Literacy and Numeracy Curriculum

Inmate Education Programmes
NSW Department of Corrective Services
LITERACY AND NUMERACY CURRICULUM
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Acknowledgments

All correctional centres in NSW have their own special characteristics. Characteristics like security restrictions, classification of inmates, geography, structural plan or even what industries are operating within the centre. All of these will determine the "atmosphere" of a correctional centre.

This atmosphere will not only be manifested in differences that affect security issues, but also differences that will affect a variety of education applications. It is therefore essential that any curriculum produced is extremely flexible and has the ability to cover a broad spectrum of educational needs.

This curriculum was developed through a collective approach of education staff working within a number of different corrective institutions. This approach was taken so that the results would reflect the needs of all centres and generally have a wider base for acceptance amongst users.

The main contributors towards the document were:

Peter Breen (Literacy Teacher) Bathurst Correctional Centre
Helen Clark (Literacy Teacher) Norma Parker Correctional Centre
Robyn Gilmore (Literacy Teacher) Lithgow Correctional Centre
Greg Otto (Senior Education Officer) Lithgow Correctional Centre
Sue Wilde (Senior Education Officer) Bathurst Correctional Centre
Susan Zaia (Literacy Teacher) John Morony Correctional Centre

I would like to thank all of the above for their efforts in developing this curriculum.

The proposal to publish this curriculum was initiated by Dr Brian Noud, of NSW Inmate Education Programmes, and I thank him for his support with this project.

Peter Skinner
Curriculum Development Officer.
NSW Inmate Education Programmes.
Introduction

The general aims of the document are to:

1. Produce an education framework that reflects a correctional centre based environment.

2. Produce a curriculum document written in a competency based format.

3. Produce a curriculum that is teacher friendly.

4. Produce a curriculum that is student centred and that embraces the principles of individualised learning.

5. Produce a document that will promote greater curriculum consistency throughout NSW institutions, which will assist education and administration staff.

6. Develop a resource document that can used by new teachers to the system to develop greater familiarity with the style and approach of basic education that is offered within NSW correctional centres.

7. Produce a relevant assessment scale to use for monitoring students progress in relation to literacy and numeracy.

8. Create a revised edition of the 1991 'Education Curriculum'.

This literacy and numeracy curriculum should support inmates as they develop their skills whilst they move throughout the system. It is hoped that this document will lay the building blocks for effective education within all NSW correctional centres.

Dr Brian Noad
Principal
NSW Inmate Education Programmes,
NSW Department of Corrective Services.
Rationale

General

This literacy and numeracy package reflects the Department’s commitment to provide teachers with resources that are not only “teacher friendly” but which also account for the nature and abilities of the students with whom they work.

When attempting to determine what skills a student may demonstrate at any particular level the attempt was made to reflect upon individual students and identify their particular competencies. In this way the scales can be seen to reflect the realities of the classroom rather than being simply a continuum of competencies.

The package aims to do two main things:
Firstly, it seeks to provide a useful reporting mechanism which may be used to serve any number of purposes. It also attempts to highlight particular competencies at each level which will hopefully prove meaningful for the majority of students as they progress in the area of basic education.

While maintaining that this is primarily a reporting tool it is accepted that to some extent it may well shape teaching practice in some classrooms. This would not be surprising given the general bias towards life skills that the package reflects.

Having said that, the package in no way attempts to be prescriptive. Each teacher must maintain autonomy in his/her classroom to cater for the differences in their own particular teaching environment.

How to use the document

Basically the document is divided into two sections.

1. Assessment charts.
   There are separate charts for reading, writing and numeracy. These charts will detail what competencies are appropriate for each grade (ie. A - E). Once a student can satisfy the vast majority of the competencies of a particular level, then they can progress to the next level.
   (Students who satisfy all the competencies included in this curriculum, they should be described as an "E+" student).

2. Details of Competencies, Examples and Suggested Strategies.
   The examples are to be referred to if a particular competency is not clear or easily understood. This is an important aspect, as consistency in the area of assessment amongst teachers is vital to the effective educational development of inmates.

The strategies are included to assist teachers, especially new ones to the system, with ideas for presentations / lessons / tutoring.
Assessment

Assessment:

The package is, primarily a reporting tool. It is to be used to record a student's level of achievement and is designed to be used in such a way that administration, teachers and students can monitor student progress. Although there are only five (5) levels of competency each level may be further divided into three (3) sub levels (A-, A, A+). These grades are to indicate whether a student is "beginning", "intermediate" or "proficient" within the broader competency level.

Evaluation:

The question of evaluation is considered separately, but the emphasis here must reflect the core of this curriculum itself. Any method of evaluation which does not reinforce the students' interest, confidence and enjoyment within their progress through the various competencies, is a negation of what the curriculum seeks to reinforce.

The curriculum further tries to standardize the assessment, in addition to the teaching of literacy and numeracy. This will decrease the problems caused by the re-classification and subsequent re-location to various centres.

Indicators:

The competencies included for each specific level are basically 'indicators' that should allow the reader to assess the appropriate literacy and numeracy ability of a student. These indicators are designed to give educators a clear impression of the skills that are appropriate for each level.

The reason that indicators have been used is to keep the curriculum concise and compact. If all competencies were detailed in all five levels, the document would become too cumbersome and increase the difficulty in interpreting the data.

For example, if all the competencies, examples and strategies were included for 'Level E - Numeracy', that section would increase by approximately 400%. It was decided that a 200 page curriculum document would be inappropriate for the needs of our teachers. Thus, the indicators should give a teacher enough information to make a professional judgment about student's ability and development.
### Reading

<table>
<thead>
<tr>
<th><strong>Recognise and read own name.</strong></th>
<th>Utilise word attack skills to pronounce words.</th>
<th>Demonstrate a range of word attack skills.</th>
<th>Read for detailed information.</th>
<th>Read fluently information for pleasure beyond the range of personal interest and experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognise names of family and friends.</strong></td>
<td>Recognise high interest words out of context.</td>
<td>Demonstrate good workable sight vocabulary.</td>
<td>Comprehend at a factual level.</td>
<td>Read and understand a range of textual materials/genres.</td>
</tr>
<tr>
<td><strong>Recognise and read most commonly used addresses.</strong></td>
<td>Read personal letters from family and friends (with some assistance).</td>
<td>Read personal letters from family and friends (without assistance).</td>
<td>Read and interpret a range of textual materials and genres.</td>
<td>Read appropriate resource materials for correspondence work.</td>
</tr>
<tr>
<td><strong>Link non textual clues with print in the environment.</strong></td>
<td>Use key words and alternative clues on a page to shape meaning.</td>
<td>Read buy-up forms.</td>
<td>Read appropriate resource material for gaol education classes.</td>
<td>Differentiate between main and subordinate ideas in appropriate text.</td>
</tr>
<tr>
<td><strong>Read brand names.</strong></td>
<td>Recognise the &quot;form&quot; of a newspaper (i.e. knows where to locate information even if unable to read articles).</td>
<td>Read for enjoyment and or information at the level of personal interest.</td>
<td>Read and interpret basic literacy that states a point of view or argues a case.</td>
<td>Demonstrate well developed research skills.</td>
</tr>
<tr>
<td><strong>Recognise all letters of the alphabet in both upper and lower case.</strong></td>
<td>Relate visual material to the written word.</td>
<td>Use a dictionary to check spelling or word meaning.</td>
<td>Demonstrate basic research skills.</td>
<td>Recognise a more general concept.</td>
</tr>
<tr>
<td><strong>Recognise all sounds of letters of the alphabet.</strong></td>
<td>Recognise and explain the purpose of the most common punctuation conventions (though will not always use them in writing).</td>
<td>Determine or derive information from a variety of sources or genres.</td>
<td>Use a thesaurus.</td>
<td>Develop an argument referring to the text for evidence.</td>
</tr>
<tr>
<td><strong>Recognise a limited sight vocabulary of simple words.</strong></td>
<td>Recognise a meaningful sentence.</td>
<td>Locate main idea in a text at the appropriate level.</td>
<td></td>
<td>State the primary purpose of text from layout, headings, graphics and skimming of whole text.</td>
</tr>
<tr>
<td><strong>Can read some simple sentences.</strong></td>
<td>Recognise common sight words (approx 200).</td>
<td>Demonstrate basic skills in using a phone book or a street directory.</td>
<td></td>
<td>Apply learned strategies in attempting to spell unfamiliar words.</td>
</tr>
<tr>
<td><strong>Recognise social sight words.</strong></td>
<td>Read information from a simple graph.</td>
<td>Demonstrate knowledge of spelling exceptions.</td>
<td></td>
<td>Able to skim and scan to locate ideas and or information.</td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
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</tr>
<tr>
<td>Write own name and name of family / friends.</td>
<td>Write a number of connected sentences.</td>
<td>Verbalise ideas before writing.</td>
<td>Write in different styles for different purposes.</td>
<td>Develop an idea or opinion sequentially using supporting evidence.</td>
</tr>
<tr>
<td>Write most commonly used address.</td>
<td>Regularly use the most simple elements of punctuation.</td>
<td>Write personal letters to family &amp; friends though will still exhibit many errors in spelling and punctuation.</td>
<td>Demonstrate extensive evidence of self correction in relation to spelling and word choice.</td>
<td>Use the writing process as a reflective tool.</td>
</tr>
<tr>
<td>Copy simple text.</td>
<td>Represent information graphically.</td>
<td>Write about stories/ events/ memories in such a way as to convey the sense of it to the reader (has a tendency to write almost exclusively to personal interest/ experience).</td>
<td>Use a word processor proficiently to write letters.</td>
<td>Demonstrate a good understanding of the writing process.</td>
</tr>
<tr>
<td>Complete simple cloze exercises.</td>
<td>Represent how information is represented graphically.</td>
<td>Complete a range of relevant forms once shown how.</td>
<td>Demonstrate basic use of most punctuation conventions.</td>
<td>Write across a range of genres.</td>
</tr>
<tr>
<td>Write simple sentences (although tentative).</td>
<td>Attempt spelling of unknown words.</td>
<td></td>
<td></td>
<td>Demonstrate well developed note-taking skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop and write basic lists.</td>
<td>Exhibit basic signs of self correction.</td>
<td>Large sight vocabulary.</td>
<td>Spell most words in common use in society.</td>
<td></td>
</tr>
<tr>
<td>Describe the most common forms of writing.</td>
<td>Record simple message/memos for communication to another person.</td>
<td>Spell most words in common use in gaol environment.</td>
<td>Demonstrate proficiency in all punctuation conventions.</td>
<td></td>
</tr>
<tr>
<td>Use regular vowel groups.</td>
<td>Use basic punctuation conventions.</td>
<td>Demonstrate basic essay writing skills.</td>
<td>Use abstract vocabulary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate basic use of paragraphs.</td>
<td>Use a thesaurus when writing.</td>
<td>Demonstrate high level essay writing skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use irregular vowel groups.</td>
<td></td>
<td>Use footnotes and bibliographies.</td>
<td></td>
</tr>
</tbody>
</table>
| **Identify simple shapes.** | **Describe, in basic terms, the concept of dimension (eg. 0D, 1D, 2D and 3D objects).** | **Construct, measure and compare angles using a protractor.** | **Describe, in simple terms, the concept of symmetry.** | **Explain and demonstrate the basic theorems of parallel lines:**
1) corresponding angles are equal
2) alternate angles are equal
3) co-interior angles are supplementary** |
| **Identify the units and tools of measurement of length.** | **Draw and label 3D objects - prisms - cylinders - pyramids - cones - spheres - cubes.** | **Represent groups of objects in a graph (line, pie, column...).** | **Interpret information from graphs.** | **Identify and apply the coordinates of a point on a number plane (including negative X and Y values).** |
| **Complete simple problems involving the measurement of length.** | **Identify basic polygons - pentagon, hexagon - octagon.** | **Show on a diagram the radius, diameter and circumference of a circle.** | **Describe the concepts of area and perimeter.** | **Classify angles into types.** |
| **Identify the units and tools of measurement of time.** | **Describe, in simple terms, the concept of symmetry.** | **Calculate the volume of a cube.** | **Identify the basic units and tools of measurement of temperature.** | **Demonstrates an understanding of Pythagoras theorem.** |
| **Complete simple problems involving the measurement of time.** | **Complete basic exercises utilising temperature measurement.** | **Demonstrate comprehension of ratios to deduce rates.** | **Complete basic exercises utilising mass measurement.** | **Describe the concept of “pi”.** |
| **Complete basic exercises utilising mass measurement.** | | **Use ratios to draw a scale drawing.** | | **Calculate the area of a cylinder.** |
| **Complete basic exercises utilising volume measurement.** | | **Can read basic co-ordinates on a map.** | | **Calculate the area of a circle.** |
| | | | | | **Perform the operations of (+ - x /) on a variety of algebraic expressions.** |
| | | | | | **Expand and simplify algebra.** |
| | | | | | **Calculate standard deviations.** |
| | | | | | **Complete quadratic equations.** |
| | | | | | **Create complex spreadsheets.** |
COMPETENCIES
EXAMPLES &
STRATEGIES
### Competencies

