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ABSTRACT
        This guide is designed to link New York's learning standards
with curriculum goals and objectives developed by adult education (AE)
practitioners. It includes learning standards for English language arts (ELA)
and mathematics, two areas identified by AE practitioners as the most
important for beginning adult learners. Also provided are curriculum
supplements for English for speakers of other languages and preparation for
the tests of General Education Development. "An Introduction to AE" provides
a look at the unique aspects of AE and a brief overview of where to begin--
with curriculum development, instructional planning, classroom management,
and assessment. The guide presents New York's learning standards, goals,
objectives, and examples in a one-page format that includes these components:
designation of standard (e.g., ELA 1 refers to ELA Standard 1); application
of the learning standard to AE via a goal (e.g., Adult Goal 1, a broad
statement that provides guidance in development of programs of instruction);
objectives; and examples ("skills" or "applications") that are really just
more finite or objectives at a different level. The ELA section and both
supplements are further augmented by performance profiles that include a
brief description of the students' performance and a list of 5-7 indicators
students may exhibit as they progress in their literacy development.
Appendixes include 46 organizational, print, and Internet resources and lists
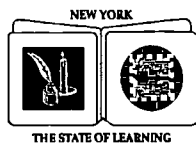of the learning standards. (YLB)

Adult Education

Resource Guide and

Learning Standards

This is the printed version of *Adult Education
Resource Guide and Learning Standards*. The
guide is a working document into which the
wisdom and expertise of New York's adult
educators will be regularly incorporated.

For additional information, contact the Adult,
Family, and Alternative Education Team, 307
Education Building, Albany, NY 12234.

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ACKNOWLEDGMENTS

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FOREWORD

New York State is engaged in a serious effort to raise standards for all students, including adult learners. The strategy for raising standards, as articulated by Commissioner Richard Mills, includes three elements:

(1)   **Setting clear, high expectations/standards** for *all* students and developing an effective means of assessing student progress in meeting the standards.

(2)   **Building the local capacity of schools/districts** to enable all students to meet standards.

(3)   **Making public the results** of the assessment of student progress through school reports.

The learning standards approved by the Board of Regents reflect the intensive, collaborative work conducted over the past few years by the State Education Department and by national groups, such as the National Center for Restructuring Education, Schools and Teaching (NCREST), the Council of Chief State School Officers, and the New Standards Project.

Learning standards have two primary dimensions. **Content standards** describe what students should know, understand, and be able to do. **Performance standards** define levels of student achievement pertaining to content. The teaching and learning which takes place in between these two dimensions is, perhaps, the most crucial element of the entire process.

The Need for Higher Standards

The effort to raise learning standards for adult literacy is linked directly to the K-12 initiative. The need for higher standards for adults and parents is evident. Research by the Rand Corporation (1996) indicates that one of the most important influences on student test scores is the level of parental education. Other research offers compelling evidence of this important link.

- Statistical profiles of schools with low or declining performance show that these schools serve comparatively high percentages of students whose parents have limited or no English language proficiency, have not completed high school, read at less than an eighth grade level, and currently receive public assistance. Most of these schools do not offer comprehensive adult education and training programs.

- The 1996 Kid's Count data indicate that 43 percent of New York State's fourth graders score below the basic reading level and 41 percent score below the basic mathematics level.

- The 1994 State Adult Literacy Survey (SALS) indicates that approximately 25 percent of all learners served in adult basic education programs function below the sixth grade reading level and 69 percent of all learners in English for Speakers of Other Language (ESOL) programs function at the lowest two levels of English language proficiency.

As New York State begins to implement new Welfare Reform legislation, the challenges for and demands on adult education will be even greater.

- Over half of adult welfare recipients do not have a high school diploma or the equivalent and more than 40 percent have limited literacy skills.

- Projections indicate that almost 50,000 recipients in our State have a disability and a large number are significantly impaired in obtaining work by disabilities resulting from alcohol and/or substance abuse.

- The new legislation requires all teen parents under age 20 who lack a high school diploma or equivalent to enroll in an approved program leading to a high school diploma or the equivalent.

- Citizenship preparation will also be in demand with as many as 200,000 legal immigrants losing eligibility for federal assistance.

The generic employability skills identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) have been incorporated by the Board of Regents into the Career Development and Occupational Studies learning standards (CDOS). Both are provided as addenda in this guide. Supplemental adult education curriculum materials are under development to link the learning standards to citizenship preparation CDOS. These will be available at a later date.

The Craft of Teaching

Adult education practitioners face a tremendous challenge. They must fuse reality into the teaching and learning process to assure that all adult learners will perform at higher levels. This presents a wonderful opportunity for educators to really examine their instructional practice, to share what it is they do each day with their learners, to work in collaboration with other teachers and students and, thereby, to grow in their own understanding of the craft of teaching.

In his book, *Teaching: Making Sense of an Uncertain Craft* (Teachers College Press, 1992), Joseph McDonald states that:

> "Real teaching . . . happens inside a wild triangle of relations –
> among teachers, students, subject – and all points of the triangle
> shift continuously."

The learning standards define the points of this triangle; they are the starting point. Assessments are simultaneously ends and beginnings; they serve both as benchmarks to ascertain what and how well students are learning and as springboards for further teaching and learning. Real teaching shifts continuously in response to the needs of students as they strive to understand the content and to demonstrate their understanding in a variety of assessment contexts.

Therefore, this resource guide has been developed to not only get within "the triangle," but also to demonstrate concretely how adult education practitioners across the state are tackling the job of standards-based teaching and learning, and to offer examples of resource/research material which can inform local curriculum development.

The Board of Regents recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, educational disadvantaged students and adult learners. It has made a strong commitment to integrating the education of all students into the total school program. The learning standards apply to all learners, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions.

A typical adult education class includes learners with a wide range of abilities who may require different pathways to enable them to learn effectively, participate meaningfully, and work toward attaining the curricular standards. Students with diverse learning needs may need accommodations for special needs or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities.

The Adult Education Resource Guide and Learning Standards has been conceptualized using these philosophical bases and what is known about the goals of adult learners. The content has been selected to address important aspects of adult literacy and adult goals as well as the teaching and learning process. It is our hope that all partners in all learning communities in New York State will find the document useful, practical, and informative.

OVERVIEW

*The Adult Education Resource Guide and Learning Stand*ards is intended to enhance programming for adults in New York State. The focus of this guide is to link New York's learning standards with the curriculum goals and objectives developed by adult education practitioners. The guide's purpose is to raise the standards of adult education in New York State with the belief that adult learners will be better prepared as parents and individuals to tackle the economic, social, and familial challenges and realities existing today.

The *Adult Education Resource Guide and Learning Standards* which follows includes the learning standards for English language arts and mathematics. These two areas were identified by adult education practitioners as the most important for beginning adult learners. Curriculum supplements for ESOL and GED are also provided.

> The resource guide is more than learning standards, goals, and objectives. As such, the section entitled "An Introduction to Adult Education" includes:
>
> ✓ A look at the unique aspects of adult education. What makes adult education different from educating children?
>
> ✓ A brief overview of where to begin -- with curriculum development, instructional planning, classroom management, and assessment.

For the veteran adult educator, this first section is a reprise, a reminder of the creativity and skill required for this most important work. New teachers and new adult educators will find the introduction to be the foundation of everything they will be doing with adult learners. Clearly, it will be the beginning of further work and study.

A Work in Progress

The *Adult Education Resource Guide and Learning Standards* is literally a work in progress. Future editions of the package will:

- Explore the workplace knowledge and skills necessary to be successful in the world of work. It will be closely linked to the *Learning Standards for Career Development and Occupational Studies* (CDOS). The remaining five standards will be addressed in an interdisciplinary approach. (A complete set of the learning standards may be found in Appendix A. For additional information about the K-12 Learning Standards documents, contact NYSED's Office of Curriculum and Instruction.)

- Include citizenship preparation as an additional curriculum supplement. Strategies and examples will be developed in collaboration with Adult, Family, and Alternative Education practitioners, students, and their families.

- Incorporate a series of collections of learning experiences. These experiences have been and will be developed by New York's adult education practitioners and reviewed and accepted as best practices by their peers.

- Address assessment by presenting a range of assessment strategies for measuring both adult learner and program achievement.

Furthering Adult Education

It is expected that the *Adult Education Resource Guide and Learning Standards* will be a major focus in New York's adult education programs. Staff development efforts will center on the utilization of the learning standards in developing and sharing learning experiences. Veteran adult educators will be updating their skills, while new teachers need information, skill building, and practice in:

- learning about the unique characteristics of adult learners
- being comfortable involving adult learners in their learning
- assessing learning styles
- designing creative instruction utilizing appropriate content
- building upon adult learners' knowledge and life experiences.

When all adult educators engage in the process to link the standards to the curriculum and create meaningful adult learning experiences, the quality of adult education and the performance of adult learners in this State will be enhanced.

The Format

The *Adult Education Resource Guide and Learning Standards* has been designed for both adult educators and adult learners. In working with adult learners, educators can refer to this guide for the learning standards, goals, and objectives. The goals and objectives are also referred to as a curriculum or a series of intended learning outcomes.

English language arts and mathematics are addressed in the main body of the resource guide. Additional intended outcomes for English for speakers of other languages (ESOL) and preparation for the tests of General Education Development (GED) are included as supplements to the curriculum. Citizenship preparation will be added as an additional supplement.

The Design

New York State's Learning Standards are the foundation of the English Language Arts and Mathematics sections of the resource guide. While not all the learning standards are found in the two main sections of the resource guide, it is expected that adult educators, in their planning, will incorporate as many of the remaining learning standards as possible, based on the adult learner's chosen path. In addition, suggestions for inclusion of the learning standards appear later in the introduction. Ultimately, the remaining learning standards will be presented in an integrated manner as appropriate for the range and diversity of adult education programming. New York State's Learning Standards encompass:

Learning Standards

- English Language Arts (ELA)
- Mathematics, Science, and Technology (MST)
- The Arts
- Career Development and Occupational Studies (CDOS)
- Social Studies
- Languages Other Than English (LOTE)
- Health, Physical Education, and Family and Consumer Sciences

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In addition to the learning standards, the curriculum (a series of intended learning outcomes) is composed of goals, objectives, and examples of expected knowledge. These outcomes are not program specific. The same goals apply whether the program meets once a week for two hours or five days a week for two hours each day. The goals are relevant to GRASP (Giving Rural Adults a School Program) as well as GED on TV. They are appropriate with culturally diverse adults as well as those with special needs. On the other hand, instruction will vary; content will vary; and the degree to which the outcomes are achieved will vary.

A Sample

The resource guide presents New York State's Learning Standards, goals, objectives, and examples as illustrated below. The following sample from the English Language Arts (ELA) section is offered as a template of this guide's organization.

<table>
<tr><td colspan="2">LANGUAGE FOR INFORMATION AND UNDERSTANDING
(1)</td><td>ELA
1</td></tr>
</table>

(2) Adult Goal 2: Learners will listen and speak to gain information and acquire understanding in personal, family, school, work and community contexts. (3) (4)	**LISTENING & SPEAKING**

OBJECTIVES	EXAMPLES
Objective A: Learners will demonstrate ability to follow and give oral directions.	-- Identify and provide essential details. -- Note and give sequence of steps accurately. ○

(1)   ELA 1 refers to English Language Arts Standard 1, *i.e.*, Language for Information and Understanding. Learning standards apply to all levels of education. All of the learning standards are presented in Appendix A.

(2)   The learning standard is applied specifically to adult education via Adult Goal 2. True to the nature of a goal, it is a broad statement that provides guidance in the development of programs of instruction. It is neither specific nor measurable in its current form.

(3)   Objectives -- statements which are focused, finite, and measurable -- are presented next. They provide direction and guidance for the development of instruction. There are several types and many levels of objectives, some more specific than others depending on their purpose. Objectives are utilized to plan instruction.

           Instruction can take many forms: lecture, small groups, computer-assisted instruction, technology and the Internet, videotapes, other distance-learning technologies, to name a few. Content can vary as well. Action for Personal Choice might be an appropriate vehicle to use in designing instruction. The communication or parenting modules in life management might also be appropriate. School-to-Work (STW) is another area often used in planning. See the resources section of this guide for further suggestions.

(4)   In each section, examples follow the objectives. The examples might also be correctly called "skills" or "applications." They are really just a more finite or different level objective. In other words, these statements are examples or subsets of the more inclusive objective.

> *"Going back to school is a big step, but the rewards you receive in the end outweigh any negative feelings you may have at this time."*
>
> --Debra A. of Genesee Valley BOCES

Adult Learner Profiles

Level 1 (Beginner)	Level 2 (Intermediate)	Level 3 (Advanced)

The English Language Arts section and both supplements of this document are further augmented by performance profiles. These performance profiles include a brief description of the students' performance and a list of five to seven indicators students may exhibit as they progress in their literacy development. The profiles are characterized differently in the sections and supplements. For example, the ESOL supplement refers to competencies instead of profiles. The mathematics section does not include performance profiles as they are considered less meaningful by mathematics teachers. Often, the most complex of mathematical tasks can be performed by knowing only the simplest of operations. Thus, in mathematics, three performance levels are difficult to address as sequential or dependent upon one another.

The profiles that are included are neither exhaustive nor extensive. They are intended as guideposts or markers which can be used to assist adult educators and adult learners in assessing their growth. To teachers new to adult literacy, these profiles are meant to be a starting point. To experienced teachers, the profiles serve as touchstones upon which curriculum or assessment standards appropriate for learners and programs can be built. More information on instruction and classroom management is provided later in this introduction. Specific learning experiences will be provided in a separate document and will further support the learning standards, the goals, and the objectives.

These profiles for literacy development should be viewed as markers along a performance continuum that proceeds from novice to expert. They are not intended as rigid constructs that become barriers to student progress and learning. Students will be at multiple points along this continuum.

> In the case of English Language Arts, for example, a student might be articulate, capable of following and presenting rather complex oral arguments. However, this student's facility with oral language may not be matched in written expression.

Expert performance indicates levels of performance widely valued and recognized by society at large. Its markers (benchmarks) are based on the work of those who excel in their field of expertise. Few reach that level of expertise, but lifelong learning means persevering on the journey.

In English Languge Arts, Dr. Martin Luther King might be looked
upon as a speaker and Toni Morrison or Anna Quindlen as writers.

The continuum is also a useful tool when considering the goal of lifelong learning. As
adults, goals are chosen and met at different times over a life span. Rarely do adults have the
luxury of the time and resources to complete an academic program all at once. This is an
important concept to keep in mind as adult educators.

Complementing the concept of "adult learner profiles," this guide also includes
photographs of and quotations from actual adult learners. In an effort to reflect the many adult
learners of New York State, the quotations and photographs were gathered from several different
programs. Hence, the authors of the quotes are *not* featured in any of the photographs. Similarly,
whereas many photographs are placed contextually, random shots are also included to reinforce
the distinctive nature of adult education: each learner is a unique individual with his or her own
experiences, needs, and goals. The images and thoughts throughout this document will help
educators keep in touch with that which is adult education -- the learners themselves.

*"They all dream different dreams. People seem the same but
they are not the same. No one is the same as anyone else so no
one in the world is just like you. You are special, there is only
one you"*

--Gladys G.

INTRODUCTION TO ADULT EDUCATION

Unique Aspects of Adult Learners

Adult education should be based on what is known about adult learners. Adult learners are not "required" to attend school; they choose to attend. They often have very specific needs when they come to a program. They may want to enroll in a job training program and, thus, need more skills in mathematics. They may want to find a better job, to read to their children, to prepare for the GED test, or to write to their families so very far away.

> *"I want to learn how to read and write. For my job and for myself. I'm too old to be stupid!"*
> --Christopher S.

Adult learners participate in multiple roles often as a parent, worker, son, daughter, and/or a community citizen in addition to their role as student. Often these roles compete with each other for their time and attention. Adult learners drop in and drop out when necessary.

Adult learners bring a variety of experiences both positive and negative to the learning environment. Many have had negative prior educational experiences which may interfere with their ability to participate. These unique aspects provide special challenges to the adult educator.

Unique Aspects of Adult Educators

Adult educators are as diverse as the learners they serve. They come from many walks of life: teachers trained in adult education, elementary and secondary teachers, tradespeople, craftspeople, health care professionals, politicians, and government workers.

Adult educators are also adult learners with all the same characteristics of the students they "teach." Remembering the "goods" and the "bads" of their own educational experiences will stand them in good stead in adult education.

This resource guide is intended to acquaint educators with the unique aspects of adult education. What are the important steps that must be taken to ensure the learners will stay? How do casual learners become lifelong learners? These steps include:

- welcoming adult learners
- assessing their needs and desires
- choosing learning standards and setting goals in concert with the learner
- developing instructional programs.
- assessing progress
- updating and continually improving programs.

Choice is one of the most important words in adult education. Adult learners choose their paths. Adult educators clearly advise and facilitate. However, honoring the adult learners' choices is a unique, integral part of adult education. These choices may not encompass all of the learning standards.

Where to Begin

This edition of the *Adult Education Resource Guide and Learning Standards* addresses the English language arts and mathematics, science, and technology learning standards. Adults may not choose to master all of these learning standards when they enter an education program. Later, however, they may enter another adult education program to further enhance their skills in English language arts and mathematics or tackle another learning standard. Or, they may enter an employment training program, again strengthening their skills. The point in adult education is that the learner comes to a program with goals and a path in mind. Cumulatively, they may achieve all the learning standards at the commencement or exit level, or they may not.

The job of teachers and counselors is to help adult learners achieve their goals by creatively using the critical educational processes -- curriculum development, instructional planning, classroom management, and assessment -- to capitalize on skills and life experiences, maximize impact, meet students' time frames, and achieve the learning standards. Instructional planning, classroom management, and assessment will each be briefly described below to provide a context for reviewing the resource guide and the curricula. Curriculum development is the focus of the remainder of this resource guide. But first, a review of the terminology:

Curriculum: A set of intended learning outcomes.

Instruction: Learning experiences or activities designed to achieve outcomes.

Assessment: The measure of outcome mastery.

Classroom Management: Orchestration of all phases of instructional planning, implementation, and delivery; also known as "creating a learning community."

Instructional Planning

Instruction, properly conceived, is an effort to assist in shaping growth. Many events and experiences in an adult learner's life also shape growth. By imaginatively incorporating the learner's experiences into instructional planning, it is possible to optimize learning. Designing learning experiences or instructional activities to build on prior experiences while meeting the adult learner's goals and needs and achieving the learning standards is what instruction is all about. An example of such planning is illustrated below.

The major purpose of the lesson in the following example is to enhance reading and writing skills utilizing an interest area for the learners, but it also speaks to the learning standard for health education, physical education, and family and consumer sciences on maintaining a safe and healthy environment.

Students have told their instructor, Marianne, of their interest in the health and safety of their children. According to the English language arts learning standards, Marianne knows that learners need lots of opportunities to read and write a wide variety of texts based on learners' interests. Marianne is also aware of the <u>Health Promotion for Adult Literacy Students: An Empowering Approach</u> *curriculum and its latest module on child safety.*

She decides to present a few options of reading activities to her students:

- *choose one topic from the list to read about as a group,*
- *all read different materials about the same topic, or*
- *read about any one of the topics at the same time.*

The adult learners decide to read the same material about child wellness and safety. To give students an opportunity to see different kinds of texts and to allow students some choice, Marianne asks the students to pick one item from the selection she has assembled on the topic of child health and safety: newspaper articles, brochure, simple short story, or a segment of the student workbook on child safety.

Marianne recalls that students should prepare for reading by activating their prior knowledge, again an English language arts learning standard. Before students begin reading, she says to them, "Tell me what you already know about child safety." She then records their responses on a flip chart, using a simple graphic organizer to make it clear. She draws a circle with the words "child safety" in it. Radiating from the circle are the students' responses.

After reading the material of their choice, Marianne leads a discussion on child health and safety. Using the sample lessons from the health promotion module, she plans further activities to reinforce the concepts.

In another example of a lesson (illustrated below), Juan comes to the adult education program with a set of goals about reading. Again, the instructional plan considers Juan's life and prior experiences. Here, as in many cases, it is possible to use the total learning community for instruction in achieving Juan's goals.

