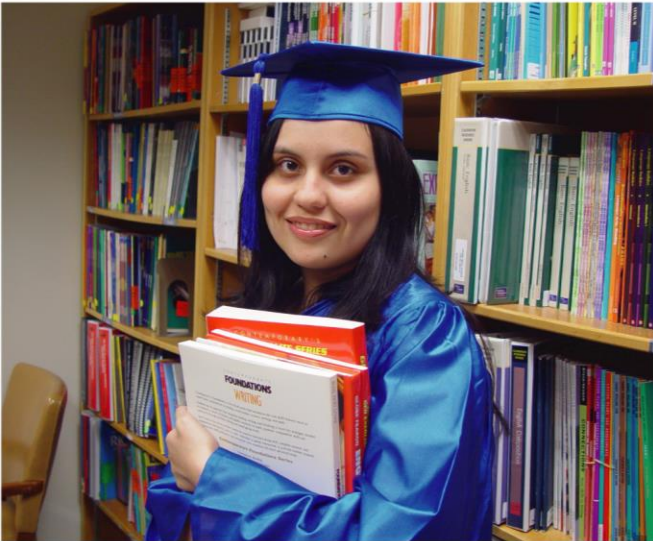


Course Outline

UPDATED: October/2021



Course Description:

This competency-based course is intended to provide an orientation for Adult Basic Education (ABE) and Adult Secondary Education (ASE) students who are entering the adult-school system.

By participating in this course, students will learn what levels of ABE and/or ASE courses are most appropriate to their needs and what they will learn in these classes. Students will acquire tools and resources to successfully navigate college and career pathways. They will also be able to articulate their long and short-term educational goals and be prepared to study in a classroom environment.

The content and instructional strategies of this course reflect the Dept. of Education Employability Skills Framework, align with the College and Career Readiness Standards (CCRS) for Listening, Speaking, Reading, Writing, and Language, and integrate the Model Standards for ABE and ASE, the Comprehensive Adult Student Assessment System (CASAS) GOALS Test competencies, and the International Society for Technology in Education (ISTE) Standards.

Program: Adult Literacy/High School Diploma

Course of Study: High School Diploma

Course: 1:2007 Electives

30-50-74

**Student Tools for Educational Pathways
(Academic: ABE and ASE)**

Credits: 0*

Hours: 12

Prerequisites:

None

**This is a non-credit course and may be repeated to learn specific competencies.*

LA Unified School District
Division of Instruction
Division of Adult and Career Education
<https://www.launifiedadult.org/>

Student Tools for Educational Pathways

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Thank you to Pimentel-Baxter for coordinating this project.

Appreciation is expressed to Karla Galleguillos for editing, revising, and preparing this course outline as competency based and for aligning it with the Office of Career, Technical, and Adult Education (OCTAE) Employability Skills Framework and the international Society for Technology in Education (ISTE) standards.

Matthew Oberlander

Coordinator

Adult Education Instruction

APPROVED:



JOSEPH STARK

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. 7-9

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 which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and 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.

INSTRUCTIONAL STRATEGIES

pp. 10-12

Instructional techniques or methods could include laboratory techniques, lecture, 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,
pp. 7-9

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.

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) is 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

pp. 13-15

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 re-enroll 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.

USING THE STUDENT TOOLS FOR EDUCATIONAL PATHWAYS COURSE

Research shows that the Guided Pathways approach to student onboarding--including structured assessment, counseling, and orientation--leads to higher levels of student persistence and retention.

This course is intended to provide a competency-based orientation for ABE and ASE students who are entering the adult school system. Optimally, this course should be taught before students are placed in an ABE or ASE class. Students may participate in orientation sessions which are offered virtually or in person at the time of registration or during pre-scheduled orientation sessions. The course is designed around the following three themes: Digital Literacy Skills, Data Literacy Skills, and Counseling and Orientation.

By participating in this course, students will be prepared to participate successfully in adult education and learn the skills needed to reach their educational and/or career goals. Some of the topics addressed in this course are as follows: understanding the school system, understanding how to navigate online learning, organizing studying materials, managing class schedules, developing good studying habits, creating a home environment conducive to learning, understanding the difference between asynchronous and synchronous learning, understanding the importance of having good attendance, identifying different high school diploma options, understanding the high school equivalency program, building data literacy by completing required state and federal forms (e.g., CASAS GOALS Reading/Listening/Math Test, TOPSpro Entry Forms, Perkins Forms, CalWORKs Forms) to measure student success and support continuous improvement, knowing the layout of their school site, and being familiar with the various programs offered through the Division of Adult and Career Education.

To further assist students with reaching their long and short term educational and/or career goals, students will complete an Individualized Student Plan (ISP). The ISP provides students with a detailed plan identifying the courses needed to attain their educational and/or career goals. The ISP is reviewed periodically with the student to ensure he/she is making progress in meeting their goals.

CBE

Competency-Based Education

COMPETENCY-BASED COMPONENTS

for the *Student Tools for Educational Pathways* course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	Recommended Materials and Activities (Virtual)	Recommended Materials and Activities (In Person)
<p>I. Course Overview and Personal Information</p> <p>(2.5 hours)</p>	<ol style="list-style-type: none"> 1. Identify the objectives of the course. (Stress) <ol style="list-style-type: none"> a. Description of LA Unified Adult and course options b. School student engagement (i.e. follow-up phone call, text, or email) 2. Identify the norms and functions of Zoom. (Stress) 3. Identify the different types of devices and internet requirements. (Expose) 4. Activate or reactivate the SSO account. (Stress) 	<p>Pre-ISP Pathway Presentation (DACE Video)</p> <p>Device Infographic</p> <p>DACE-SIS Quick Guide</p> <p>DACE-SIS SSO Tutorial</p> <p>DACE-SIS SSO GUIDES</p>	<p>Same as Virtual Activities</p>
<p>II. School Environment</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 5. Recognize the function of Single-Sign-On Email, DACE-SIS Student Portal, Schoology, and Google account.(Stress) 6. Access/Log-in DACE-SIS email account.*(Expose) <p><i>*Workplace Skills: Understands and uses systems, monitors systems, improves systems</i></p> <ol style="list-style-type: none"> 7. Recognize student rights and responsibilities related to the educational program. (Expose) 	<p>DACE-SIS Quick Guide</p> <p>Overview of SSO benefits</p> <p>DACE-SIS SSO GUIDES</p> <p>HSE registration process (if applicable)</p> <p>HSE Merit Award information (if applicable)</p>	<p>School Rules Handout</p> <p>School Behavioral Contract</p> <p>School Emergency Safety Handout</p> <p>School Map</p>

<p>III. Curriculum</p> <p>(5 hours)</p>	<p>8. Log-in to Schoology, locate the <i>Student Tools for Educational Pathways</i> course, describe and model how to navigate the LMS (add a course, how to submit an assignment, take an assessment, post in a discussion group).* (Stress)</p> <p>a. Understand how to navigate online learning using your personal device(s)</p> <p><i>*Applied Knowledge: Critical Thinking Skills & Applied Academic Skills; Workplace Skills: Technology Use, Resource Management</i></p> <p>9. Fill out state and federal forms in <i>DACE-SIS Student Portal</i>.* (Stress)</p> <p>a. TOPS Entry Form</p> <p>b. Perkins Form (CTE/IET Only)</p> <p>c. CalWORKs</p> <p><i>*Workplace Skills: Technology Use</i></p>	<p>Overview of Schoology Functions (i.e., add a course, submit an assignment, how to take an assessment)</p>	<p>How about: Identify different instructional modes (e.g., In-Person, Virtual) and learning tools (e.g., Schoology, Zoom, Google Apps for Education)</p> <p>WIOA-Created Guides</p>
<p>IV. Program Transitions</p> <p>(2 hours)</p>	<p>10. Understand the purpose of the pre- and post-test assessments for meeting short- and long-term goals and navigating college and career pathways.* (Stress)</p> <p><i>*Workplace Skills: Understands and uses systems, monitors systems, improves systems)</i></p>	<p>CASAS pre-test</p> <p>Install CASAS e-testing app</p> <p>Writing Sample</p> <p>HSE Practice Test (if applicable)</p>	<p>CASAS e-testing</p> <p>Writing Sample</p> <p>HSE Practice Test (if applicable)</p>
<p>V. Learner Goal Setting and Learner Persistence</p> <p>(.5 hour)</p>	<p>11. Understand support available for developing and achieving short- and long-term college and career pathway goals by creating an Individualized Student Plan (ISP).*</p> <p><i>* Effective Relationships: Demonstrates responsibility and self-discipline, demonstrates willingness to learn, takes responsibility for personal growth</i></p>	<p>ISP (to discuss long-term goals and transitions)</p> <p>School-site Presentation that highlights flagship programs (i.e., Job-related resources, etc.)</p> <p>Instructional Program-Specific Video (i.e., FSI, CTE, ABE, ASE, IET, ESL)</p> <p>Pathways infographic</p> <p>Graduation Options</p> <p>DACE Created Videos</p>	<p>ISP (to discuss long-term goals and transitions)</p> <p>School-site Presentation; Instructional Program-Specific Video (i.e., FSI, CTE, ABE, ASE, IET, ESL)</p> <p>DACE Created Videos</p> <p>Schedule of Classes (i.e., school brochures, etc.)</p>

