

BUILDING AN ADULT EDUCATION TOOLBOX

PRESENTED BY: TRACY HENDERSON & ANGIE HESTER



AGENDA

- I. INTRODUCTION**
- II. ENCOURAGING SELF-REGULATING BEHAVIOR**
- III. STUDENT-CENTERED INSTRUCTION**
- IV. DATA CHATS**
- V. DEBRIEF**

I. INTRODUCTION



OUR PROGRAM



OUR MISSION



OUR COLLEGE

OUR PROGRAM

Adult Basic Education (ABE)/General Equivalency Diploma (GED®) 2019-2020 Program Syllabus



INSTRUCTORS	CLASS MEETING TIMES
Ms. Tracy Henderson - Daytime & Evening tracy.henderson@suwannee.k12.fl.us	Daytime Hours: Monday through Friday Morning Classes: 1 st - 3 rd periods - 8:07 - 10:49 Afternoon Classes: 5 th - 7 th periods - 12:21 - 3:00
Ms. Angie Hester - Evening angie.hester@suwannee.k12.fl.us	Evening Classes: Monday & Tuesday - 5:30 - 8:30 pm
Mr. Eden Comejo - Daytime & Evening eden.comejo@suwannee.k12.fl.us	ELL Evening Classes: Monday & Tuesday - 5:30 - 8:30 pm

The mission of the RIVEROAK Adult Basic Education Program is to provide adult learners the opportunity to acquire and improve the literacy skills necessary to enhance the quality of life as productive workers, family members and citizens.

The vision of the RTC Adult Basic Education Program is to be a highly valued provider of quality, responsive education that offers every adult the opportunity to build skills for success.

Our goal is to support your goal of acquiring family-sustainable employment.

ABE Program Description

The Adult Basic Education Program (ABE) is designed to provide adults with sufficient basic education to enable them to benefit from job training or retraining programs, and to obtain and retain productive employment. Multiple levels of instruction are provided in mathematics, reading, and language. It is understood that each student learns at his/her individual pace and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than others. ABE levels are assigned to students using TABE scores below 9.0 (Scale scores: Reading <576; Language <584; Mathematics <596).

Adult Basic Education (ABE)/General Equivalency Diploma (GED®) 2019-2020 Program Syllabus

GED® Program Description

The GED® Preparation Program consists of instruction in the four content-areas assessed on the GED® Test: Reasoning through Language Arts, Mathematics Reasoning, Science, and Social Studies. The purpose of the program is to prepare students to obtain the knowledge and skills necessary to pass the official GED® Tests; thereby, earning a State of Florida High School Diploma. This program strives to motivate students not only to earn a FHS diploma, but to continue their education to earn a postsecondary degree or industry certification. GED levels are assigned to students using TABE scores at or above 9.0 (Scale scores: Reading >576; Language >584; Mathematics >596).

RIVEROAK Policies & Procedures

RTC adheres to the SCSB Student Code of Conduct, including the district's dress code. You may find an electronic copy of this document on the SCSB district website.

- For security purposes, you must **display** your RTC-issued campus identification badge on your person at all times. You are required to present your ID upon request by any administrator, instructor, or staff member.
- You must **display** an up-to-date parking permit for your vehicle parked on school property. This permit is free with your paid registration. You must have a separate permit for each vehicle you may be driving. Vehicles parked on RTC property are subject to search without cause by school and/or law-enforcement officials.
- You are allowed **one** schedule change per 9 week quarter period. Additional changes in schedule must be accompanied by a letter from your employer on company letterhead, along with a current work schedule.
- There is no smoking, vaping, or tobacco use or possession on campus. This includes the parking lots.
- Hats are **not** to be worn inside the main buildings at RTC. (exception: shop areas)

CLASSROOM Policies & Procedures

In order to maintain a respectful learning environment, follow the following guidelines.

1. No food or drinks are allowed at the work tables.
2. For security purposes, phones must be stored out of sight and set on silent/vibrate. If an emergency call must be answered (or made), step out in the hall to keep from disrupting others. RTC is NOT liable for any loss or theft of student property.
3. Headphones, earbuds, and other listening devices are to be used for assigned academic purposes only.
4. When leaving during class time, even for an emergency restroom break, you must use the "Sign Out/Sign In Sheet" to document your destination.

Adult Basic Education (ABE)/General Equivalency Diploma (GED®) 2019-2020 Program Syllabus

COMPUTER USE Policies

In this intake packet you will find the SCSB internet agreement form. You may sign this if you are 18 years of age or older; students younger than 18 must have a parent or guardian sign this form. Below are some additional guidelines.

1. Students may not use the internet without permission. You may access teacher/RTC approved sites only. You may not enter unauthorized websites (i.e. online games, social media, YouTube, etc.).
2. Do not download programs, music, or plug-ins for the computer.
3. Return the Chrome Book to the cart. Please plug it in to charge for the next user.

STUDENT Expectations

1. **Be an active participant during class.** You are expected to actively participate by asking and answering questions, completing independent practice, working cooperatively within groups, and engaging in academic classroom discussions.
2. **Be your own advocate.** You are expected to communicate your goals and academic needs with your teacher on a regular basis.
3. **Be aware of your attendance.** You are responsible for knowing the attendance policy, and for keeping track of your absences and tardies.

PROGRESSION Testing

After TABE testing prior to entering the program, students will work on targeted skills to improve in these areas. All students will retake the TABE test to document academic progress and readiness for GED® testing. These scores may also be used as exit indicators for CTE programs. You are allowed to take the TABE test again after 50 course hours per subject are completed, or based on your instructor's recommendation.

ACCOMMODATIONS

Students must self-report to use these services. There is an LDA form included in this packet.

CAREER SERVICES

RTC has a Career Service Specialist available for students seeking assistance with career guidance and CTE program information. This office is located in Student Services.

Ms. Julie Ulmer, Coordinator of Career & Technical Education

ACKNOWLEDGEMENT

You are expected to adhere to all subject matters covered within this syllabus. Your signed acknowledgement will be kept on file by your instructor.

Name _____ Date _____

OUR MISSION

**PROVIDING LIFELONG FAMILY SUSTAINABLE
EMPLOYMENT THAT IS MEANINGFUL,
APPRECIATED, AND CHALLENGING**

OUR COLLEGE

RIVEROAK Technical College CTE Program Tour Request

Name: _____

PROGRAM	DEFINITELY	MAYBE	
Automotive Service Technology			
Auto Body Repair & Refining			
Brick & Block Masonry			
Building Construction Technology			
Culinary Arts			
Cosmetology			
Digital Design			
Early Childhood Education (Child Care)			
Electrical Helper			
Medical Administrative Specialist			
Patient Care Technician (PCT)			
Welding			
MEDICAL PROGRAMS			
Pharmacy Technician			
Phlebotomy			
Practical Nursing (LPN)			
Surgical Technology			

II. ENCOURAGING SELF-REGULATING BEHAVIOR

A. INTAKE PACKET

B. LEARNING STYLES SHEET

C. UNPACKING THE TABE

D. GOAL-SETTING ACTIVITY

A. INTAKE PACKET

Adult Basic Education Program
Student Intake Form

Date: _____

Name: _____ Date of Birth: _____

Address: _____

City, Zip code _____

Telephone: _____ Cell phone: _____

Email Address: _____

Do you have a diploma? Yes: _____ No: _____ Age Waiver? Yes: _____ No: _____

When do you anticipate earning your diploma? (month) _____

What is your 3 year goal? _____

EMERGENCY INFORMATION:

Health Issue/Allergies: _____

Primary doctor: _____

Emergency contact – Name: _____

Relationship: _____

Phone number: _____

Are you a CareerSource client? Yes _____ No _____

*****Class Schedule TO BE COMPLETED BY INSTRUCTOR: Ms. Henderson/Ms. Hester*****

PERIOD	COURSE TITLE	SCHEDULED DAYS OF THE WEEK
1		
2		
3		
4	Activity Period/Lunch	
5		
6		
7		

1		
2		
3		
4	Activity Period/Lunch	
5		
6		
7		
PERIOD	COURSE TITLE	SCHEDULED DAYS OF THE WEEK

*****Class Schedule TO BE COMPLETED BY INSTRUCTOR: Ms. Henderson/Ms. Hester*****

B. LEARNING STYLES SHEET

Got style?