> *Juan has just come to the learning center. He is single and lives with his mother. He currently works in a school office as a clerk. He has limited time available after work and after his volunteer activities. What he would like most to do is to learn the read the newspaper. In working with Juan, the following reading goal was selected:*
>
> The learner will read and construct meaning from text using a variety of materials related to own purposes.
>
> *In interviewing Juan, it is learned that he has strong visual learning skills which can help him achieve his goal. Some examples of possible instructional activities include:*
>
> - *Juan will watch the news every night on television.*
> - *The following days, Juan will look at the newspaper for photos of the same events he saw on TV.*
> - *Once Juan has located pictures of the same events, he will look at the captions to read what they say. He may do this with a partner so they can help one another.*
> - *Next, Juan will focus on the headlines, finding the key words from the captions.*
> - *Finally, the instructor will ask Juan to look at the first paragraph of the article to find the important information. Juan will scan the paragraph for the answers to When? Where? Who? Why? and How?, and use a highlighter to highlight the answers.*

During this series of activities, Juan has moved from doing what he feels comfortable wi th -- watching TV news -- to relating this to newspaper photos, to the written words of description in the captions, and finally to reading the important first paragraph.

Note that the above instructional activities are consistent with what is known about Juan. He is visual, as are the majority of the activities. The activities are flexible, meaning they can be done in relatively little time, especially during his spare time. They can also be completed among his friends and within his home. This is an example of using the larger community for learning experiences.

This lesson is another example of how learning standards can be addressed concurrently. The above instructional activities can easily focus on the history of the United States, world history, geography, or economics. Thus, two learning standards are being attended to at the same time by, again, being creative with instructional planning.

With such creativity, even though adult learners are in programs for limited times and their goals are usually pragmatic, skilled instructional planning can broaden the learning experience. In order to select and achieve learning standards, it is necessary to become familiar with the materials available and appropriate for the adult learner. Commercial materials on the market are available to utilize in instructional planning. There are many circumstances when such "packaged" instruction is perfectly appropriate. However, adult educators are often very resourceful in tapping into their creativity and planning their own instructional activities.

The breadth of available resources for instructional planning is unending (see box for examples). Creatively harnessing these resources provides a sense of self-satisfaction, helping prevent that all-too-common condition afflicting educators: burn-out. To assist in instructional planning, SED has developed a number of programs and other resources addressing a variety of populations and issues. These can be found in the resources section, later in this guide.

Also, as part of this package, a series of collections of learning experiences will be included. The first collection consists of lessons developed by New York State's adult educators and reviewed and accepted as best practices by their peers. Collecting learning experiences, reviewing them, and selecting best practices will be an ongoing process and other volumes will become available.

Resources for Instructional Planning
-newspapers -subway maps -health brochures -advertising flyers -political advertisements -news programs -situation comedies -quiz shows -World Wide Web sites -traffic signs -music videos

Classroom Management

Another way to broaden the scope of learning standards is to look for opportunities in classroom management. This important educational process encompasses all activities contributing to making a program work.

Classroom management extends far beyond the classroom. Learning takes place at the worksite, in the home with families, with friends, in the learning center, or in the library -- to mention a few. However, the classroom is the hub where a learner's progress is planned, guided, facilitated, assessed, and documented. The care exercised in creating an inviting and safe environment for instruction to take place will go a long way to ensure that adult learners achieve their goals in a timely fashion.

<u>Addressing the Learning Standards</u>

In creating this environment, classroom management extends from greeting adult learners when they enter the room; to selecting instructional resources; to implementing the instructional plan; to organizing the room in a comfortable, non-threatening arrangement; to encouraging self-monitoring of behavior in the classroom; to settling disputes and managing differences in a respectful way. Many of these management activities provide opportunities for addressing the learning standards.

Perhaps the greatest opportunities for addressing the learning standards lie with the diversity of adult learners. As cited in a learning standard for languages other than English:

Students will develop cross-cultural skills and understanding.

Using learners from different cultures to decorate the building or room or center can be part of a series of activities that familiarize a whole group with other cultures. The classroom then not only reflects the diversity of the current learners and prospective ones, but also communicates the valuing of diversity. Activities incorporating food, dance, art, literature, and families emerge as but a few ways to facilitate cross-cultural understanding.

Another example of a learning standard -- this one for health, physical education, and family and consumer sciences -- that can, in part, be addressed through effective classroom management is:

Acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Creating and maintaining a safe and healthy environment encompasses such practices as fire drills and safety, respectful interaction and group behavior, peaceful dispute resolution, and enforcement of public health and safety laws, e.g., smoking, trash disposal. Such common classroom practices can provide a springboard for learning about broader issues of maintaining a safe and healthy environment.

The two examples above maximize the impact of common practices in classroom management. Other opportunities for addressing the learning standards abound. A working knowledge of the resource guide including the learning standards and the goals and objectives will enable adult educators to seize the opportunities.

Assessment

The skillful use of assessment makes the educational process complete and measures the achievement of the learning standards, benchmarking the skills learners already possess. Once benchmarks are pinpointed, realistic goals can be set and progress measured. This entire process must be approached in a sensitive manner.

While assessment is often characterized as a highly complex process, it need not be. It simply is a process for determining the skills a student possesses and whether instruction has been successful. As mentioned earlier, instruction is focused on the goals students have for themselves. Assessment, then, is a pathway for helping time-pressed students achieve their goals.

From standardized testing to portfolio or other authentic assessment, any number of techniques are available to determine the success of instruction. Traditionally, educators have regarded standardized testing, either norm-referenced or criterion-referenced, as the primary mode of assessment. Thankfully, authentic, performance-based assessments, such as portfolios, have become increasingly accepted as valuable measures.

The value of nontraditional assessment is recognized by teachers of adults. It is important to appreciate the apprehension of many adult learners who have failed within the traditional elementary and secondary educational system. To them, tests are still potential indicators of failure. Keeping this in mind, adult educators need to be aware of research that shows that sixty percent of learners who will drop out make that decision within the first six hours.

> **The method and approach to intake testing becomes a critical factor of the learner's decision to stay or to drop out. It is recommended that adult educators make their intake assessments as user-friendly as possible.**

So, how, as a teacher, are the adult learner's abilities benchmarked and progress measured without compromising the supportive nature of the learning environment? Perhaps, "the best approach to assessment is a holistic one, in which a broad range of information is gathered using a variety of methods. . . . The use of multiple types of measures and techniques -- particularly those that measure demonstrated, applied performances -- is recommended."[1] Several types of these measures and techniques are briefly described below.[2]

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[1] The New York State Interagency Assessment Work Group, *A Guide for Developing High-Quality, Comprehensive Assessment* (Sponsored through the New York State Education Department). pg. 15.

[2] The following two sections are based on The New York State Interagency Assessment Work Group, *A Guide for Developing High-Quality, Comprehensive Assessment* (Sponsored through the New York State Education Department).

Traditional Assessment Strategies

As stated earlier, standardized testing is the traditional assessment strategy most often used in education, both K-12 and adult. The two major types of standardized testing are norm-referenced measures and criterion-referenced measures.

- *Norm-referenced measures* compare an individual's performance to the performance of groups of people, i.e., the norm group. Presented in terms of percentiles, stanines, or grade levels, these measures show whether a student "knows" more or less than other persons in the group. The tests of General Education Development (GED) and the Scholastic Aptitude Test (SAT) are examples of this kind of standardized test.

- *Criterion-referenced measures* evaluate student performance against skills they are expected to achieve. Their progress is measured against specific criteria, such as the knowledge needed to master a specific job, life-related tasks, etc. Although less common than norm-referenced measures, many adult educators will recognize the Test of Adult Basic Education (TABE) as an example of a criterion-referenced measure.

Authentic, Performance-based Assessments

Authentic, performance-based assessments are designed to supply direct evidence of what a student is able to do in contexts that have a real work or life purpose. In other words, students supply answers, perform actions, and/or create products that demonstrate their mastery of the learning standards, goals, and objectives. Authentic, performance-based assessments, which may be considered less traditional, include:

Portfolio Assessment
> *Portfolio assessment* presents a collection of student work completed over a period of time, documenting progress. Student work might include essays, artwork, self-assessments, etc.

On-the-Job Assessment
> *On-the-job assessment* occurs as the student performs an actual job. All facets of performance -- work skills, work behaviors, interpersonal relations, etc. -- are observed.

Situational Assessment
> *Situational assessment* is also based on observation of realistic activities. This kind of assessment usually takes place in more structured environments, such as school classrooms or workshops.

Work Sample Assessment
> *Work sample assessment* involves parts of jobs taken from work settings and placed in a more controlled setting. This is most often used in vocational assessment settings where much information must be collected in a brief time.

End Product Assessment

> *End product assessment* features the completion of a project, presentation to the class, or construction of something tangible (e.g., wooden shelf, electronic circuitry) as an indicator of student mastery.

Assessment as a Continuum

Since there is such a wide range of tools and techniques available for assessment, it is possible, and even advisable, to avoid treating assessment activities as an "event." Too often, both students and teachers fall into the trap of regarding assessment as the end rather than as the means. Rather, learning and measuring should be practiced as part of the same continuum.

To understand this idea of a single continuum, it may be helpful to blur the distinction between summative and formative evaluations. To review, formative evaluation is the gathering of information in the early phases of developing a system of instruction to use for immediate feedback in modifying that system. Summative evaluation, on the other hand, is the gathering of information at the end point of a process to measure its efficacy.

If assessment is to be integrated as part of instruction, the distinction between formative and summative evaluation is less clear. For curriculum activity that is ongoing, there is no clear-cut end point. The summative evaluation would in fact "serve as a first stage of a formative evaluation for the second wave of innovation."[3]

Again, there is no need to fear the supposed complexity of assessment. Remember, assessment is more than testing. It is observing students. It is conversing with students. Any activity that demonstrates mastery, hopefully in real-life situations, is integral to assessment.

Remember, too, that students should have a say in how they will demonstrate their mastery. A student with strong writing skills may wish to include an essay of self-reflection in his portfolio, while someone with strong people skills may wish to complete a group project. Roleplaying, demonstrations, videotapes, reports, journals, illustrations, interviewing -- the list of potential tools for assessment is endless.

All of these methods provide information on whether an objective has been met. As part of the ever-changing planning of instruction, assessment is a work in progress. As creative educators, we can and do devise ways of assessment which are effective and nurturing, and give value to what learners know about life. A discussion of assessment will be developed in more detail in a separate document.

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[3] Wittrock, M.C. and Wiley, D.E., eds. The Evaluation of Instruction: Issues and Problems (New York: Holt, Rinehart and Winston, Inc., 1970), pg.206.

This introduction has been designed to provide a context for the learning standards, goals, and objectives which follow. Each of the following sections: English Language Arts, Mathematics, the ESOL and GED supplements, the resources, and the sections still to come provide a framework upon which the needs, experiences, goals, and dreams of the adult learners can become reality. Selecting these outcomes in concert with adult learners, planning instruction, managing the learning environment, and assessing mastery are the most important steps in adult education. And it all begins with the learning standards. *Adult Education Resource Guide and Learning Standards* should help you enhance and continue this most important work.

"I have good teachers who guide my efforts and give some structure to the class, some lesson plans, that build on one another that include working on reading too..."

--Rama M

"It was like someone turned a fountain on, a fountain of knowledge and said go for it. At first it was just a drop, then another drop, then another drop and another. The next thing I know it was like a river. A river of thoughts and ideas."

--Barbara G.

INTRODUCTION TO ELA

Of all the language arts, many adult educators con sider communication skills to be the missing link in learning. Without them, people may be considered illiterate. This is not because of a cognitive deficiency but, rather, a lack of engagement and involvement in the communication process. Communication is extraordinarily complex and embodies both physical and cognitive attributes, as listed below.

COMMUNICATION SKILLS

PHYSICAL ATTRIBUTES	COGNITIVE ATTRIBUTES
Hearing	Listening
Reading	Comprehending
Talking	Speaking
Writing	Composing

Often, the relationship between physical and cognitive attributes is overlooked. Physical attributes alone are ascribed as proof of learning taking place. That is not the case with any communication skill. Many students spend much of their school time hearing, not listening. Few students are listening learners. Actual communication through listening occurs through active involvement in school, work, family, and community affairs.

Composing is not copying, not handwriting, not spelling, not letters of the alphabet. Composing is encoding the abstract thought into concrete symbols which can be decoded by the writer and others. Composing may also shape informal thoughts and ideas into meaningful expression for both writer and reader. It is, again, a cognitive process requiring thinking. Learning to read begins with decoding the encoded message in a common language and moving toward making sense, comprehending the written symbols. Reading, like composing, actively engages the reader in shaping meaning, in comprehending a text.

Speaking is yet another example of a cognitive attribute. Speaking requires thinking, but it is not the same as talking. Talking requires little or no thinking.

"I was in the dark, confused, and scared. When I went to class for the first time, I had it in my mind what people were going to say when they found that I didn't know how to read or write"

--Luz A.

Many adults who enter classrooms have difficulty accomplishing these communication tasks and may be considered illiterate using an organizational definition of literacy. Therefore, it is the role of the teacher/facilitator in the adult education classroom to provide experiences that promote both narrative and organizational forms of literacy and build on diversity.

Narrative Literacy	Richard Darville defines narrative literacy as the sharing of stories that relate us to one another or to one another's experience. Narrative literacy is revealed through speaking, listening and sometimes writing that is grounded in personal and community experience and expression.

Organizational Literacy	Organizational literacy encompasses the reading, writing, and speaking tasks that relate us to one another, and to objects and events. However, needs assessment all too commonly involves a measure of organizational literacy rather than narrative literacy.

Research points out that lack of facility in organizational literacy in no way indicates a lack of cognitive ability or logic. These same adults come to us with an ability to tell stories and a personal and community dialect that should be honored in the classroom.

"It may have seemed that I was O.K., but inside I was scared...
The day I got here, I did not want to come into the building...
Then I had to walk up the   steps – one flight, two flights, and
there were more... I got to the top of the   steps and I came to the
door, and my body would not move... I just wanted to go back
home, but I said to myself, 'You came too far to stop here.'"

-Ian C.

The whole language or language experience approach to literacy development encourages instructors to begin by generating personal stories from their students. By establishing a narrative framework in the classroom, instructors lead learners along the literacy continuum toward understanding and mastery of society's dominant literacy, that is organizational literacy.

Teachers might begin by initiating an ongoing dialogue in a safe environment. This means the affective nature of listening, speaking, reading, and writing should be considered when addressing the reality of linguistic diversity in the student population. Immediately, learners should be understood and accepted in the context of their own lives. Teachers should listen to the emotional clues provided by their students the first day they enter the classroom and speak to the common experiences that unite everyone as human beings. Imposing standardized forms of expression on adult literacy students who have a great emotional investment in their cultural dialect may set the stage for resentment between learner and instructor, an anathema to both the learning process and to individual student empowerment.

"I learn to read and write it took me 5 years. It took me very long time. I feel very good learning to read and write. This has made life different, more exciting. At one point I was desperate, and confused, and felt that I could never learn or have a life of my own."

--Gilbert S.

Once students feel safe, the teacher can easily expand upon the original student -generated dialogue. Here the learners tell their own stories of what it means to be and become literate. They may create characters who are considered effective communicators within their personal and community realms, yet who falter with requirements of organizational literacy such as reading a contract, or identifying the correct grammatical structure of a sentence. They may ask what impact this has on someone's life and explore other available choices.

In this way, instructors and students can operate from a position of learner strengths. Together, they can find ways to combat the fear and inadequacy associated with coping with the everyday demands of self-sufficiency. Providing students with a vehicle for expressing the emotions associated with exclusion while, at the same time, helping them acquire the skills they need to gain access to these institutions may in itself provide the mechanism for real change.

As teachers lead students along the continuum between narrative and organizational literacy, they must recognize that ultimately students will decide how far they wish to take the journey. Not all students wish to master standardized English; their communication goals are as individual as the human fingerprint. While it is important to understand that students who do not have access to standardized English are less likely to succeed economically than their peers who do, they can only be armed with the knowledge and skills to make choices for themselves. The dialogue may become the means for learning and inquiry for both student and teacher.

"I want to understand my children when they speak English to each other and to their friends. I want to be part of their new lives here."

--Mei Ying T.

Student Profiles for ELA

The profiles for the English language arts curriculum indicate performance levels for beginning (Level 1), intermediate (Level 2), and advanced (Level 3) adult students. In applying these levels within an adult literacy program, they may be thought of in this way:

Level 1	Level 2	Level 3
New or beginning readers and writers (ABE)	Pre-GED	GED

These profiles for literacy development should be viewed as markers along a performance continuum that proceeds from novice to expert. They are not intended as rigid constructs that become barriers to student progress and learning. Students will be at multiple points along this continuum.

LISTENING & SPEAKING

The English language arts learning standards are presented in three major sections: Listening & Speaking, Reading, and Writing. Each standard is repeated as appropriate in each section to help demonstrate the interrelevancy of the standards at the K-12 level to the three adult levels.

READING

WRITING

"I'm like most people. I didn't realize that I have a book or two in me. Well maybe not. All you have to do is write about it. Not talk about it. You may even be able to write a book, a little book."

--Barbara G.

English Language Arts

ADULT GOAL	LEARNING STANDARD	
Adult Goal 1. *Learners will listen and speak for social interaction in personal, family, school, work, and community contexts.*	ELA 4	Language for Social Interaction
Adult Goal 2. *Learners will listen and speak to gain information and acquire understanding in personal, family, school, work, and community contexts.*	ELA 1	Language for Information and Understanding
Adult Goal 3. *Learners will listen and speak for critical analysis and evaluation in personal, family, school, work, and community contexts.*	ELA. 3	Language for Critical Analysis and Evaluation
Adult Goal 4. *Learners will listen and speak for personal pleasure and satisfaction in personal, family, school, work, and community contexts.*	ELA 2	Language for Literacy Response and Expression

Language for Social Interaction

Adult Goal 1: Learners will listen and speak for social interaction
in personal, family, school, work, and community contexts.

OBJECTIVES	EXAMPLES
Objective A: Learners will practice the elements of appropriate listening and speaking in conversation with individuals and small and large groups.	- Use language appropriate to purpose, occasion, and audience -- differentiating between formal and informal interaction. - Identify social cues that indicate when to speak and when to listen and avoid interrupting others. - Relate ideas to personal experiences or prior knowledge. - Respect the speaker's unique or different manner of communicating and obtain meaning despite unusual accent, alternate means of speaking, or vocal quality. - Offer ideas related to the topic. - Respond to listeners' needs and reactions. - Use "I" messages in reflection from listener to speaker. - Make relevant and coherent statements either to initiate a conversation or to respond appropriately. - Seek clarification, if necessary, by asking questions. - Paraphrase and summarize to clarify. - Explain and clarify meaning of ideas. - Contribute to groups with ideas, suggestions, and effort. - Seek to reach common ground in conflict situations.

Language for Information and Understanding

Adult Goal 2: Learners will listen and speak to gain information and acquire understanding in personal, family, school, work, and community contexts.

OBJECTIVES	EXAMPLES
Objective A: Learners will demonstrate ability to follow and give oral directions.	• Identify and provide essential details. • Note and give sequence of steps accurately.
Objective B: Learners will demonstrate ability to listen for and relate essential information.	• State ideas clearly. • Support ideas with relevant details. • Identify ideas either directly stated or implied. • Clarify the relationships between ideas.
Objective C: Learners will demonstrate ability to identify and use critical thinking and problem-solving skills.	• Identify and describe a problem under consideration. • Provide clear and complete information about the problem. • Anticipate speaker's line of reasoning. • Identify conflicting or missing information in order to seek clarification. • Obtains information from existing sources or creates it. • State tentative hypotheses and predict possible outcomes. • Use a clear line of reasoning to develop solutions. • Suggest one or more possible solutions. • List pros and cons. • Select a solution. • Try the solution and assess it. • Try another solution, if previous one does not work.

Language for Information and Understanding

Adult Goal 2 (continued): Learners will listen and speak to gain information and acquire understanding in personal, family, school, work, and community contexts.

OBJECTIVES	EXAMPLES
Objective D: Learners will demonstrate ability to interpret and use nonverbal cues, such as body language and visual aids, that contribute to an oral message.	• Use appropriate facial expressions, eye contact, gestures, and posture to reinforce oral message, appreciating that facial expressions differ by culture. • Recognize relationship between what is seen and what is said. • Interpret posture, facial expressions, and gestures displayed by speaker.

"Yesterday I had a test about the five Great Lakes. First, I had to say them. Then I had to show on a map where the Great Lakes were. After that, I had to spell their names. It wasn't easy but I did it. It made me feel good about myself."

--Beatrice L.

Language for Critical Analysis and Evaluation

Adult Goal 3: Learners will listen and speak for critical analysis and evaluation in personal, family, school, work, and community contexts.

OBJECTIVES	EXAMPLES
Objective A: Learners will demonstrate ability to formulate and express judgments about content, organization, and delivery of oral communication.	• Select and present ideas that are appropriate to purpose and audience. • Judge quality of content and delivery based on needs of audience, purpose, and context. • Form judgments about appropriateness of ideas used in meeting requirements of purpose and audience. • Evaluate influence of delivery on content. • Organize presentation so ideas and information are clear. • Enhance delivery by effective use of voice, language, posture, gestures, and visuals.
Objective B: Learners will demonstrate ability to evaluate and state their opinions, personal preferences, and values.	• Judge relevance of statements in relation to topic. • Judge appropriateness of reasons, examples, or details used to support statements. • Make statements based on opinions, personal preferences, or values. • Communicate thoughts, feelings, and ideas to justify a position.

Language for Critical Analysis and Evaluation

Adult Goal 3 (continued): Learners will listen and speak for
critical analysis and evaluation in personal, family, school, work,
and community contexts.

OBJECTIVES	EXAMPLES
Objective C: Learners will demonstrate ability to evaluate and use persuasive techniques.	• Identify fallacies of logic that lead to unsupported conclusions. • Discriminate between an apparent message and a hidden agenda. • Convince an individual or group, e.g., responsibly challenging existing procedures, policies, or authority. • Use body language, gestures, and visuals to increase impact of presentation. • Exhibit self-control and respond to feedback unemotionally and nondefensively.
Objective D: Learners will demonstrate ability to evaluate and present ideas and information transmitted by non-print media, visual aids, and other technologies.	• Use appropriate visual aids, non-print media, and other technologies to enhance intended message. • Evaluate impact of medium on the message. • Compare information from print and non-print media such as a news story in a newspaper and on television.

*"Today in class I read about Dr. Martin Luther King, a very
important man to us. It felt great."*
--Ricardo M.

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Language for Literacy Response and Expression

Adult Goal 4: Learners will listen and speak for personal pleasure and satisfaction in personal, family, school, work, and community contexts.

OBJECTIVES	EXAMPLES
Objective A: Learners will listen to and share personal experiences, stories, and drama.	• Give full attention to oral presentation or performance. • Identify details or examples that are appealing or interesting. • Create an emotional response by relating or interpreting personal experiences, stories, or a drama.
Objective B: Learners will appreciate and orally interpret sounds, words, imagery, repetition, rhyme, and rhythm patterns in language.	• Identify and use sounds and words to create images. • Interpret and use figurative language effectively. • Identify and use repetition and rhyming patterns which create an emotional or aesthetic effect.

"I never gave up studying English. I did not have any chance to speak English because I worked in a Chinese factory. I always said to myself that one day I would speak good English, but I always was impatient with myself. I felt ashamed and awkward when I spoke English with my friends."

--Syinta C.

Student Profiles

The profiles for the English language arts curriculum indicate performance levels for beginning (Level 1), intermediate (Level 2), and advanced (Level 3) adult students.

Level 1

Listeners/Speakers may:
- speak a variety of English forms that reflect both personal and community dialects.
- demonstrate limited mastery of the standardized English form, i.e., phonology (sounds), grammar, and sentence structure.

They may not differentiate between hearing and listening, and not realize the importance of listening to effective communication. Although these students may not exhibit a rule-based manner of speaking, they may have an unconscious awareness of these standardized English forms through daily immersion in the classroom and continuous exposure to the media, i.e., television, radio, film.

Level 1 Listeners/Speakers should be able to:
- repeat a line or phrase that someone reads aloud.
- follow a simple set of oral directions.
- ask the teacher a question.
- share a personal story.
- listen to a poem.

Level 2

Listeners/Speakers may:
- understand listening is an acquired skill.
- demonstrate an ability to attend to the content and meaning of oral communication.

In addition, some evidence of critical thinking and problem solving will emerge at this intermediate level. Some mastery of standardized English is evident, but students will demonstrate a greater facility in and strong preference for their personal and community dialect.

Level 2 Listeners/Speakers should be able to:
- paraphrase and summarize to clarify.
- note and give sequence of steps accurately.
- identify and describe a problem under consideration.
- select and present ideas that are appropriate to purpose and audience.
- demonstrate a sensitivity to nonverbal cues.
- create an emotional response by relating or interpreting personal experiences, stories, or a drama.
- master critical thinking and problem-solving techniques.

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Student Profiles

Level 3

Listeners/Speakers show a movement toward mastery of the standardized English form. At this level, they may:

- demonstrate the ability and the confidence to make dialect shifts appropriate to purpose and audience.
- continue to make numerous errors, but the difficulty level of the error will be proportionate to the high level of risk taken by these more accomplished students.

The profile of students exiting this level should include an ability to listen and speak for critical analysis and evaluation in a variety of contexts.

Level 3 Listeners/Speakers should be able to:

- clarify the relationships between ideas.
- use a clear line of reasoning to develop solutions.
- formulate and express judgments about content, organization and delivery.
- evaluate and use persuasive techniques.
- interpret and use figurative language effectively.

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ENGLISH LANGUAGE ARTS

ADULT GOAL	LEARNING STANDARD	
Adult Goal 1. *Learners will prepare for reading by activating prior knowledge and drawing upon personal experience.*	**ELA 2**	Language for Literacy Response and Expression
Adult Goal 2. *Learners will read and construct meaning from text using a variety of materials related to own purposes.*	**ELA 1**	Language for Information and Understanding
Adult Goal 3. *Learners will apply reading skills in contexts of home, work, education, community, personal affairs, and pleasure.*	**ELA 1**	Language for Information and Understanding
Adult Goal 4. *Learners will develop and expand learning strategies.*	**ELA 3**	Language for Critical Analysis and Evaluation
Adult Goal 5. *Learners will utilize critical thinking skills in reading for school, work, and pleasure.*	**ELA 3**	Language for Critical Analysis and Evaluation

Language for Literacy Response and Expression

Adult Goal 1: Learners will prepare for reading by activating prior knowledge and drawing upon personal experience.

OBJECTIVES	EXAMPLES
Objective A: Learners will set personal goals for reading.	• Choose texts based on specific goals and interests. <u>Note</u>: goals and interests may change during instructional period, especially when there is an increase in reading proficiency. • Relate texts to their own lives and experiences. • Develop an understanding of the diverse social, historical, and cultural dimensions the texts represent. • Identify various types of reading materials that correspond to reading purposes such as reading to learn and reading to perform for home, work, community, personal affairs, and pleasure.
Objective B: Learners will use pre-reading strategies.	• Use pictures, sub-headings, differences in print types, and reading questions. • Scan texts for familiar and unfamiliar words and concepts. • Generate guiding questions to prepare to understand meaning. • Anticipate and predict content such as guessing the message of a newspaper article by reading the headline. • Determine organization of text. • Choose pages to read by consulting index or table of contents. • Develop an appropriate reading rate. NOTE: Most ABE students need to increase reading rates, but some students read too quickly and must decrease reading rates.

Language for Information and Understanding

Adult Goal 2: Learners will read and construct meaning from text using a variety of materials related to own purposes.

OBJECTIVES	EXAMPLES
Objective A: Learners will develop reading comprehension strategies.	• Relate prior knowledge and experiences to new information. • Draw references from beginning and ending segments. • Answer questions formulated during pre-reading such as prediction or confirmation. • Accurately assesses own knowledge, skills, and abilities. • Read to learn in order to expand knowledge base. • Recall important details and concepts from text. • Determine the author's purpose and point of view such as to entertain, inform, or persuade. • Comprehend information presented in charts, tables, graphs, and maps.
Objective B: Learners will use a variety of strategies, when needed, to identify unfamiliar words and to construct meaning.	• Use sight vocabulary including survival words. • Use phonic, syntactic and semantic cues to decode unfamiliar words. • Recognize root words. • Use contextual clues and word clues to infer the meaning of unfamiliar words. • Determine the meaning of an unfamiliar word using definition clues, example clues, synonym clues, and antonym clues. • Use common affixes to read unfamiliar words.

Language for Information and Understanding

Adult Goal 2 (continued): Learners will read and construct meaning from text using a variety of materials related to own purposes.

OBJECTIVES	EXAMPLES
Objective B (continued): Learners will use a variety of strategies, when needed, to identify unfamiliar words and to construct meaning.	NOTE: Readers of all levels will be able to use all of the above strategies. However, non-readers and beginning readers will also: • Build sight vocabulary of "survival" words for home, work, education, community, personal affairs, and pleasure. • Discriminate visually between upper and lower case letters. • Recite alphabet in proper sequence. • Recognize rhyme. • Segment and blend phonemes. • Use letter-sound relationships. • Recognize word patterns. • Dictate text to be used for reading (language experience approach).
Objective C: Learners will use critical thinking and decision-making skills when reading.	• Select and analyze information. • Assess validity and accuracy of information given in text. • Judge authenticity of text. • Evaluate effectiveness of text.

"I didn't stay in school because I couldn't read as good as the kids in my class. I was always reading lower level books, and I felt left out and stupid."

--Daisy C.

Language for Information and Understanding

Adult Goal 3: Learners will apply reading skills in contexts of home, work, education, community, personal affairs, and pleasure.

OBJECTIVES	EXAMPLES
Objective A: Learners will read in order to accomplish specific tasks.	• Read instructions and apply them to filling in forms, repairing objects, taking medicine, following recipes, and so forth. • Read in order to pass a test in the context of work and education. • Read in order to assist a child with schoolwork. • Read to facilitate personal development. • Read to research job opportunities and community resources. • Read to better job performance.
Objective B: Learners will determine if purpose for reading has been satisfied.	• Summarize ideas, concepts and information based on reading. • Formulate solutions and make decisions based on informed judgment. • Apply and relate text to own cultural context. • Discuss text with peers, teachers, family members, co-workers, and others. • Transfer knowledge from reading to new learning and situations.
Objective C: Learners will apply reference strategies.	• Identify and use parts of books, magazines, and newspapers such as table of contents, index, copyright page, glossary, preface, and so forth. • Use dictionary skills including employment of guide words and cross-referencing to find definitions of unfamiliar words or phrases. • Use encyclopedias, telephone books, periodical indexes, manuals, and other reference materials to locate information.

Language for Critical Analysis and Evaluation

Adult Goal 4: Learners will develop and expand learning strategies.

OBJECTIVES	EXAMPLES
Objective A: Learners will enhance study strategies.	• Identify own personal style of learning and studying. • Set goals for studying and rank in order of importance. • Organize study time, allocating time to other required activities. • Apply study strategies such as notetaking, underlining, story mapping, and mnemonics. • Use typographical aids in reading such as major headings, sub-headings, italics, numerals, illustrations, figures, and various fonts and ink colors. • Monitor progress and revise goals if necessary.
Objective B: Learners will check own comprehension and change strategy when text does not make sense.	• Monitor and adjust reading rate as needed. • Reread text when necessary to improve comprehension. • Ask questions to improve comprehension and other reading skills. • Divide the reading task into manageable parts.

"When my daughter is awake I get her, sit her on my lap, and get a book, and start to read to her. She sits right still and listens. I think reading is good for my child."

--Mary B.

Language for Critical Analysis and Evaluation

Adult Goal 5: Learners will utilize critical thinking skills in reading for school, work, and pleasure.

OBJECTIVES	EXAMPLES
Objective A: Learners will develop and expand interpretive and analytical skills.	• Analyze author's use of language and text characteristics. • Distinguish between fact, opinion, and "gray areas" in written text. • Distinguish between information contained and not contained in the text. • Distinguish between personal point of view and biases, and those of the author. • Interpret author's style of writing such as narrative, persuasive, descriptive, and expository. • Identify cause and effect relationships. • Draw comparisons and contrast ideas. • Make sense of and appreciate literary devices in text. • Use knowledge of affixes, idioms, and colloquialisms to infer the meaning of an unfamiliar word or phrase. • Make connections within a text. • Make generalizations based on information in charts, tables, graphs, and maps. Learners will enhance study strategies.

"I look around the class and I see a lot of books. There are books to the <u>left</u> side. Books to the <u>right</u> side. There are books all around me."

--Ricardo M.

The profiles for the English language arts curriculum indicate performance levels for beginning (Level 1), intermediate (Level 2), and advanced (Level 3) adult students.

Level 1

Level 1 Readers are only beginning to tap prior knowledge and apply it to what they read, so they may lack the confidence to make their own meaning from written text. These students are generally unfamiliar with strategies for:

- developing vocabulary
- improving reading comprehension
- using higher-order thinking skills.

Level 1 Readers may not be aware that texts and purposes for reading vary. They may not be familiar with the conventions of written language, either in presentation (basic word structure, sound-symbol relationship, graphic and meaning relationship) or in concept formation (object names, category names, concrete versus abstract).

Level 1 Readers should be able to complete the following:

- translate words to sounds
- follow directions written in monosyllabic words in simple sentences
- answer a question with the exact words from the text
- Display intermittent control of grammar, mechanics, and syntax
- distinguish fact from opinion in a tabloid newspaper
- read directions on a medicine bottle
- read health and safety postings in a workplace
- read aloud to children using literature written primarily for young children.

"My goal is to be healthy when I am old. I must learn how to read and spell so that when I read about health I know what it means."

--Manual K.

Level 2

Level 2 Readers understand that texts and purposes for reading vary. They have a moderate amount of reading experience, but exhibit a preference for oral reading. Sight vocabulary has been established and knowledge of sound-symbol relationships can be used. These students understand the nature of concepts and can distinguish between an abstract and a concrete idea. Although these students may draw from prior knowledge, they may not distinguish between information they know and information the author intended to relay.

These students display greater self-confidence when reading, but still apply knowledge of pre-reading strategies inconsistently. Strategies for developing vocabulary, improving reading comprehension, and using higher-order thinking skills are familiar to these students, but may not be used accurately or consistently. Critical thinking, decision-making, and problem-solving skills can be improved with the foundation of reading skills developing at this level.

Level 2 Readers should be able to:
- read in chunks
- paraphrase a text
- use context clues to identify unfamiliar vocabulary
- interpret and analyze information in local newspapers
- assist others with content area homework
- use charts, tables, graphs and maps
- demonstrate simple test-taking strategies.

Level 3

Level 3 Readers can distinguish between different types of text and set their own personal goals for reading. They can apply different reading strategies to different kinds of texts although the application of these strategies may still need improvement.

These readers have had significant exposure to written language and feel confident about their ability to make meaning from written text. At this level, students draw on life experience to understand text and display a preference for silent reading. Strategies for developing vocabulary, improving reading comprehension, and using higher-order thinking skills are used confidently, if not always accurately.

Level 3 Readers should be able to complete the following:
- use context clues to define unfamiliar vocabulary
- generate questions from a topical science or social studies article
- summarize and interpret information in more difficult magazines and newspapers
- read technical manuals with assistance
- assist their children with SAT preparation materials
- apply interpretative and analytical skills to visual stimulus materials
- employ a variety of test-taking and "learning to learn" strategies.

ENGLISH LANGUAGE ARTS

ADULT GOAL		LEARNING STANDARD
Adult Goal 1. *Learners will write a variety of texts for diverse purposes, both personal and otherwise.*	**ELA 1**	Language for Information and Understanding
Adult Goal 2. *Learners will have an understanding of the writing process.*	**ELA 2**	Language for Literacy Response and Expression
Adult Goal 3. *Learners will use knowledge of the conventions of writing to write effectively.*	**ELA 2**	Language for Literacy Response and Expression
Adult Goal 4. *Learners will find pleasure and satisfaction in the writing process.*	**ELA 2**	Language for Literacy Response and Expression
Adult Goal 5. *Learners will demonstrate an understanding of qualities of good writing.*	**ELA 3**	Language for Critical Analysis and Evaluation
Adult Goal 6. *Learners will assess personal growth as a writer.*	**ELA 3**	Language for Critical Analysis and Evaluation

Language for Information and Understanding

Adult Goal 1: Learners will write a variety of texts for diverse purposes, both personal and otherwise.

OBJECTIVES	EXAMPLES
Objective A: Learners will write for different purposes.	• Write to satisfy personal and family writing needs. • Write to satisfy own or children's schooling and community needs. • Write to satisfy work needs, communicating thoughts, ideas, information, and messages.
Objective B: Learners will write a variety of texts using different forms of writing.	• Write notes, personal and formal letters, stories, poems, journal entries, invitations, and other forms of writing for a personal-, school-, or community-related context. • Write documents such as letters, directions, manuals, memos, reports, forms, a resume, and other types of written expression for a work-related context.
Objective C: Learners will write a variety of texts using different methods of development.	• Write to express personal feelings, reactions, values, interests, or attitudes in texts such as a friendly letter, a poem, a response to literature, and an autobiographical sketch. • Write to narrate a fictional story or account of real events such as a short story, a fable, a folktale, a skit, a script, and a story of personal experience. • Write to explain factual information understandably in texts such as directions, a book report, a news article, a caption, an invitation, a business letter, a research report, and a telegram. • Write to persuade change in the opinion or actions of the audience in texts such as an editorial, a speech, an essay, an advertisement, and a review of a book, play, or movie.

Language for Information and Understanding

Adult Goal 1 (continued): Learners will write a variety of texts for diverse purposes, both personal and otherwise.

OBJECTIVES	EXAMPLES
Objective C (continued): Learners will write a variety of texts using different methods of development.	• Write to describe images or impressions vividly in texts such as a composition depicting a real or imaginary event or comparing and contrasting places of interest, a classified ad, and an advertisement or the personals' column. • Write to expand personal knowledge on subjects of interest in texts such as research reports, personal journals, journal entries in reaction to reading materials, family histories, and investigative articles.
Objective D: Learners will write a variety of texts with an understanding of tone.	• Write using a personal tone in texts such as a friendly note and letter, a love letter, a personal journal entry, and a telephone message to a family member. • Write using a formal tone in texts such as a resignation letter, a resume cover letter, and a letter to a school principal.
Objective E: Learners will write a variety of texts with an understanding of audience.	• Write to self or family members in texts such as a journal entry, a personal narrative, a note to remember something, and a learning log. • Write to others in school or community in texts such as a piece for a learner anthology, a letter to a community board or newspaper editor, a book report, a formal essay, and an article for a school newsletter. • Write to individuals at work in texts such as a memo to co-workers or a supervisor, a resume cover letter, a telephone message, a business letter to a customer and a business report.

Language for Literacy Response and Expression

Adult Goal 2: Learners will have an understanding of the writing process.

OBJECTIVES	EXAMPLES
Objective A: Learners will recognize that writing is, most importantly, a meaning-making process.	• Compose with the intent to communicate ideas to others. • Recognize the difference between handwriting, spelling, and composing. • Use mechanics or conventions of writing to help clarify meaning.
Objective B: Learners will recognize that writing is a recursive process that involves rehearsing, drafting, revising, and editing stages.	• Explore writing topics or prewrite before drafting. • Draft with the knowledge that text need not be complete. • Revise text to clarify meaning. • Edit text to remove mechanical errors and make suitable for distribution or publishing. • Move between writing stages recursively.
Objective C: Learners will use strategies which assist in the writing process.	• Use strategies for rehearsing writing topics such as outlining, brainstorming, making mental and written lists, drawing and using graphic organizers. • Use strategies for drafting such as free writing or writing without concern for appearance or proper use of mechanics or correct spelling. • Use strategies for revising such as asking for feedback from peers and teachers, reading with an author's eye, starting pieces over again, adding, deleting, expanding, inserting, and using notations on drafts such as arrows to indicate changes.

Language for Literacy Response and Expression

Adult Goal 2: (continued): Learners will have an understanding of the writing process.

OBJECTIVES	EXAMPLES
Objective C: (continued): Learners will use strategies which assist in the writing process.	• Use strategies for editing such as checklists, reading with an editor's eye, read aloud, use a dictionary, and look at conventional writing models in books. • Use strategies for spelling such as sound out words, keep a personal log of frequently misspelled words, use a dictionary while editing, and use the memorizing strategies.
Objective D: Learners will recognize the importance of revising texts to bring them to completion.	• Identify when texts need revising. • Revise a wide variety of texts for different purposes such as clarity, style, tone, and audience. • Revise texts sufficiently to prepare for editing. • Use word processing software to add, delete, and move text • Assist others in edit of text.
Objective E: Learners will use computer technology to assist in the writing process.	• Use word processing software to draft, revise, and edit texts. • Use spell-checking features in word processing software to edit texts for spelling errors. • Use grammar check, if available, to check accuracy of sentence structures. • Format and lay out texts in a variety of ways with word processing software to make texts suitable for publication. • Design illustrations with graphics to enhance text.