<p>VI. Study Skills and Classroom Environment</p> <p>(.5 hour)</p>	<p>12. Identify appropriate online/virtual behavior.* (Stress)</p> <ul style="list-style-type: none"> a. Working on class activities in the virtual classroom such as in breakout rooms b. Organizing study materials (e.g., charge phone or device to participate in virtual classroom, etc.) c. Identifying good digital citizenship behavior (i.e., understanding basic principles of engaging respectfully online) d. Demonstrate effective online communication (text/email etiquette) <p><i>*Effective Relationships: Demonstrates integrity, demonstrates willingness to learn, demonstrates professionalism, understands teamwork and works with others</i></p>	<p><i>Acceptable Use of Technology Agreement</i></p> <p>DACE Photo/Video Release Form</p> <p>Technology Standards for the use of technology in teaching and learning published by the International Society for Technology in Education (ISTE)</p> <p>Sample of Effective Online Communication (Text/Email)Samples</p>	<p><i>Acceptable Use of Technology Agreement</i></p> <p>DACE Photo/Video Release Form</p> <p>Technology Standards for the use of technology in teaching and learning published by the International Society for Technology in Education (ISTE)</p> <p>Identify appropriate classroom behavior such as</p> <ul style="list-style-type: none"> a) participating in group or pair work, working on classroom activities b) organizing study materials
<p>VII. Time Management</p> <p>(.5 hour)</p>	<p>13. Identify/understand the difference between Synchronous and Asynchronous ways of learning to organize and manage schedules. (Expose)</p> <p>14. Identify the effects of absenteeism on the learning process. (Expose)</p> <p>15. Identify ways to create a home environment conducive to studying. (Expose)</p>	<p>Student-created calendar (using Schoology)</p>	<p>Student-created calendar</p>

INSTRUCTIONAL STRATEGIES

Instructional Strategies for the *Student Tools for Educational Pathways* course should be selected so that the overall teaching approach reflects the following standards for adult academic instruction.

STANDARDS

- College and Career Readiness Standards for Adult Education
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- International Society for Technology in Education
<https://www.iste.org/standards>

STRATEGIES

Source: <https://lincs.ed.gov/publications/html/mcshane/index.html>

EXPLICIT

- Goals, lesson objectives, activities, expectations clear
- Connections between lesson activities and broader skill goals made
- Background knowledge and prerequisite skills addressed
- All aspects of task explained and modeled
- Nothing assumed, nothing left to chance

STRATEGIC

- Learning tools taught: principles, rules, multi-step processes to accomplish learning task
- Modeled and demonstrated
- Learners prompted and cued to use strategies

SCAFFOLDED

- Supports for learning provided as needed: task broken into steps, clues, reminders, encouragement provided
- Support withdrawn gradually as it becomes less necessary

ENGAGING

- Learners kept focused, active, responsive
- Plenty of “time on task” provided

STRUCTURED & SEGMENTED

- Information and skills broken into manageable parts
- Parts taught systematically and in sequence
- Parts brought back together to re-focus on the whole

STRATEGIES FOR DIGITAL LEARNING

Source: <https://www.pearsoned.com/9-strategies-for-effective-online-teaching/>

1. Know the technology.

- This is new to everyone, so be prepared to troubleshoot and let your students know you are working on it. Take an hour to familiarize yourself with the technology. Most companies are offering additional training right now.
- Be very clear to students about where they should go for technical support (good digital technologies will have support services). Make the contact information readily available, and be prepared to direct students there if they come to you.

2. Expect the unexpected, and remain flexible.

- At some point technology will fail, whether it is a video chat not connecting or assignment and/or resource links not working properly.
- Have a backup plan for all assignments and assessments that rely on technology.
- Be transparent in your communication to students about technology failure. For example, put a policy in place that outlines the actions students should take if they are unable to submit assignments due to technical issues.
- Do not be afraid to solve technical challenges in real time, such as during synchronous discussions or collaborative real-time activities, to save time.

3. Create and maintain a strong presence.

- Send a message to all students, by video if possible, to welcome them to online learning and reassure them.
- Use video chat rather than basic Instant Message when interacting with students.
- Get the students talking by beginning discussions in the discussion board, and then contributing rapid, regular, and open responses to questions.
- Use non-verbal communication such as emojis.
- Complete your profile with professional and personal traits.

4. Set clear expectations for the course.

- Online learning is new to the students as well. Make it clear to students how their grade in the course will be determined now (participation often makes up a much larger portion of the grade than in face-to-face classes).
- Set expectations for response time. For example, make it clear that you will respond to emails within one business day, otherwise students may expect you to answer an email within a few hours, and disengage if you do not.

5. Establish a sense of comfort and develop a community of learners.

- Students are looking to you to set the tone. Demonstrate enthusiasm and excitement about teaching the course to alleviate fear, anxiety, and isolation.
- Humanize yourself by posting a welcome video, a biography, photos that tell stories about what you are doing to keep busy during social isolation, links to news articles or video clips.
- Encourage each student to personalize their homepage and spend time going around the class asking

students to share information about what they have posted.

