davis, Supervisor of Education
Richard Murphy, Computer Literacy
Trisha Rinehart, Special Education
Julianna Dotson, A.B.E. Math Instructor
Linda Grimes, A.B.E. Language Instructor
James Eberts, G.E.D. Math Instructor
Harold Tomlin, G.E.D. Language Instructor



Graphics Design by Tammy Jo Rice

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC®

CE079236

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: CORRECTIONAL EDUCATION: CYCLICAL CURRICULUM

Author(s): DR. H.C. DAVIS, HAROLD TOMLIN, JAMIE EBERTS, LINDA GRIMES, JUDY DOTSON, RICHARD MURPHY

Corporate Source: OKLA. DEPT OF CORRECTIONS

Publication Date: JULY 1999

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☑

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☑

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature:	Printed Name/Position/Title: DR. H.C. DAVIS SUPV. OF EDUC. - EOWCC
Organization/Address: OKLA - DEPT. OF CORR - EOWCC 400 N. OAK, TAFT OK. 74463	Telephone: 918-683-8365 FAX: 918-682-7535
	E-Mail Address: Date: 11-1-99

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address: NA
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address: NA

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Associate Director for Database Development
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: