

Organization Name	Department of Corrections ABE Programs
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Class/Program Name	ABE Literacy 1 Math					
<i>Class Site(s)</i>	DOC			<i>Days & Times</i>	M-F; 90 minutes	
<i>Student Placement Level(s)</i>	0 to 3.9	<i>Class Assessment(s)</i>	TABE test Reviews/tests	<i>Scaled Score Range</i>		
<i>Class Led By</i>	ABE Literacy Teachers	<i>Delivery Style</i>	Class X	One-to-One X	Distance Learning	Hybrid Other
<i>Class Goals</i>	Attain mathematical competency in Number sense, algebra, geometry and statistics/probability					
<i>Standards Addressed</i>	College and Career Readiness Standards (CCRS)	Level A: Number Base Ten (1.NBT.1 – 6) Level B: Number Base Ten (1.NBT.1-4, 7-9; 3.NBT.2-3) Level B: Fractions (3.NF.1-2b) Level A: Operations and Algebraic Thinking (1.OA.3-6, 8) Level B: Operations and Algebraic Thinking (2.OA.1-2; 3.OA.1-4, 6) Level A: Geometry & Geometric Measurement (K.G.4, 1.G.2, 1.MD.2) Level B: Geometry & Geometric Measurement (2.G.1, 2.G.3, 3.G.2, 2.MD.3-4, 3.MD.1-2, 5-7d) Level A & B: Measurement and Data (supportive standards only)				
	Academic, Career, and Employability Skills Transitions Integration Framework (ACES TIF)	Effective Communication: Skills 1-3 Learning Strategies: Skills 1-4 Academic Language & Skills: Skills 1-3, 5 Critical Thinking: Skills 1-4 Self-Management: Skills 1-3 Navigating Systems: Skills 1-2				
	Northstar Digital Literacy Standards	Microsoft Excel				

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		PowerPoint
	Other?	Technology: DOC Offender Network

	CCR Standards Level A and B	Core Activities/Assessments
<i>Class Content</i>	<p>Number Base Ten</p> <p>Level A</p> <ol style="list-style-type: none"> 1. Understand the two digits of a two-digit number 2. Compare two two-digit numbers, =,<,> 3. Add within 100 (two-digit + one-digit, two-digit and multiple of 10) using concrete models/drawings; in writing relate strategy and explain reasoning 4. Given a two-digit number, mentally find 10 more or 10 less; explain reasoning 5. Subtract multiples of 10 in the range 10-90 from multiples of 10 (positive or zero differences); using concrete models/drawings; relate strategies in writing and explain reasoning <p>Level B</p> <ol style="list-style-type: none"> 1. Understand the 3 digits of a three-digit number 2. Count within 1000; skip-count by 5s, 10s and 100s 3. Read and write numbers to 1000 4. Compare two three-digit numbers, using >, =, < 5. Add and subtract within 1000, using concrete models/drawings, relate strategy in writing 6. Mentally add or subtract 10 or 100 to a given number 100-900 7. Explain why addition and subtraction strategies work, using place value and properties of operations 8. Fluently add and subtract with 1000 9. Multiply 1-digit number by multiples of 10 in the range of 10-90 (e.g., 9x80) 	<p>Number Sense</p> <p>Break Through to Math Level 1</p> <p>Achieving TABE Success in Math Level E</p> <p>Math Building Skills</p>

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	<p>Fractions Level B only</p> <ol style="list-style-type: none"> 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; fractions a/b as quantity formed by a parts of size $1/b$ 2. Understand a fraction as a number on a number line; represent fractions on a number line diagram 3. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. 4. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. 5. Understand two fractions as equivalent 6. Recognize fractions equivalent to whole numbers 7. Compare two fractions with the same numerator or denominator by reasoning about their size 	
	<p>Operations and Algebraic Thinking Level A</p> <ol style="list-style-type: none"> 1. Apply properties of operations as strategies to add and subtract (commutative and associative) 2. Understand subtraction as an unknown addend problem ($10-8$ is really $8 + ? = 10$) 3. Relate counting to addition and subtraction 4. Add and subtract within 20, demonstrating fluency through 10 5. Determine the unknown whole number in an addition or subtraction equation relating three numbers <p>Level B</p> <ol style="list-style-type: none"> 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, using 	<p>Achieving TABE Success in Math Level E Number Sense Break Through to Math Level 1 Math Building Skills</p>

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	<p>drawings and equations with a symbol to represent the problem</p> <ol style="list-style-type: none"> 2. Fluently add and subtract within 20, using mental strategies (At end of level, know from memory all sums of two one-digit numbers.) 3. Interpret products of whole numbers (5x7 as the total number of objects in 5 groups of 7 objects each.) 4. Interpret whole number quotients of whole numbers (56/8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares) 5. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities 6. Determine the unknown whole number in a multiplication or division equation relating three whole numbers 7. Understand division as an unknown-factor problem (32/8 by finding number $x8 = 32$) 8. Fluently multiply and divide within 100 (At end of level know from memory all products of 2 one-digit numbers.) 9. Solve two-step word problems using the four operations 	
	<p>Geometry & Geometric Measurement</p> <p>Level A</p> <ol style="list-style-type: none"> 1. Analyze and compare two-and three-dimensional shapes, describing their similarities, differences, parts (sides/vertices) and other attributes 2. Compose two- or three-dimensional shapes to create a composite shape 3. Express the length of an object as a whole number of length units <p>Level B</p> <ol style="list-style-type: none"> 1. Recognize and draw shapes having specified attributes 	Math Building Skills Chapter 8

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	<ol style="list-style-type: none"> 2. Partition circles and rectangles into 2, 3 or 4 equal shares, describing the shares using the words halves, thirds, half of, etc. 3. Partition shapes into parts with equal areas. 4. Estimate lengths using units of inch, feet, centimeters and meters 5. Measure to determine how much longer one object is than another 6. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving time 7. Measure and estimate liquid volumes and masses using units of grams, kg and liters. Solve one-step word problems involving masses and volumes and the four operations 8. Recognize area and understand concept of area measurement 9. Measure areas by counting unit squares 10. Relate area to operations of multiplication and addition 11. Find the area of a rectangle by tiling it and show same could be found by multiplying side lengths 12. Multiply side lengths to find areas of rectangles 13. Use tiling to show concretely the area of a rectangle with whole number side lengths of a and $b+c$ is the sum of $a \times b$ and $a \times c$ 14. Recognize area as additive 15. Solve real world problems involving perimeter and area 	
	<p>Measurement and Data</p> <p>Level A (supportive standards)</p> <ol style="list-style-type: none"> 1. Organize, represent and interpret data with up to three categories; ask and answer questions about total number of data points, how many in each category and how many more or less are in one category than another <p>Level B (supportive standards)</p> <ol style="list-style-type: none"> 1. Draw a picture graph and bar graph to represent a data set up to four categories; solve simple problems using the info 	<p>Achieving TABE Success in Math Level E Math Building Skills Chapter 5</p>

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	<ol style="list-style-type: none"> 2. Draw a scaled picture or bar graph and solve one- and two-step problems (one square = 5 pets) 3. Measure lengths to whole, half and quarter inch 	
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<i>Class Activities</i>	Direct instruction, independent practice, worksheets and tests
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<i>Class Text(s), Educational Technology, & Other Instructional Materials</i>	Flashcards, One Minute timings, Math Skills for the Workforce, AGS Basic Skills Math Websites: edhelper.com, sophia.org
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