- Incorporate instant messaging, web cameras, blogs and vlogs.
- Ask questions that empower participants to question each other and elicit rich discussion.
- Respond to the community as a whole rather than directing all responses to individual participants outside of the community.

6. Promote reflection and communication through quality asynchronous discussion.

- Return to posted topics that have not been fully discussed and promote contribution and reflection.
- Monitor participation and contact students individually if they are either not participating or are taking over conversations and not permitting contributions from other individuals.

7. Have a good balance of active leader and active observer.

- You will begin the course as the manager of the learning community. As the course progresses, slowly transfer the responsibility to the community of learners. The online community building steps in point 4 will help with this. You should also gradually retract further out of communal discussions.

8. Request regular feedback and be mindful of misinterpretation.

- Check in with your students to see how things are going. You can do formal or informal surveys to assess attitudes, workload and challenges. Make course correction as necessary — we are all learning.
- Use ad hoc quizzes to assess learner comprehension of material.

9. Regularly check content resources and applications.

- Regularly check all links, resources, modules, and activities. Online content can move or change, which can lead to disengagement.
- Assist students who are having difficulty navigating course links or managing the material spanning across various web pages.
- Model the process of navigating to websites that are not embedded in the course and demonstrate how to appropriately manage keeping track of navigation when jumping from site to site.

SUGGESTED EVALUATION ACTIVITIES

Teachers should use a variety of test measurements to gain information about students. Assessments include core text-related, teacher-generated, or standardized. They are designed to determine placement, progress, and/or promotion.

CASAS Math GOALS and Reading GOALS tests and a student writing sample should be used to determine a student’s appropriate placement level within ABE or in ASE. Multiple measures, such as student transcripts and HSE Practice Test scores, should be considered for final placement.

ACADEMIC COURSES BY GRADE-LEVEL EQUIVALENCY

Adult Basic Education Literacy

COURSE	GRADE-LEVEL EQUIVALENCY (GLE)
<ul style="list-style-type: none"> ● READING 1 ● BASIC LANGUAGE ARTS BEGINNING 	0 - 3.9 GLE
<ul style="list-style-type: none"> ● READING 2 ● BASIC LANGUAGE ARTS INTERMEDIATE 	4.0 - 6.9 GLE
<ul style="list-style-type: none"> ● READING 3 ● BASIC LANGUAGE ARTS ADVANCED ● SKILLS FOR COLLEGE AND CAREERS 	7.0 - 8.9 GLE

Adult Basic Education Math

COURSE	GRADE-LEVEL EQUIVALENCY (GLE)
<ul style="list-style-type: none"> ● MATH 1 	K - 4.9 GLE
<ul style="list-style-type: none"> ● MATH 2 	5.0 - 6.9 GLE
<ul style="list-style-type: none"> ● MATH 3 	7.0 - 8.9 GLE

Adult Secondary Education

COURSE	GRADE-LEVEL EQUIVALENCY (GLE)
<ul style="list-style-type: none"> ● DIPLOMA PLUS, HSE PREP, AC2T, AIS 	9.0 – 12.0 GLE

FORMATIVE AND SUMMATIVE ABE ASSESSMENT

ABE PLACEMENT ASSESSMENTS
<ul style="list-style-type: none"> ● Reading GOALS C & Math GOALS C/D ● Writing sample
ABE PROMOTION ASSESSMENTS
<ul style="list-style-type: none"> ● <i>Reading GOALS C and Math GOALS C/D</i> ● Writing sample ● Demonstrated mastery of course competencies
ABE IN-CLASS SUMMATIVE ASSESSMENTS
<ul style="list-style-type: none"> ● Core Text Pretests, Posttests, Unit Tests ● <i>Newsela</i> Diagnostic Assessment ● <i>Reading Horizons Elevate</i> Diagnostic Assessment ● <i>APEX</i> Diagnostic Assessment
ABE IN-CLASS FORMATIVE ASSESSMENTS
<ul style="list-style-type: none"> ● Core text comprehension strategy check-up quizzes, paragraph-writing assignments, and essays ● Core text academic vocabulary written activities and quizzes ● Repeated and collaborative oral reading progress ● <i>Newsela</i> prescribed assignments ● <i>Reading Horizons ELEVATE</i> prescribed comprehension and writing assignments ● Teacher observation/monitoring