Language for Literacy Response and Expression

ELA 2

Adult Goal 3: Learners will use knowledge of the conventions of writing to write effectively.

OBJECTIVES	EXAMPLES
Objective A: Learners will edit texts for proper use of mechanics.	• Edits for correct information, appropriate emphasis, and form. • Edit texts for correct use of periods, commas, semicolons, colons, and quotation marks. • Edit texts for proper use of capitalization. • Edit texts for correct use of possessives and contractions.
Objective B: Learners will edit texts for proper usage.	• Edit texts for correct subject-verb agreement. • Edit texts for proper use of verbs and tenses. • Edit texts for correct use of pronoun references.
Objective C: Learners will edit texts for proper use of sentence structure and organization.	• Edit texts for sentence fragments. • Edit texts for run-on sentences. • Edit texts for correct use of parallel structure. • Edit texts for correct use of paragraphs.

"Never once has anyone ever wanted to put something I wrote in the paper.   Just the thought makes joy and happiness come to my heart."

--Elaine D.

Adult Goal 4: Learners will find pleasure and satisfaction in the writing process.

OBJECTIVES	EXAMPLES
Objective A: Learners will write independently and without prompting.	• Write to learn about self in texts such as personal journals and diaries. • Write to express self in poems, fiction, plays, and other writing for personal pleasure.

"My first day and it looks good so far! We are all writing and talking and feeling good about coming here."

--Ricardo M.

Language for Critical Analysis and Evaluation

Adult Goal 5: Learners will demonstrate an understanding of qualities of good writing.

OBJECTIVES	EXAMPLES
Objective A: Learners will use literary devices for appropriate effect.	• Use dialogue to reveal a characterization. • Use leads effectively. • Use written language playfully. • Use figurative language and imagery for appropriate effect. • Create a desired mood. • Appeal to emotions of the reader. • Sequence events to advance plot. • Use literary devices such as flashbacks, plot twists, foreshadowing, and surprise endings for effect. • Use metaphor and analogy.
Objective B: Learners will write effective business communications.	• Write clear, effective memos. • Write business messages that can be read and understood. • Write business letters that exhibit an apparent subject and make a clear point.
Objective C: Learners will use models of effective essay writing.	• Reason soundly from premise to conclusion in writing. • Identify, early in writing, the problems and/or issues presented by the subject discussed. • Possess a clear subject and make clear points about the subject in writing. • Exhibit a clear purpose rather than a mere mechanical effort. • Write with a clear organizational plan.

Language for Critical Analysis and Evaluation

Adult Goal 6: Learners will assess personal growth as a writer.

OBJECTIVES	EXAMPLES
Objective A: Learners will use strategies to assess progress in writing.	• Collect writing (drafts, revisions, edited pieces, journal entries) in a folder for self-examination. • Assemble a portfolio of writing based on self-identified criteria such as most significant, most difficult, or best pieces. • Compare journal entries to assess progress as a writer. • Discuss progress with peers and teacher. • Write about personal progress in a narrative.

"I thought everything had to be in place, the first time you write it. That spelling had to be just so. That every period, comma, question mark had to be in its place. Then someone told me that the best writers are the worst spellers. Well, let me tell you that's all I needed to know. That seemed like it just opened up the gates, the gates of words and language."

--Barbara G.

Student Profiles

The profiles for the English language arts curriculum indicate performance levels for beginning (Level 1), intermediate (Level 2), and advanced (Level 3) adult students.

Level 1

As beginning writers, Level 1 writers need consistent practice in composing pieces that have meaning for themselves and others. They may have difficulty with the physical act of writing, i.e., forming letters, and may not be aware of the variety of purposes and audiences for writing. These students may not be familiar with the conventions of writing (grammar, mechanics, syntax) and with strategies for the composing process (rehearsing, drafting, revising, editing).

Level 1 Writers should be able to:
- use the tools of writing (pen and paper, computer)
- risk writing notes, personal letters, stories, poems or journal entries
- use a limited number of prescribed writing strategies or methods of development
- compose with a limited awareness of audience
- display some understanding of writing as a recursive process
- display intermittent control of grammar, mechanics and syntax
- display with assistance the ability to edit texts for proper usage.

Level 2

Level 2 Writers will experiment with composing for a variety of purposes and audiences. These students frequently apply an understanding of the writing process as they compose and display a more consistent control of writing conventions. As a result of increased self-confidence, these students may take greater risks with the writing conventions; teachers should note that an increase in student errors may be directly proportionate to these risks.

Level 2 Writers should be able to do the following:
- risk composing for unfamiliar purposes and audiences
- use writing strategies or methods of development appropriate for various writing tasks
- rehearse, draft, revise and edit with some assistance when composing
- become familiar with external criteria for the assessment of their writing.

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Student Profiles

Level 3

Level 3 Writers consistently demonstrate the ability to write for a variety of purposes and audiences. They apply the standard conventions of writing to their compositions. Their completed pieces of writing are varied in style, form and structure, and often display evidence of critical thinking and problem solving.

Level 3 Writers should be able to do the following:
- write comfortably for a variety of purposes and audiences
- select appropriate writing strategies or methods of development appropriate for various writing tasks
- rehearse, draft, revise and edit when composing
- apply external criteria to the assessment of their writing.

Subway Station
By Sue Machlin

On the way to
my writing class
I saw a man
washing the white
tile wall
of the 28th Street
Subway Station
and whistling
Kumbaya, boys, Kumbaya
di da da da da da da

When the train came
I left him
wondering. . .
and whistling. . .
and wrote it in
my journal to
share
with the class
and show them
how one can find
poems anywhere.

INTRODUCTION TO MATHEMATICS

As discussed at the beginning of this document, certain skills are interwoven among all levels of a content area and not specific to a certain grade level. Therefore, a spiralling curriculum can broaden a fund of knowledge by returning to a concept on increasingly higher levels and extending understanding through exploration in greater depth.

Math Matrix

The Math Matrix on the following page is a graphic illustration of the interrelationship of foundation skills and basic mathematics topics.

Basic Mathematics Topics are listed across the top of the Math Matrix.

◄────── ◄──────   ──────► ──────►

> The horizontal sequencing of the Mathematics Topics across the top of the matrix is *not* intended to imply an order in which the topics are to be taught. Rather than a disjointed series of compartmentalized skills, it represents a continuum of linked and related subjects.

> The vertical Foundation Skills include the concepts of operations and computation along with the thinking, problem-solving, and communication skills referred to in the SCANS. Unlike the listing of mathematics topics, however, the order in which these foundation skills are listed is purposeful, since problem-solving and communication are the apex of these skills.

Down the side of the matrix are listed the Foundation Skills, i.e., concepts of operations and thinking and communication skills needed to deal effectively with the mathematics topics.

The chart also demonstrates that, although computation skills are a basic necessity, they are not an isolated end in themselves. They are one set of the tools needed for problem solving and communication in mathematics. Also, the introduction of each new mathematics topic for instruction implies the reintroduction, review, and/or practice of the math concepts, as well as thinking and communication skills.

Math Matrix	Number Sense/ Whole Numbers Integers	Spatial Sense and Measure-ment	Fractions (Common/ Decimal/ Percent) Ratio/ Proportion	Algebra	Geometry	Data Analysis Probabilities Statistics
Concepts of Operations Add/Subtract Multiply/Divide Powers/Roots **Computation** Add/Subtract Multiply/Divide Powers/Roots *Manually and using calculator*						
Reasoning Estimation Patterns Relationships Connections						
Problem-solving Personal Work-related Academic			X			
Communication Listening/speaking Reading/writing						

(Left side, reading vertically: F O U N D A T I O N   S K I L L S   F O R   M A T H)

Throughout the Mathematics Topics, an important consideration in planning instructional activities is the development of students' understanding of:

- the *concepts* underlying the mathematics operations;

- the use of reasoning skills to apply that knowledge to problem solving and to communicating mathematical ideas.

For example, if an instructional goal is to prepare students to solve a work-related problem involving ratio/proportion (indicated by the **X** in the matrix), some students may first need to review their understanding of the underlying concepts behind the operations involved (e.g., Why cross-multiply and divide?). Only then will they be able to estimate an answer, perform the computation, recognize inherent patterns, see relationships, and make connections to similar problems -- all of which lead to effective problem solving.

Teachers are strongly encouraged to select and sequence those aspects of instruction that are most relevant to the needs of their learners on an individualized and group basis. For initial assessment, an analysis of Tests of Adult Basic Education (TABE) or other testing instrument may provide a starting point for instruction by identifying learners' basic strengths/weaknesses. However, caution is advised in using only the results of these tests for instruction, since they may not identify gaps in understanding basic concepts of mathematics.

Research has shown that activities designed to facilitate recall of concepts and aid in the synthesis and application of reasoning skills are most effective if a team approach is used. A team approach can entail:

- embedding math topics and computation skills in problem-solving/decision-making processes.
- learner-centered activities as vehicles for instruction, since they aid in the synthesis and application of concepts through communication.
- students working in pairs/triads/teams, which allows opportunities for questioning and discussion, justification of thinking, and content integration.
- concrete hands-on materials, rather than pencil and paper alone.
- calculator use at all levels of teamwork.

The math curriculum that follows the matrix correlates goals and objectives with those of the National Council of Teachers of Mathematics (NCTM) and the recommendations of the Adult Numeracy Practitioners Network's *A Framework for Adult Numeracy Standards*. Note that there is an overlap of skills and examples in some cases.

MATHEMATICS

ADULT GOAL		LEARNING STANDARD
Adult Goal 1. *Learners will develop and use mathematics to solve problems.*	**MST 1**	Analysis, Inquiry, and Design
Adult Goal 2. *Learners will develop and use estimation skills.*	**MST 1**	Analysis, Inquiry, and Design
Adult Goal 3. *Learners will develop and use whole number computation procedures for problem solving.*	**MST 1**	Analysis, Inquiry, and Design
Adult Goal 4. *Learners will develop facility in the use of a calculator.*	**MST 2**	Information Systems
Adult Goal 5: *Learners will recognize, understand, and use mathematics to communicate and reason.*	**MST 3**	Mathematics
Adult Goal 6: *Learners will develop a sense of number relationships.*	**MST 3**	Mathematics
Adult Goal 7: *Learners will develop concepts of mathematical operations.*	**MST 3**	Mathematics

MATHEMATICS

ADULT GOAL	LEARNING STANDARD	
Adult Goal 8: *Learners will develop and use skills in data analysis, statistics, and probability.*	**MST 3**	Mathematics
Adult Goal 9: *Learners will develop and use knowledge of fractions, decimals, and percents.*	**MST 3**	Mathematics
Adult Goal 10: *Learners will use algebra skills.*	**MST 3**	Mathematics
Adult Goal 11: *Learners will use geometry skills.*	**MST 3**	Mathematics
Adult Goal 12: *Learners will develop and use spatial sense and measurement.*	**MST 6**	Interconnectedness: Common Themes
Adult Goal 13: *Learners will develop and use patterns and relationships.*	**MST 6**	Interconnectedness: Common Themes

Analysis, Inquiry, and Design

Adult Goal 1: Learners will develop and use mathematics to solve problems.

OBJECTIVES	EXAMPLES
Objective A: Learners will use a problem-solving process.	• Recognizing that a problem exists. • Identify questions and understand what is being asked. • Identify key information and organize data. • Select an appropriate strategy. • Perform appropriate computation. • Evaluate correctness of answer. • Evaluate effectiveness of thinking process (metacognition).
Objective B: Learners will develop and apply a variety of strategies and techniques to approach and solve problems.	• Model situations using oral, written, concrete, pictorial, graphical, and algebraic methods in order to restate a problem in simpler or more familiar terms. • Identify facts needed. • Use a calculator, computer, and/or other technologies to facilitate the process.
Objective C: Learners will apply critical thinking to the problem-solving process.	• Compare similar problems. • Estimate reasonableness of answer. • Identify problem-solving strategies used. • Make generalizations which will apply to all similar data using inductive (from the specific to the general) and deductive (from the general to the specific) reasoning.

Analysis, Inquiry, and Design

Adult Goal 2: Learners will develop and use estimation skills.

OBJECTIVES	EXAMPLES
Objective A: Learners will develop and use estimation skills.	• Recognize when an estimate is appropriate. • Develop and use estimation strategies, e.g., rounding, nearer to, larger than, smaller than, etc. • Apply estimation in working with quantities, measurement, computation and problem solving. • Estimate costs and income in distributing resources. • Use estimation to determine if problem solution is reasonable. • Establish upper and lower limits for an estimated answer, *e.g.,* 4.5 x 6.13, 4 x 6 = 24, 5 x 6 = 30, therefore the answer is estimated as somewhere between 24 and 30 or 27, *e.g.,* " While at Penney's, Mary is considering buying two blouses on sale for $27.95 each, and a skirt priced at $34.50. She wants to pay cash for her purchases but has only $110 in her purse. The sales tax in her locality is 8.25%. Can she buy these items with the cash she has?" 27.95 = approximately 30, and 34.5 = approximately 35. If tax of 8.25% is rounded up to a convenient 10%, the total items would come to $30 +$30 +$35 or 95. Adding approximately $10 for tax comes to $105. Mary has enough cash.

Analysis, Inquiry, and Design

Adult Goal 3:   Learners will develop and use whole number computation procedures for problem solving.

OBJECTIVES	EXAMPLES
Objective A: Learners will model, explain, and develop reasonable proficiency with basic number facts and procedures used to operate on them (algorithms).	• Addition • Subtraction • Multiplication • Division • Powers • Roots
Objective B: Learners will use a variety of mental computation and estimation techniques.	• Combine numbers whose sums are ten and expand the concept to include multiples of ten. • Add using distance from five or ten, *e.g.*, $19 + 8 = 20 + 8 - 1$. • Multiply/divide by ten and powers of ten mentally.

Adult Goal 4: Learners will develop facility in the use of a calculator.

OBJECTIVES	EXAMPLES
Objective A: Learners will recognize the importance and efficiency of calculators.	- Read and understand the directions. - Identify and use memory and function keys. - Identify any special features such as dual function keys, rounding capability, parentheses, order of operations, etc. - Enter and manipulate negative values.
Objective B: Learners will investigate mathematical patterns and relationships such as fraction/decimal/percent conversions, multiplication tables, etc.	
Objective C: Learners will solve problems with calculator.	- Choose correct operations and order in which numbers are entered. - Use correct order of operations. - Check for reasonableness of answer by using estimation, *e.g.,* "While at Penney's, Mary is considering buying two blouses on sale for $27.95 each and a skirt priced at $34.50. She wants to pay cash for her purchases but has only $110 in her purse. The sales tax in her locality is 8.25%. Could she buy these items with the cash she has?" Solving this problem using a calculator may involve the use of percent key, parentheses, and knowledge of order of operations.

Adult Goal 4 (continued): Learners will develop facility in the use of a calculator.

OBJECTIVES	EXAMPLES
Objective D: Learners will simplify calculations by using short-cut problem-solving techniques.	• Constant key. • Memory and recall keys. • Parentheses key. • Percentage key.
Objective E:[1] Learners will solve problems involving scientific notations.	

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1 Elective for technical applications such as health-related or electronics training.

Mathematics

Adult Goal 5: Learners will recognize, understand, and use mathematics to communicate and reason.

MST 3

OBJECTIVES	EXAMPLES
Objective A: Learners will develop common understandings of mathematical ideas.	• Recognize and use the vocabulary and symbols of mathematics • Use the skills of reading (including use of inference and logical transition), listening, and viewing to interpret and evaluate mathematical ideas. • Discuss mathematical situations and make conjectures and convincing arguments.
Objective B: Learners will draw logical conclusions about problem situations.	• Use physical materials, pictures, graphs, budgets, and diagrams to illustrate mathematical ideas. • Use models, known facts, and relationships to explain thinking. • Explain answers and solution processes. • Follow a logical argument and judge its validity. • Construct a logical argument and judge its validity.
Objective C: Learners will link conceptual and procedural knowledge.	• Apply relationships between operations such as addition/subtraction inverse, multiplication/division inverse, multiplication as repeated additions, division as repeated subtractions. • Recognize different representations of the same concept as equivalent, e.g., horizontal and vertical addition, 20'/18" = 240"/18" = 20'/1.5'.
Objective D: Learners will recognize relationships among different topics.	• Whole numbers, decimals, fractions, and percents. • Geometry and algebra, particularly in graphing.

Mathematics

Adult Goal 6: Learners will develop a sense of number relationships.

OBJECTIVES	EXAMPLES

Objective A: Learners will construct number meanings and sense.	• Interpret numbers in terms of whole/part relationships such as $7 = 3 + 4$, $7 - 3 = 4$; or $2 \times 4 = 8$, $8/2 = 4$.
	• Recognize the magnitudes of numbers, e.g., $3400 > 34$.
	• Use numbers in a variety of equivalent forms, e.g., $1/2 = 0.5 = 50\%$, $2000 = 2 \times 10^3$.
	• Understand a number line (positive and negative values).
	• Predict the results of:
	  -- Multiplying by a number less than one.
	  -- Dividing by a number less than one.
	  -- Adding/subtracting different combinations of positive or negative numbers (integers).

Objective B: Learners will demonstrate understanding of place value by explaining.	• Place values from units to billions. • Place values from units to billionths. • The concept of zero as a place holder.

Mathematics

Adult Goal 7: Learners will develop concepts of mathematical operations.

OBJECTIVES	EXAMPLES
Objective A: Learners will use pictures and/or objects (models) to develop meaning for operations and their functions.	• Addition • Division • Subtraction • Powers • Multiplication • Roots
Objective B: Learners will apply the use of the four basic operations.	• Whole numbers. • Fractions. • Decimals/percents. • Integers (positives, negatives, and zero).
Objective C: Learners will use the properties of numbers.	• Commutative property for addition/ multiplication (a +b = b + a, a x b = b x a). • Associative property for addition/multiplication (a + b + c = b + c + a, a x b x c = b x c x a). • Distributive property for multiplication over addition, a(b + c) = ab + ac • Identity element for addition and subtraction (a + 0 = a, a - 0 = a). • Identity element for multiplication and division (a x 1 = a, a /1 = a).
Objective D:[1] Learners will translate written or verbal expressions of mathematical problems into the language/symbols of mathematics and vice versa.	• "While at Penney's, Mary is considering buying two blouses on sale for $27.95 each, and a skirt priced at $34.50. She wants to pay cash for her purchases but has only $110 in her purse. The sales tax in her locality is 8.25%. Can she buy these items with the cash she has?" Translation: If 1.0825 x [34.5 + 2(27.95)] ≤ 110, then Mary can buy the items.

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[1] One application of this skill is found in GED "set-up problems."

Adult Goal 8: Learners will develop and use skills in data analysis, statistics, and probability.

OBJECTIVES	EXAMPLES
Objective A: Learners will identify vocabulary and symbolism of statistics and probability.	• Median, average, mean, mode with real-life situations or problems. • Use a calculator with Statistical Mode (elective for students with selected career goals).
Objective B: Learners will investigate the use of statistics in real-world situations.	• Collect, organize, describe and interpret data. • Construct, read, and interpret displays of data in tables, budgets, charts, and graphs. • Evaluate statements based on data analysis. • Formulate and solve problems involving collecting and analyzing data. • Recognize data analysis as a tool for decision-making.
Objective C: Learners will explore the use of probability in real-world situations.	• Explore the concepts of chance. • Make predictions that are based on experimental or theoretical probabilities, e.g., in genetics or tossing a coin. • Model situations by devising simulations to determine probabilities in modifying existing system. • Identify the pervasive use of probability in the real world. • Formulate and solve problems that involve probability.
Objective D: Learners will understand and apply the concepts of range to establish acceptable upper and lower limits (tolerance).	• Read, interpret, and construct a chart, graph, or diagram related to concepts of tolerance and acceptable ranges.

Adult Goal 9: Learners will develop and use knowledge of fractions, decimals, and percents.