**Able to:**

- Recognise and read own name.
- Recognise names of family and friends.
- Recognise and read most commonly used addresses.
- Link non textual clues with print in the environment.
- Read brand names.
- Recognise all letters of the alphabet in both upper and lower case.
- Recognise all sounds of letters of the alphabet.
- Recognise a limited sight vocabulary of simple words.
- Can read some simple sentences.
- Recognise social sight words.

### Examples

- **eg.** Sam Cook, Suzanne Panelli
- **eg.** Mom, Dad, Sue, Bill
- **eg.** Fire Station 23, 20 Smith St, Parramatta 2150
- **eg.** No Smoking, McDonalds, Poison
- **eg.** Coca, Levi, Sony, Samsung, Lenovo
- **eg.** A, B, C
- **eg.** Yes, no, go, the, and
- **eg.** The car is red
- **eg.** Pub, TAB, Police

### Suggested Strategies

- Activities with sight cards (use rogue stimuli).
- Exercises with phone book or prepared lists.
- Exercises sorting envelopes (eg. select envelopes addressed to self).
- Matching exercises (words to common signs).
- Discuss what the advertisement is about.
- Read personal letters from family and friends (with some assistance).
- Use key words and alternative clues on a page to shape meaning.
- Recognise the "form" of a newspaper ie. knows where to locate information even if unable to read articles.
- Relate visual material to the written word.
- Recognise and explain the purpose of the most common punctuation conventions (though will not always use them in writing).

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### Competencies

**Able to:**

- Utilise word attack skills to pronounce words.
- Recognise high interest words out of context.
- Read personal letters from family and friends (with some assistance).
- Use key words and alternative clues on a page to shape meaning.
- Recognise the "form" of a newspaper ie. knows where to locate information even if unable to read articles.
- Relate visual material to the written word.
- Recognise and explain the purpose of the most common punctuation conventions (though will not always use them in writing).

### Examples

- **eg.** Simple sounding out of words (sound blends: "th", "sh")
- **eg.** Weights of football
- **eg.** Letters from wife, parents
- **eg.** Photographs related to newspaper articles, key words or terms used in article (police)
- **eg.** Football scores, or guide race results
- **eg.** Caption: to photographs
- **eg.** Fill in: capital letters & question mark

### Suggested Strategies

- Vowel and consonant exercises.
- Activities with sight cards or excerpts from special interest magazines.
- Individual tutoring. (If student agrees).
- Activities using pictures or newspaper headlines to predict what article is about.
- Use current newspaper articles.
- Exercises with cartoons or comics (match appropriate caption to appropriate picture).
- Observe forms found within gaol environment.
### Competencies