FORMATIVE AND SUMMATIVE ABE ASSESSMENT

ASE PLACEMENT ASSESSMENTS
<ul style="list-style-type: none">● Reading GOALS C & Math GOALS C/D● Writing sample
ASE PROMOTION ASSESSMENTS
<ul style="list-style-type: none">● Demonstrated mastery of course contract competencies● <i>HiSET</i> Posttest
ASE IN-CLASS SUMMATIVE ASSESSMENTS
<ul style="list-style-type: none">● II Lab Contract Pre-Tests, Posttests, Chapter Tests, and Unit Tests● <i>HiSET</i> Pretest results● <i>APEX</i> and <i>Edmentum</i> Diagnostics, Pretests, Posttests, Chapter Tests, Unit Tests● <i>HiSET</i>
ASE IN-CLASS FORMATIVE ASSESSMENTS
<ul style="list-style-type: none">● II Lab or AIS contract short answer, essay, and/or math activities● <i>HiSET</i> Practice Test prescribed short answer, essay, and/or math assignments● <i>APEX</i> and/or <i>Edmentum</i> prescribed comprehension, vocabulary, and/or math assignments● Teacher observation/monitoring

SUGGESTED INSTRUCTIONAL RESOURCE

ONLINE RESOURCES

Schoology Master Course
DACE-SIS Quick **Guides**

INSTRUCTIONAL RESOURCE MATERIALS

College and Career Readiness Standards for Adult Education

<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

DACE Adult Basic Education Catalogue

<https://4.files.edl.io/2010/09/25/19/165236-01ff4b9c-1e4c-4a07-8a81-dba55e6a7be2.pdf>

Adult Basic Education Course Outlines

https://www.launifiedadult.org/apps/publications/index.jsp?parentREC_ID=2027

Adult Secondary Education Course Outlines

https://www.launifiedadult.org/apps/publications/index.jsp?parentREC_ID=2028

Adult Basic Education Reading Student Completion Records

<https://4.files.edl.io/1979/09/25/19/165236-35ebbadb-5cfa-4535-80cc-28c502209403.pdf>

<https://4.files.edl.io/f484/09/25/19/165236-4b0db613-ea9e-4839-b11b-cf381f895b17.pdf>

<https://4.files.edl.io/b2c0/09/25/19/165237-ff7c75b1-1b67-4b98-afd1-c03d457c56a1.pdf>

Student Records Requests

[Student Records Request \(Microfilm - 10 Years After Graduation\)](#)

OTHER RESOURCES

CASAS STANDARDS and COMPETENCY LIST

<https://www.casas.org>

GOALS 900 READING, Sample Tests, and Student Profiles

<https://www.casas.org/product-overviews/assessments/reading-goals>

GOALS MATH, Sample Tests, and Student Profiles

<https://www.casas.org/product-overviews/assessments/math-goals>

HiSET

<https://hiset.ets.org>

Official HiSET Practice Tests on Schoology. SEE SCHOOL ITTA FOR ASSISTANCE

High School Equivalency Record Requests (HiSET/GED)

GED: <https://ged.com>

HiSET: <https://www.parchment.com>

EVIDENCE-BASED READING AND WRITING INSTRUCTION

Applying Research in Reading Instruction for Adults

<https://4.files.edl.io/d25a/09/25/19/165051-5978d497-c09c-499d-aa4241ac766c6037.pdf>

Teaching Excellence in Adult Literacy

<https://lincs.ed.gov/state-resources/federal-initiatives/teal>

PROFESSIONAL ORGANIZATIONS

Commission on Adult Basic Education (AAACE)

<https://www.aaace.org/page/COABE>

Literacy Information and Communication System (LINCS)

<https://lincs.ed.gov>

National Center for Study of Adult Literacy and Learning (NCSALL)

<http://www.ncsall.net/index.php?id=88.html>

DIAGNOSTIC/INSTRUCTIONAL SOFTWARE

APEX

<http://www.apexlearning.com/>

EDMENTUM

<https://www.edmentum.com/>

NEWSELA

<https://newsela.com/>

WEBSITES

Division of Adult and Career Education (DACE) Website:

<https://www.wearedace.org/>

DACE Schoology:

<https://dace.schoology.com/>

RESOURCE PERSONS

Administrator

Program Performance Teacher Advisor

Instructional Technology Teacher Advisor

Teacher Counselor

Academic Pathway Advisor

2016

ISTE STANDARDS FOR STUDENTS

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- build networks and customize their learning environments in ways that support the learning process.
- use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

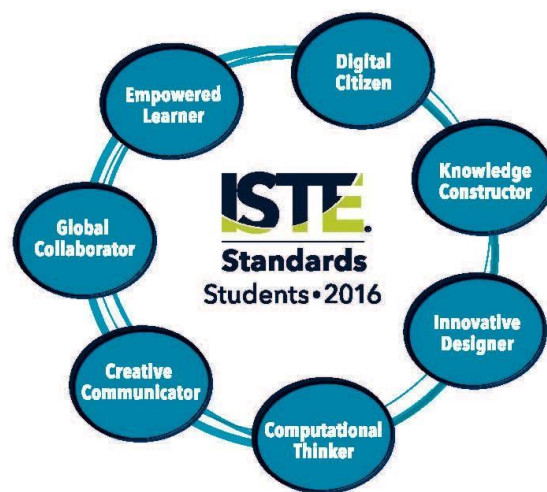
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.