OBJECTIVES	EXAMPLES
Objective A: Learners will develop concepts of fractions, mixed numbers, decimals, and percents.	• Understand a fraction as a ratio, a relationship by division, a part or equal share of a whole, or a part or equal share of a group. • Understand a proportion as two equal ratios, and that finding the least common denominator means you are solving for the missing element in a proportion. • Understand a mixed number as the sum of a whole number and a fractional part that may also be expressed in fractional terms (4 1/2 = 4 + 1/2 = 8/2 + 1/2 = 9/2). • Recognize a decimal as a fraction with a denominator which is a power of ten. • Recognize a decimal as the fractional extension of the base ten system of numbers. • Recognize percent as representing a ratio expressed in hundredths, *e.g.,* 25% = 25:100. • Recognize percent as a fraction with a denominator of 100 which can be expressed as a decimal, *e.g.,* 12.5% = 12.5/100 = 125/1000 = 0.125.
Objective B: Learners will develop number sense for fractions, decimals, and percents.	• Recognize that all possible proper fractions (common, decimal, percent) fall between 0 and 1, *i.e.,* 0 < x/y < 1. • Recognize that as the denominator of any fraction gets larger, the size of the pieces the whole is being cut into gets smaller, *e.g.,* 1/2 > 1/3 > 1/4 > 1/5.

Adult Goal 9 (continued): Learners will develop and use knowledge of fractions, decimals, and percents.

OBJECTIVES	EXAMPLES
Objective B (continued): Learners will develop number sense for fractions, decimals, and percents.	• Identify how close to (or far away from) the fraction, decimal, and/or percent is to a half or a whole. • Use models (Cuisenaire Rods, cutouts of circles, Deanes Blocks, paper, instruments, coins, dollars/cents, base ten grids, etc.) to relate conversions of common fractions to decimals and to percents.
Objective C: Learners will apply concepts of whole number operations: addition, subtraction, multiplication, division, powers and roots, to common fractions, decimals, and percents.	• Recognize that the concepts, definitions, and laws of addition, subtraction, multiplication, division apply also to common fractions, decimals, and/or percents. • Use models (Cuisenaire Rods, cutouts of circles, Deanes Blocks, paper, instruments, coins, dollars/cents, base ten grids, etc.) to explore the result of number operations on common fractions, decimals, and/or percents.
Objective D: Learners will apply knowledge of ratios, proportions, common fractions, decimals, and percents to a variety of problem-solving situations.	• Learner will select and use the appropriate ratio, proportion, common fraction, decimal, and/or percent and an appropriate algorithm (procedure used to operate on them) to solve a variety of personal, work-related, or academic problems.

Mathematics

Adult Goal 10: Learners will use algebra skills.

OBJECTIVES	EXAMPLES
Objective A: Learners will translate verbal information into mathematical representations.	• Represent situations that involve variables with expressions. • Recognize and represent situations that involve variables in equations. • Translate written or verbal problems into mathematical symbols or equations. • Translate open sentences and expressions using variables into written or verbal problems.
Objective B: Learners will use algebraic concepts to solve percent, ratio, and proportion problems.	• Recognize that converting fractions to find common denominators, converting fractions into decimals or into percents, and problems involving percent may all be expressed as proportions and converted into algebraic equations.
Objective C: Learners will use tables and graphs to solve problems.	• Recognize the connection between algebra and geometry by using algebraic equations to illustrate coordinate graphing and vice versa. • Use computer programs to generate pie, bar, and line graphs. • Provide statistical analyses for tables and graphs using the computer.
Objective D: Learners will apply algebraic strategies in solving a variety of real-world and mathematical problems.	• Substitute numbers for symbols and vice versa. • Recognize order of operations. • Perform operations using positive and negative numbers. • Perform inverse operation to solve equations and inequalities. • Solve equations and inequalities using identity factors. • Investigate inequalities informally. • Apply coordinate graphing.

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Mathematics

Adult Goal 11: Learners will use geometry skills.

OBJECTIVES	EXAMPLES
Objective A: Learners will apply geometric properties and relationships.	• Recognize and define terms which apply to point, line, line segment, vector, angle, tangent. • Recognize and define terms which apply to figures, angles, polygons, circles. • Classify figures in terms of congruence and similarity. • Deduce properties of, and relationships between, figures from given assumptions.
Objective B: Learners will use coordinate representation to illustrate linear equations.	• Recognize and define terminology of coordinate geometry: slope, axis, coordinate pairs, intercept, figures, limit, quadrant, etc. • Recognize the values of coordinates in the four quadrants.
Objective C: Learners will translate between the algebraic and coordinate representations.	• Plot solution set for given algebraic equations. • Identify/create algebraic expressions given graphic representations. • Solve problems using coordinate representation and vectors (elective for students with specialized career goals). • Identify real-life situations in terms of graphic representation.
Objective D: Learners will use the special properties of triangles to solve real-life problems.	• Define terms related to triangles -- classification, names of angles, internal and external angles. • Use special relation of sides of right triangles for problem solving: Pythagorean Theorem, Sine, Cosine, Tangent relations. • Recognize similar triangles and their importance.

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Adult Goal 12: Learners will develop and use spatial sense and measurement.

OBJECTIVES	EXAMPLES
Objective A: Learners will describe, model, draw, and classify shapes and recognize them in the environment.	• Straight line • Angles • Triangles • Quadrilaterals: including parallelogram, rhombus, rectangle, square • Polygons, both regular and irregular • Circles • Solid figures including spheres and cones
Objective B: Learners will investigate and predict the results of combining, subdividing, and changing shapes.	• Combine two squares, rectangle and square, two rectangles. • Subdivide square, rectangle, rhombus, parallelogram into two triangles. • Subdivide irregular polygons into rectangles, and/or triangles. • Regular polygons in circles.
Objective C: Learners will explore geometric relationships.	• Compare and contrast characteristics of geometric shapes. • Explore relationships between geometric formula, *e.g.,* areas of rectangle, parallelogram, triangle, etc.
Objective D: Learners will understand and identify the attributes of measurement.	• Length, width, depth, height (altitude), base • Perimeter, area, volume • Capacity, weight • Time • Temperature • Angle

Adult Goal 12 (continued): Learners will develop and use spatial sense and measurement.

OBJECTIVES	EXAMPLES
Objective E: Learners will develop the process of measuring and use the concepts related to units of measure, including conversions within systems.	• The English System. • The Metric System. • Select appropriate measurement tool to measure to the degree of accuracy desired in a particular situation. • Identify personal measures approximating English and metric measures, *i.e.,* first finger joint -- about 1 inch, distance across middle fingernail -- about 1 cm., distance from nose to fingers with arm extended -- about 1 yard.
Objective F: Learners will apply measurement skills to problem solving and everyday experience.	• Estimate and use measurements to describe and compare objects. • Apply the concepts of perimeter, area, volume, angle measure, and weight. • Discover formulas and optional procedures for measurement. • Make and use measurements in problem and everyday situations. • Read a variety of scales including both standard and metric, simple calipers, and dial gauges.

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6

Adult Goal 13: Learners will develop and use patterns and relationships.

OBJECTIVES'	EXAMPLES
Objective A: Learners will identify, explore, and apply patterns and functions in mathematical situations.	• Investigate the effects of multiplying and dividing by multiples and powers of ten. • Explore the patterns inherent in the addition/subtraction and multiplication/division tables. • Analyze functional relationships to explain how a change in one quantity results in a change in another. *e.g.,* In a formula such as A = lw, the inverse variation is: if "A" remains constant, then an increase in "l" will result in a decrease in "w." The direct proportion is: if "l" remains the constant, (l = A/w), then an increase in "w" will result in an increase in "A," or an increase in "A" will result in an increase in "w."
Objective B: Learners will recognize, describe, and create a variety of patterns.	• Use a calculator to calculate decimal expansions for fractions to discover terminating, repeating, delayed repeating, and non-repeating decimal equivalents. • Recognize patterns in geometric shapes. • Recognize and use the patterns of the base ten system to explain the magnitude of numbers. • Use the patterns of the basic addition and multiplication facts to aid in mental and paper and pencil calculations.
Objective C: Learners will represent and describe mathematical relationships.	• Interpret information contained in graphs, charts, tables. • Construct graphs, charts, tables using given information. • Use a Cartesian plane to illustrate mathematical relationships that result in straight and intersecting lines.

Interconnectedness: Common Themes

Adult Goal 13 (continued): Learners will develop and use patterns and relationships.

OBJECTIVES	EXAMPLES
Objective D: Learners will apply mathematical thinking and modeling to solve problems that arise in other disciplines such as art, music, science, economics, business, and industry.	• Apply the concept of ratio and proportion to scale drawing. • Recognize the meaning of the time signature in music and its relationship to the time value of the various types of note (a 1/2 note in 3/4 time is shorter than a 1/2 note in 4/4 time). • Use knowledge of algebra to determine the number of atoms in multiple molecules of an element. • Investigate the use of patterns in predicting social, economic, and business trends. • Model systems to modify existing ones to improve products or services.

INTRODUCTION TO ESOL

The English for Speakers of Other Languages (ESOL) curriculum supplement is intended to be a fluid document which can be adapted in response to changing needs and interests of the student and to changing requirements of the community. The strategies and goals are designed to be descriptive rather than prescriptive, and educators should select from among the varied options provided. ESOL is most effectively taught in context, not isolation. Therefore, curriculum should be both contextualized and customized to meet the needs and interests of individual learners.

This curriculum supplement consists of three components:

- Suggested learning goals, objectives, and examples. The examples reflect a range from beginning to more advanced levels, so as to assist users in choosing appropriate activities based on the skill levels of their individual learners.
- Exit criteria or competencies which provide useful assessment and intake information.
- Suggested content areas and contexts which can be the focus for contextualizing the curriculum.

Underlying Assumptions

The assumptions upon which this work has been based are as follows:

Learning does not take place in isolation, and curriculum elements are interrelated.

Teaching and learning ESOL is a joint effort involving the individual, the school, the family, and the community in an ongoing commitment to achieving improved communication. Listening, speaking, reading, and writing skills should be taught in an integrated fashion whenever possible throughout the entire curriculum.

The learning process should involve the adult student as an active participant.

Since learners are the center of the learning process, the process should be defined with learner input. As this process evolves, the learners are enabled, through improved communication ability and greater cross-cultural understanding, to deal with requirements and challenges of home, school, work, and community more effectively. The purpose of learning ESOL is to realize individual student goals, which may relate to one or more personal, family, work, or educational objectives. English is the medium for exploring diverse content areas which are relevant to the learners' daily lives.

ESOL is built on a foundation of mutual respect and intercultural understanding.

The diversity of the learners' cultural and linguistic backgrounds and their past experiences provides a valuable resource to the classroom and the larger community. In New York State, ESOL students come from at least 130 primary language backgrounds; the richness of their culture and experience is a valuable resource and should be incorporated into the learning experience. In the ESOL class, English is the common focus which brings a diverse population together. Since everyday needs determine learning goals, routine and ordinary communications become the medium for class lessons. Understanding and communicating effectively are the ultimate goals, while humor and sharing of experiences play important roles.

Learner information, abilities, and needs determine instruction.

As soon as possible, those responsible for intake, whether office staff or ESOL teachers (assisted when necessary by someone who speaks the learner's native language), should interview and assess a learner. This is done to find out personal information, work history, previous education, native language literacy, languages spoken, health and emergency information, as well as short- and long-term goals. This face-to-face interview also allows for communicative ability and functional English reading and writing skills to be assessed in a real situation.

Previous experience and learning styles affect learning.

ESOL students who are non-literate in their native languages differ significantly from their literate counterparts. Therefore, efficient teaching approaches are needed. For non-literate students, even greater initial emphasis should be placed on listening and understanding, recognizing survival sight vocabulary, and communicating or requesting basic information. Educated professionals, on the other hand, can draw on their previous educational experiences and skills and will undoubtedly progress at a different rate from those who have had little or no educational experience.

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ENGLISH FOR SPEAKERS
OF OTHER LANGUAGES

ADULT GOALS

Adult Goal 1. *Learners will learn the English necessary to meet immediate needs.*

Adult Goal 2. *Learners will gain control of the system and structure of the English language.*

Adult Goal 3. *Learners will improve ability to understand spoken English.*

Adult Goal 4. *Learners will improve speaking skills necessary to function in English.*

Adult Goal 5. *Learners will develop strategies for reading English.*

Adult Goal 6. *Learners will write in English.*

Adult Goal 7. *Learners will develop numeracy skills where needed.*

Adult Goal 8. *Learners will identify and use language acquisition strategies to comprehend and produce English.*

Adult Goal 9. *Learners will develop and enhance appreciation and respect for individual and cultural diversity.*

Adult Goal 1: Learners will acquire the English necessary to meet immediate needs.

OBJECTIVES	EXAMPLES
Objective A: Learners will express where, with whom, and why s/he needs to use English.	- Answer questions in native language or point to pictures to indicate survival needs. - Respond to questions about learning needs. - State personal interests and learning needs. - Describe needs in writing in lists, letters, or journals.
Objective B: Learners will participate in planning and decision making in class.	- Help plan class festivities, trips, etc. - Help choose lesson content by responding to questions, checklists, or discussion. - Give opinions on appropriateness of different class activities. - Assess own progress periodically using anecdotes, checklists, journals, portfolios.
Objective C: Learners will take an active role in their learning environment.	- Write on the board, dictate to the class, role-play, and help classmates. - Interview visitors to the class. - Contribute to running the class by volunteering, electing officers, and serving on committees. - Plan and conduct class events, celebrations, and speakers; write letters to invite or thank visitors. - Teaches others.
Objective D: Learners will work cooperatively to create a safe and comfortable atmosphere and increase the use of English without fear of criticism.	- Dictate names to one another. - Interview one another. - Work together in pairs and small groups. - Work together to solve problems, share opinions, or produce a product in English. - Develop constructive ways to correct their own and peers' common errors. - Speak one-to-one with instructor.

Adult Goal 2: Learners will gain control of the system and structure of the English language.

OBJECTIVES	EXAMPLES
Objective A: Learners will understand and use the sound system of English.	• Pronounce English sounds. • Use English intonation patterns and pauses in statements, questions, and exclamations. • Place stress appropriately on English words and in sentences.
Objective B: Learners will gain control of the grammatical structures of the English language.	• Use simple grammatical structures for specific language functions: pronoun + verb "to be" + noun. • Use commands + nouns, *i.e.,* "Take a book." • Listen and respond to typical medical commands. • Use verb tenses: present, past, continuous, perfect, future. • Increase their vocabulary. • Use idiomatic language *appropriately, i.e.,* "Foot the bill." • Use appropriate articles and prepositions. • Use complex grammatical structures.

"Yesterday I wrote an application to my son's school myself without help (for the first time!)... I feel more confidence in my new life."

--Nataliya U. of Monroe #1 BOCES

Adult Goal 3: Learners will improve ability to understand spoken English.

OBJECTIVES	EXAMPLES
Objective A: Learners will improve listening skills and comprehension through various listening activities which focus on specific information.	• Follow oral directions silently with physical action, *i.e.,* "Total Physical Response." • Respond to emergency warnings. • Respond appropriately to a request for personal and other information: name, address, telephone, time, etc. • Select important information from conversations, weather and news on radio/television, telephones, answering machines, and announcements on buses, trains, etc. • Respond to dictation: letters, words, numbers, phrases, telephone numbers, addresses. • Respond to body language cues. • Discriminate sounds in minimal pairs, *e.g.,* pin-pen, hat-hot.
Objective B: Learners will become more comfortable in an English-speaking environment and become increasingly aware of what is being said around him/her.	• Listen to an anecdote and tell what it is about. • Listen to a conversation and identify the topic. • Watch a news story or television program and explain what happened. • Listen and respond, *i.e.,* laugh, groan, exclaim, joke, frown, etc. appropriately to idiomatic expressions, *i.e.,* slang, street language, etc. • Listen to a story and ask and answer questions.

Adult Goal 4: Learners will improve speaking skills necessary to function in English.

OBJECTIVES	EXAMPLES
Objective A: Learners will identify and use language appropriate to a variety of everyday situations.	• Understand and use basic functional expressions, *i.e.,* socialize, use greetings, etc. • Small talk. • Clarification strategies, *i.e.,* "Can you repeat that?" • Beginning and ending a conversation. • Give personal information. • Introduce self or others. • Use expressions and vocabulary of time. • Give directions how to do something. • Describe symptoms of illness. • Report housing problems. • Use the telephone to report emergencies, make appointments, and for emergency business and personal conversations. • Request and describe items when shopping. • Request information from officials; ask for and negotiate help. • Use idiomatic language appropriately, *i.e.,* "foot the bill."
Objective B: Learners will use functions of English conversation to communicate effectively with different people.	• Increase vocabulary. • Respond appropriately to oral requests from others. • Respond to listener feedback. • Use different levels of formality in English when talking to a friend, co-worker, employer, or stranger. • Express agreement and disagreement. • Ask questions when needed. • Use appropriate expressions of courtesy to thank, apologize, request permission, interrupt, compliment, etc. • Use appropriate expressions to complain, object, apologize, insist, refuse, etc. to achieve purposes.

"Nowadays I feel happy when I speak to everybody in English and they understand what I say."

--Chon V.C. of Monroe #1 BOCES

Adult Goal 5: Learners will develop strategies for reading English.

OBJECTIVES	EXAMPLES
Objective A: Learners will develop basic literacy skills where needed.	• Recognize and identify English alphabet and upper- and lowercase letters in both cursive and manuscript. • Recognize and identify survival signs, *i.e.,* stop, go, danger, no parking, etc. • Increase sight vocabulary and basic, functional words related to everyday needs such as name, address, telephone number, etc. • Know basic letter-sound relationships. • Know word families, compound words, suffixes, and prefixes. • Read from left to right and top to bottom. • Scan for specific information, *i.e.,* time, date, place, name, etc. • Interpret abbreviations, *i.e.,* a.m., U.S.A., apt., Jan., Ave., etc. • Identify and use punctuation marks, *i.e.,* periods, question marks, exclamation points, commas, and abbreviations. • Identify capitalization clues in written material, *i.e.,* proper names, people, places, buildings, beginnings of sentences, days of week, months of year, holidays, etc. • Use context clues to determine the meanings of unknown words, *i.e.,* "I like to eat succotash." *I like to eat* clues the student that the word that follows is a food name.

Adult Goal 5 (continued): Learners will develop strategies for reading English.

OBJECTIVES	EXAMPLES
Objective B: Learners will become familiar with the reading materials of everyday life to meet personal needs and interests.	• Identify, recognize, and extract information from advertisements, signs, schedules, forms, memos, letters, etc. • Use telephone directory, dictionaries, and other reference materials. • Identify and organize personal records pertaining to issues such as immigration, health, school, and public assistance, etc. • Use maps, manuals, graphs, and charts. • Read and discuss simple materials such as receipts, advertisements, coupons, flyers, labels, bills, schedules, and newspaper headlines.
Objective C: Learners will read for various purposes including leisure time enjoyment and to meet vocational needs.	• Read to enrich vocabulary. • Read newspapers, magazines, and books. • Choose from high interest, easy-to-read fact and fiction materials. • Use various vocational resources, *i.e.,* job announcements, classified advertisements, civil service information, employment and training flyers, etc. • Gather information from written sources and reference materials, *i.e.,* citizenship preparation, health, employment, etc. • Read to participate in a discussion and share views. • Read to interpret and analyze fiction and non-fiction. • Expand understanding of idiomatic forms of English.

Adult Goal 6: Learners will write in English.

OBJECTIVES	EXAMPLES
Objective A: Learners will develop and improve writing skills by writing extensively in English using various formats.	• Fill in forms, *i.e.,* name, address, and telephone number. • Write lists, notes, and memos. • Take notes on orally transmitted materials. • Write telephone messages. • Write letters including: letters of complaint, order, friendly, business, and applications. • Apply for employment, housing, citizenship and immigration, driver's license, public assistance, etc. • Reinforce understanding and use of standard writing conventions such as capital letters, punctuation marks, paragraphs, parts of a letter, etc. • Identify and use parts of a keyboard.
Objective B: Learners will use the writing process.	• Initially use language experience process, dictating story in own words to a native speaker and reading it back. • Select topics to meet needs or suit interests. • Draft texts and share with peers. • Suggest changes and improvements. • Edit writing with input from class. • "Publish" writing on class bulletin boards, in handmade booklets, school newsletters, community papers, and publications. • Write letters for desired results. • Write letters for personal enjoyment. • Write letters to public officials to achieve a purpose and to communicate opinions.

Adult Goal 7: Learners will develop numeracy skills where needed.