<table>
<thead>
<tr>
<th>Able to:</th>
<th>Examples</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise a meaningful sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognise common sight words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read information from a simple graph.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate some knowledge of simple spelling rules.</td>
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</tr>
</tbody>
</table>

### Examples

<table>
<thead>
<tr>
<th>#</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The boy went to the shop</td>
<td>Apples 200 sight words - survival words (menu, danger, etc., stop)</td>
</tr>
<tr>
<td>2</td>
<td>Bar graph / line graph</td>
<td>Plurals</td>
</tr>
</tbody>
</table>

### Suggested Strategies

- Develop exercises showing the difference between complete and incomplete sentences.
- Sight card exercises.
- Exercises with selected graphs from newspapers (weather maps, football statistics).
- Worksheet exercises using examples from gaol.

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<table>
<thead>
<tr>
<th>Able to:</th>
<th>Examples</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a range of word attack skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate good workable sight vocabulary.</td>
<td></td>
<td></td>
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<tr>
<td>Read personal letters (without assistance).</td>
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<tr>
<td>Read buy-up forms.</td>
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<td>Read for enjoyment and or information at the level of personal interest.</td>
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<tr>
<td>Use a dictionary to check spelling or word meaning.</td>
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<td></td>
</tr>
<tr>
<td>Determine or derive information from a variety of sources or genres.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locate main ideas in a text at the appropriate level.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Examples

<table>
<thead>
<tr>
<th>#</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Semantic, syntactic &amp; graphophonics</td>
<td>Most common usage &amp; survival words (ambulance, doctor, chemist, hospital, telephone, hotel, education)</td>
</tr>
<tr>
<td>2</td>
<td>Letters from family and friends</td>
<td>Sport or special interest magazines</td>
</tr>
<tr>
<td>3</td>
<td>ATM, menu, packets</td>
<td>Personal Interest article: “What is this about?”</td>
</tr>
</tbody>
</table>