iste.org/standards

DEFINITIONS of INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION STANDARDS

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c. develop, test and refine prototypes as part of a cyclical design process.
- d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- b. create original works or responsibly repurpose or remix digital resources into new creations.
- c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- d. publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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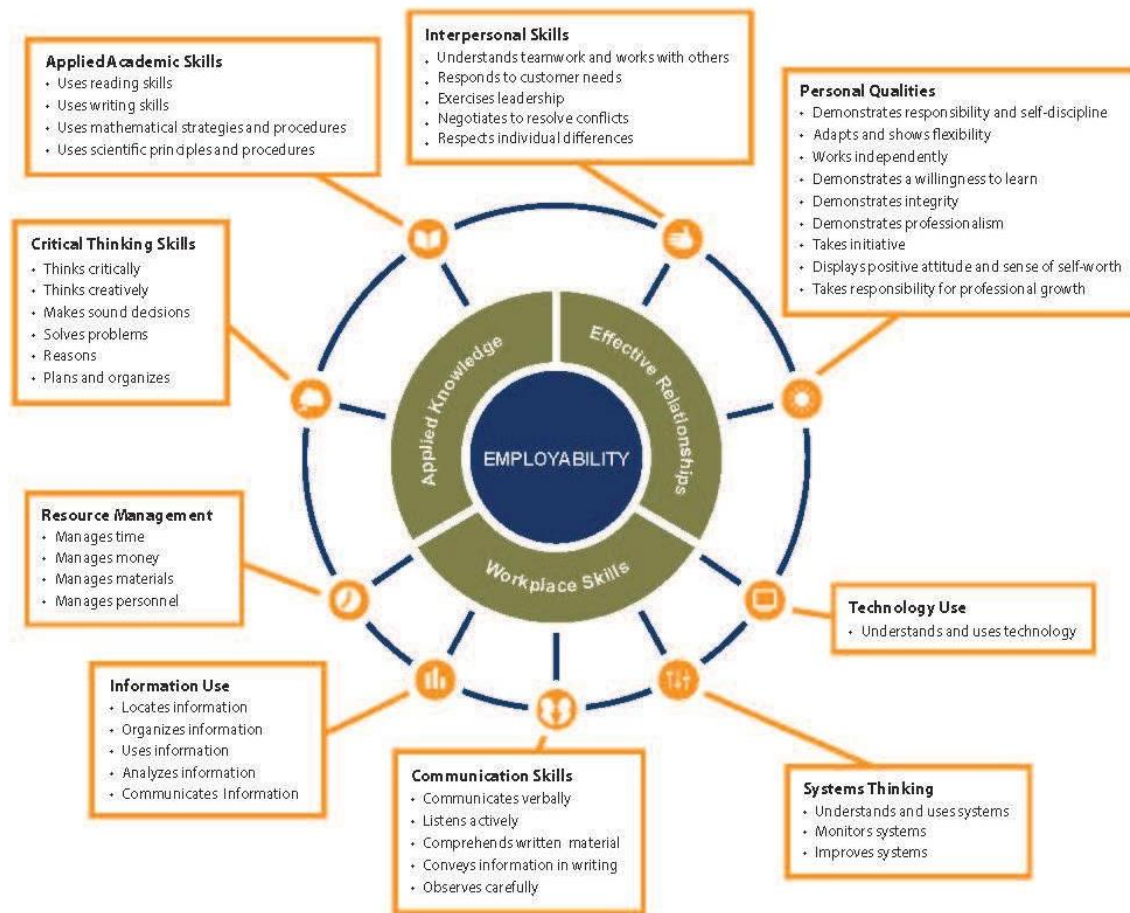


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DEFINITIONS of OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION EMPLOYABILITY SKILLS FRAMEWORK

EMPLOYABILITY SKILLS FRAMEWORK

Employability Skills: A Crucial Component of College and Career Readiness
Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called “employability skills.”



Common Framework for Employability Skills

The Employability Skills Framework advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments.

The Employability Skills Framework was developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies.

