



Fall (2.0) 2013  
Volume 12 Issue IV

# MAACCE MATTERS

## **Board of Directors**

**Todd Elliott**  
President

**Heather Ritchie**  
Vice President

**Melinda Brown**  
Treasurer

**Jim Younger**  
Secretary

**Randy Shipe**  
Past President

## **Directors**

**Cynthia Campbell**

**Barbara Denman**

**Michael Elonge**

**Cindy Fischer**

**Joseph Jameson**

**Emma Ostendorp**

**Elizabeth Sinnes**

**Peggy Skaggs**

**Sonia Socha**

**Jay Willetts**

**Melissa Zervos**

**Laurie Askins**  
Membership Coordinator

## **Notes from the President Fall (2.0) 2013**

The weather is finally changing in Maryland, and MAACCE is working to keep up with the times.

**National Adult Education and Family Literacy Week** was a success, once again, and we thank every program for their hard work. We enjoyed hearing all the various activities around the state, and we appreciate the increased participation around hearing what local programs are doing! View the Governor's proclamation on the next page.

**GED 2014** is looming large, as most everyone knows, and MAACCE continues to try to stay abreast of information. As we get updates, we will continue to do our best to get that information to you.

Foremost in our minds is training, particularly from an instructional point of view. We are continuing our efforts to make professional development opportunities available, especially for those MAACCE members who are not tied in to a state-funded program. Keep your eyes and ears peeled for announcements!

Other things pending:

**Building partners and a coalition** – we are still seeking other participants in our efforts, and we would like to know who you know who might take advantage of being part of MAACCE

**MAACCE Institutes** – We're not just a conference! There are other opportunities we want to grow, but we need your help and participation. If there are subjects or geographic areas you would like to see addressed, please get in touch.

**Winter advocacy** – there's always a place for your voice at the table, locally, state-wide, and nationally. We'll be in touch with options and requests to participate in these efforts in the next few months.

As always, we want – and need – you to be part of our discussions, our activities, and most of all in working for stronger programs to serve our learners



Todd Elliott


MAACCE President

maacce@gmail.com

# National Adult Education and Family Literacy Week: Sept 23-29, 2014

## Governor's Proclamation

# The State of Maryland



## Proclamation

*From the Governor of the State of Maryland*

### **NATIONAL ADULT EDUCATION AND FAMILY LITERACY WEEK SEPTEMBER 23 - 29, 2013**

**WHEREAS,** *In Maryland and across the country the week of September 23 - 29, 2013 is being observed as National Adult Education and Family Literacy Week; and*

**WHEREAS,** *Marylanders celebrate the efforts and success of adult learners and adult educators across the state; and*

**WHEREAS,** *Together we applaud the role of the Maryland Association of Adult, Community and Continuing Education (MAACCE) in promoting the awareness and need for adult literacy services throughout Maryland; and*

**WHEREAS,** *Maryland is proud to join in a nationwide promotion to increase public awareness of the importance and relevance of adult education and family literacy to our society and the economy.*

**NOW, THEREFORE, I, MARTIN O'MALLEY, GOVERNOR OF THE STATE OF MARYLAND, do hereby proclaim SEPTEMBER 23 - 29, 2013 as NATIONAL ADULT EDUCATION AND FAMILY LITERACY WEEK in Maryland, and commend this celebration to all of our citizens.**



Given Under My Hand and the Great Seal of the State of Maryland,  
this 23rd day of September  
Two Thousand and thirteen

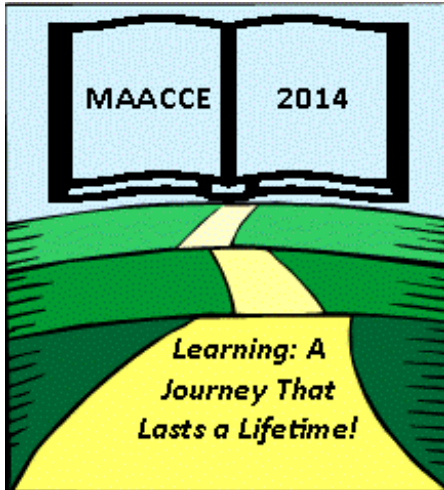
*Martin O'Malley*  
Governor

*Robert L. B. Brown*  
Lt. Governor

*Joe C. McQuinn*  
Secretary of State



# Happy Thanksgiving from MAACCE!



**Please Save the Date!**

**May 8-9, 2014**

**Crowne Plaza, Timonium, MD**

MAACCE's annual conference is for Maryland professionals working in adult education programs including community colleges, public school sponsored programs, community programs, local agencies, and corrections!

## ***Who do you want to hear?***

MAACCE 2014 – *Learning: A Journey That Lasts A Lifetime* is coming soon! Help us find the perfect keynote speaker. Have you heard an amazing presenter recently; someone with a passion for adult learning and/or lifetime learning? Speakers with humor are always appreciated and someone willing to work within a budget. Please send your ideas to [maacce@gmail.com](mailto:maacce@gmail.com). Be sure to include their contact information and why you think this person would be a great speaker for us.

## ***What can you share?***

Our MAACCE conferences are made great by the workshops presented by our MAACCE members and colleagues. Start thinking now about a workshop you can present or solicit. If your workshop highlights the theme of Learning: A Journey That Lasts A Lifetime, all the better.

**Watch [www.maaccemd.org](http://www.maaccemd.org), [www.facebook.com/MAACCE](https://www.facebook.com/MAACCE), and your e-mail for the call for workshop proposals!**



MAACCE continues to bring our members helpful news, information, teaching strategies, and classroom activities for the new GED test being released in 2014. The following articles were collected by MAACCE Board Member Peggy Skaggs and were written by various staff and instructors throughout the state. Many thanks for your contributions!

## **Preparing for the GED® 2014 Science Test in the ABE Classroom**

Preparing to take the GED test has to begin long before students enter the ASE classroom. The concepts and principles needed to pass the science test must become second nature. That means starting scientific thinking as soon as students enter our programs. The material can be basic and fundamental, but the critical thinking process should be initiated from the beginning.

According to the GED Testing Service Assessment Guide, “the primary focus of the GED Science Test continues to be the measurement of essential reasoning skills applied in scientific context.” Although students taking the test will need to be comfortable with the science topics and sub-topics, they will not be expected to have a vast knowledge of every individual sub-topic. Since prompts pertaining to each question will provide the necessary information in graphic or textual form, ABE students will need to learn to draw information and conclusions from similar source materials. Specific scientific terms may be pulled from content sub-topics; however, there will be adequate contextual support for students to extrapolate a definition. Learning to find meaning using context clues will be an essential skill for ABE students.

There will be two main focus themes on the science portion of the GED® 2014 test.

### ***Human Health and Living Systems.***

The ABE classroom can begin to address this subject by focusing on gross human anatomy and systems. Also, living organisms as related to disease, evolution, and heredity will need to be included. Content should cross over into the Earth and Space Science domain to involve environmental affects on human society. Inversely, students will need to understand how humans and other organisms affect their environments.

### **Energy and Related Systems**

This theme will focus on energy. ABE classrooms will need to break down energy as it relates to living organisms and ecosystems. This will be the time to introduce basic chemical properties, properties of physics (work, force, motion), and molecule structures as well as heredity, food chains, and habitats.

Science practices need to be introduced even at the early ABE level. Students should begin to set-up basic investigational designs, learn to draw reasonable conclusions from data, evaluate conclusions, and look at probability and statistics. The content does not have to be ASE level in order to start teaching scientific thinking, formulas, and key principles.

Introducing scientific concepts and practices at the ABE level will be vital in preparing students for the GED® 2014 Test. As students learn and progress through the ABE and ASE levels, they will face increasingly difficult content. Nevertheless, the basic principles learned in the ABE classroom will provide a sturdy foundation for higher level critical scientific thinking.

**Submitted by Patricia Meszaros  
St. Mary's County Public Schools**

## Preparing Students for the 2014 Social Studies GED Subtest

The 2014 GED® Social Studies test is less about measuring what a test-taker knows about social studies content and more about what she can do with what she knows. Your students will need only a general knowledge of social studies content topics, but they will need to be able to think deeply about these topics. Eighty percent of the test items are aligned with Webb's Depth of Knowledge Levels 2 and 3. Only 2 out of 10 items will require simple recall or paraphrasing of information and 8 out of 10 will involve complex and/or abstract processing of information. Below are examples of Level 1, 2, and 3 tasks.

