

Course Outline

REVISED: February/2012



Program: Adult Literacy/High School Diploma

Course of Study: Adult Basic Education

Course: 1:1002 Mathematics

53-03-75

Math 1

Credits: 5

Hours: 180

Course Description:

This competency-based course offers an introduction to the basic mathematics concepts, including: whole numbers, whole number addition and subtraction, whole number addition and subtraction application, decimal addition and subtraction, decimal addition and subtraction application, whole number multiplication, whole number division, whole number multiplication and division application, decimal multiplication and division, decimal multiplication and division application, fractions, fraction multiplication and division with application, and fraction addition and subtraction with application. The competencies are aligned with the *Mathematics Content Standards for California Public Schools, Kindergarten through Seventh Grade*, with an emphasis on the Number Sense strand. Included in this course are assignments for GED preparation.

Prerequisite:

1. Total grade equivalency (GE) of 0-6.9 on TABE complete battery math assessment.
2. A minimum of 5.0 on TABE 9/10 D complete or survey reading assessment is recommended.

After a student has completed this course, he or she may not be allowed to re-enroll in the course.

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ACKNOWLEDGMENTS

Thanks to TONY DIANGELIS for writing this course outline. Appreciation is also expressed to LARISA VINNIKOVA, KASEY PITTS and ERICA ROSARIO for assistance with the course contract worksheets. Thanks to ROBBIE FRANSEN for her final proofreading of the three course outlines and to TOM CALDERON for editing and preparing this course outline as competency-based.

KIT BELL
Supervisor
Adult Basic Education

APPROVED:

ED MORRIS
Executive Director
Division of Adult and Career Education

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 12-15

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction that enables each student to attain individual goals as measured against pre stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education, the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

Course Outline Components

INSTRUCTIONAL STRATEGIES

p. 16

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 12-16

Units of study, with approximate hours allotted for each unit, are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) are listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 16

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

HOW TO USE THIS COURSE OUTLINE

THE ADULT BASIC EDUCATION PROGRAM

The Adult Basic Education (ABE) Program is part of the continuum of academic instruction that includes English as a Second Language (ESL) and Adult Secondary Education (ASE) within the Division of Adult and Career Education (DACE) of the Los Angeles Unified School District (LAUSD). Learners whose foundational skills in reading, writing and math are below 9th-grade level enter the ABE Program to improve these basic skills. Students who complete the ABE Program can move on to the ASE Program where they can study for their GED or high school diploma, or enter a Career Technical Education (CTE) program. The ABE student population includes native and non-native speakers of English, adult learners, young-adult and adolescent learners, concurrently enrolled high-school students, learners in recovery, learners with disabilities, and students mandated by the courts. More information about the ABE Program is available at <http://abe.adultinstruction.org>.

STUDENT PLACEMENT IN ABE MATH

Students requesting math are placed in a math course based upon their Grade Equivalent (GE) score on the TABE 9M complete math battery. Students are assigned to ABE math when their skills fall below the 9th grade level.

Placement in ABE Math is done at registration, usually by the Assistant Principal of Counseling Services (APACS) or a teacher advisor. Students who score a total GE of 0 – 6.9 on the TABE 9M are registered in Math 1. Students with a GE of 7.0 – 8.9 are registered in Math 2. Students who score 9.0 or above are placed in Algebra 1/A or another high school math course depending upon their needs and goals.

The initial TABE grade equivalent score on 9M will be compared to the TABE score the student earns on 9A at the culmination of Math 3.

Using Assignment Assessments to Determine an Instructional Starting Point

Each ABE math course contains a set of assessments. These assessments determine where in the contract students should start their course of study. These assessments are also designed as the final tests for each assignment in the contract. All students should be given the assessments when they enter the math class. As soon as a student scores less than 90% on an assessment, testing should stop and instruction should begin. Use the following chart as a guide.