### Suggested Strategies

- Develop oral reading activities.
- Exercises allowing exposure to a range of reading materials.
- Organise individual sessions.
- Exercises utilizing peer assistance/tutoring.
- Ensure a wide range of reading resources are available.
- Spelling games.
- Exercises with payslips, recipes, ingredients and medicinal dosages from packets.
- Basic comprehension exercises for newspapers, articles, videos etc.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Examples</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read for detailed information.</td>
<td>eg: Text books, manuals etc.</td>
<td>Exercises developing skills to store information and recite at a later date the details comprehensively.</td>
</tr>
<tr>
<td>Comprehend at a factual level.</td>
<td>eg: Case, understand assembly instructions</td>
<td>Exercises reading resuscitation charts, maps and brochures.</td>
</tr>
<tr>
<td>Read and interpret a range of textual materials and genres.</td>
<td>eg: Pay slips, bank statements, junk mail, political pamphlets, advertisements</td>
<td>Exercises categorising junk mail.</td>
</tr>
<tr>
<td>Read basic resource material for gaol education classes.</td>
<td>eg: Education notes, handouts</td>
<td>Organise students to produce own resources.</td>
</tr>
<tr>
<td>Read and interpret basic literacy that states a point of view or argues a case.</td>
<td>eg: Letters to the editor etc</td>
<td>Discuss and observe letters written to ombudsman or newspaper responses.</td>
</tr>
<tr>
<td>Demonstrate basic research skills.</td>
<td>eg: Locate facts by author, title and subject.</td>
<td>Library stocktake or reorganisation. Activities to support TAFE courses.</td>
</tr>
<tr>
<td>Use a thesaurus.</td>
<td>eg: Find other words for discriminate - germinate.</td>
<td>Activities rewriting letters or assignments</td>
</tr>
<tr>
<td><strong>LEVEL 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate basic skills in using a phone book or a street directory.</td>
<td>eg: Location of streets, fields, beaches and churches from index. Location of friends phone number (but has difficulty in locating government departments &amp; authorities)</td>
<td>Exercises with locating details of companies in phonebook.</td>
</tr>
<tr>
<td>Demonstrate knowledge of spelling exceptions.</td>
<td>eg: Ceiling neighbour A before &quot;e&quot; except after &quot;e&quot;</td>
<td>Look for words within gaol environment that have exemptions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competencies</td>
<td>Examples</td>
<td>Suggested Strategies</td>
</tr>
<tr>
<td>--------------</td>
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<td>----------------------</td>
</tr>
<tr>
<td>Able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td>Read fluently information for pleasure beyond the range of personal interest and experience.</td>
<td>eg. Newspapers, magazines, journals etc.</td>
</tr>
<tr>
<td></td>
<td>Read and understand a range of textual materials/genres.</td>
<td>eg. Editorial, feature article, brochure</td>
</tr>
<tr>
<td></td>
<td>Read appropriate resource materials for correspondence work.</td>
<td>eg. TAFE/University materials</td>
</tr>
<tr>
<td></td>
<td>Differentiate between main and subordinate ideas in appropriate text.</td>
<td>eg. Main plus subordinate - social comment</td>
</tr>
<tr>
<td></td>
<td>Demonstrate well developed research skills.</td>
<td>eg. Use of encyclopedias, knowledge of Dewey system in library</td>
</tr>
<tr>
<td></td>
<td>Recognise a more general concept.</td>
<td>eg. Symbolism</td>
</tr>
<tr>
<td></td>
<td>Develop an argument referring to the text for evidence.</td>
<td>eg. From newspaper articles</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>State the primary purpose of text from layout, headings, graphics and skimming of whole text.</td>
<td>eg. Brochures, advertisements</td>
</tr>
<tr>
<td></td>
<td>Apply learned strategies in attempting to spell unfamiliar words.</td>
<td>eg. Plaintiffs, porcy, assembly, established, antiquity</td>
</tr>
<tr>
<td></td>
<td>Able to skim and scan to locate ideas and or information.</td>
<td>eg. Gathering of statistics, extracting the main idea of text</td>
</tr>
<tr>
<td></td>
<td>Describe and demonstrate the classification system of a library.</td>
<td>eg. Discuss the Dewey numbering system</td>
</tr>
</tbody>
</table>
### Competencies

<table>
<thead>
<tr>
<th>Level A</th>
<th>Writing</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to:</td>
<td>Write own name and name of family / friends.</td>
<td>eg. Jack, Mum, Sally, Mario</td>
</tr>
<tr>
<td>Write</td>
<td>Write most commonly used address.</td>
<td>eg. Lithgow Correctional Centre, PO Box 666, Lithgow, NSW 2790</td>
</tr>
<tr>
<td>Copy simple text.</td>
<td>Complete simple cloze exercises.</td>
<td>eg. My name is Bruce and I am 20 years old</td>
</tr>
<tr>
<td>Write simple sentences (although tentative).</td>
<td></td>
<td>eg. Completion of text which is very familiar Bob... Correctional Centre PO Box 666 Lithgow 2790</td>
</tr>
<tr>
<td></td>
<td></td>
<td>eg. My name is Bob</td>
</tr>
</tbody>
</table>

### Examples

<table>
<thead>
<tr>
<th>Examples</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is Bob</td>
<td>Exercises in labelling photographs.</td>
</tr>
<tr>
<td>My name is Bruce and I am 20 years old</td>
<td>Exercises writing addresses on envelopes.</td>
</tr>
<tr>
<td>Completion of text which is very familiar Bob... Correctional Centre PO Box 666 Lithgow 2790</td>
<td>Activities in copying text from magazines or books (eg. raceguides).</td>
</tr>
</tbody>
</table>

### Suggested Strategies

<table>
<thead>
<tr>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises with individual workcards.</td>
</tr>
<tr>
<td>Develop exercises that reinforce syntax (correct order of text).</td>
</tr>
</tbody>
</table>