<http://cte.ed.gov/employabilityskills>

COLLEGE AND CAREER READINESS STANDARDS FOR ADULT EDUCATION ELA ANCHOR STANDARDS & MATHEMATICS STANDARDS

ELA CCR Anchor Standards for Adult Education (Pimentel, 2013)

Prepared by A.R. Trawick, March 2014

Reading	Writing
<p>CCR Anchor R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*</p> <p>CCR Anchor R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*</p> <p>CCR Anchor R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*</p> <p>CCR Anchor R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*</p> <p>CCR Anchor R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*</p> <p>CCR Anchor R6: Assess how point of view or purpose shapes the content and style of a text.*</p> <p>CCR Anchor R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p> <p>CCR Anchor R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*</p> <p>CCR Anchor R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*</p> <p>CCR Anchor R10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><i>*Apply Standards 1-9 to texts of appropriate complexity as outlined by Standard 10.</i></p>	<p>CCR Anchor W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCR Anchor W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCR Anchor W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequence. [not a priority after Level B]</p> <p>CCR Anchor W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR Anchor W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCR Anchor W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCR Anchor W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCR Anchor W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

Language	Speaking & Listening
<p>CCR Anchor L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR Anchor L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR Anchor L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCR Anchor L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CCR Anchor L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCR Anchor L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>	<p>CCR Anchor S&L 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor S&L 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCR Anchor S&L 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCR Anchor S&L 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience.</p> <p>CCR Anchor S&L 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCR Anchor S&L 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

Mathematics Standards Level A (K-1 GLE)

Number and Operations: Base Ten

- Understand place value.
- Use place value understanding and the properties of operations to add and subtract.

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract with 20.
- Work with addition and subtraction.

Geometry

- Analyze, compare, create, compose shapes.
- Reason with shapes and their attributes.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Represent and interpret data.

Mathematics Standards Level B (2-3 GLE)

Number and Operations: Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations: Fractions

- Develop understanding of fractions as numbers.

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract with 20.
- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations and identify and explain patterns in arithmetic.

Geometry

- Reason with shapes and their attributes.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate to area of multiplication and addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Represent and interpret data.

Mathematics Standards Level C (4-5, +6 GLEs)

Number and Operations: Base Ten (+ The Number System)

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

The Number System

- Compute fluently with multi-digit numbers and find common factors and multiples.

Number and Operations: Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.
- Understand decimal notation for fractions and compare decimal fractions.
- Use equivalent fractions as strategy to add and subtract fractions.
- Apply and extend previous understanding of multiplication and division to multiply and divide fractions.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.
- Operations and Algebraic Thinking
- Use the four operations with whole numbers to solve problems
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.
- Write and interpret numerical expressions.
- Expressions and Equations
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Draw and identify lines and angles and classify shapes by properties of their lines and angles.
- Classify two-dimensional figures into categories based on their properties.
- Solve real-world and mathematical problems involving area, surface area, and volume.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Geometric measurement: understand concepts of angle and measure angles.
- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Mathematics Standards Level D (+6, 7-8 GLEs)

The Number System

- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Know that there are numbers that are not rational and approximate them by rational numbers.
- Understand ratio concepts and use ratio reasoning to solve problems.
- Understand ratio concepts and use ratio reasoning to solve problems.
- Analyze proportional relationships and use them to solve real-world and mathematical problems.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry

- Draw, construct, and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume.
- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.

Statistics and Probability

- Summarize and describe distributions.
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.
- Investigate patterns of association in bivariate data.

Mathematics Standards Level E (9-12 GLEs)

Number and Quantity: The Real Number System

- Reason quantitatively and use units to solve problems.

Number and Quantity: Quantities

- Interpret the structure of expressions.
- Interpret the structure of expressions.

Algebra: Seeing Structure in Expressions

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Write expressions in equivalent forms to solve problems.

Algebra: Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials.
- Rewrite rational expressions.

Algebra: Creating Equations

- Create equations that describe numbers or relationships

Algebra: Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

Functions: Interpreting Functions

- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.

Functions: Building Functions

- Build a function that models a relationship between two quantities.

Functions: Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.

Geometry: Congruence

- Experiment with transformations in the plane.

Geometry: Similarity, Right Triangles, and Trigonometry

- Prove theorems involving similarity.

Geometry: Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems.

Geometry: Modeling with Geometry

- Apply geometric concepts in modeling situations.

Statistics and Probability: Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurable variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

GLOSSARY of COMMON ACADEMIC TERMS

A-G College Entrance Requirements – The A-G Requirements consist of a sequence of high school courses that students must complete with grades of C or better to be minimally eligible for admission to a University of California or California State University institution.

ABE - Adult Basic Education

AC²T - Accelerated College and Career Transition

Activate Account - Sign up with a District email address (SSO) by creating a password.

AIS – Adult Independent Study allows ASE students to enroll in and receive credit for academic courses required for the high school diploma. Attendance is based on student work produced rather than physical presence in class.

APEX Learning – Apex Learning is a digital curriculum for middle and secondary education. Its comprehensive, standards-based online courses engage ABE and ASE students in rigorous coursework and prepare them for high school graduation and beyond.

ASE - Adult Secondary Education

Asynchronous Instruction and Learning - Asynchronous Instruction and Learning refers to teaching and learning that does not happen in real-time, in-person. This includes an online Learning Management System such as Schoology, watching a pre-recorded video, learning through a digital program, or working on an independent activity.