Understanding your own way of learning

The Greek philosopher Socrates said it best: "Know thyself."

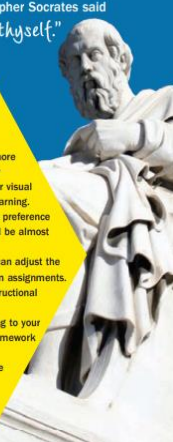
Those are words worth remembering as you make the transition through middle school and on to high school.

Research shows that people learn in different ways. While each of us uses all of our senses to gather information, some people use one sense more than others while learning. Students can be better learners when they understand their preference for visual (seeing), auditory (hearing), or tactile (touching) learning. Often, students find that they have more than one preference when it comes to learning. For example, you could be almost equally strong in visual and auditory learning.

Once you understand how you learn best, you can adjust the way that you study for tests or complete classroom assignments. You also can learn to adjust when a teacher's instructional methods don't complement your style.

Understanding your learning style and playing to your strengths when it comes to studying and doing homework will help you be more successful in school.

You can use the learning styles inventory on the next page to investigate your learning style—or styles.



Learning styles inventory

To get a better understanding of how you learn, take this learning styles inventory. Answer each question as honestly as you can, then add up your points to find out whether you're an auditory, visual or tactile learner—and how you can make your personal style work in the classroom.

		Often	Sometimes	Seldom
1	I can remember more about a subject through the lecture method with information, explanation and discussion.			
2	I prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.			
3	I like to write things down or take notes for visual review.			
4	I prefer to use posters and models or practice some activities in class.			
5	I require explanations of diagrams, graphs or visual directions.			
6	I enjoy working with my hands or making things.			
7	I am skillful with and enjoy developing and making graphs and charts.			
8	I can tell if sounds match when presented with pairs of sounds.			
9	I remember best by writing things down several times.			
10	I can understand and follow directions on maps.			
11	I do better at academic subjects by listening to lectures and tapes.			
12	I play with coins or keys in my pockets.			
13	I learn to spell by repeating the words aloud rather than by writing them on paper.			
14	I can better understand a news article by reading about it in the newspaper rather than by listening to the radio.			
15	I chew gum or eat a snack while studying.			
16	I feel the best way to remember is to picture it in my head.			
17	I learn spelling by "finger spelling" (drawing the letters with a finger).			
18	I would rather listen to a good lecture or speech than read about it.			
19	I am good at working and solving jigsaw puzzles and mazes.			
20	I grip objects in my hands during learning periods.			
21	I prefer listening to the news on the radio rather than reading about it in the newspaper.			
22	I obtain information on an interesting subject by reading relevant materials.			
23	I feel very comfortable touching others, hugging, shaking hands, etc.			
24	I follow spoken directions better than written ones.			

Check your results >>

Scoring

Often = 5
Sometimes = 3
Seldom = 1

Place the point value on the line next to the corresponding item, then add up your points. The highest number of points determines your learning style.

Number	Points
2	
3	
7	
10	
14	
16	
19	
22	
Total Visual	



Visual learners

You're the most common type of learner, making up about 65 percent of the population. Visual learners relate most effectively to written information, notes, diagrams and pictures. You might not even absorb information if someone just tells you. It's almost as if it didn't exist unless you see it written down.

Study tips: Take notes, even when you've been given handouts or printed course notes. Look at—don't just listen to—all study materials and directions. Use or make your own charts, maps, notes and flashcards and practice visualizing or picturing words and concepts in your head. Write everything down for frequent and quick visual reference.

1
5
8
11
13
18
21
24
Total Auditory



Auditory learners

You are the second most common type of learner, accounting for an estimated 30 percent of the population. As an auditory learner, you relate most effectively to the spoken word. You tend to listen to a lecture, then take notes afterward or rely on printed notes. Written information will have little meaning until it has been heard. It may help auditory learners to read written information aloud.

Study tips: Read your assignments and study materials aloud—even if you feel a little silly at first—or use tapes. Taped lectures may help fill in the gaps in your own notes. Sit at the front of the classroom where you can hear well.

4
6
15
12
17
20
23
Total Tactile



Tactile learners

You're a rare breed—one of only about 5 percent of the population. Tactile learners prefer a hands-on approach, learning through touch and movement. You learn skills by imitation and practice.

Study tips: You may take a little longer to learn some skills since most information isn't presented in a way that suits your learning style, but you can make schoolwork easier by typing your notes, using real objects or acting out reading assignments. Role-playing helps, too. When studying cell structure in biology, for example, you and maybe another tactile learner could pretend to be different parts of the cell. Sound crazy? It couldn't hurt to try.

C. UNPACKING THE TABE

TABE 11&12 Grade Range Scale Score Guidance

To fully interpret and compare test scores, test grade equivalent scores in TABE Form 200C is provided for the following TABE 11&12 Grade Range guidance.

The information below is intended to help programs that primarily used Scale Score to assess adult literacy. TABE 11&12 Grade Range will continue to be used for adult literacy and other adult literacy programs. TABE 11&12 Grade Range will continue to be used for adult literacy and other adult literacy programs. TABE 11&12 Grade Range will continue to be used for adult literacy and other adult literacy programs.

TABE 11&12 Grade Range guidance was determined by reviewing the 11th and 12th grade range guidance. TABE Performance Level (Basic, Intermediate, and Advanced) and Grade Range (Basic, Intermediate, and Advanced) were used to determine the 11th and 12th grade range guidance. TABE Performance Level (Basic, Intermediate, and Advanced) and Grade Range (Basic, Intermediate, and Advanced) were used to determine the 11th and 12th grade range guidance.

READING

NBS Level	Grade Range Guidance	Grade	Scale Score Range
1	ABU	K-1	300-374
2		2-3	375-448
3		4-5	449-518
4	ABU	6-8	519-588
5		9-10	589-658
6		11-12	659-728
7	ABU	13-15	729-798
8		16-18	799-868
9		19-21	869-938
10	ABU	22-24	939-1008
11		25-27	1009-1078
12		28-30	1079-1148

Likely to pass

DRC

MATHEMATICS

NBS Level	Grade Range Guidance	Grade	Scale Score Range
1	ABU	K-1	300-374
2		2-3	375-448
3		4-5	449-518
4	ABU	6-8	519-588
5		9-10	589-658
6		11-12	659-728
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8		16-18	799-868
9		19-21	869-938
10	ABU	22-24	939-1008
11		25-27	1009-1078
12		28-30	1079-1148

Likely to pass

LANGUAGE

NBS Level	Grade Range Guidance	Grade	Scale Score Range
1	ABU	K-1	300-374
2		2-3	375-448
3		4-5	449-518
4	ABU	6-8	519-588
5		9-10	589-658
6		11-12	659-728
7	ABU	13-15	729-798
8		16-18	799-868
9		19-21	869-938
10	ABU	22-24	939-1008
11		25-27	1009-1078
12		28-30	1079-1148

Likely to pass

DRC

D. GOAL- SETTING ACTIVITY:

a. HARMONY CHART

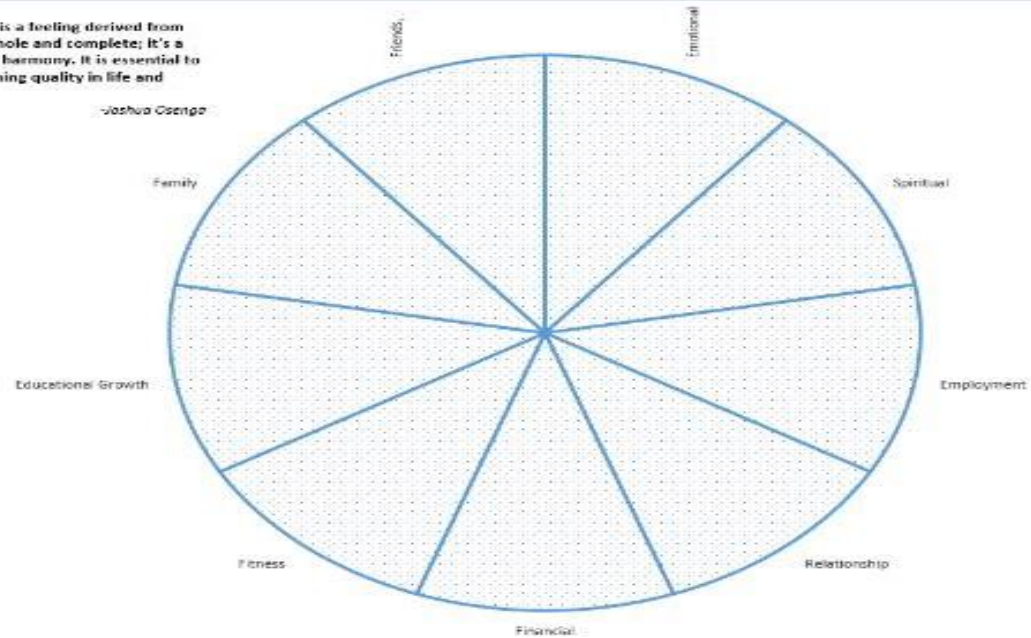
b. JOHN CENA YOU TUBE

C. GOAL CHART

HARMONY CHART

Balance is a feeling derived from being whole and complete; it's a sense of harmony. It is essential to maintaining quality in life and work.

Joshua Osego



JOHN CENA REACTS TO FANS



NAME _____

Goal Chart

CATEGORY	THIS YEAR	5 YEARS	STEPS TO TAKE	PEOPLE IN YOUR CORNER
Educational Growth				
Emotional				
Employment				
Family				
Financial				

Goal Chart

NAME _____

CATEGORY	THIS YEAR	5 YEARS	STEPS TO TAKE	PEOPLE IN YOUR CORNER
Fitness				
Friends				
Relationship				
Spiritual				

III. STUDENT-CENTERED INSTRUCTION

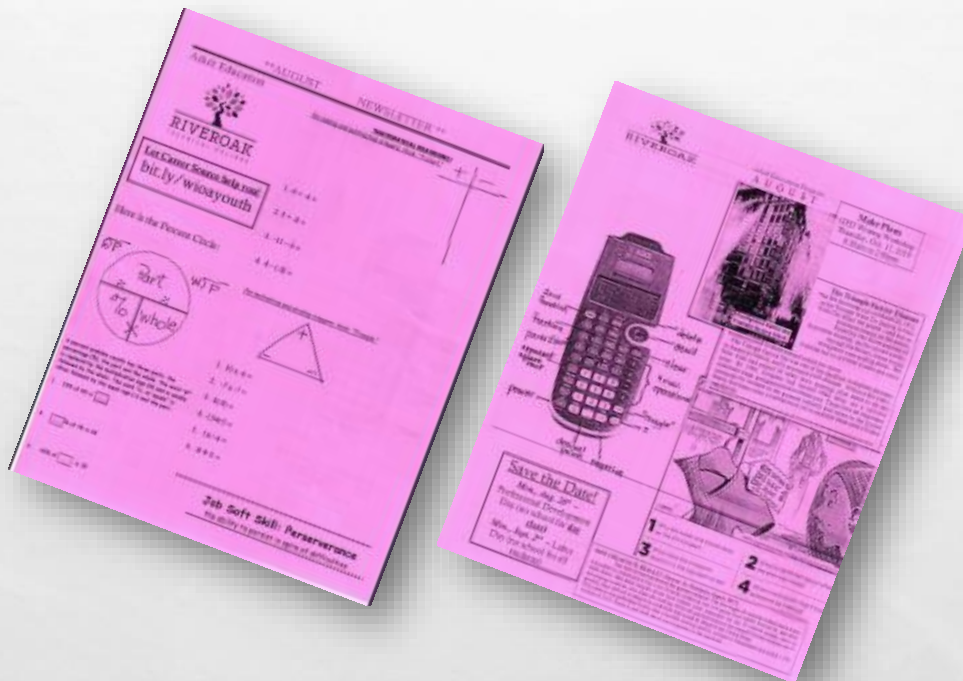
A. NEWSLETTERS

B. EMBEDDING CONTENT AREAS: SOCIAL STUDIES PRIMARY SOURCES

C. MATERIALS LIST

D. WEBSITES

A. NEWSLETTERS



1851
Summer
2019

ADULT
EDUCATION
PROGRAM

RIVEROAK Technical College

Fall Semester Begins 8/12

Day and night ABEGED classes will begin on Monday August 12, 2019.

Be sure to check the RTC social websites during the summer for tuition discount dates.

WITH ESSENTIAL EDUCATION, YOU CAN AVOID THE SUMMER SLIDE.

These students still attending through May 2019 will be afforded active status as

Essential Ed throughout the summer months. They will also be able to access their Essential Ed lessons and quizzes by logging onto our RTC portal.

[Click here to learn more about Essential Ed.](#)

Adult Education/GED News

Another year of adult education at RiverOak Technical College is coming to end. Ms. Angie Hester and I have enjoyed your year with our determined students. We have had many students complete the GED process, some of whom are almost finished, and a few who are just beginning. Nine students have acquired an Age Waiver from the state of Florida. There are five students still in the Age Waiver process.

We have 20 fabulous students in the 2019 graduating class. All but two of them are slated to walk across the stage at graduation. One young man will not attend as his daughter is also graduating that same night. One graduate is serving in the US Armed Forces and will not be able to attend; however, his sister will accept his diploma on his behalf.

this issue

Fall Schedule

Websites

Essential Ed

Twelve of our graduates will be returning for CTE programs in the fall. RTC offers scholarships for returning graduates, and several of our students have availed themselves of this financial award.

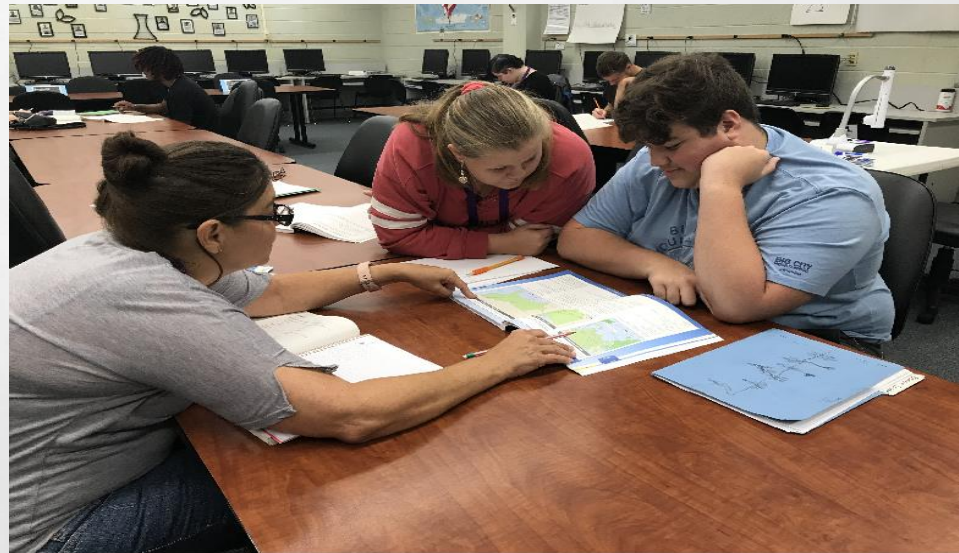
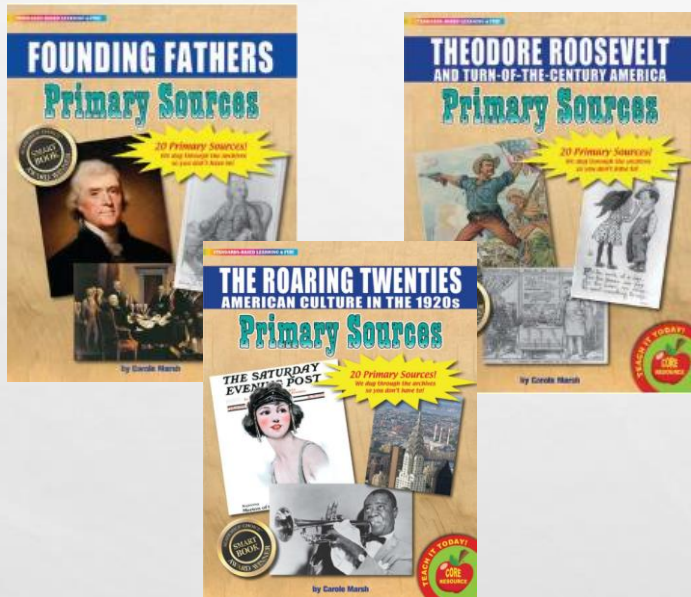
Several of our students have asked for math websites to help study basic, TABE, and GED skills. Here are four websites that our students have used successfully:

- [math-drills.com](#)
- [mathtv.com](#)
- [virtualnerd.org](#)
- [khanacademy.com](#)

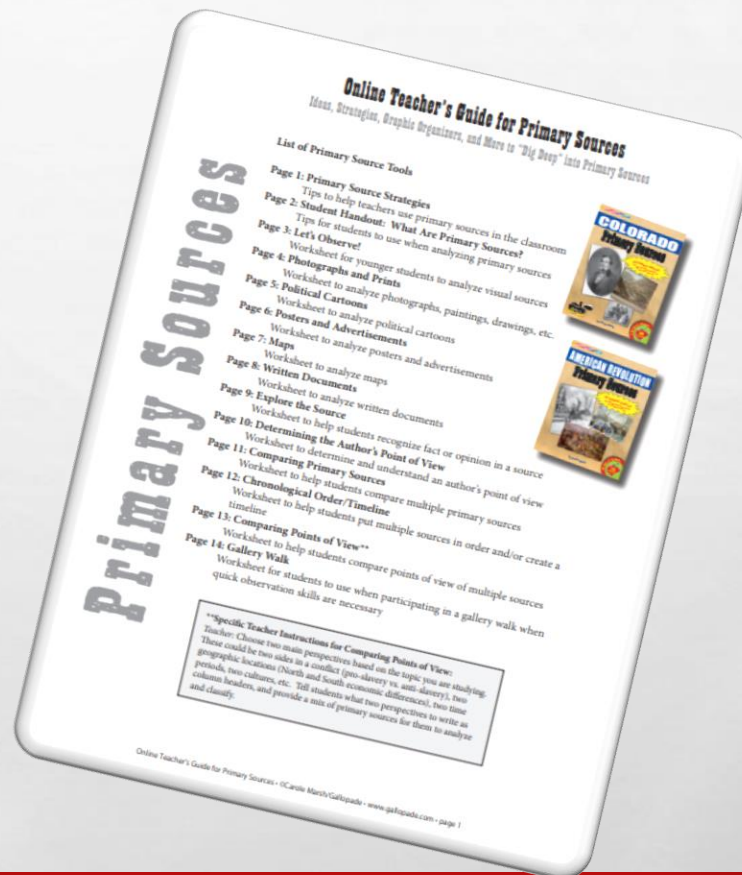
On behalf of Ms. Angie Hester, I wish you a safe, productive and wonderful summer.

Ms. Tracy Henderson

B. EMBEDDING CONTENT AREAS: SOCIAL STUDIES PRIMARY SOURCES



ONLINE TEACHER'S GUIDE FOR PRIMARY SOURCES



C. MATERIALS LIST

****MATERIALS LIST****


RIVEROAK
TECHNICAL COLLEGE

Be curious always! For knowledge
will not acquire you; you must
acquire it. -Sufi Book

ONLINE -

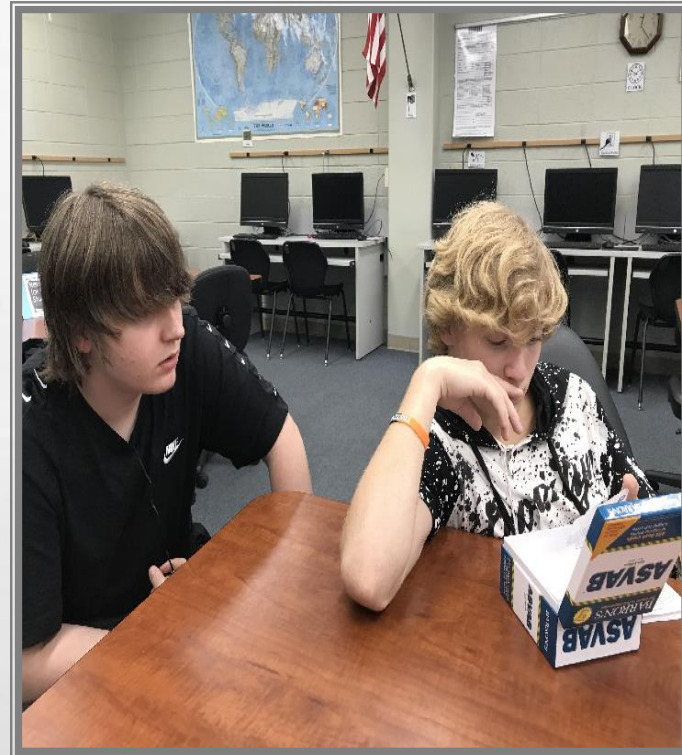
- o Essential Education- GED®Academy & TABE 11 & 12 Academy
- o Edgenuity GED®
- o ged.com Study Practice & Tutorials

"PAPER/PENCIL" -


- o Steck-Vaughn Fundamental Skills Math (Houghton Mifflin Harcourt)
- o Steck-Vaughn Pre GED®Test Preparation Mathematical Reasoning (HMH)
- o Steck-Vaughn Mathematical Reasoning (HMH)
- o Steck-Vaughn Fundamental Skills Reading (Houghton Mifflin Harcourt)
- o Steck-Vaughn Fundamental Skills Writing (Houghton Mifflin Harcourt)
- o Steck-Vaughn Pre GED®Test Preparation RLA (HMH)
- o Steck-Vaughn RLA (HMH)
- o Steck-Vaughn Pre GED®Test Preparation Social Studies (HMH)
- o Steck-Vaughn Social Studies (HMH)
- o Steck-Vaughn Pre GED®Test Preparation Science (HMH)
- o Steck-Vaughn Science (HMH)
- o Essential Reading Skills (Essential Education)
- o Essential Writing and Language Skills (Essential Education)
- o Essential Math Skills (Essential Education)
- o Contemporary's Achieving TABE Success in Mathematics (McGraw Hill Education)
- o Contemporary's Achieving TABE Success in Reading (McGraw Hill Education)
- o Contemporary's Achieving TABE Success in Language (McGraw Hill Education)
- o TABE Tutor Math (Paxen Publishing)
- o TABE Tutor Reading (Paxen Publishing)
- o TABE Tutor Language (Paxen Publishing)

ADDITIONAL RESOURCES-

- o Barron's GED®Test 450 Flashcards
- o Social Studies Primary Sources Cards (Carole Marsh/Gallopade International)



D. WEBSITES



RIVEROAK
TECHNICAL COLLEGE


ADULT BASIC EDUCATION

Academic Websites

Multiple subjects:

1. www.esentialed.com/start/surwazee – Formerly enrolled students may use the user name and password provided for you.
2. GED Testing Service website: <http://www.gedtesting-service.com/>
3. <https://www.cla.com>
4. <http://www.papcpn.org>
5. www.studyguidezone.com
6. www.mps-accredited.com
7. www.freerice.com
8. www.coolmath-games.com
9. www.coolmath-ds.com
10. <http://www.coolmath.com>
11. <https://www.kutasoftware.com> (Under US History: click on how to read a document.)
12. Kutasoftware.com (go to free worksheets; you'll need a printer)
13. Commoncoresheets.com
14. <https://www.ted.com/talks>
15. <http://www.atcacademics.com/games>
16. <http://www.englishmedialab.com>
17. virtualnews.org
18. <http://www.sen.org/912education/cell/#students>
<https://www.sen.org/912education/cell/#general>
19. <http://www.oxl-english.com>
20. [http://oxl-bt\(audio books\)](http://oxl-bt(audio books))
21. <http://www.agendaweb.org/Listening/audio-books.html>
22. www.mashv.com
23. www.sosmath.com
24. <http://math.com/>
25. <https://www.icl.com/math/>
26. www.g4learn.com
27. <https://www.g4learnfree.org/math>
28. <https://mathcentral.uregina.ca/index.php>
29. www.mathsfun.com
30. www.4math.com
31. www.math-drills.com

APPS:
Math Solver by iKaos
Tailboard by Citrix
PhotoMath



IV. DATA CHATS

A. PROGRESS MONITORING FORM

B. E-REPORTS

C. CAREER PATHWAYS COUNSELING

A) CLIENT INTERVIEW SHEET B) RESUME/CV LETTER

D. CONFERENCE FORM

A. PROGRESS MONITORING FORM

Adult Basic Education Progress Monitoring Data DAY NIGHT

Name _____ Date Entered _____

Email address _____

Primary phone number _____

Age waiver student ___ yes ___ no (if so, what is your age? ____) DOB _____

Do you have a diploma? ___ yes ___ no Are you a Career Source/Workforce client? ___ yes ___ no

Are you interested in a career or technical program offered here at RTC? If so, which program(s)? _____

TEST SCORES

DATE	TEST/FORM/LEVEL	READING	LANGUAGE	MATH

Schedule: ___ GED PREP ___ ABE RDG. ___ ABE MATH ___ ABE LANG. ___ AAAB

Schedule Changes:

Date _____ Reason _____

Date _____ Reason _____

Date _____ Reason _____

Date _____ Reason _____

GED™ TESTS

DATE	SUBTEST	SCORE	PASS
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Adult Basic Education Progress Monitoring Data DAY NIGHT

Name _____ Date Entered _____

PRACTICE REPORT:

PRE/POSTTESTS

DATE	SUBJECT	LEVEL	PRETEST	POSTTEST

Essential Education™ Practice Test Scores

DATE	SUBTEST	SCORE
	Reading	
	Language	
	Writing	
	Mathematics	
	Science	
	Social Studies	