*List the five enumerated rights in the First Amendment . (Level 1)*

*Give examples of how you or someone you know has exercised each of the five enumerated First Amendment rights. (Level 2)*

*According to the Bill of Rights, how can a government official respond to a news story that criticizes the current administration's policies? (Level 3)*

To adequately prepare your students for the test—and for post-secondary education, work, and life—you will need to spend less time delivering content to and more time providing opportunities for your students to analyze and apply that content.

To measure a test-taker's ability to process content at a range of cognitive complexity, the test includes a variety of item types: multiple choice, drag-and-drop, hot spot, fill-in-the-blank, and one extended response. The multiple choice items have only 4 answer options and they represent more than 50% of the total items. About half of the items are based on scenarios in which a text, graphic, or both inform two or three items. The other half are standalone items. The extended response requires a test-taker to support or refute an argument with evidence from multiple given texts. Completing the response might involve distinguishing between fact and opinion and/or unsupported claims and informed hypotheses and/or comparing and contrasting how different texts treat the same topic. A test-taker will have 25 minutes to complete the extended response.

The test will also measure a test-taker's ability to apply math problem-solving skills to social studies content. A test-taker will be asked to calculate measures of central tendency—mean, median, mode, and range—in a data set. A test-taker will also be asked to interpret data represented in a graphic, make predictions based on that data, and distinguish between correlation and causation.



The social studies content on the test is weighted as follows:

- 50% focuses on civics and government,
- 20% on United States history,
- 15% on economics,
- 15% on geography and the world.

Two main themes apply across these 4 domains: **Development of Modern Liberties and Democracy** and **Dynamic Responses in Societal Systems**. The first theme focuses on the people and events that have shaped democratic values and human and civil rights. The second focuses on how societies have developed and changed in response to geography, natural events, government policies, the laws of economics, and other influences. In order to engage your students in the social studies content and inspire them to think critically about it, you must relate the content to their lives. It will not be enough to introduce your students to the beginning words of the Declaration of Independence—*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness*. Nor will it be enough to ask them to identify elements of early American society which were in conflict with these words. It will be necessary to ask them to argue whether these words are relevant today, or whether the ideal they espoused has been realized in American society today, or even whether they believe these words have value. Without the opportunity to apply what they learn to their lives, your students will not be able to retain the enthusiasm necessary to think deeply about the content.

In order to deal with the time constraints of adult education classes and the large range of content assessed by the 2014 GED®, you might consider two techniques—the flipped classroom and contextualized or blended learning. In the flipped classroom model, students learn content on a rote level outside the classroom. At home or at the library before class, they read a chapter from their text, or watch a PowerPoint on the Internet, or view a Prezi that you create about the target content. Then in class you ask them to use that content in a more complex way. Blended learning involves combining content areas; for example, if your students are learning about World War II (Social Studies), they can concurrently be reading *The Diary of Anne Frank* or *Night* (Reading Language Arts), analyzing statistics about war casualties (Math), and learning about the development of the atomic bomb (Science).

**Submitted by Cindy Roe**  
**Carroll Community College Adult Education Programs**





## **Preparing for GED® 2014:**

### **Integrating Critical Reading/Writing Skills**

#### **Across the Curriculum**

#### **Goal/Purpose:**

- To help students develop higher-order thinking skills
- To enhance student learning in all content areas

#### **Reminders for All Activities**

- Provide writing assignments that require text-based evidence (rather than opinions)
- Plan activities that require students to work in small groups
- Use the small whiteboards whenever possible
- Provide multiple opportunities for students to work with the 2014 GED® calculator

#### **Some suggested activities:**

#### **Language Arts**

- Compare and contrast two \_\_\_\_\_ (jobs, ads, editorials, etc.). Give at least three similarities and differences.
- Find two job ads in the newspaper or on the Internet. Which sentences in the paragraph are facts? Which are opinions? Which words help you distinguish between fact and opinion?
- Find a newspaper or magazine ad for a product or service that you know little about. Study the ad and then evaluate the ad's arguments based on the following:
  - o What is the writer's purpose?
  - o What words does the writer use to persuade you to buy his product or service (%'s, highest quality, best, etc.)?
  - o From your experience, is the information accurate or misleading?
- What are some questions consumers should ask about a commercial stating, "Four out of five dentists recommend sugarless gum for their patients who chew gum"?
- According to the news article, why does \_\_\_\_\_? Use two details from the article to support your answer.
- From the information in this passage, describe what kind of person \_\_\_\_\_ was. Use information from the passage to support your answer.
- Use "About-Point Strategy" – "This section is about \_\_\_\_\_ and the point is \_\_\_\_\_ .