| TABE 9M Grade Equivalent (GE) | Assessments to Administer | Course of Action |
|-------------------------------|---------------------------|---|
| GE 0 – 6.9 | Math 1 assessments | Use the results of the Math 1 assessments as a diagnostic tool to determine where in the contract a student should begin studying. <ul style="list-style-type: none">• If the student scores less than 90% on an assessment, begin instruction with that Math 1 assignment.• If the student scores 90% or higher on all of the Math 1 assessments, give the student credit and a grade for Math 1. Register the student in Math 2.• Students who promote from Math 1 to Math 2 should be given the Math 2 assessments. (See below.) |

HOW TO USE THIS COURSE OUTLINE (continued)

| TABE 9M Grade Equivalent (GE) | Assessments to Administer | Course of Action |
|-------------------------------|---------------------------|---|
| GE 7.0 – 8.9 | Math 2 assessments | <p>Use the results of the Math 2 assessments as a diagnostic tool to determine where in the contract a student should begin studying.</p> <ul style="list-style-type: none">• If the student scores less than 90% on an assessment, begin instruction with that Math 2 assignment.• If the student scores 90% or higher on all of the Math 2 assessments, give the student credit and a grade for Math 2. Register the student in Math 3.• Students who promote from Math 2 to Math 3 should be given the Math 3 assessments to determine where they should begin studying. |

COURSE COMPLETION AND PROMOTION

Students who complete Math 1 are proficient in the following competency areas:

- Whole numbers
- Whole number addition and subtraction
- Whole number addition and subtraction applications
- Decimal addition and subtraction
- Decimal addition and subtraction applications
- Whole number multiplication
- Whole number division
- Whole number multiplication and division applications
- Decimal multiplication and division
- Decimal multiplication and division applications
- Fractions
- Fraction multiplication and division applications
- Fraction addition and subtraction applications

Students who complete Math 2 are proficient in the following competency areas:

- Whole number estimation of addition and subtraction / multiplication and division
- Decimal and fraction estimation
- Ratio and proportion
- Percent
- Percent applications
- Percent estimation
- Probability
- Statistics / analyzing data
- Measurement

Students who complete Math 3 are proficient in the following competency areas:

- Points, lines, angles, polygons and triangles
- Exponents, square roots, Pythagorean theorem
- Perimeter, area, circumference and volume

HOW TO USE THIS COURSE OUTLINE (continued)

- Integers
- Equations / inequalities
- Number lines and graphing

Passage of the assignment assessments with a score of 90% or higher is the requirement for course completion on Math 1, Math 2, and Math 3. Once Math 3 students have achieved 90% or higher on the assessments, they must also take the TABE 9A complete math battery. A total math GE of 9.0 or higher is required to complete Math 3 and receive a grade. If a student does not score 9.0 or higher on the TABE 9A, the teacher should use the TABE diagnostic to determine what remediation is needed.

Students who complete Math 3 will also be prepared to take the practice test for the math portion of the GED.

Use the following table to determine course completion and readiness for promotion.

| Course | Standard for Completion | Promotion Destination |
|--------|---|------------------------|
| Math 1 | <ul style="list-style-type: none">• A score of 90% or higher on all assessments | Math 2 |
| Math 2 | <ul style="list-style-type: none">• A score of 90% or higher on all assessments | Math 3 |
| Math 3 | <ul style="list-style-type: none">• A score of 90% or higher on all assessments• TABE 9A GE 9.0+ | Algebra 1/A (31-02-70) |

Students who do not meet the “Standard for Completion” do not receive credit and cannot be awarded a grade.

Awarding Credit and Grades

Students may receive five elective credits for successfully completing each of the ABE math courses. Use the following table to determine student grades. A score lower than 90% is not considered a passing grade. A grade and credit should not be awarded.

| Course | Percentage Range | Grade |
|---------------|------------------|-------|
| Math 1, 2 & 3 | 95 – 100% | A |
| | 90 – 94% | B |

GED PREPARATION

Math 1, 2 and 3 offer students who plan to take the GED special lessons that target GED skills. Math 1 contains six Steck-Vaughn *GED Mathematics (2002)* lessons. Math 2 contains eight lessons. Math 3 offers eleven lessons. These lessons relate to the competency that has been taught and should be used after the student has successfully completed the assessment for the competency area. In some cases, specific problems in the Steck-Vaughn lessons may be stated differently, or be a little more difficult than the problems previously studied. If the student has trouble with a particular GED lesson or problem, the teacher should reteach the concept and give the student additional practice. Completed Steck-Vaughn lessons should be kept in the student’s folder so they can be referred to when the student prepares for the GED exam.