OBJECTIVES	EXAMPLES
Objective A: Learners will use numbers in English.	• Count in English. • Recognize, name, and reproduce Arabic numerals. • Hear, understand, and write numbers (zero - 1000) and number words, *i.e.,* one, hundred, thousand, etc. • Hear and recognize cardinal and ordinal numbers. • Hear and recognize differences in similar sounding numbers, *e.g.,* 14-40, 15-50. • Recognize and reproduce money symbols, *i.e.,* dollar sign, decimal points, cent sign, etc. • Recognize and reproduce terms related to time, *i.e.,* 6:00 a.m., 4:45, etc. • Deal with money and consumer computation, *i.e.,* change, sale price, interest, credit, tax, etc. • Recognize Roman numerals. • Use clocks, *i.e.,* analog and digital; use calendars and dates, *i.e.,* month-day-year.
Objective B: Learners will use the U.S. system of measurement.	• Recognize non-metric measures for weight, height, distance, and temperature roughly equivalent to metric measure, *i.e.,* $37°C = 98.6°F$, $1 kg = 2.21$ lbs. • Use basic dry and liquid measures in the U.S. system, *i.e.,* 1 liter = approximately 1 quart.
Objective C: Learners will understand and use the language and process of calculation where needed.	• Recognize and understand the basic mathematical symbols, *i.e.,* $+, -, X, \$, \div, <, >, =, \%$, etc. • Calculate and understand mathematical operations used in everyday life, *i.e.,* estimate total cost, calculate tax, 25% off, balance checkbook, do income taxes, calculate overtime, etc. • Understand and use calculators, graphs, charts, maps, schedules, *i.e.,* estimate mileage, understand check stubs, interpret trends, etc.

Adult Goal 8: Learners will identify and use language acquisition strategies to comprehend and produce English.

OBJECTIVES	EXAMPLES
Objective A: Learners will become conscious of strategies, *i.e.,* auditory, visual, kinesthetic, etc. they use, evaluate them, and try out new strategies.	• Brainstorm with students how they remember new words. • List strategies. • Discuss what strategies work best for each of them, evaluate what happened. • Learners choose new strategies to try out, *i.e.,* draw/act out a word, make own flashcards, seek out native speakers, etc. • Use mnemonic devices, *i.e.,* "Her first nurse works early" to learn identical vowel sounds with different letter combinations. • Use technology and media such as radio, telephone, television, computers, closed-caption TV in home, school, workplace, and community to learn more English.

Adult Goal 9: Learners will develop and enhance appreciation and respect for individual and cultural diversity.

OBJECTIVES	EXAMPLES
Objective A: Learners will appreciate the uniqueness of their own cultures and become aware of the range of cultures represented in the U.S.A.	• Draw, show pictures, tell stories about own country/culture. • Learn greetings in other languages represented in class. • Share and taste food from own and classmates' cultures. • Plan parties, demonstrations, multicultural projects, interview classmates to get information about other cultures. • Share information about birth, marriage, death, and other life events. • Discuss customs and traditions in native country. • Identify places and people offering help in their own languages, *i.e.,* cultural support groups, advocacy organizations, hotline numbers, etc.
Objective B: Learners will increase awareness of similarities and differences between own cultures and U.S. customs and conventions, and among various cultures represented in the classroom or in the news.	• Compare their own and U.S. customs and conventions. • Prepare celebrations and food for their own and U.S.A. holidays. • Celebrate own and each other's cultures through projects such as festivals and cookbooks. • Identify, compare, and contrast greetings, customs, values in their countries and U.S.A. • Recognize and interpret nonverbal communications (*i.e.,* personal space, posture, facial and body gestures, eye contact) in the U.S.A. as compared to their own countries, etc.

Adult Goal 9 (continued): Learners will develop and enhance appreciation and respect for individual and cultural diversity.

OBJECTIVES	EXAMPLES
Objective B (continued): Learners will increase awareness of similarities and differences between own cultures and U.S. customs and conventions, and among various cultures represented in the classroom or in the news.	• Discuss cultural values and concerns about their children becoming Americanized, *i.e.,* food, music, first language use, attitude toward authority, etc. • Become aware through the news media of cultural events in the community. • Identify facts, opinions, biases and values on television, radio, and print media in news and entertainment, *i.e.,* human rights, the aged, death penalty, gender roles, etc. • Know about and function in U.S. systems, *e.g.,* education, legal, transportation, and social services. • Understand how to use positive techniques for resolving cultural/ethnic problems. • Understand how people with differing cultural and ethnic backgrounds behave in various situations, *e.g.,* work, public places, social gatherings.

"I like my school very much. We're learning English. In my class there are students from many different countries."

--Olga A.

EXIT CRITERIA ASSESSMENT

When a student is ready to leave your ESOL class, s/he should be able to demonstrate most of the following tasks at a level you consider satisfactory. At the conclusion of the program, plan to focus on the following assessment activities in your class time. Share with the students what you will be doing and why. Make them partners in the process. When you evaluate all tasks, explain to students why a task was satisfactory or unsatisfactory.

Level 1

Learners should be able to:

1. Write, say, and spell name, address, telephone number, social security number, place and date of birth, age, sex, and marital status.

2. Hear, write, and say cardinal numbers, ordinal numbers, money, and prices.

3. Say, spell, and write teacher's name, room number, school name and address, school telephone number, class level, program name, and employer information. Fill in vital information on a wallet card. Call and say reason for absence.

4. Respond appropriately to classroom commands.

5. Use appropriate language of clarification to get someone's attention, indicate lack of understanding, indicate understanding and correct an error.

6. Hear, say, and write days of the week, months, years, and dates. Use a calendar. Answer questions about the calendar.

7. Use appropriate language of time to ask the time, tell time, and respond to questions about daily routine. Listen for time and write it on a clock.

8. Name seasons and relate weather to seasons.

9. Socialize with appropriate verbal and non-verbal behavior: greet someone and make small talk, introduce self or someone else, end a conversation and say good-bye.

10. Hear, repeat, follow, and give oral directions to get around a building, a neighborhood, and the city. Use a map to plan travel by public transportation or by car.

11. Identify the parts of the body. Respond appropriately to medical commands.

12. Describe symptoms of illness.

13. Respond to "May I help you?" when shopping. Ask for food, clothing, and household items by size and quantity.

14. Use the telephone to make an emergency call to report a fire, crime, or medical emergency.

15. Describe and report common housing problems.

16. Ask for help: verbalize problem, explain the circumstances, and list possible actions.

EXIT CRITERIA ASSESSMENT

Level 2

Learners should be able to:

1. Fill in a personal information form.

2. Write an absence note for self or child.

3. Listen to and follow oral directions.

4. Write a simple paragraph about self and life experiences, using the past tense.

5. Give oral directions on how to go from the school site to home, referring to a bus or subway map.

6. Listen to a weather report on tape, radio, or television and paraphrase it. State what clothing and activity are appropriate.

7. Role-play a medical emergency call.

8. Describe a common housing problem and say who they would call for help.

Level 3

Learners should be able to:

1. Produce a written narrative or description from first draft to a revised and finished form.

2. Give oral directions on how to do something.

3. Read and extract information from a telephone bill, i.e., the various services included.

4. Read a newspaper article and tell about and react to what they read.

5. Describe orally what constitutes a good job and what makes a good worker.

6. Express his/her own job aspirations and describe the education and training necessary to achieve them.

7. Write a resume.

Suggested Contexts/Content Areas

SELF AND FAMILY

1. Personal information (for forms)
2. Emotional and physical states
3. Family members and relationships
4. Parts of the body
5. Symptoms of illness
6. Clothing
7. Hobbies and interests

THE HOME

1. Furniture and rooms
2. Household objects
3. Kinds of housing
4. Finding a place to live
5. Real estate and rental advertisements
6. Discussion with prospective landlord, etc.
7. Renting
8. Leasing
    a. Rights
    b. Obligations
    c. Pets
    d. Complaints and problems
9. Utilities and water bills
10. Telephone
11. Cable TV
12. Nutrition
13. Cooking and baking

THE WORKPLACE

1. Occupations
2. Job description
3. Personal abilities/skills
4. Finding a job: where to look
    a. Employment office/agencies
    b. Want advertisements
    c. Signs
5. Filling out forms and applications
6. Resume
7. Job interviews
8. Keeping a job
    a. Work-related vocabulary
    b. Following directions
9. Employee rights

Everyday Language (Survival)

1.	Daily routine	13.	Local place names
2.	Time	14.	Telephone dialogues
3.	Numbers	15.	Food and meals
	a. Cardinal		a. Eating home
	b. Ordinal		b. Eating out
4.	Weather		c. Fast foods
5.	Colors	16.	Small talk
6.	Language about language	17.	Public transportation
7.	Classroom language and commands	18.	Automobiles: owning, license, registration, driving
8.	Gestures and nonverbal communication	19.	Personal identification
9.	Greetings, farewells, and introductions	20.	School information, e.g., school address, phone number
10.	Money and checks	21.	Script handwriting (signature)
11.	Asking for and giving directions	22.	Visit to doctor's office/role play
12.	Signs	23.	Measurements
		24.	Holidays

Suggested Contexts/Content Areas

MEDICAL

1. Making an appointment
2. Public assistance pertaining to health
3. Family planning
4. Child care
   a. Immunizations
   b. Childhood diseases
5. Parts of the body
   a. Nouns
   b. Verbs for each noun
6. Prescriptions, medicines, and dosages
7. Forms and necessary information
8. Insurance
   a. Life
   b. Health
   c. Claims
9. General health and nutrition

10. Mental illness
    a. Warning signs
    b. Treatment
11. Cleanliness, personal
12. In the doctor's office
    a. Commands
    b. Symptoms
13. Diseases and health problems
    a. Colds
    b. Flu
    c. Cancer, etc.
    d. AIDS (symptoms, transmission, precautions, treatment)
    e. Lyme disease (symptoms, transmission, precautions, treatment)
14. Emergency procedures

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SOCIAL SKILLS

1. Clarification
   a. Asking for
   b. Giving
2. Small talk
   a. The weather
   b. Family
   c. Sports
3. Reporting progress and problems
4. Responding to interruption and criticism
5. Greetings, farewells and leave-taking
6. Introductions
   a. Introducing others
   b. Introducing self
   c. Acquaintances
7. Apologizing and acknowledging mistakes
8. Requesting and offering assistance
9. Borrowing
10. Giving a warning ("Look ou t!")
11. Taboos
12. Expressing ability/inability
13. Advice
    a. Asking for
    b. Offering
    c. Responding to
14. Expressing agreement and disagreement
15. Expressing appreciation
16. Approval or disapproval
    a. Requesting
    b. Expressing
17. Asking for and reportin g information
18. Asking for and reporting additional information
19. Attracting attention (" Yoo hoo!")
20. Inquiring about and expressing certainty or uncertainty
21. Complaining
22. Complimenting and responding to compliments
23. Congratulating
24. Correcti ng

25. Deducing
26. Denying and admitting
27. Describing and identifying people and/or things
28. Asking for and giving directions
29. Expressing disappointment
30. Expressing fear, worry, anxiety
31. Granting forgiveness
32. Expressing indifference
33. Instructing
34. Inquiring about and expressing intention
35. Extending and accepting invitations
36. Inquiring about and expressing likes and dislikes
37. Asking about and expressing obligation
38. Offering and responding to help
39. Requesting, granting, and denying permission
40. Inquiring about and indicating permissibility
41. Persuading and insisting
42. Inquiring about and expressing possibility or impossibility
43. Inquiring about and expressing probability or improbability
44. Asking for, making, a nd breaking promises
45. Inquiring about and expressing remembering and forgetting
46. Requests (polite or informal)
    a. Making
    b. Responding to
47. Inquiring about and expressing satisfaction/dissatisfaction
48. Expressing surprise or disbelief
49. Sympathizing
50. Expressing wish or hope
51. Inquiring about and expressing a want or desire
52. Understanding idioms
53. Discussing sexuality and sexual problems

TRAFFIC

1. Auto rules (including parking)
2. Pedestrian rules
3. Public transportation rules
4. Bicycle, moped, motorcycle rules
5. What to do in the event of an accident
6. Your rights
7. Violations and fines
8. Towing

ETHICS AND CULTURAL VALUES

1. Business
2. Landlord/landowner
3. Student
4. Consumer
5. Neighbors
6. Government
   a. Taxes
7. Etiquette in the U.S.A.
   a. Being polite with strangers, *i.e.,* first-come, first-served
   b. Swearing and vulgarity
   c. English vs "foreign" language
8. Driving and pedestrians
9. Humanitarian care of pets
10. Family
11. Work and/or money
12. Recreation
13. Education
14. Religion
15. Politics
16. Children
17. Volunteering and charities
18. Freedoms and liberty
19. Sports

CULTURE AND TRADITIONS

1. Celebrations
   a. Holidays, history, customer
   b. Personal, i.e., birthday, anniversary, etc.
   c. Greeting cards
2. Cultural comparisons
3. Clothing styles
4. Smoking and NYS laws
5. Male and female roles
   a. Traditional
   b. Contemporary
6. Personal space
7. Non-verbal communication
   a. Gestures
   b. Facial expression
   c. Stance/body position
8. Formal written invitations
   a. RSVP
   b. Thank-you notes
9. Dinner at an American's house
10. Funerals
    a. Funeral homes and visiting
    b. Condolences and helping out
    c. Funeral procession
    d. At the cemetary
11. Weddings
    a. Ceremony
    b. Reception
    c. Appropriate gifts
    d. Language

CONSUMER ECONOMICS

1. English vs. metric measurement systems
1. Pricing
   a. Unit
   b. Sales
   c. Retail
   d. Factory outlets
2. Advertising
3. How to read and interpret a flyer/ circular/advertisement
4. Contests, the lottery, OTB, chain letters
5. Banks
   a. Financing
   b. Credit
   c. Mortgage
   d. Loans
   e. Credit cards
6. Fraud
   a. Detection and prevention
   b. Reporting
   c. Getting your money back
7. Major purchases, i.e., car, home
8. Budgeting
9. Garage and yard sales
10. Junk mail
11. Mail order

Suggested Contexts/Content Areas

THE
COMMUNITY
AND ITS
RESOURCES

TRANSPORTATION

1. Types of
   a. Public
   b. Corporate
   c. Private
2. Schedules, reservations, maps
3. Asking directions
4. Pedestrian and bicycle rules
5. Skateboards, roller skates, roller blades
6. Department of Motor Vehicles
7. The automobile
   a. Its parts
   b. Their actions and functions
8. A reliable mechanic
9. Insurance, accidents, and liability
10. Getting a license
11. Getting a car, motorcycle, moped
    a. New
    b. Used
    c. Leased
12. NYS automotive laws and recriminations
    a. Speed limit
    b. Seatbelts
    c. Headlights and windshield wipers
    d. Child protective seat
13. Getting stopped by the police

POST OFFICE/ SENDING INFORMATION

1. Types of postage
   a. 1st class, 2nd, 3rd
   b. Airmail
   c. Overnight/one-day/two-day mail
   d. Packages and UPS
2. Money orders
3. The mailbox
   a. P.O. box
   b. At residence
   c. Drop-on-street mailbox
4. Federal law
   a. Rights
   b. Regulations
5. Fax
6. Change of address
7. Stamp vending machines

SCHOOL AND EDUCATION

1. Grades/years
2. Structure (pre-K to post-doctoral)
   a. Line of authority
   b. Responsibilities of various roles
   c. Schedules, *i.e.*, homeroom vs. classrooms
3. How things work
   a. Teaching
   b. Types of classrooms (self-contained, teams, etc.)
   c. Homework and projects
   d. Field trips
   e. Social mores, *i.e.*, independent work vs. "cheating"
   f. School rules and behavior, *i.e.*, written excuse for absence, no fighting, etc.
   g. Remediation
4. Communication: school/parent
   a. Report cards
   b. Written notes
   c. Parent-teacher conferences/meetings
   d. Memos
5. Discipline
   a. Detention
   b. Note/phone call home
   c. Suspension
   d. Extra homework
   e. Principal's office
6. Curriculum subject areas, *i.e.*, math, reading, etc.

7. School events
   a. Prom, dances
   b. Graduation
   c. Awards and certificates
8. Requirements
   a. Immunization for enrollment
   b. Physical exam
   c. Permission slips
9. Parental role in school
   a. Volunteer
   b. Communicating with teacher
   c. Helping children at home
   d. PTA
10. Types of schools
    a. Public
    b. Private (parochial and other)
11. Resources of lifelong learning
    a. Literacy Volunteers
    b. Continuing education classes
       (1) High school
       (2) College
    c. Night school
    d. ABE
    e. GED
    f. TOEFL prep/Michigan Test
    g. Learning center
    h. Family literacy programs
    i. Public library
12. School closing
    a. Holidays
    b. Inclement weather and other emergencies
    c. Staff development days

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RECREATION

1. Parks, pools, skating rinks, zoos, and game farms (seasonal and year-round)
2. Museums and historical societies
3. Festivals and special events
4. Private sector
   a. Amusement parks
   b. Golf clubs
   c. Bowling
5. Camping
   a. Tent
   b. Camper or RV
   c. Cabin
6. Hunting and fishing
7. Movies
   a. Movie rentals
   b. Going to the movie theater
8. Theater
9. Sporting events
   a. American football
   b. Baseball
   c. Soccer
   d. Basketball
   e. Hockey
   f. Track and field
   g. Softball
   h. Gymnastics
   i. Figure skating
   j. Downhill and cross-country skiing
   k. Thoroughbred/harness horse racing
   l. Ping-Pong
   m. Badminton
   n. Bowling
   o. Auto racing
10. Hiking and mountain climbing
11. Concerts
   a. Types of music
   b. Musicians, singers, entertainers
   c. Types of concerts

IMMIGRATION

1. Visas
   a. Types
   b. How to obtain
   c. Your obligations and rights
2. "Green card" -- permanent residency
3. Immunity or amnesty
4. Refugees
5. Travel to Canada or Mexico on a visa
6. Types of immigration status
7. Immigration terms
8. Citizenship/Naturalization

MEDIA

1. Television
   a. Cable
   b. Antenna
   c. Satellite
   d. Types of programs and ratings
   e. Program guides
2. Radio
   a. Types of programs
3. Newspapers
   a. Types, i.e., local, professional, national, tabloids/ "gossip papers"
   b. Professional reporting
   c. Sensationalism and fabrication
   d. Sections, features, and format
   e. Delivery
4. Magazines
   a. Types
   b. Subscription rates vs. newsstand prices
5. Brochures/flyers
6. Advertisements and commercials
7. Reporters, journalists, editors
8. Movies
   a. Types
   b. Ratings, *i.e.,* G, PG, PG-13, R, etc.
   c. Movie reviews
   d. Movie listings at theaters
   e. Videos

BARBER/HAIRDRESSER

1. Types of services
2. Salons
3. Describing the cut or style you want
4. Appointments vs. walk-ins
5. Fees
6. Tipping

COMMERCE

1. Permits
2. Small sidewalk/park stand
3. Restaurant
4. Store
5. School, i.e., karate
6. Laws and regulations
7. Rental properties
8. Other small business

LIBRARIES

1. Community services
2. Organization of materials
3. Materials available
4. Library systems
5. Photocopying laws (Federal)
6. Book sales
7. Getting a library card
   a. Responsibilities and rights
   b. Rules governing use
8. Family literacy programs

RESTAURANTS

1. Types
2. Ethnic foods
3. Menu
4. Ordering
5. Paying
6. Tipping
7. Dress codes
8. Making a reservation

TELEPHONE

1. Services and charges
   a. Directory assistance
   b. Operator-assisted calls
2. Types of calls
   a. Local
   b. Long distance
   c. Person-to-person
   d. Collect
3. Best times for long distance calls
4. Calling overseas
5. Long distance companies
6. Unlisted numbers
7. How to use a phone book
8. Changing a telephone number
9. Moving
   a. Option: keep the same number
10. Prank phone calls
11. Sales calls
12. Phones
   a. Types of phones: rotary dial, touch-tone, cordless, etc.
13. Cellular phones
   a. Cost
   b. Billing
14. Billing
   a. Local
   b. Long distance
15. Pay phones
16. Phone cards
17. Various phone conversations and scenarios
   a. Personal calls
   b. Taking messages
   c. Business calls
18. Fax

POLICE

1. Job descriptions
2. Organization
3. Levels of law enforcement and jurisdiction
   a. State
   b. County Sheriff
   c. City/Town/Village
   d. FBI
4. Types of crimes and punishments
5. Traffic, parking and moving violations, including DWI and DWAI
   a. Tickets
   b. Towing
   c. Paying process and/or appeals
   d. License points
6. Arrests, jail, trial
   a. Steps
   b. Requirements
   c. Your rights
7. Peace-keeping
8. Personal safety
9. Reporting
   a. Theft or burglary
   b. Rape
   c. Domestic violence
   d. Vandalism or trespassing

HEALTH (ALSO SEE "MEDICAL")

1. Health care personnel
   a. Doctors
   b. Nurses
   c. Physician's assistants
   d. Pharmacists
   e. Homeopath
   f. Naturopath
   g. Chiropractor
   h. Acupuncturist
2. Specialties
   a. OB-GYN
   b. Psychiatrist
   c. Anesthesiologist
   d. Pediatrician
   e. Oncologist
   f. Neurologist
   g. Orthopedist
   h. Rheumatologist, etc.
3. Schooling and licensing
4. Health care facilities (HMOs)
5. Hospitals and their staff
6. Emergencies
7. Ambulances and paramedics
8. Mental health
   a. Stress
   b. Acculturation
9. Nursing homes and convalescent homes

10. Drugs
    a. Prescription
    b. Over-the-counter
    c. Dosages
    d. Cautions
    e. Overdose
11. Household safety
    a. Emergency exits, routes, and procedures
    b. Accident prevention
12. Health insurance and benefits
    a. Payments and co-payments
    b. Restrictions and deductibles
13. First Aid
    a. Cuts and bruises
    b. Choking
    c. CPR
    d. 911
14. Malpractice
15. Immunization
    a. For various illnesses
    b. Types (oral, vaccine, etc.)
    c. Requirements
16. Animal diseases that people can contract
    a. Rabies
    b. Lyme disease
    c. Protection
    d. Treatment

GOVERNMENT AND LAW

1. Your rights
   a. Bill of Rights
   b. Constitution
2. Government structure
   a. Federal
   b. State
   c. County
   d. Town, village, or city
3. Responsible citizenship
4. Renter's rights
5. Frauds and scams
6. Attorneys
   a. Public defender
   b. Private law offices
7. Voting and elections

STORES

1. Types
2. Flyers or circulars and advertisements
3. Sales
4. Unit pricing, *i.e.,* per pound, etc.
5. Guarantees and warranties
6. Receipts
7. Express lines
8. Methods of payment
9. Lay away
10. Returns and exchanges
11. Complaint
12. Your rights
13. Shoplifting

COMPUTER EDUCATION

1. How to operate
2. Different tools on Internet
   a. E-mail
   b. Listservs
   c. World Wide Web
   d. Search engines
3. Cautions
   a. Giving identifying information
   b. Scams
   c. Monitoring for family use

BANKS AND SERVICES

1. Types of accounts
   a. Checking
   b. Savings
2. Loans, investments, CDs
3. Interest
4. Terminology
5. Bouncing checks
6. Credit rating
7. Credit cards and cash cards
   a. Interest
   b. Payment plans
8. Bankruptcy
9. Cashing checks
10. How to read a bank statement
    a. Balancing an account
11. Types of checks
    a. Personal
    b. Paychecks
    c. Welfare
12. Paying bills
13. ATM cards
    a. Security
    b. Bank charges

INTRODUCTION TO GED

This curriculum supplement has a dual purpose: one is to provide a resource for teachers to help students prepare for the tests of General Education Development (GED). Its other purpose is to assist teachers in creating an educational program which fosters development of students' knowledge and skills so that they may become independent learners.