## **Social Studies**

- Compare and contrast your life now with how it might be without the Bill of Rights.
- Find an editorial cartoon in a newspaper or magazine. What is the main idea of the cartoon? What symbols are used in the cartoon? Is the cartoon effective in getting its point across to you? Explain why or why not.
- Write a brief summary describing the responsibilities of the three branches of government.
- Which president do you think has had the most positive impact on our country? Give at least three reasons to support your choice.

## **Science**

- Describe two things that you could do to conserve energy in your home and explain why each of these actions would conserve energy.
- Explain what makes a meal nutritious. Give an example of a nutritious meal.
- What is one thing YOU can do that would have the biggest impact on reducing pollution (air, water, etc.)?
- If you were a farmer and could grow ONE crop, what would it be and why?
- What do you think is the single most important discovery in the world of science and why?

## **Math**

- What were the new math vocabulary words you learned today? Write a definition for each. Work with other students to make up a word problem using each word.
- Write instructions for completing the problem you've been given.
- List two ways a word problem can be solved.
- Using today's lesson, write a new math word you heard/learned and define it.
- Write four steps for somebody else who will be solving this problem.
- Describe one similarity and one difference between ratio and percentage. Explain. (Could also be whole number and decimals, etc.)
- Explain how ***pi*** is used in geometry and write one fact about it.

## **General**

- Design a graph for something you've learned in class.
- Write a letter to your instructor explaining what you understand about today's lesson and what needs to be clarified. Also tell the instructor what is not clear.
- What is the most significant thing you've learned today? Why is this significant?
- After looking at your data table, what did you notice?
- What predictions can you make about \_\_\_\_\_ (newspaper article, graph, etc.)?

**Submitted by Linda Evans and Peggy Skaggs**

**Howard Community College**

## **Preparing for GED® 2014:**

### **Using the Newspaper in the Classroom**

#### **Goal/Purpose:**

- To increase students' background knowledge by raising their awareness of and interest in world and national news, politics, health, sports, arts, environment, science, and human-interest stories found in a newspaper
- To increase students' awareness of how these stories/events affect their everyday lives
- To help students understand and use a variety of strategies for improving reading comprehension
- To develop students' critical thinking skills as they respond verbally and in writing to articles and ideas expressed in the newspaper
- To increase students' vocabulary
- To improve students' reasoning, spelling, and word attack skills
- To actively involve students in the learning process
- To improve students' dictionary skills
- To help students differentiate between similar words or phrases (e.g. homonyms)
- To help students learn common abbreviations and state abbreviations

#### **Reminders for All Activities**

- Provide writing assignments that require text-based evidence (rather than opinions)
- Plan activities that require students to work in small groups
- Use the small whiteboards whenever possible
- Provide multiple opportunities for students to work with the 2014 GED® calculator

#### **Some suggested activities:**

##### **Language Arts**

- Ask students to find the 5 W's and the H of a news article (often referred to in GED® 2014 material as the GIST of an article – Generating Interaction between Schemata and Text. Schemata refers to the students' background knowledge).
- From the above, ask students to summarize the main idea of the article in a specified number of words—e.g. start with 50, then 25, 10, etc. Practice “This news story was about \_\_\_\_\_ and the main point is \_\_\_\_\_.”
- Use summaries from above to practice sentence combining.
- Have students share their summaries on the document camera/overhead projector. Ask the class to evaluate who has captured the main idea most accurately.
- Ask students to put the items of a news article in chronological order.
- Copy an article, cut it into sentences/paragraphs, and have students put these in logical order.
- Ask students to skim an article quickly, and as they are reading, write down questions that they have about the article in the margin or in their journal. Ask students to make predictions about what the main idea will be. After the article has been discussed in class (either as a whole group or in small groups), ask students if their predictions were accurate.

- If using *News for You*, use discussion questions following articles as writing activities. **NOTE:** You may have to modify some of the NFY discussion questions since many of them ask only for students' opinions about a topic.
- For articles with opposing views on a topic, ask students to look at both sides of the argument and determine which one is best supported by evidence in the article. Have students write out their conclusions.
- Develop a series of extended response questions to use with students, e.g. "According to the news article, why does \_\_\_\_\_? Use two details from the article to support your answer." "From the information in this passage, describe what kind of person \_\_\_\_\_ was. Use information from the passage to support your answer."
- Practice "Argument/Supporting Evidence" activities from a news article.