Concurrent students and adult students who are not planning to take the GED are not required to complete the Steck-Vaughn GED lessons.

HOW TO USE THIS COURSE OUTLINE (continued)

CLASS CONFIGURATION AND INSTRUCTIONAL APPROACHES

ABE Math classes are multi-level and may include students performing across a wide range of abilities between 0 and 9th grade. ABE students are high-needs students- that is, they lack basic skills and need targeted, sequential instruction in order to address their needs. It should be a goal of an ABE teacher to provide instruction to all students at every class session.

ABE math is taught in a variety of configurations: “stand alone” ABE math labs; combined ABE and Adult Secondary Education (ASE) math labs; teacher directed ABE classrooms; Individualized Instruction Labs; and Alternative Education Work Centers (AEWC).

Optimal instruction should combine individual study, pair work, and small and whole group instruction. Teachers should review diagnosed needs and provide instruction to groups of students on a scheduled basis. Students can then join a learning group that addresses needs that many have in common.

Grouping students in a single classroom can increase opportunities for instruction and learning. There are two kinds of groupings: level-alike and cross-ability. A level-alike group consists of previously assessed students who are at the same general level. A cross-ability group consists of two or more levels of students working together, usually in pairs or teams of 3 to 4. Both grouping types should be exploited in math classes. A level-alike group affords the teacher an opportunity for small group instruction and allows students to support each other as they work on the same material and solve problems together. A cross-ability group allows students who are at a higher level to mentor students at lower levels, thus reinforcing concepts. Cross-ability groups provide lower-level students with more instructional time and free the teacher to work with other students. An ideal math classroom involves both types of groupings.

CASAS

CASAS testing is required of all adult math students. AEWC and concurrently enrolled high school students are not required to take the CASAS test. CASAS tests should be administered according to the following plan.

| Course | Pre-test | Schedule | Post-test | Schedule |
|---------------|-----------------|---------------------|------------------|---------------------|
| Math 1 | 33M | Before Assignment 1 | 34M | After Assignment 10 |
| Math 2 | 35M | Before Assignment 1 | 36M | After Assignment 9 |
| Math 3 | 37M | Before Assignment 1 | 38M | After Assignment 3 |

CASAS results may be used by the instructor to determine needs for student remediation. Students who complete Math 1 by passing all the assessments without doing any coursework should be given the CASAS 35M as their CASAS post test for Math 1. Students who complete Math 2 by passing all of the assessments without doing any coursework should be given CASAS 37M as their post test for Math 2.

HOW TO USE THIS COURSE OUTLINE (continued)

ASSISTANCE AND SUPPORT FOR TEACHERS

From Central Office, the ABE Adviser supports classroom teachers through phone consultations, email, training workshops, update meetings, and classroom observations. In addition, the ABE website (<http://abe.adultinstruction.org>) offers downloadable course outlines, student questionnaires, graphic organizers, and other tools and links.

ABE PROGRAM OFFICE

Kit Bell, Supervisor

kit.bell@lausd.net

333 S. Beaudry Ave., 18th Floor

Los Angeles, CA 90017

Phone: 213-241-3164

Fax: 213-241-3302

Tony DiAngelis, Adviser

anthony.diangelis@lausd.net

HOW TO USE THE COURSE CONTRACTS

Students studying in a math class should be introduced to the following components of Math 1, 2 and 3:

- Contracts
- Worksheets (including “Measurement Conversion” and “Words to Math Symbols” handouts)
- Review Lessons
- Assessments
- GED Preparation Activities
- Calculator Exercises
- Glossary

Contracts

Each assignment for Math 1, 2 and 3 consists of textbook readings and activities, Division-generated worksheets, review lessons and an assessment. Students complete a series of math activities in a prescribed order and demonstrate mastery of a concept (i.e., Whole Numbers) by passing an assessment.