GED Ready™ Practice Tests

DATE	SUBTEST	SCORE

Graduation Date _____ Walk ☐ Height _____ Weight _____

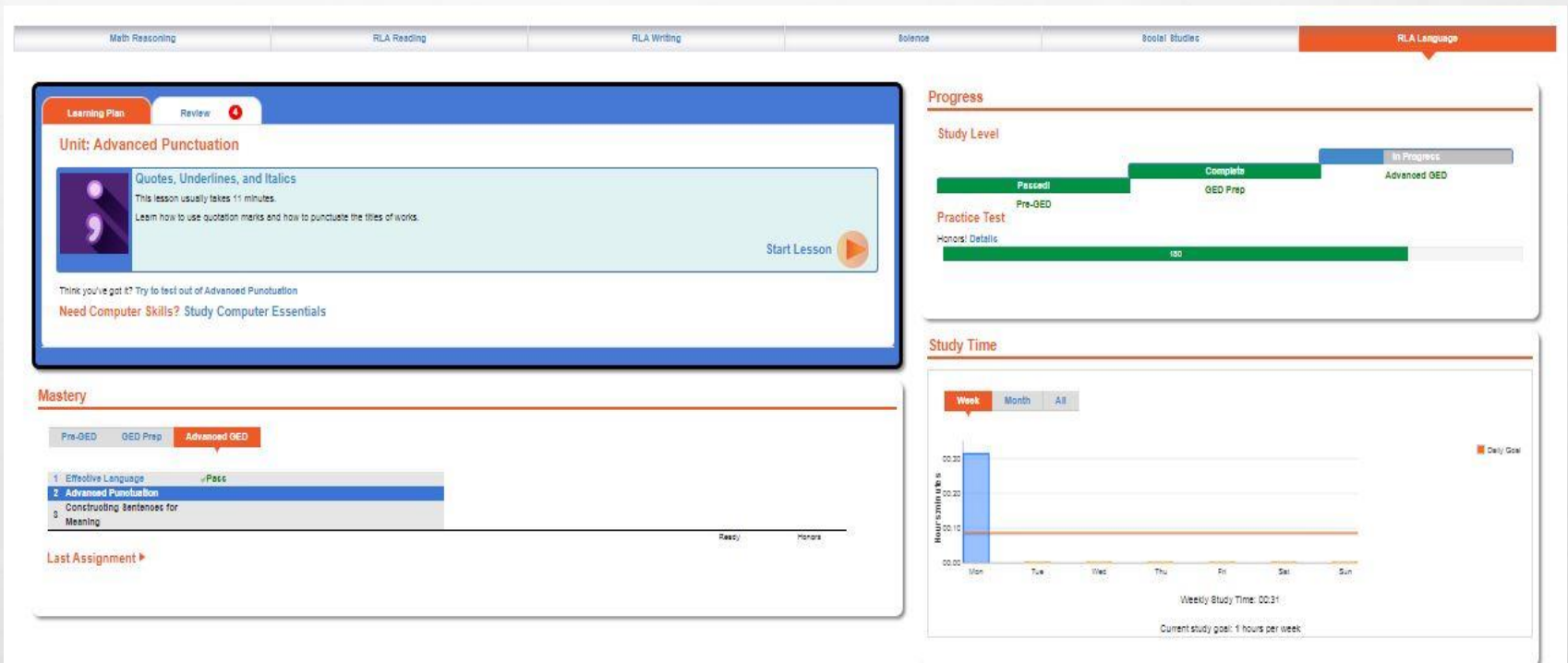
WITHDRAWN: _____ COMPLETER: _____

B. E-REPORTS

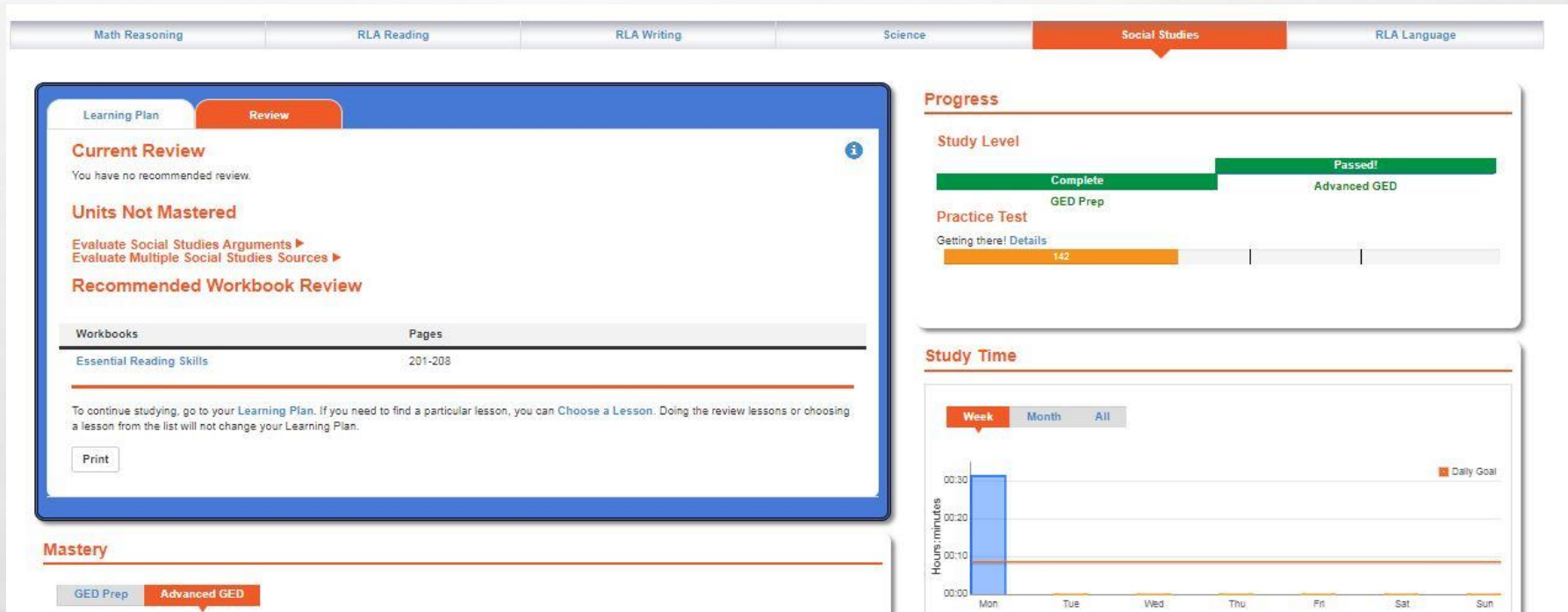
ESSENTIAL ED & EDGENUITY



EE: RLA LANGUAGE REPORT



EE: SOCIAL STUDIES REPORT



EE: SCIENCE REPORT

Math Reasoning

RLA Reading

RLA Writing

Science

Social Studies

RLA Language

Learning Plan

Assignments 2

Review 7

Current Review: GED Science Practice Test 3

Purple are previously attempted lessons. Blue are lessons you have not tried yet.

Working with Textual Data | Welcome to the lesson on Working with Textual Data. This lesson will teach you how to find data in a passage and see how it supports a conclusion.

Evaluating Scientific Conclusions | This lesson will help you decide whether scientific conclusions are supported or challenged by data or evidence.

Drawing Conclusions from a Scientific Text | This lesson will help you understand scientific texts well enough to draw conclusions based on what you've read.

Forming and Refining a Hypothesis | This lesson will teach you how to create a hypothesis and how to improve a hypothesis based on data gathered from an investigation.

Evaluating an Investigation | To evaluate an investigation, you need to look at what the investigation is doing and how its parts work together. This lesson will help you do that.

Verifying Accuracy in Scientific Investigations | Verifying accuracy in scientific investigations means that the investigator is making sure that the science is repeatable, reliable, and consistent.

Using Scientific Formulas | This lesson teaches you about scientific formulas: their purpose, how they work, and how you can use them. You'll learn how to understand what the formula is asking you to do and how to apply the formula to a problem.

Recommended Workbook Review

Workbooks	Pages
Essential Reading Skills	129-140
Essential Math Skills	261-282, 291-302
Essential Language and Writing Skills	221-228

To continue studying, go to your [Learning Plan](#). If you need to find a particular lesson, you can [Choose a Lesson](#). Doing the review lessons or choosing a lesson from the list will not change your Learning Plan.

Print

Progress

Study Level

Passed! Pre-GED GED Prep

Practice Test

Getting there! Details 150

Study Time

Week Month All

Hours:minutes

Mon Tue Wed Thu Fri Sat Sun

Weekly Study Time: 00:31

Current study goal: 1 hours per week

EE: RLA READING REPORT

Math Reasoning

RLA Reading

RLA Writing

Science


Social Studies

RLA Language

Learning Plan


Review

Unit: Analysis and Application



Checking Reasoning and Support

This lesson usually takes 25 minutes.
This lesson will teach you to make distinctions between facts that are related versus facts that are relevant to support the main idea of a text

Start Lesson 

Think you've got it? [Try to test out of Analysis and Application](#)

Need Computer Skills? [Study Computer Essentials](#)

Progress

Study Level

In Progress

Pre-GED

Practice Test

Ready! [Details](#)

161

GED Prep

Advanced GED

Study Time

EE: MATH REPORT

Math Reasoning

RLA Reading

RLA Writing

Science

Social Studies

RLA Language

Learning Plan

Review

4

Congratulations!

$4-2=2$
 $4+2=6$
 $4\times 2=8$
 $4\div 2=2$

Whole Numbers and Operations Unit Quiz Passed!

Your score: 70%

You passed the unit quiz and can go on.

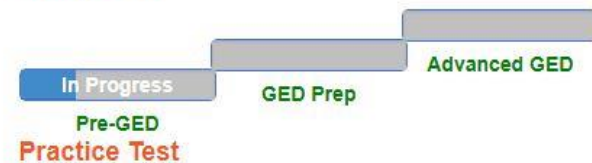
Go On



Need Computer Skills? [Study Computer Essentials](#)

Progress

Study Level



Practice Test

Getting there! [Details](#)

111

Study Time

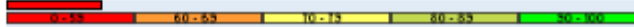
EDGENUITY: SCIENCE REPORT

VT-GED 2014 Science 1

Complete 12.2%



Overall Grade 45%



Complete (Count): 13.5%

Relative Grade: 6.4%

Start Date: 9/10/2019

Actual Grade: N/A

Target Date: 9/10/2019

Target Completion: N/A

	Quiz	Exam	Assignment	Lab	Diagnostic
Taken	1		5		1
Tested Out					
Total	7	1	40	3	1
Graded	1		1		
Score	40%		56%		
Weight	68%		32%		

EDGENUITY: SCIENCE INSTRUCTION

- ⊕ [Diagnostic PreTest](#)
- ⊖ [Human Body and Health](#)
 - ⊖ [Macromolecules](#)
 - [Warm-Up](#)
 - [Instruction](#)
 - [Summary](#)
 - [Assignment](#)
 - [Quiz](#)
 - ⊖ [Lab: Identifying Nutrients](#)
 - [Warm-Up](#)
 - [Instruction](#)
 - [Virtual Lab](#)
 - [Assignment: Reflect on the Lab](#)
 - [Summary](#)
- ⊕ [The Endocrine and Exocrine Systems](#)
- ⊕ [Lab: Disease Spread](#)

EDGENUITY: LESSONS

- ▣ [Diagnostic PreTest](#)
- ▣ [Human Body and Health](#)
 - ▣ [Macromolecules](#)
 - [Warm-Up](#)
 - [Instruction](#)
 - [Summary](#)
 - [Assignment](#)
 - [Quiz](#)
 - ▣ [Lab: Identifying Nutrients](#)
 - [Warm-Up](#)
 - [Instruction](#)
 - [Virtual Lab](#)
 - [Assignment: Reflect on the Lab](#)
 - [Summary](#)
- ▣ [The Endocrine and Exocrine Systems](#)
- ▣ [Lab: Disease Spread](#)

Course Information

Course: VT-GED 2014 Science 1

Status: Active

Grade Level: 12th

Start Date: 9/10/2019

Current Assignment: [Virtual Lab](#)

[Pass W/ Score \(Current Activity\)](#)

[Bypass \(Current Activity\)](#)

Selected Activity

Activity Identifier:

c586f8a0-eb52-444a-a131-3eab06c24811.

c1e5c736-da32-e811-a903-005056b51702

Activity: [Quiz](#)

[Change Score](#)

[Reset Activity](#)


[Add Retake](#)

[View Answers](#)

[Report An Issue](#)

[Select Current Activity](#)

Graded Attempts:

Attempt	Score	Start of Attempt	Time Spent
 Attempt 1	40%	9/30/2019 6:13:28 PM	00:07:18 View

Other Attempts:

Attempt	Score	Start of Attempt	Time Spent
 Attempt 2	20%	9/30/2019 6:20:52 PM	00:04:34 View

EDGENUITY: SCIENCE QUIZZES

- ✗ [Question 1](#)
- ✗ [Question 2](#)
- ✗ [Question 3](#)
- ✗ [Question 4](#)
- ✗ [Question 5](#)
- ✓ [Question 6](#)
- ✓ [Question 7](#)
- ✓ [Question 8](#)
- ✗ [Question 9](#)
- ✓ [Question 10](#)

Course Name	VT-GED 2014 Science 1
Lesson Name	Macromolecules
Questions Presented	10
Questions Answered	10
Points Possible	10
Points Received	4
Score	40.0 %
Time Limit	01:00:00
Time Spent	00:07:17

[Export To Excel](#)

Objectives



The picture shows a carafe of olive oil.