Blended Learning - Blended Learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional classroom-based methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

CASAS - Comprehensive Adult Student Assessment System.

CCRS for AE – College and Career Readiness Standards for Adult Education - The *College and Career Readiness Standards (CCR) for Adult Education* are a set of recommended standards “that reflect the content most relevant to preparing adult students for success in colleges, technical training programs, work and citizenship—in the areas of English language arts/literacy and mathematics.” (lincs.ed.gov)

Competency (or minimal competency) - A specific objective, such as the ability to navigate online learning.

CTE - Career Technical Education

Concurrent Enrollment - a program in which qualified LAUSD students in the ninth grade or higher take courses for high school credit.

DACE - Division of Adult and Career Education

DACE-SIS - DACE-SIS is the Adult Student Information System (ASIS)

GLOSSARY of COMMON ACADEMIC TERMS

Digital Device - An electronic device that can receive, store, process or send digital information. Ex: computers, laptops, Chromebooks, smartphones, iPads, tablets etc.

Digital Citizenship - Digital citizenship refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with others.

Diploma-Plus Program - The Program provides ASE students three pathways towards a high-school diploma: (1) completion of all 34 required classes; (2) passing of the HiSET in English and completion of 10 required high-school courses; or (3) passing of the HiSET in Spanish and completion of 14 high-school courses.

EBRI – Evidence-Based Reading Instruction

EBWI – Evidence-Based Writing Instruction

ELPS - English Language Proficiency Standards: A set of standards designed to help English language learners access adult education college and career standards.

GED – The General Education Development tests are a group of four subject tests which, when passed, provide certification that the test taker has United States -level academic skills. It is an alternative to the US high school diploma and HiSET.

Google Account - A Google Account gives a user Google-wide access to most Google products, such as Gmail, Google Docs, and Google Voice, using the same username and password.

High School Transcript - A high school transcript is a record of all of a student’s academic accomplishments in high school. It lists every class taken, when each class was taken, and the grades received. All students who attend high school have transcripts. Students who have attended more than one high school have transcripts from each of the schools.

HiSET (High-School Equivalency Test) - By taking the High School Equivalency Test, ASE students can earn a state-issued high school equivalency (HSE) credential.

HSE Program – The High-School Equivalency Program offers a quality high school equivalency test preparation, at no cost, designed to help ASE students do their best on the HiSET. The HSE certificate is recognized by the State of California as equivalent to a high school diploma.

IET - Integrated Education and Training: An educational approach that combines basic skills instruction and career training to accelerate student progress toward achievement of employment goals.

II Lab – The Individualized Instruction Lab is designed for students to take academic courses that are required for the high school diploma in a classroom setting. Students work independently in class with the guidance of a teacher for a determined number of hours weekly at specified times.

ISP - The Individualized Student Plan allows for school counselors to help individual students create personal and academic goals as well as to develop career planning.

GLOSSARY of COMMON ACADEMIC TERMS

ISTE Standards – The International Society for Technology in Education Standards together offer a framework for implementing digital strategies in education to positively impact teaching, learning, and achieving.

LMS - A Learning Management System is a software application or web-based technology that provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance.

Merit Award – The High School Equivalency Merit Award is a certificate awarded to a High School Equivalency candidate in recognition of demonstrating readiness on all five sections of the HSE test. When a student earns the certificate, he or she qualifies for a voucher to cover the cost of HSE testing.

Netiquette - Netiquette is a code of good behavior on the Internet which includes email, social media, online chat, web forums, website comments and other types of online communication.

Newsela - Newsela is an education website, newsela.com, focused on building student reading comprehension by providing high-quality news articles and real-time assessments for students in grades 2–12.

Re-Activate - Signing up with a district email address (SSO) by creating a new password.

Reading Horizons ELEVATE - The *Reading Horizons Elevate* program helps older learners fill in gaps in their foundational decoding skills needed for fluent reading with assessment-driven explicit phonics instruction based on the principles of reading science.

Schoology - Schoology is a Learning Management System that allows teachers to create and manage academic courses for their students.

SSO - A Student Single-Sign-On is a District-issued username and password to access school email, Schoology, and other DACE resources.

Student Portal - An online support system that provides students personalized access to be able to manage their school accounts.

Synchronous Instruction and Learning - Synchronous Instruction and Learning refers to all types of teaching learning in which student(s) and teacher(s) are in the same place, at the same time, for learning to take place. This includes in-person classes, and live online meetings when the whole class or smaller groups get together.

TOPS Entry Form - The Tracking of Programs and Students (TOPS) Entry Form is used to collect student data required by the Workforce Innovation and Opportunity Act (WIOA).

Zoom - Zoom is an online video communications app that allows users to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities.

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline.

Please use the link below to provide feedback:

<https://bit.ly/dacecoursefeedback>

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