Some lessons may be corrected by the teaching assistant while several are only corrected by the instructor. The last two items in each assignment (review lesson and assessment) are instructor-corrected. They are used to check a student’s understanding before he or she completes the assessment. The GED preparation activity is used by students who are preparing to take the math portion of the GED.

Worksheets

Division-generated student worksheets are used extensively throughout the three contracts. These are consumable and can be photocopied.

Worksheet Answer Key

An answer key is provided for each worksheet. Teachers may correct or assign an aide to correct the worksheets. These worksheets were designed to provide immediate feedback on students’ understanding of math concepts they just studied. Worksheets should be corrected in a timely manner and the score recorded on the contract. Handouts are included with the worksheets.

Review Lesson

The review lesson is the final comprehension check before the student completes the assessment.

HOW TO USE THE COURSE CONTRACTS (continued)

Assessments

Assessments are administered after a student has completed the activities of each assignment and the review lesson. Forms A and B of each assessment are provided so that a different version of the assessment is available if re-teaching is necessary.

GED Preparation Activities

These activities prepare the student for the math portion of the GED. See **GED Preparation** on page 7 for a complete explanation of these activities.

Calculator Exercises

Students may use a calculator only after completing Math, 1, 2, and 3 and only for GED preparation. The suggested calculator is the Casio fx-250, the official calculator for the GED test.

Glossary

The glossary contains definitions of general numeracy terms used throughout all three math courses. Students may reference the glossary anytime throughout the course. Students use the glossary as an aid.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Math 1 Course

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCIES |
|---|---|
| <p>A. WHOLE NUMBERS</p> <p>Understand that written symbols represent numbers of objects and the relationship between different numbers of objects.</p> <p>(5 hours)</p> | <ol style="list-style-type: none"> 1. Read and write words and numerals for whole numbers from 1 to 20. 2. Read and write words and numerals for whole numbers from 1 to 100. 3. Use ordinal numbers from first through tenth. 4. Use place value, expanded form and commas to indicate the meaning of whole numbers. 5. Use symbols (=, <, >) to describe relations between whole numbers such as <i>is equal to</i>, <i>is less than</i>, and <i>is more than</i>. |
| <p>B. WHOLE NUMBER ADDITION AND SUBTRACTION</p> <p>Add and subtract whole numbers and solve basic number operations.</p> <p>(10 hours)</p> | <ol style="list-style-type: none"> 1. Conceptualize the meaning of addition using drawings. 2. Use the special property of zero in addition. 3. Recognize patterns through practice of basic addition. 4. Develop accuracy and automaticity through practice of addition of whole numbers. 5. Add numbers with two and three digits. 6. Use equations to explain how numbers being added (addends) and the total (sum) relate to each other. 7. Regroup and line up whole numbers by place value to add larger numbers. 8. Conceptualize the meaning of subtraction using drawings. 9. Develop accuracy and automaticity through practice of subtraction. 10. Solve equations to show the inverse relationship between addition and subtraction. 11. Use place value to regroup (borrow) with tens and ones place. 12. Use place value to regroup (borrow) with larger numbers. |

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|--|---|
| <p>C. WHOLE NUMBER ADDITION AND SUBTRACTION APPLICATIONS</p> <p>Apply addition and subtraction to solve real-life problems.</p> <p>(10 hours)</p> | <ol style="list-style-type: none"> 1. Apply addition to solve problems in real-life situations. 2. Apply problem-solving strategies involving subtraction in real-life situations. 3. Create questions, use symbols ($=$, $<$, $>$) and equations to solve problems. 4. Select information from pictures, charts, and other displays to solve lifeskills problems. |
| <p>D. DECIMAL ADDITION AND SUBTRACTION</p> <p>Understand the meaning of decimals; solve addition and subtraction problems containing decimals.</p> <p>(10 hours)</p> | <ol style="list-style-type: none"> 1. Demonstrate the meaning of decimals to hundredths place using pictures, diagrams, number lines, money, and place value. 2. Order decimals using place value. 3. Order and compare decimals to two places using relation symbols. 4. Add decimals. 5. Subtract decimals. |
| <p>E. DECIMAL ADDITION AND SUBTRACTION APPLICATIONS</p> <p>Apply decimal addition and subtraction to solve real-life problems.</p> <p>(10 hours)</p> | <ol style="list-style-type: none"> 1. Apply decimal addition to real-life situations. 2. Apply decimal subtraction and addition together to real-life situations. 3. Apply decimal subtraction and addition to two-step word problems. 4. Apply decimal subtraction and addition to lifeskills problems. |
| <p>F. WHOLE NUMBER MULTIPLICATION</p> <p>Understand the meaning of multiplication and multiply whole numbers.</p> <p>(15 hours)</p> | <ol style="list-style-type: none"> 1. Conceptualize the meaning of multiplication using drawings. 2. Define the role of zero and 1 in multiplication. 3. Construct a multiplication table to 10 by 10. 4. Develop accuracy and automaticity through the practice of multiplication of whole numbers to 10×10. 5. Use equations to relate numbers being multiplied to their product. 6. Use place value to regroup, and use partial products to multiply larger numbers by one-digit numbers. 7. Multiply a multi-digit number by a two-digit number. |