What is one of the primary functions of this food in the body?

- ☐ building proteins
- ✓ ☒ storing energy
- ✗ ☐ providing structure to cell walls
- ☐ carrying genetic information

EDGENUITY: MATH REPORTS

 Student Ahead
 Student On Track

 Student Behind
 Target Completion

Select Course

Current Courses ▼

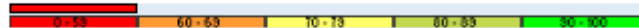
Get Progress

VT-GED 2014 Mathematical Reasoning 1

Complete 14.3%



Overall Grade 59.6%



Complete (Count): 15.2%

Relative Grade: 8.2%

Start Date: 9/16/2019

Actual Grade: N/A

Target Date: 9/16/2019

Target Completion: N/A

	Quiz	Exam	Assignment	Diagnostic
Taken	3		12	1
Tested Out				
Total	20	1	83	1
Graded	3		3	
Score	60%		59%	
Weight	68%		32%	

Student List

 Printer Friendly Version

EDGENUITY: MATH PRETESTS

[Diagnostic PreTest](#)

■ [TEST](#)

[Number Sense](#)

⊕ [Comparing Rational Numbers](#)

⊕ [Ordering Rational Numbers](#)

■ [Warm-Up](#)

■ [Instruction](#)

■ [Summary](#)

■ [Assignment](#)

■ [Quiz](#)

⊕ [Factors and Multiples](#)

⊕ [Simplifying Rational Expressions](#)

⊕ [Numerical Expressions](#)

⊕ [Ratios, Percents, and Scale Factors](#)

⊕ [Two-Dimensional Figures](#)

⊕ [Diagnostic PostTest](#)

[Diagnostic PreTest](#)

■ [TEST](#)

⊕ [Three-Dimensional Figures](#)

⊕ [Data Displays](#)

⊕ [Probability and Statistics](#)

⊕ [Diagnostic PostTest](#)

[Diagnostic PreTest](#)

■ [TEST](#)

⊕ [Quadratic Equations](#)

⊕ [Two-Variable Linear Equations](#)

⊕ [Equations of Lines](#)

⊕ [Functions](#)

⊕ [Diagnostic PostTest](#)

[Diagnostic PreTest](#)

■ [TEST](#)

⊕ [Linear, Polynomial, and Rational Expressions](#)

⊕ [One-Variable Linear Equations](#)

⊕ [One-Variable Linear Inequalities](#)

⊕ [Diagnostic PostTest](#)

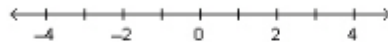
EDGENUITY: MATH QUESTION TYPES

Alexi's restaurant bill is \$58, and he wants to leave a 20 percent tip. Which expression represents the total amount that Alexi needs to pay?

- ☒ $\$58(0.20) + \58
- ☐ $\$58(0.20)$
- ☐ $\$58(20) + \58
- ☐ $\$58(20)$

Which list orders the numbers from least to greatest?

$-2.4, -1.5, -2\frac{1}{4}, -3, -1\frac{1}{8}$



- ☐ $-1\frac{1}{8}, -1.5, -2\frac{1}{4}, -2.4, -3$
- ☒ $-3, -2.4, -2\frac{1}{4}, -1.5, -1\frac{1}{8}$
- ☐ $-3, -2\frac{1}{4}, -2.4, -1\frac{1}{8}, -1.5$
- ☐ $-1.5, -1\frac{1}{8}, -2.4, -2\frac{1}{4}, -3$

What is the value of $3ab + 5b - 6$ when $a = -1$ and $b = 3$?

- ☒ 0
- ☐ 6
- ☐ 18
- ☐ 24

EDGENUITY: MATH LESSONS

[Diagnostic PreTest](#)

■ [TEST](#)

[Number Sense](#)

[Comparing Rational Numbers](#)

[Ordering Rational Numbers](#)

■ [Warm-Up](#)

■ [Instruction](#)

■ [Summary](#)

■ [Assignment](#)

■ [Quiz](#)

[Factors and Multiples](#)

[Simplifying Rational Expressions](#)

[Numerical Expressions](#)

[Ratios, Percents, and Scale Factors](#)

[Two-Dimensional Figures](#)

[Diagnostic PostTest](#)

The following information is known about a loan.

Time = 4 years

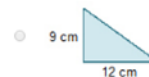
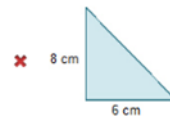
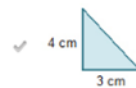
Interest rate = 3.1%

Original amount of loan = \$1,200

What amount of simple interest will be paid on the loan?

- ☒ \$37.20
- ☒ \$148.80
- ☐ \$1,051.20
- ☐ \$1,348.80

Which scale drawing of a triangle was created by using a scale factor of $\frac{1}{4}$, if the original right triangle has a height of 16 cm and a base length of 12 cm?



EDGENUITY: SOCIAL STUDIES

- ✚ [Civics and Government \(Part I\)](#)
- ✚ [Civics and Government \(Part II\)](#)
- ✚ [United States History_\(Part I\)](#)
- ✚ [United States History_\(Part II\)](#)
- ✚ [Economics_\(Part I\)](#)
- ✚ [Economics_\(Part II\)](#)
- ✚ [Geography](#)

- ✚ [Civics and Government \(Part I\)](#)
 - ✚ [Types of Governments](#)
 - ✚ [The Enlightenment](#)
 - ✚ [Introduction to Government](#)
 - ✚ [Constitution Fundamentals](#)
 - ✚ [Concepts of Democracy](#)
 - ✚ [American Government](#)
 - ✚ [Structure of the Constitution](#)
 - ✚ [Principles and the Preamble](#)
 - ✚ [Your Rights: Freedom of Religion](#)
 - ✚ [Your Rights: Freedom of Expression](#)
 - ✚ [Your Rights: Due Process](#)
 - ✚ [Federalism in the Constitution](#)
 - ✚ [Article I: Congress](#)
 - ✚ [Article II: The Presidency](#)
 - ✚ [Article III: The Courts](#)

- ✚ [Civics and Government \(Part II\)](#)
 - ✚ [The Presidency and Its Powers](#)
 - ✚ [National vs. State Government](#)
 - ✚ [Article IV-VII: The Role of the Constitution](#)
 - ✚ [Amending the Constitution](#)
 - ✚ [The Federal Bureaucracy](#)
 - ✚ [The Bill of Rights](#)
 - ✚ [Citizen Rights](#)
 - ✚ [Rights of the Accused](#)
 - ✚ [Political Parties](#)
 - ✚ [Interest Groups and Lobbying](#)
 - ✚ [Campaigns and Elections](#)
 - ✚ [Creating Public Policy](#)

EDGENUITY: RLA COURSE STRUCTURE

- ▣ [Diagnostic PreTest](#)

- **TEST**

- ▣ [Reading: Determine Central Ideas or Themes](#)

- ▣ [Reading: Analyze How Individuals, Events, and Ideas Interact](#)