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### Competencies

<table>
<thead>
<tr>
<th>Level B</th>
<th>Writing</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to:</td>
<td>Write a number of connected sentences.</td>
<td>eg. My name is ler, I am 28 years old and my birthday is in July.</td>
</tr>
<tr>
<td>Regularly use the most simple elements of punctuation.</td>
<td>eg. Full stop capital letters question marks</td>
<td></td>
</tr>
<tr>
<td>Represent information graphically.</td>
<td>eg. Graphs</td>
<td></td>
</tr>
<tr>
<td>Attempt spelling of unknown words.</td>
<td>eg. &quot;cool&quot;</td>
<td></td>
</tr>
<tr>
<td>Develop and write basic lists.</td>
<td>eg. Shopping lists</td>
<td></td>
</tr>
<tr>
<td>Describe most common forms of writing.</td>
<td>eg. Letters, notes, stories, signs, advertisements etc.</td>
<td></td>
</tr>
<tr>
<td>Use regular vowel groups</td>
<td>eg. &quot;oo&quot; - see, bee</td>
<td></td>
</tr>
<tr>
<td>&quot;oo&quot; - tea, pea</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Examples

<table>
<thead>
<tr>
<th>Examples</th>
<th>Suggested Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is Ler, I am 28 years old and my birthday is in July.</td>
<td>Writing tasks based on interests, experiences and memories.</td>
</tr>
<tr>
<td>Full stop capital letters question marks</td>
<td>Exercises with cards where students select appropriate punctuation responses to be placed into sentences.</td>
</tr>
<tr>
<td>Graphs</td>
<td>Activities where simple information is represented in the form of simple bar or line graphs (ie. surveys from newspapers).</td>
</tr>
<tr>
<td>&quot;cool&quot;</td>
<td>Exercises to develop confidence in attempting spell (eg. games).</td>
</tr>
<tr>
<td>Shopping lists</td>
<td>Activities should be based on real-life situations (eg. buy-up lists).</td>
</tr>
<tr>
<td>Letters, notes, stories, signs, advertisements etc.</td>
<td>Discussion of the different uses of writing around the goal (forms, directions, legal documents etc.).</td>
</tr>
<tr>
<td>Select and discuss words found around centre that have regular vowel groups.</td>
<td></td>
</tr>
</tbody>
</table>
### Competencies

**Writing**

**LEVEL C**

- Able to:
  - Verbalise ideas before writing
  - Write letters — through will still exhibit errors in spelling and punctuation.
  - Write about stories/ events/ memories in such a way as to convey the sense of it to the reader (has a tendency to write almost exclusively to personal interest/ experience).
  - Complete a range of relevant forms once shown how.
  - Exhibit basic signs of self correction.
  - Record simple messages/memos for communication to another person.

### Examples

**LEVEL C**

- eg. “I am going to write about...”
- eg. Letters to family & friends
- eg. A childhood memory, my first day at school
- eg. TAB slip, bank slip, dole form, pension application form
- eg. Spelling word choice
- eg. Phone message

### Suggested Strategies

- Basic composition exercises.
- Individual tuition to edit letters (NB. Only if student is comfortable with activity).
- Encourage students to experiment with subject matter.
- Experiment with a wide range of forms.
- Dictionary & thesaurus exercises
- Word choice activities.
- Exercises asking memo, requests for service.

---

### Competencies

**Writing**

**LEVEL C**

- Able to:
  - Use basic punctuation conventions.
  - Demonstrate basic use of paragraphs.
  - Use irregular vowel groups

### Examples

**LEVEL C**

- eg. Capital letter, full stop, question mark
- eg. That a paragraph is used to express one idea at a time
- eg. “lee” - liee
  - “cep” - beauty

### Suggested Strategies

- Develop punctuation exercises to support personal letter writing.
- Develop paragraping exercises to support personal letter writing.
- Word games that introduce new words.
### Competencies

**LEVEL D**

- Able to:  
  - Write in different styles for different purposes.
  - Demonstrate extensive evidence of self correction in relation to spelling and word choice.
  - Use a word processor proficiently to write letters.
  - Develop an idea sequentially.
  - Demonstrate basic use of most punctuation conventions.
  - Large sight vocabulary.
  - Spell most words in common use in gaol environment.