In keeping with the demands of the GED tests, this curriculum supplement is made up of the following components:

WRITING

The **Writing** component of the GED tests contains two parts:

(1) The first is essentially a proofreading and editing test that requires students to demonstrate a basic mastery of the conventions of standard written English, using a multiple choice format within the context of one or more passages of extended discourse.

(2) The second is the composing section of the exam that requires students to write a 200-word essay on an assigned topic.

The emphasis here is on the students engaging in the writing process to produce an essay which will be holistically scored. The criteria for passing the essay is based on understanding of task, content, organization, support for ideas, vivid and precise language, and conventions of standard written English.

SOCIAL STUDIES

The **Social Studies** test, in addition to measuring integrated and comprehensive skills, is primarily a reading test. All written items follow the format of having the examinee read a paragraph and then answer questions relating to the content of that paragraph. While the test does not demand that the examinee have a knowledge of specific facts such as dates and specific events in history, it does demand that the examinee have a vocabulary and understanding of concepts in American and world history, a working knowledge of geography, and an understanding of key concepts and vocabulary in economics and the behavioral sciences. In addition to the ability to read and comprehend information, the student will be required to respond to questions using charts, graphs, tables, diagrams, maps, and political cartoons.

SCIENCE

The GED **Science** test, in addition to measuring integrated and comprehensive skills, is primarily a reading test. All written items follow the format of having the examinee read a paragraph and then answer questions relating to the content of that paragraph. The test contains an equal balance of items from both the life sciences and the physical sciences, but these items do not test factual knowledge directly. They do, however, require examinees to use information provided in the test items or acquired formally or informally through life experience. Emphasized in the test are abstract reasoning and problem solving. The student also will be required to respond to questions incorporating charts, graphs, tables, and diagrams.

LITERATURE

The **Literature** test measures the examinees' ability to comprehend, apply, and analyze literary selections or commentary about literature and the arts and is primarily a reading test. All written items follow the format of having the examinee read an excerpt from a piece of literature and then answer questions relating to that selection. While the test does not demand that the examinee have a specific knowledge of literature and the arts, it does require that he or she have a wide range of reading experience including poetry, drama, and commentary about literature. The content covers 50% popular literature, 25% classical literature of 19th- and 20th-century writers, and 25% commentary about literature and the arts.

MATHEMATICS

Math is inextricably connected to reading and writing; therefore, it must be viewed as a component of literacy. Solving word problems in math requires critical reading skills. The GED mathematics test is not solely a computation test, but an evaluation of applied math concepts which requires reasoning and problem-solving skills.

TEST-TAKING STRATEGIES

To prepare for the GED, students should learn various **Test-Taking Strategies** including knowing how to complete a computer-scored answer sheet, taking care in matching the question number to the corresponding number on the answer sheet, and understanding that an improper erasure may register as an answer.

Students are ready to take the GED tests when they score 240 or better on the predictor test. Predictor tests should be administered to students who score a minimum of 9.0 reading comprehension on the Test of Adult Basic Education (TABE).

Higher Order Thinking

Although the skills in sections of this curriculum supplement are presented sequentially, they are not intended to be taught in isolation or necessarily in order. In particular, most existing GED materials for math instruction organize content in a sequential manner (i.e., whole numbers, fractions, decimals), even though this does not reflect current research regarding acquisition of math skills. GED students often have a wide range of math skills and each student should be individually assessed.

Similarly, emphasis should be placed on the student using reading and writing processes to lead to higher-order thinking such as application, analysis, synthesis, and evaluation. This focus on abstract reasoning and problem solving considers the adult world and stresses the workplace, a global perspective, and the emergence of new technologies. The key concepts listed in this curriculum supplement are provided as a guide and are not all-inclusive.

The GED tests, in addition to measuring the integrated and comprehensive skills of each subtest, are primarily a multiple choice reading test. Examinees must be able to comprehend and draw inferences from written and graphic materials. This curriculum supplement should be used by teachers for students who demonstrate a reading competence comparable to that of a senior high school student. It is important to remember that the test is normed on high school seniors. Please note that mathematics concepts and basic reading and writing skills are covered in other sections of this document.

GENERAL EDUCATION DEVELOPMENT (GED)

ADULT GOALS

Writing	**Adult Goal 1.** *Learners will identify and correct errors in pieces of writing using the conventions of standard written English.*
Writing	**Adult Goal 2.** *Learners will use writing process to compose a well-organized, 200-word essay on an assigned topic within an allotted time period.*
Social Studies	**Adult Goal 3.** *Learners will read and develop an understanding of key concepts and vocabulary in social studies.*
Science	**Adult Goal 4.** *Learners will read and develop an understanding of vocabulary, and applications of key concepts in science.*
Literature	**Adult Goal 5:** *Learners will be able to comprehend, interpret, and analyze popular and classical literature and commentary about literature and the arts.*
Math	**Adult Goal 6:** *Learners will develop an understanding of applied mathematical concepts in arithmetic, algebra, and geometry which require reasoning and problem-solving skills.*
Test-Taking Strategies	**Adult Goal 7:** *Learners will be better prepared for the tests of the GED by learning pertinent test-taking strategies.*

Adult Goal 1: Learners will identify and correct errors in pieces of writing using the conventions of standard written English.

OBJECTIVES	EXAMPLES
Objective A: Learners will identify and correct errors in pieces of writing using the conventions of standard written English.	• Identify errors and correct them; select correct answers from choices given. • Identify sentences which are free of mechanical errors. • Identify and correct misspelled words. • Identify and correct errors in possessives, contractions, and homonyms. • Identify and correct errors in capitalization: proper nouns and adjectives; titles of people, dates, places, and addresses; and season and time. • Identify and correct errors in comma usage: items in a series, between independent clauses, after introductory phrases and dependent clauses, overuse, and before and after parenthetical and appositive phrases. • Identify sentences which are free of errors in usage. • Identify and correct errors in subject-verb agreement. • Identify and correct verb tense errors in sentences and paragraphs. • Identify and correct errors in pronoun reference. • Identify sentences which are free of errors in structure. • Identify and correct sentence fragments. • Identify and correct run-on sentences. • Identify and correct comma splices. • Identify and correct improper use and punctuation of dependent and independent clauses. • Identify and correct errors in parallel structure. • Identify and correct errors in modifying phrases. • Identify a revised sentence that improves clarity or logic. • Identify signal words and connectives as appropriate for linking related clauses and sentences. • Identify and correct prepositional phrases, punctuation marks and dialogue, compound and complex sentences, transitional words and phrases, and conjunctions. • Check, edit, and revise for correct information, emphasis, and form.

Student Profiles

The profiles for the GED curriculum supplement indicate performance levels for beginners, intermediate students, and GED writers.

Beginner	Intermediate	GED Writer
The beginner writer will identify and correct basic errors in mechanics, usage and sentence structure. These may include: • contractions • simple subject-verb agreement • sentence fragments • simple verb tense • run-ons	The intermediate writer will identify and correct more complex errors. These may include: • capitalizing months • possessives • present perfect and post progressive tenses • comma splices	The GED writer will identify and correct most errors. These may include: • punctuation of dependent and independent clauses • errors in pronoun usage • parallel structure Writers at all levels will need to recognize sentences that are error free. Learners will be able to revise and edit pieces of writing using the conventions of standard written English, including mechanics, usage, and sentence structure, and choose alternative ways of expressing similar ideas.

Adult Goal 2: Learners will use writing process to compose a well-organized, 200-word essay on an assigned topic within an allotted time period.

OBJECTIVES	EXAMPLES
Objective A: Learners will be able to prewrite.	• Identify task and limit topic. • Generate ideas using prewriting techniques such as brainstorming, clustering, freewriting, and listing. • Address intended audience.
Objective B: Learners will be able to compose.	• Write on topics as assigned. • Refine main idea. • Organize material into proper essay format, *i.e.,* introductory paragraph, body, closing paragraph. • Use of outlines. • Develop ideas with supporting details. • Be able to compare and contrast. • Use transitional signals between sentences and paragraphs. • Communicate thoughts, ideas, and information.
Objective C: Learners will be able to postwrite.	• Revise for content, sequence, and language. • Edit for conventions of standard written English. • Evaluate essays using holistic criteria.

"I found that writing is another way of communication -- it gives me freedom. A freedom to become someone, to go back in time, or to put down my thoughts and feelings of today's goings on."

--Barbara G.

Student Profiles

The profiles for the GED curriculum supplement indicate performance levels for beginners, intermediate students, and GED writers.

Beginner	Intermediate	GED Writer
Beginning writers will identify and write simple revised sentences that use a different structure but still maintain the overall meaning or relationship between ideas. They will begin to recognize and correct basic errors.	The intermediate writer will identify and incorporate complex sentences, revising and rewriting.	The GED writer will identify and compose most revised sentences that use a different structure but maintain clarity and logic.

Adult Goal 3: Learners will read and develop an understanding of
key concepts and vocabulary in social studies.

OBJECTIVES	EXAMPLES
Objective A: Learners will be able to identify significant time periods and define key vocabulary in U.S. history.	• Pre-Columbian Era • Colonial Period • Revolutionary Era • Westward Expansion • Civil War and Reconstruction • Rise of Industrial America • Era of Social Reform • Growth as a World Power and International Conflict • Contemporary Issues
Objective B: Learners will demonstrate a working knowledge of physical and cultural geography.	• Significant geographical features and terms • Maps and globes • Geology • Topography • Natural resources • Climate • U.S. regions such as the Rocky Mountains and Pacific Northwest • Cultural regions such as Latin America and the Middle East • Cultural migration • Population distribution
Objective C: Learners will define key economic terms.	• Inflation • Recession • Depression • Imports • Exports • Union and non-union labor • Gross National Product (GNP) • Foreign trade

Adult Goal 3 (continued): Learners will read and develop an
understanding of key concepts and vocabulary in social studies.

OBJECTIVES	EXAMPLES
Objective D: Learners will develop a working knowledge of significant concepts in economics.	- Free enterprise system - Supply and demand - Competition - Monopoly - Role of the consumer, money management, investment, and insurance - Consumer budgeting, crediting, and contracts - Government's role in the economy, taxes and other sources of revenue - Government expenditures, national debt, balancing the budget - Consumer protection and education
Objective E: Learners will acquire a working knowledge of key concepts relating to political systems and how they function.	- Principles of the Declaration of Independence and the U.S. Constitution - U.S. political process including the political party system, nominations and elections, and the role of an active citizen - National executive branch including the offices and powers of the President and Cabinet - National legislative branch including the Senate, House of Representatives, and legislative powers and processes - National judicial branch including the importance of law and the legal system, the role of the Supreme Court, and civil liberties and civil rights - State governments including financing state governments and relations between federal and state governments

Adult Goal 3 (continued): Learners will read and develop an understanding of key concepts and vocabulary in social studies.

OBJECTIVES	EXAMPLES
Objective E (continued): Learners will acquire a working knowledge of key concepts relating to political systems and how they function.	• Local governments including financing local governments and responsibilities of local governments such as road systems, transit systems, sanitation, water systems, and education • The U.S. in today's world including U.S. foreign policy and the U.S. and international organizations such as the United Nations and NATO
Objective F: Learners will acquire a working knowledge of key concepts and vocabulary in the behavioral sciences such as anthropology, psychology, and sociology	• People as individuals and influences on human behavior such as the primary need for survival and well-being, gender issues, heredity and environment, and personality and intellect • People as members of groups encompassing family, church, workplace, and social institutions • Social stratification including norms and values, ethnicity and heritage, people as members of cultures, influences on human behavior and cultures, social relationships, race and prejudice, and gender issues
Objective G: Learners will analyze charts, graphs and cartoons for information and understanding of key economic, political, and historical concepts.	

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Adult Goal 4: Learners will read and develop an understanding of vocabulary, and applications of key concepts in science.

OBJECTIVES	EXAMPLES
Objective A: Learners will develop a working knowledge of life sciences.	• Biology • Human anatomy • Genetics • Cellular evolution and structure • Ecology and ecosystems • Microbiology • Health, nutrition, and disease • Biological roots of behaviors • Structural and functional relationships such as reproduction and photosynthesis in plants and animals
Objective B: Learners will develop a working knowledge of physical sciences.	• Earth science including history of the Earth and universe; structure of Earth, other planets, universe; and Earth's atmosphere, weather and properties. • Chemistry including structure and properties of matter; periodic table; scientific notation; acids, bases, and salts; and chemical reactions and energy changes. • Physics including law of physics related to motion, energy, work, pressure, heat; light; electricity; atomic energy; magnetism; and radioactivity.
Objective C: Learners will be able to understand and evaluate developments discussed in newspapers and magazines.	• Fact versus opinion • Interrelationships between the sciences • Application of science to everyday problems of pollution, drugs, health, and relationships

Adult Goal 5: Learners will be able to comprehend, interpret, and analyze popular and classical literature and commentary about literature and the arts.

OBJECTIVES	EXAMPLES
Objective A: Learners will identify characteristic features of fiction in excerpts from novels, short stories, and plays as they reveal meaning.	• Setting • Characterization • Plot • Theme • Point of view • Tone, mood • Style • Structure • Metaphors, similes
Objective B: Learners will identify key marks of punctuation used in drama.	• Character's name followed by colon • Stage directions and asides placed in parentheses or brackets • Use of dash to signify interruption by another character
Objective C: Learners will identify the special characteristics of poetry.	• Figurative language • Imagery • Rhyme • Rhythm • Comparison by analogy • Imagery and symbols
Objective D: Learners will identify characteristic features of non-fiction in excerpts from journals, essays, biographies, dialogue, newspapers, and periodicals.	• Writing based on real experiences • Writing that expresses feelings, thoughts, attitudes, values, opinions, ideas, and information
Objective E: Learners will identify characteristic features of comments, criticisms, or reviews about the arts.	• Commentary that expresses personal point of view • Commentary that includes information and description

Adult Goal 6: Learners will develop an understanding of applied mathematical concepts in arithmetic, algebra, and geometry which require reasoning and problem-solving skills.

OBJECTIVES	EXAMPLES
Objective A: Learners will develop an understanding of arithmetic and its applications to real-world problems.	• Solve problems involving measurement of length, perimeter, area, volume, and time. • Solve problems involving calculation of rates such as distance and time and cost and unit. • Solve problems involving properties of numbers, exponents, and averages. • Solve problems involving percent, proportion, and ratio. • Interpret tables, graphs, charts, and statistical data.
Objective B: Learners will develop an understanding of algebra and its application.	• Use algebraic language and symbolism. • Understand common axioms and properties governing equations and formulas. • Set up and solve equations. • Learn concept of factoring. • Learn concepts of algebraic fractions.
Objective C: Learners will develop an understanding of geometry and its application.	• Calculate values for angles, line segments, and slopes. • Know rectangular coordinates and points of intersection. • Find indirect measurements of angles and line segments using similar figures and the Pythagorean Theorem.
Objective D: Learners will develop skills using calculators, computers, and other technology for a variety of reasons.*	• Reflect current practices in business and industry. • Select appropriate technology for deserved results. • Meet the needs of learning disabled students. • Free up time to work on higher-order reasoning and problem-solving skills.

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* Beyond the scope of the current tests of General Educational Development .

Adult Goal 7: Learners will be better prepared for the tests of the
GED by learning pertinent test-taking strategies.

OBJECTIVES	EXAMPLES
Objective A: Learners will know how to properly fill in a computer-scored answer sheet.	• Practice completing a computer-scored answer sheet. • Match question number to corresponding number on answer sheet; check occasionally to make sure. • Understand that an improper erasure may register as an answer.
Objective B: Learners will be prepared for test with proper materials and knowledge that all parts of the test are not alike.	• Understand personal responsibility for checking to be sure test materials correspond with exam being taken. • Understand that directions are not the same for each part of the exam. • Practice reading all test directions carefully before proceeding. • Listen to proctor's oral directions.
Objective C: Learners will be encouraged to use reading strategies to tackle directions and questions.	• Skimming • Scanning • Rereading • Using context clues; comparison signals • Looking for relationships • Identifying key words in the passage and skimming • Scanning to efficiently locate pertinent information • Connecting new data with prior itemized knowledge • Reading purpose question
Objective D: Learners will be aware of allotted time periods for each section of the exam and will plan and monitor self in order to finish correctly and on time.	• Do not leave any questions unanswered, keep moving. • Make educated guesses for puzzling questions in science, social studies, literature, and the arts. • Use remaining time for proofreading and corrections.

Adult Goal 7 (continued): Learners will be better prepared for the tests of the GED by learning pertinent test-taking strategies.

OBJECTIVES	EXAMPLES
Objective E: Learners will feel confident in taking the tests of the GED.	• Practice using various predictor forms, *e.g.,* computer tests, time tests. • Familiarize self with testing location. • Prearrange necessary travel and child care plans including back-up plans. • Eat before arriving and/or bring snack as energy booster over 5-6 hour day. • Monitor test-taking environment and ask for change in seating if inadequate.
Objective F: Learners will develop cognitive strategies to help manage test anxiety.	• Positive "self-talk" • Visualization • Self-monitoring • Recognize defeatist attitudes, *e.g.,* "If I fail the test..." • Breathing techniques • Remind self of strengths and successes
Objective G: Learners will be discriminating in multiple-choice questions.	• Read directions carefully • Read questions all the way through. • Read all the options and pick two. • If choosing from two, reread. • Watch out for negatives, *e.g.,* not, except. • Watch out for qualifiers, *e.g.,* all-most, some-none; always-usually-sometimes-never; more-equal-less.

"It isn't easy for someone like me, someone who for all his life practiced to be so different from everyone. To drop the image is so uncomfortable because it makes me so vulnerable."

--Federico D.

