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| Organization Name |  COMMUNITY EDUCATION adult academic | Robbinsdale Area Schools Adult Academic Program |
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| Class or Program Name | Basic Skills – Beginning Math and Life Skills | | | | |
| <i>Class Site(s)</i> | | | | <i>Program Area</i> | ABE |
| <i>Student Placement Level(s)</i> | Beginning ABE Literacy – Beginning Basic Education | <i>Class Assessment(s)</i> | TABE | <i>Scaled Score Range</i> | Below 4.0 TABE Level E or M |
| <i>Class Led By</i> | Paid Teacher | <i>Delivery Style</i> | Class | | |
| <i>Class Goals</i> | <p>To help beginning ABE literacy and beginning basic education learners acquire and develop numeracy awareness and computation skills needed for daily living.</p> <p>To support students in learning additional life skills necessary to be an informed and engaged consumer, worker and community participant.</p> <p>BEGINNING MATH Learners will be able to:</p> <ul style="list-style-type: none"> • Understand number concepts and 1:1 correspondence. • Understand the Base Ten number system and place value for whole numbers. • Identify common math symbols. • Use basic math vocabulary. • Add, subtract, multiply, and divide. • Use estimation and problem solving strategies. • Round to the nearest whole number. • Understand the use of common measurement tools, such as rulers, scales, measuring cups, and thermometers. • Calculate length, width, perimeter and area using standard units of measurement. • Locate and interpret basic numerical information from a variety of charts and tables. • Collect, present, and analyze data. • Count money and convert it from dollars to cents. • Accurately interpret clock time and determine elapsed time. • Demonstrate an understanding of calendars. • Calculate and compare unit prices for shopping. | | | | |

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| | <p>LIFE SKILLS Learners will be able to:</p> <ul style="list-style-type: none"> • Identify and develop skills needed for employment. • Verbally communicate ideas, experiences, questions, and opinions. • Answer common interview questions. • Read maps, schedules, and pamphlets. • Use the Internet to search for jobs. • Explore locations and topics of interest and significance in their communities and state. • Set goals and brainstorm/plan how to reach them. • Fill out a variety of forms. • Use decision-making methods before purchasing a product or service. • Identify sources for consumer information and help. • Learn basic consumer rights and protections. |
| <i>Class Content</i> | Learners practice number concepts and beginning math skills as often as possible in the context of practical and integrated applications, such as grocery and consumer shopping, managing money, looking for a job, and accessing community resources. |
| <i>Class Activities</i> | Review learning objectives; explicit instruction followed by guided practice/repetition and application of new knowledge. Class uses formal and informal assessments as well as teacher observation to determine mastery and readiness for advancement to next level. Instructional methods include direct instruction and modeling, large and small cooperative groupings, whole class discussions and independent work. Students have frequent access to technology, including SMART boards, mobile laptops, and I-pads. |
| <i>Class Text(s), Educational Technology, & Other Instructional Materials</i> | Smart Solutions Whole Numbers and Money, New Readers Press; Working With Numbers, Steck Vaughn, Levels A and B; Reading for Life Volumes 1 and 2, Minnesota Department of Education; GCF LearnFree website; BBC Skillswise website; Glencoe Virtual Manipulatives website; Qwirkle, Sequence and other classroom games and manipulatives such as Geoboards, tiles, and unifix cubes; teacher created materials. |