- ▣ [Reading: Interpret Words and Phrases](#)

- ▣ [Reading: Analyze Text Structure](#)

- ▣ [Reading: Author's Purpose and Point of View](#)

- ▣ [Reading: Evaluating Arguments](#)

- ▣ [Reading: Comparing Texts](#)

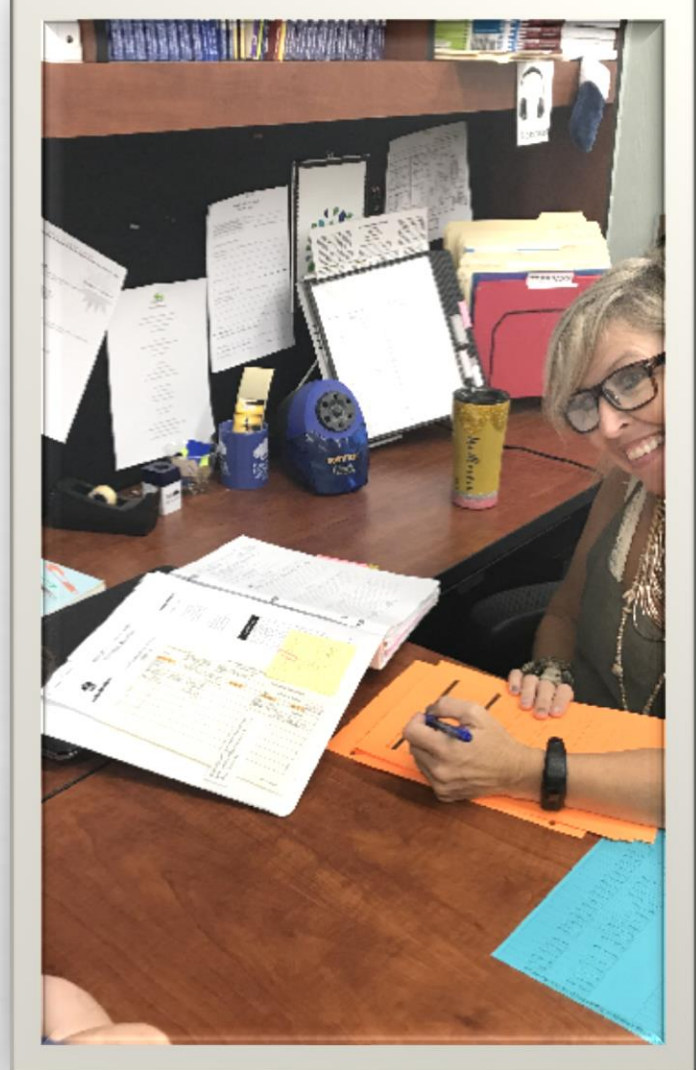
- ▣ [Writing](#)

- ▣ [Diagnostic PostTest](#)

C. CAREER PATHWAYS COUNSELING

A) CLIENT INTERVIEW SHEET

B) RESUME/CV LETTER



Client's Interview Notes Form

Interview Details

Company Name: RIVEROAK Technical College Date: _____
Interviewer Name: Ms. Henderson/Ms. Hester
Client's Name: _____
Program: _____
Nickname: _____ TABE Test: _____

Questions to Ask Interviewer

Question #1: What do you want me to know about you?

Notes: _____

Question #2: What are you good at that I would not know?

Notes: _____

Question #3: What are you most proud of?

Notes: _____

Question #4: What is your best quality?

CLIENT INTERVIEW SHEET

2 | Page

Question #5: When are you at your best?

Notes: _____

Question #6: What roadblocks do or might you experience?

Notes: _____

Question #7: What do you need from me to be successful?

Notes: _____

Question #8: What do you need from me once you earn your diploma?

Notes: _____

Additional Notes



KAYLY HUDSON
STUDENT

OBJECTIVE

To complete my diploma requirements to enhance my opportunities to acquire gainful employment.

EDUCATION

RIVEROAK TECHNICAL COLLEGE
Florida High School Diploma
(presently)

VITALS

44197 1433rd Terrace
Live Oak, FL 32060
T 386-245-5555
E kaylyhudson32060@icloud.com

Sept. 18, 2019

Winn-Oxale Southeastern Grocers
911 Pinewood Dr. SW
Live Oak, FL 32064

Dear Sir or Madam:

Please allow me the chance to introduce myself. I am a 16-year-old student currently attending Adult Education classes at RIVEROAK Technical College. I enrolled in August of this year, and attend school full-time every day from 8:00am to 3:00pm.

My short term goal is to complete the adult education process at RIVEROAK, which will result in earning my Florida High School Diploma. My plan is to be finished by January 1st. I am more than halfway finished with the age waiver requirements.

In five years, I would like to be in a medical program focused on either animals or people. I would like to work with both, so I have not made up my mind. There are so many options available.

A position at your business would help ease my costs of daily living, such as transportation costs and other incidentals while attending school or training. It also would give me practice dealing with people, as well as problem-solving. I also look forward to adding Southeastern Grocers to my resume.

Thank you for your prompt consideration.

Sincerely,

Kayly Hudson

Kayly G. Hudson

44197 1433rd Terrace
Live Oak, FL 32060

kaylyhudson32060@icloud.com
386-245-5555

Professional Summary

I am a young lady who is looking for employment that could lead to a career. I am a diligent worker who is capable of doing a variety of things. People who know me, know that I focus until I finish the task at hand.

Skills

Academic Skills

Within one month in my adult education class, I had earned the required scores in over half of the Florida mandated subjects. I believe I will be ahead of my self-imposed timeline of finishing before December.

People Skills

I have a very pleasant and sparkling personality. One of my strengths is working with others, and I can see this carry over into working with customers as well as co-workers.

Character Traits

Reliable- I have only missed two days of school since we began in August, due to an injury to my brother. Caring- I care for our horse on my family's property. This is an extensive daily responsibility.

Employment Skills

Although I have no prior work experience in retail sales, I believe the accomplishments detailed above show that I could learn the job quickly.

Education

RIVEROAK Technical College

High School Equivalency (GED) - Adult and Career Education



PENELOPE LANE
STUDENT

OBJECTIVE

To complete my culinary arts training program to enhance my opportunities to acquire gainful employment.

EDUCATION

RIVEROAK TECHNICAL COLLEGE
Florida High School Diploma

AWARDS

VITALS

21345 140th Terrace
Live Oak, FL 32064

T 386-245-7766
E penelope.lane@gmail.com

Sept. 1, 2019

21345 140th Terrace
Live Oak, FL 32064

Dear Scholarship Committee Members:

Please allow me the chance to introduce myself. I am an 18-year-old Florida High School graduate. I earned my diploma while attending Adult Education classes at RIVEROAK Technical College. I was afforded the opportunity to simultaneously begin work in the RTC Culinary Arts Program as a GED student. All this was while I was employed full-time on my family's dairy as an expert Cheese Maker in the creamery.

During the summer of 2019, I travelled to Athens, Texas to attend a living youth camp, working in the kitchen with professional chefs and a trained baker. There I was trained in elaborate baking methods, which I am applying at RTC.

My short term goal is to complete the certification process in Culinary Arts. I will have to attend for another full year, finishing bookwork and demonstrating what I have learned to the instructors of the program.

In five years, I would like to own and establish my own bakery in Suwannee County. My business plan includes featuring cakes and specialty bread products. I am able to practice a variety of baking in the Culinary kitchen at RTC under supervision of trained instructors.

This scholarship would help ease my costs of daily living, such as transportation costs and other incidentals while attending school full-time. I have had to drastically cut back my hours at the creamery, which has caused a financial hardship on me.

RESUME/ CV LETTERS

D. CONFERENCE FORM



Adult Basic Education
Conference Form

Name _____

Date _____

Those present:

Comments:

Recommendations:

Signatures:

V. DEBRIEF

A. QUESTIONS

B. EVALUATION