INSTRUCTIONAL RESOURCES

Fusing the information presented in Adult Education Resource Guide and Learning Standards and the other five frameworks with a mix of available resources will ultimately raise standards in adult education. To assist in instructional planning, SED has developed a number of programs and other resources that have proven effective in reaching and teaching a variety of adult learners.

WORKPLACE LITERACY: WHY? WHAT? HOW? explores what workplace literacy is, why there is a need for it, and how to implement it. Nationally recognized experts in the field of workplace literacy, representing education, labor, and management, discuss the topic from their perspectives. This instructional video looks at the emerging field responding to create a literate workforce that can compete in today's global economy. Production is by Albany Educational Television (518/462-7292 ext. 20).

ACTION FOR PERSONAL CHOICE is an instructional video introducing a unique program which challenges students to take responsibility for their own behavior. This remarkably successful program is organized around the concepts of awareness, understanding, acceptance, and change. Adult learners examine who they are, why they are in their present situation, and what choices are available to them to better themselves. Production is by Albany Educational Television (518/462-7292 ext. 20).

TEACHING ADULTS WITH LEARNING DISABILITIES is designed to help teachers meet the special instructional needs of adults with learning disabilities. One video defines what a learning disability is and discusses typical characteristics that signal the presence of a learning disability. A companion video gives teachers effective strategies and suggestions for making learning easier and more meaningful for adults with learning disabilities. An instructor's manual supplements the videotapes and also serves as a resource guide. The series has been produced by Albany Educational Television (518/462-7292 ext. 20).

FAMILY LITERACY: AN INTERGENERATIONAL APPROACH TO LEARNING is a staff development package designed to inform program developers, administrators, adult educators, and early childhood professionals about the unique opportunities offered by family literacy programs. This package includes a resource guide and two video programs: "Making It Happen" and "Alternative Models and Creative Solutions." The guide and videos show the potential of family literacy programs for weaving the value of education into the fabric of family life.

A third instructional video entitled "Educating Parents" consists of self-contained modules, each covering a different parenting topic. These videos are aimed specifically toward parents. The accompanying print can be used by instructors as well. The series premieres with the module Parents and Children Learning through Play, introducing parents to the concept that play is crucial to their children's learning and development. Educators are provided with tools and strategies to help adult learners enjoy their children and take pleasure in their play while supporting their learning. Production of the series is by Albany Educational Television (518/462-7292 ext. 20).

LANGUAGE COMPETENCIES FOR BEGINNING ESL LEARNERS was produced by the New York City Board of Education and the City University of New York. This instructional package is designed to provide teachers of adult ESL learners with a guide to developing communicative, student-centered learning. The project is composed of two parts: a step-by-step teaching manual and three videotapes designed to illustrate the teaching processes and content. Both the manual and the tapes provide useful activities for both new and experienced ESL teachers. The package is available from Albany Educational Television (518/462-7292 ext. 20).

The **NYS ADULT LIFE MANAGEMENT PROGRAM** helps adults realize their full potential and make changes in their behavior that lead them to jobs, further education, close family structure, and community participation. This seven-module curriculum, which is based on group learning, was developed by statewide teacher teams. The curriculum addresses relationships, communications, activating your learning potential, balancing roles, and parent power, among others. For more information, contact the Office of Workforce Preparation and Continuing Education (518/474-8920) of the New York State Education Department.

WORK CONNECTIONS is an instructional tool to help students develop the competencies they will use in the workplace and in their daily lives. The program will help students bring organization into their lives; taking responsibility and risks, making decisions, setting goals, seeing benchmarks, and knowing where their learning is leading them. Teachers, using the context of particular occupations (health care services, office occupations, and optical careers) to teach basic and expanded basic skills, see student success in exploring an occupation of choice and being better prepared for a job. *Work Connections* strategies, guide, and database were conceived and developed by the Albany Adult Learning Center. The package is available through Albany Educational Television (518/462-7292 ext.20).

FROM INCARCERATION TO PRODUCTIVE LIFESTYLE includes a series of products to aid in the development and implementation of New York's Incarcerated Education Program and other efforts in the incarcerated education community. The two videotapes include descriptions of the instructional delivery system model, with a visual description of the transition program components in the State's program.

Augmenting this package is an instructional guide entitled *Making the Transition: An Instructional Guide for Incarcerated Youth Education*, which provides information about incarcerated youth, the program, legal rights, inmate needs, and program staff needs. A series of sample lessons, many of which have been provided by corrections educators, is also included within the instructional guide. This package has been produced by Albany Educational Television and the Hudson River Center for Program Development, Inc. (518/432-4005).

AN INTRODUCTION TO TEACHING ADULTS is a staff development program for adult educators. The video entitled "Knowing Your Adult Students and Meeting Their Needs" introduces teachers to various types of adult literacy programs and the diverse populations they serve. A second video, "Mandated Attendance: Making It Work," addresses the special challenges of teaching adults whose attendance has been mandated by social, human service, or criminal justice agencies. A unique perspective is provided by an adult education teacher who herself was previously mandated to attend an educational program as a result of receiving public assistance. A third unit in this series on learning styles is currently in production. The series is being produced by Albany Educational Television in concert with the Hudson River Center for Program Development, Inc. (518/432-4005).

READING TO CHILDREN

Produced by the New York City Board of Education, *Reading to Children* is an engaging videotape shot on location, demonstrating various ways parents can read to their children. Through this shared experience, children are encouraged to become readers themselves, breaking the cycle of illiteracy. Printed material provides direction in reading to children and delineates the many benefits of such efforts. This package is available through Albany Educational Television (518/462-7292 ext.20).

HEATH PROMOTION FOR ADULT LITERACY STUDENTS: AN EMPOWERING

APPROACH is an instructional package which will help involve students in health issues. Among the topics addressed in the series is nutrition, first aid, health insurance, health care resources, exercise, alcohol and other drugs, child safety, and women's health issues. Each topic includes an instructional guide, a student workbook and an audiotape to be used with the workbook. A staff development video gives an overview of this series developed specifically for adult learners. This package has been produced by the Hudson River Center for Program Development, Inc. and is available through Albany Educational Television (518/462-7292 ext. 20).

The CROSSROADS CAFE ENGLISH LEARNING PROGRAM consists of videotapes with learner worktexts, photostories, teacher manuals, and partner guides. The series is designed to teach English to adult learners working independently, with a tutor, in a distance-learning program with or without a classroom component, or in a traditional classroom setting. The lively 26-episode series provides education through entertainment. It is a blend of drama and comedy that tells the story of six engaging, determined characters whose lives intersect at Crossroads Cafe, a neighborhood restaurant. Each half-hour episode features two brief interrupting segments that teach language and culture. The *Culture Clips* are documentary-style segments that focus on issue-oriented cultural themes portrayed in the episode, such as the changing roles of marriage partners. The *Word Play* segments focus on language functions, demonstrating how to use appropriate language when communicating specific types of information.

If you are interested in learning more about the *Crossroads Cafe* videos and printed materials, or would like a viewing schedule of the PBS affiliates, contact the New York State Education Department, Office of Workforce Preparation and Continuing Education at (518) 474-8920.

The **NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM** (EDP) is a competency-based alternative high school credentialing program for adults who have acquired skills through life experiences and can demonstrate those skills in applied performance tests. The project aims to provide an assessment and credentialing process as an alternative to traditional diploma programs. Graduates report an increased interest in continued learning, job promotions and raises, and increased self-esteem and self-confidence. For information on EDP, contact the New York State Education Department, Office of Workforce Preparation and Continuing Education at (518) 474-8920.

USING THE INTERNET AS AN INSTRUCTIONAL TOOL was developed specifically for adult educators. This guide helps educators utilize the latest technology in preparing students, adult learners, and families to improve their academic and workforce preparation skills. It includes text about various aspects of the Internet, additional resources, suggested activities, sample lessons, handouts, a directory, and an extensive glossary. Prepared by the Hudson River Center for Program Development, Inc. with assistance from the Literacy Assistance Center, the document is available for download at web site: http://www.hudrivctr.org.

EDUCATION FOR HOMELESS ADULTS: STRATEGIES FOR IMPLEMENTATION
Selected as an Exemplary 353 project, *Education for Homeless Adults: Strategies for Implementation* is a multi-volume resource addressing the specific needs and challenges of providing education to homeless people. The guides feature recruitment and retention tips, resources, family literacy approaches, and over 70 sample lessons with corresponding handouts, making it useful to educators of other disadvantaged populations, as well. The guides were prepared by the Hudson River Center for Program Development, Inc. and are available for download at web site http://www.hudrivctr.org.

OTHER NEW YORK STATE EDUCATION DEPARTMENT RESOURCE GUIDES

THE ARTS
> Creating, Performing and Participating in the Arts
> Knowing and Using Arts Materials and Resources
> Responding to and Analyzing Works of Art
> Understanding the Cultural Contributions of the Arts

CAREER DEVELOPMENT & OCCUPATIONAL STUDIES
> Career Development
> Integrated Learning
> Universal Foundation Skills
> Career Majors

EARLY ELEMENTARY RESOURCE GUIDE TO INTEGRATED LEARNING
> Indicators of a Quality Early Elementary Program
> Examples of Evidence of Achievement of the Learning Standards
> Samples of Integrated Learning Experiences
> Making It Happen: Implementing an Integrated Curriculum
> Bibliography: Suggested Resources

ENGLISH LANGUAGE ARTS
Language for Information and Understanding
Language for Literary Response and Expression
Language for Critical Analysis and Evaluation
Language for Social Interaction

HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SCIENCES
Personal Health and Fitness
A Safe and Health Environment
Resource Management

LANGUAGES OTHER THAN ENGLISH
Communication Skills
Cultural Understanding

MATHEMATICS, SCIENCE, & TECHNOLOGY
Analysis, Inquiry, and Design
Information Systems
Mathematics
Science
Technology
Interconnectedness: Common Themes
Interdisciplinary Problem Solving

SOCIAL STUDIES
History of the United States and New York
World History
Geography
Economics
Civics, Citizenship, and Government

For additional information, contact the New York State Education
Department at its web site: http://www.nysed.gov

Print Resources

The documents listed below were used as a basis for this document. For more current and detailed information, we encourage you to access the Internet resources listed on pages 167-169.

American Council on Education, GED Testing Service, The Official Teacher's Guide to the Tests of General Education Development. Washington, D.C.: 1988.

American Council on Education, GED Testing Service, Teacher's Manual for the Official GED Practice Tests. Washington, D.C.: 1991.

Boldridge-Brown, G.V., Johnson, L.S., and Valaitis, M., Curriculum Guide for ABE Language Arts. Evanston, IL: Illinois State Board of Education, Adult and Continuing Education, 1987.

Brown, Linda, Adult Basic Education: A Teacher's Guide. New York: Division of Adult and Continuing Education, City University of New York, Office of Adult and Academic Affairs, 1991.

The Commission on Composition, Teaching Composition: A Position Statement. Washington, D.C.: National Council of Teachers of English, 1985.

The Council for Basic Education, Washington, D.C., 2005, Vol. 4, No. 1, Winter 1991.

Mathes, David, Workplace Literacy Curriculum. Genesee-Livingston-Steuben-Wyoming BOCES, Mount Morris, NY: Finger Lakes Regional Education Center for Economic Development, 1988.

Lloyd-Jones, Richard and Andrea A. Lundsford, editors, The English Coalition Conference: Democracy Through Language. Urbana, IL: National Council of Teachers of English, Modern Language Association, 1989.

New York City Board of Education, Adult Basic Education Upper Level Literacy Curriculum. New York: Office of Adult and Continuing Education, 1991.

New York City Public Schools, GED Math Curriculum Guide. Albany, NY: Office of Adult and Continuing Education, Two-Year College Development Center, 1991.

Shepherd, James F., College Study Skills. Boston: Houghton Mifflin Company, 1990.

Two-Year College Development Center, Reading in Postsecondary Occupational Education: Faculty Development Resource Manual. Albany, NY: State University of New York, 1981.

Internet Resources

1) Adult Education Network (AEDNET)

      INTERNET ADDRESS listserv@alpha.acast.nova.edu

      TOPICS COVERED: Listserv   Adult Education
                                      Adult Literacy

2) English as a Second Language Home Page

      INTERNET ADDRESS http://www.ed.uiuc.edu/edpsy-387/rongchang-li/esl/

      TOPICS COVERED: Student Participation   English (Second Language)

3) ERIC Clearinghouse on Assessment and Evaluation

      INTERNET ADDRESS http://ericae2.educ.cua.edu/

      TOPICS COVERED: Evaluation   Testing
                                        Resource Centers   Information Dissemination

4) ERIC Clearinghouse on Reading, English, and Communication

      INTERNET ADDRESS http://www.indiana.edu:80/~eric_rec/

      TOPICS COVERED: Family Literacy   Reading Instruction
                                        Electronic Books   Professional Development
                                        Resource Centers   Information Dissemination

5) Hudson River Center for Program Development, Inc

      INTERNET ADDRESS http://www.hudrivctr.org

      TOPICS COVERED: Adult Basic Education   Adult Literacy
                                        Curriculum Evaluation   Education
                                        Family Literacy   English (Second Language)
                                        Health   Homelessness
                                        Lesson Plans   Professional Development

6) Mathematical Association of America

      INTERNET ADDRESS http://www.maa.org/

      TOPICS COVERED: Mathematics   Professional Development
                                        Education

7) National Center of Adult Literacy (NCAL)
        INTERNET ADDRESS http://litserver.literacy.upenn.edu/

        TOPICS COVERED: Adult Literacy   Adult Basic Education
                           Curriculum Evaluation   Computer Software Evaluation
                           Software   Information Dissemination
                           Grants   Resource Centers
                           Newsletters

8) National Institute for Literacy LINCS System
        INTERNET ADDRESS http://novel.nifl.gov/

        TOPICS COVERED: Adult Literacy   Adult Basic Education
                           Bibliographic Databases   Full Text Databases
                           Resource Centers   Grants

9) National Institute for Literacy
        INTERNET ADDRESS http://novel.nifl.gov/forums.html/

        a) Learning Disabilities
            TOPICS COVERED: Listserv   Learning Disabilities

        b) ESL Literacy
            TOPICS COVERED: Listserv   English (Second Language)

        c) Family
            TOPICS COVERED: Listserv   Family Literacy

        d) Workplace
            TOPICS COVERED: Listserv   Workplace Literacy

        e) Homeless
            TOPICS COVERED: Listserv   Homelessness

        f) Health
            TOPICS COVERED: Listserv   Health

        g) National Literacy Advocacy
            TOPICS COVERED: Listserv   Advocacy

10) New York State Education Department
       INTERNET ADDRESS http://www.nysed.gov/

TOPICS COVERED:	Adult Basic Education	Adult Education
	Adult Literacy	Curriculum Evaluation
	Education	Electronic Books
	Evaluation	English (Second Language)
	Family Literacy	Grants
	Learning Disabilities	Information Dissemination
	Mathematics	Mathematics Education
	Reading Instruction	Professional Development
	Reference Services	Resource Centers
	State Legislation	Testing
	Workplace Literacy	

11) Outreach Technical and Assistance Network (OTAN)
       INTERNET ADDRESS http://www.scoe.otan.dni.us/

TOPICS COVERED:	Library Materials	Resource Centers
	Literacy Forums	Grants
	Curriculum Evaluation	Computer Software Evaluation
	State Legislation	

12) Public Broadcasting Service
       INTERNET ADDRESS http://www.pbs.org/

TOPICS COVERED:	Adult Education	Mathematics Education
	Mass Media	

13) Ask ERIC
       INTERNET ADDRESS http://ericir.syr.edu/

TOPICS COVERED:	Education	Adult Literacy
	Reference Services	Information Dissemination
	Lesson Plans	Resource Centers

TOPICS GRID

Numbers 1 - 13 on the following charts refer to the topics listed in the internet resources listed on the previous three pages.

TOPICS COVERED:	1	2	3	4	5	6	7	8	9a	b	c	d	e	f	g	10	11	12	13
Adult Basic Education					•		•	•								•			
Adult Education	•															•		•	
Adult Literacy	•				•		•	•								•		•	•
Advocacy															•				
Bibliographic Databases								•											
Computer Software Eval.							•	•									•		
Curriculum Evaluation					•		•									•	•		
Education					•	•										•		•	•
Electronic Books				•												•			
English (Second Language)		•			•					•						•			
Evaluation			•	•												•			
Family Literacy				•	•	•					•					•			
Full Text Databases								•											
Health					•									•					
Homelessness					•								•						
Grants							•	•								•	•	•	
Information Dissemination			•	•			•									•			•

TOPICS COVERED:	1	2	3	4	5	6	7	8	9a	b	c	d	e	f	g	10	11	12	13
Learning Disabilities									•							•			
Lesson Plans					•														•
Library Materials																	•		
Listserv	•								•	•	•	•	•	•	•				
Literacy Forums																	•		
Mass Media																		•	
Mathematics						•										•			
Mathematics Education																•		•	
Newsletters							•												
Professional Development				•	•	•										•			
Reading Instruction				•												•			
Reference Services																•			•
Resource Centers			•	•			•	•								•	•		•
Software							•												
State Legislation																•	•		
Student Participation		•																	
Testing			•													•			
Workplace Literacy												•				•			

Appendix A: Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design
> Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems
> Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics
> Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science
> Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology
> Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes
> Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving
> Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

English Language Arts

Standard 1: Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will:
- collect data, facts, and ideas;
- discover relationships, concepts, and generalizations; and
- use knowledge generated from oral, written, and electronically produced texts.

As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literacy Response and Expression
Students will:
- read and listen to oral, written, and electronically produced texts and performances from American and world literature;
- relate texts and performances to their own lives; and
- develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation
Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues represented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

Standard 4: Language for Social Interaction
Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

Standard 1: Communication Skills
Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding
Students will develop cross-cultural skills and understanding.

The Arts

Standard 1: Creating, Performing, and Participating in the Arts
Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding To and Analyzing Works of Art
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding Cultural Dimensions and Contributions of the Arts
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Health Education, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management
Students will understand and be able to manage their personal and community resources.

Social Studies

Standard 1: History of the United States and New York
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live -- local, national, and global -- including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Career Development and Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Appendix B: SCANS Skills

Resources *Identifies, organizes, plans and allocates resources.*
Time -- selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
Money -- uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
Material and Facilities -- acquires, stores, allocates, and uses materials or space efficiently.
Human Resources -- assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal *Works with others.*
Participates as Member of a Team – contributes to group effort.
Teaches Others New Skills
Serves Clients/Customers -- works to satisfy customers' expectations.
Exercises Leadership -- communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
Negotiates -- works toward agreements involving exchange of resources, resolves divergent interests.
Works with diversity -- works well with men and women from diverse backgrounds.

Technology *Works with a variety of technologies.*
Selects Technology -- chooses procedures, tools or equipment including computers and related technologies.
Applies Technology to Task -- understands overall intent and proper procedures for setup and operation of equipment.
Maintains and Troubleshoots Equipment -- prevents, identifies, or solves problems with equipment, including computers and other technologies.

Basic Skills
Reads, writes, performs arithmetic and mathematical operations, listens and speaks.

Reading -- locates, understands, and interprets written information in prose and in documents such as manuals, graphs and schedules.
Writing -- communicates thoughts, ideas, information and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
Arithmetic/Mathematics -- performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
Listening -- receives, attends to, interprets, and responds to verbal messages and other cues.
Speaking -- organizes ideas and communicates orally.

Thinking Skills
Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

Creative Thinking -- generates new ideas.
Decision Making -- specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
Problem Solving -- recognizes problems and devises and implements plan of action.
Seeing Things in the Mind's Eye -- organizes and processes symbols, pictures, graphs, objects, and other information.
Knowing How to Learn -- uses efficient learning techniques to acquire and apply new knowledge and skills.
Reasoning -- discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities
Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

Responsibility – exerts high level of effort and perseveres towards goal attainment.
Self-esteem – believes in own self-worth and maintains a positive view of self.
Sociability – demonstrates understanding, friendliness, adaptability, empathy, and politeness is group settings.
Self-management – assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
Integrity/Honesty – chooses ethical courses of action.

Information
Information *Acquires and evaluates information.*
Acquires and Evaluates Information
Organizes and Maintains Information
Interprets and Communicates Information
Uses Computers to Process Information

Systems
Systems *Understands complex interrelationships.*
Understands Systems -- knows how social, organizational, and technological systems work and operates effectively with them.
Monitors and Corrects Performance -- distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions.
Improves or Designs Systems -- suggests modifications to existing system and develops new or alternative systems to improve performance.