| | |
|--|---|
| <p>G. WHOLE NUMBER DIVISION</p> <p>Understand the meaning of division and its relationship to multiplication; divide whole numbers.</p> <p>(15 hours)</p> | <ol style="list-style-type: none"> 1. Conceptualize the meaning of division using drawings, manipulatives, and “½” cut off. 2. Use equations to show the inverse relationship between division and multiplication. 3. Develop accuracy and automaticity through the practice of using single-digit divisors. 4. Divide up to four-digit whole numbers by single-digit divisors. 5. Divide using multi-digit numbers. |
| <p>H. WHOLE NUMBER MULTIPLICATION AND DIVISION APPLICATION</p> <p>Apply multiplication and subtraction to real-life problems.</p> <p>(15 hours)</p> | <ol style="list-style-type: none"> 1. Solve real-life problems involving multiplication of multi-digit numbers by two-digit numbers. 2. Solve real-life problems using division. |
| <p>I. DECIMAL MULTIPLICATION AND DIVISION</p> <p>Multiply and divide decimals.</p> <p>(15 hours)</p> | <ol style="list-style-type: none"> 1. Multiply decimals with and without regrouping. 2. Multiply decimals with one or more digits. 3. Divide decimals up to dividing by thousandths. 4. Divide decimals with zeros in the dividend and quotient, and divide by multiples of 10. |
| <p>J. DECIMAL MULTIPLICATION AND DIVISION APPLICATIONS</p> <p>Apply decimal multiplication and division to solve real-life problems.</p> <p>(15 hours)</p> | <ol style="list-style-type: none"> 1. Apply decimal multiplication problems to real-life situations. 2. Apply decimal division problems to real-life situations. 3. Apply multi-step decimal division problems to real-life situations. 4. Solve lifeskills division problems. |

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|--|---|
| <p>K. FRACTIONS</p> <p>Explain and interpret the various aspects of fractions, including mixed numbers, equivalent fractions, common factors, fraction simplification and decimal equivalents; read and write measurements; use real-life objects to show meaning of fractions.</p> <p>(15 hours)</p> | <ol style="list-style-type: none"> 1. Explain the meaning of proper fractions using pictures and diagrams. 2. Explain the meaning of mixed numbers using pictures and diagrams. 3. Interpret the fractions of a group (set). 4. Compare and order fractions with the same or different denominators. 5. Visualize and write equivalent fractions. 6. Compare a part of a set to the whole set. 7. Explain whole number and decimal equivalents. 8. Compare and order fractions and place them on a number line. 9. Explain divisibility rules for 2, 3, 5, and 10 and greatest common factor. 10. Identify the factors and greatest common factor of numbers. 11. Simplify fractions into their lowest terms. 12. Write tenths and hundredths in decimal and fraction notations, and know the fraction and decimal equivalents for halves and fourths. 13. Read and write measurements with half, quarter, eighth inch. 14. Use money and gallon scales to show the meaning of fractions. |
| <p>L. FRACTION MULTIPLICATION AND DIVISION WITH APPLICATIONS</p> <p>Multiply and divide fractions and solve real-life fraction problems.</p> <p>(20 hours)</p> | <ol style="list-style-type: none"> 1. Multiply fractions. 2. Use simplification in fraction and whole-number multiplication. 3. Multiply fractions and mixed numbers. 4. Solve lifeskills problems by multiplying fractions. 5. Divide fractions. 6. Divide fractions and mixed numbers. 7. Solve problems by dividing fractions. 8. Solve real-life problems using fraction division. |
| <p>M. FRACTION ADDITION AND SUBTRACTION WITH APPLICATION</p> <p>Apply addition and subtraction of fractions to solve real-life problems.</p> <p>(25 hours)</p> | <ol style="list-style-type: none"> 1. Add simple fractions with like denominators. 2. Add and simplify fractions/mixed numbers. 3. Determine the least common multiplier and the greatest common divisor (factor) of whole numbers; use them to solve problems with fractions. 4. Solve simple problems involving the addition of fractions and mixed numbers (like and unlike denominators of 20 or less) and express answers in simplest form. 5. Solve addition problems in real-life situations. 6. Subtract simple fractions with like and unlike denominators. 7. Rename whole numbers/fractions. 8. Subtract mixed numbers. 9. Solve fraction addition and subtraction problems. 10. Add/subtract fractions in lifeskills problems. |