## **Social Studies**

- Use articles that mention a branch or branches of US government to introduce/review the duties and responsibilities of each branch. This can be done on the board as a whole group activity—solicit student input, prior knowledge.
- Use articles dealing with court rulings regarding the personal freedoms of US citizens to introduce/review the Constitution and Bill of Rights. Use Ben's Guide to Government as a resource for this activity – <http://bensguide.gpo.gov/> Make sure that handouts, etc. from this site are suitable for adults.

## **Math**

- Ask students to formulate math problems based on the information presented in a chart or graph. Students can work in pairs, and then write their problems on the board for the rest of the class to solve. Introduce GED® 2014 calculator (where appropriate).
- Ask students to write out step-by-step instructions for solving math problems.

## **Charts, Maps, and Graphs**

- Use maps that accompany articles. Introduce/review map reading skills—compass rose, cardinal and intermediate directions, keys, legends, scale mileage, etc. If using *News for You*, refer to teacher's edition questions relating to map reading. Formulate other questions; have students formulate questions and present these to the class.
- For information in chart or graph form, ask students to summarize in writing what the chart or graph indicates. Have students note trends indicated by the graphic and/or make predictions based on the information presented.

## **Crossword Puzzles**

- After students complete the newspaper crossword puzzle, ask them to use the words in the puzzle to form sentences, then possibly paragraphs. Review paragraph format as necessary. When students are finished, have them practice combining sentences, putting paragraphs in logical order, etc. Edit student sentences on the board.

## **Computer**

- Have students type their sentences/paragraphs in the computer lab. Ask lab assistant to introduce/review/reinforce keyboarding and basic word processing skills when necessary.
- During computer lab time, ask students to go online and find a newspaper article about the same topic as an article they just read. Are there differences in the article? Does the writer have a bias? Use compare/contrast questions. Have students type their responses.

Submitted by Linda Evans and Peggy Skaggs

Howard Community

## **Preparing your students for the 2014 GED® Math test**

What can instructors do to help Pre/GED®, GED® students prepare for the 2014 GED® Math test?

More than anything, for the 2014 GED® Math Test, students will need to think critically. Critical thinking involves calculation, estimation, and a great deal of problem solving. Students will need to be able to relate to real world problems, graphs, illustrations, and situations that they may encounter outside the classroom. To help students prepare for the new test, instructors should:

- Develop classroom activities based on real life situations to connect academic and real world math skills, (buying a home/car, using credit cards).
- Use realia from newspapers, sales inserts, the Internet, food labels, etc. to teach fractions/decimals/percents.
- Teach the formulas on both the GED® 2002 and the GED® 2014 Math formula pages.
- Familiarize students with the TI-30XS calculator and use in class daily.
- Use games, puzzles, maps, and role play to introduce probability, algebraic thinking, and coordinate geometry.
- Give an informal 2-3 question **timed** mini-test every day.
- Use 2002 GED® practice tests and/or the retired PA practice test to determine student's readiness to take the 2014 OPT.
- Teach students a problem solving method such as "SOLVE" or "UNRAVEL" or let students develop their own method to be used on every math problem.

Finally, teach students basic test taking tips such as:

Budget time wisely and follow directions.

Do easy problems first, and answer every question

Eliminate wrong answers: beware of distracters and specific determiners (always, never).

Use the process of elimination (POE)

Read the questions first.

Math instruction should be sequential and progressively build students' skills. In addition to receiving rigorous classroom instruction, successful math students must commit to continuous homework and self-testing outside the classroom. Instructors should make learning math concepts meaningful so students won't have to ask "How will I use this again?" Remind students often that, not only will they need math skills to move to the GED® class, or pass the GED®, but they will use these problem solving skills in their real life.

**Submitted by Diane McPherson-Savoy**

**Charles County Public Schools Lifelong Learning Center**



# MAACCE MATH MATTERS



## ALGEBRAIC REASONING – Part II

by Mr. J

In part I of Algebraic Reasoning (see MAACCE Newsletter – Winter 2013, Volume 12, Issue 1), I discussed many math activities that can be used to start preparing students for the increased algebra presence on the new GED test being released in January 2014. This article continues with that theme and provides additional exercises for students, particularly those just starting with algebra concepts.

This algebra question is used at the beginning of a class and is considered to be a form of a brain teaser. You can adjust the difficulty level for the various class levels, and as you move through the semester, you can incorporate more advanced variations as shown below. As you will see, the activity encompasses many math terms, multiplication facts, the use of algebraic variables, and provides a chance to improve students' math sense with number relationships.

***“I am thinking of 2 numbers ( $x$  &  $y$ )”.***

The product of these two numbers is 24. ( $x \cdot y = 24$ )

The sum of these same two numbers is 10. ( $x + y = 10$ )

The difference between these same two numbers is 2. ( $x - y = 2$ )

What are the two numbers? **6 & 4**

The student begins by listing the factors of 24: 1 x 24, 2 x 12, 3 x 8, 4 x 6\*

\*I advise them to start with 1 x 24 and go up the scale to avoid missing any set of factors, because the one set they miss may very well be the correct answer. Also, as they go up the scale, when they reach a factor that is already on the list, they have found them all.

The student then determines which set of factors also provide the necessary sum and difference.

Writing the questions in word format gives them practice in writing algebraic sentences.

Variation 1: (Provide the algebraic sentences)

***I am thinking of 2 numbers (x & y).***       $x \cdot y = 36$        $x + y = 13$        $x - y = 5$

What are the two numbers?    **9 & 4**

Variation 2: (Ask for the values of x & y specifically so they must have them in the correct order demonstrating the commutative property:  $a \times b = b \times a$ ,     $a + b = b + a$ ,     $a - b \neq b - a$ )

***I am thinking of 2 numbers (x & y).***       $x \cdot y = 48$        $x + y = 16$        $x - y = 8$

What is x & y?    **x = 12, y = 4**

Variation 3: (Provide them the product and the sum of the two numbers and ask for the difference based on the values of x & y)

**If  $x \cdot y = 18$ , and  $x + y = 11$ , then  $x - y = ?$**        $x - y = \underline{7}$  or  $\underline{-7}$  ( Numbers are 9 & 2 or 2 & 9)

Variation 4: (Introducing integers – reinforcing the multiplication, addition, and subtraction of signed numbers)

$x \cdot y = -56$        $x + y = 1$        $x - y = 15$       What is x & y?    **x = 8, y = -7**

You can probably think of other variations to this theme, please share them. Also, if anyone has additional activities or brain teasers involving algebraic reasoning, send them to me and I'll share them with my readers.

This mathematics article was written by Jay Willetts and is a regular feature in the MAACCE newsletter. Jay is often called upon to present informative math workshops for instructors and students on all levels of GED math. He has presented at the local, state and national levels, and authored numerous math worksheets and a GED Math Workbook.

**Jay Willetts, Adult Education Math Specialist,**

**401-952-6724,**

**mr.jgedrx@comcast.net**

**MAACCE**  
**PO Box 709**  
**Leonardtown, MD 20650**

**E-MAIL:**  
**maacce@gmail.com**

**We're on the web!**

***Find us at:***

**www.maaccemd.org**

***And on Facebook, at***

**[https://www.facebook.com/](https://www.facebook.com/MAACCE)**

**MAACCE**

## **About Our Organization...**

*The Maryland Association for Adult, Community and Continuing Education is a non-profit organization providing leadership in Maryland for those interested in advancing education as a lifelong process. MAACCE provides a central forum for a wide variety of adult, community and continuing education groups and encourages organizations and agencies in Maryland to cooperate in a broad spectrum of educational programs and activities in support of the life-long learning concept.*

### **\*Special announcement:**

To encourage our members to read the MAACCE Newsletter thoroughly and to reward those who do, each issue of the newsletter will pose a question concerning adult education and the clues will be provided in that issue or on the website. Some clues may require a bit of research. The **first** MAACCE member that responds with the correct answer will be awarded with a **\$20 gift card**.

**Question for this issue:** What are the three best ways to communicate with your legislator to solicit their support for upcoming adult education issues?

Please respond to: [jaywilletts@comcast.net](mailto:jaywilletts@comcast.net)

*MAACCE Board Members and former winners are not eligible to participate.*

Good Luck!

**MAACCE Matters is published quarterly coordinating with the seasons. If you would like to furnish an article or supply information for MAACCE members, contact Jay Willetts:**

**[jaywilletts@comcast.net](mailto:jaywilletts@comcast.net)**