INSTRUCTIONAL STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Small group instruction
- B. Whole group instruction
- C. Individualized Instruction

EVALUATION

- A. Placement

TABE 9M Complete Battery

Assignment Assessments

- B. Monitoring Progress and Evaluation

- 1. Assignment Assessments
- 2. Teacher Observation
- 3. Review Assignments
- 4. Division-generated Worksheets
- 5. Student Portfolios

- C. Promotion

Math 1- Assessments

Math 2- Assessments

Math 3- Assessments and TABE 9A Complete Battery

SUGGESTED INSTRUCTIONAL RESOURCES

INSTRUCTIONAL MATERIALS

For vendor and price information, refer to the current Adult Basic Education Instructional Materials/Vendor List (available from the Adult Curriculum Office or <http://abe.adultinstruction.org>).

GED Mathematics. Steck-Vaughn. 2002.

Number Sense- Whole Number Addition and Subtraction, McGraw-Hill/Contemporary. 2003.

Number Sense- Whole Number Multiplication and Division, McGraw-Hill/Contemporary. 2003.

Number Sense- Decimal- Addition and Subtraction, McGraw-Hill/Contemporary. 2003.

Number Sense- Decimal- Multiplication and Division, McGraw-Hill/Contemporary. 2003.

Number Sense- Fractions- The Meaning of Fractions, McGraw-Hill/Contemporary. 2003.

Number Sense- Fractions- Multiplication and Division, McGraw-Hill/Contemporary. 2003.

Number Sense- Fractions- Addition and Subtraction, McGraw-Hill/Contemporary. 2003.

PLACEMENT AND PROMOTION MATERIALS

TABE 9 & 10 Complete Battery Test Books. Forms 9M and 9A.

Scantron Answer Sheet Complete Battery. Levels E—A.

RESOURCE PERSONS

Subject area supervisor and adviser

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____ Date _____
School _____ Contact Number _____

Feedback

Course Number and/or Title of Course

Directions: Please respond to these statements. If you choose a “No” or “Sometimes” response, please comment.

| Statement | Yes | No | Sometimes |
|--|-----|----|-----------|
| 1. This outline is easy to use. | | | |
| 2. This outline contains appropriate content for the course. | | | |
| 3. This outline reflects the needs of my students. | | | |
| 4. This outline reflects the current educational standards. | | | |
| 5. I use this outline to plan my lessons. | | | |
| 6. I use the materials/textbooks suggested for use with this course. | | | |
| 7. The materials/textbooks suggested for use with this course correlate with the competencies. | | | |

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?
2. What is the most helpful section or feature of this course outline? Why?
3. What section or feature of this course outline do you use the least? Why?
4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

| Error | Correction | Page Number |
|-------|------------|-------------|
| | | |
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| | | |
| | | |
| | | |

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Building, 18th Floor, Room 170-05.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