**Examples**

- eg. Personal letters, stories, reporting essays
- eg. Self conferencing of work proficient use of dictionary
- eg. Using wordperfect or MS Publisher
- eg. Instructions for: cooking a meal, changing a tyre or steps in a first aid process
- eg. Exclamation marks, commas, hyphens, inverted commas
- eg. Superfluous, reception, education, university, ceremonial etc

**Suggested Strategies**

- Activities with topics (reports on sporting events).
- Exercises involving the reading and reviewing of peers work.
- Use a variety educational software packages
- Exercises using spellcheck facility.
- Practice writing basic recipes.
- Use OHP and practice marking punctuation marks on screen to illustrate paragraphs and sentences.
- Dictionary activities.
- Spelling games - self correction activities.

### Competencies

**LEVEL D**

- Able to:  
  - Demonstrate basic essay writing skills.
  - Use a thesaurus when writing.

**Examples**

- eg. Can write in basic essay format / structure (Introduction, body, conclusion).
- eg. Will select appropriate words without assistance.

**Suggested Strategies**

- Individual tutoring to assist with the completion of assignments.
- Activities to develop vocabulary levels
- Crosswords.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LEVEL E</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Suggested Strategies</strong></td>
</tr>
<tr>
<td>Able to:</td>
<td>eg. Response to a story</td>
<td>Activities with legal excerpts and text.</td>
</tr>
<tr>
<td>Develop an idea or opinion sequentially using supporting evidence.</td>
<td>eg. &quot;How did you feel when...&quot;</td>
<td>Submission writing exercises.</td>
</tr>
<tr>
<td>Use the writing process as a reflective tool.</td>
<td>eg. Draft, edit, re-write, proof-read</td>
<td>Personal exercises.</td>
</tr>
<tr>
<td>Demonstrate a good understanding of the writing process.</td>
<td>eg. Personal letters, letters of complaint, legal letters, responses, education essays, fiction</td>
<td>Reinforce this process continually with all writing tasks.</td>
</tr>
<tr>
<td>Write across a range of genres.</td>
<td>eg. Key ideas from an article</td>
<td>Discuss with individuals how they may improve their skills in each genre.</td>
</tr>
<tr>
<td>Demonstrate well developed note-taking skills.</td>
<td></td>
<td>Role play activities.</td>
</tr>
<tr>
<td>Spell accurately most words in common use in society.</td>
<td></td>
<td>Activities collecting data from videos or television.</td>
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<tr>
<td><strong>LEVEL E</strong></td>
<td>eg. Hyphens, inverted commas...</td>
<td>Dictionary exercises.</td>
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<td>Demonstrate proficiency in all punctuation conventions.</td>
<td>eg. Abstract (as in not in common use for students) preposition conjunction inquisitive temporal</td>
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<td>Use abstract vocabulary.</td>
<td>eg. Sinus in writing essays for veterinary education</td>
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<td>Demonstrate high level essay writing skills.</td>
<td>eg. Set out footnotes and bibliographies in conventional format.</td>
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<td>Use footnotes and bibliographies.</td>
<td>eg. Set out footnotes and bibliographies in conventional format.</td>
<td>Individual or peer tutoring exercises.</td>
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<td></td>
<td></td>
<td>Observe and discuss different conventions.</td>
</tr>
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</table>
### Competencies

**Level A**

- **Name, count and write simple numerals.**
- **Recognise the concept of cardinal numbers.**
- **Identify and describe the functions of the operations: +, - and =.**
- **Recognise the concept of ordinal numbers.**
- **Add and subtract simple numbers.**
- **Complete simple number lines.**

**Numeracy**

- **Locate and count the pages in a book or newspaper.**
- **Activities counting and subtracting simple numbers of concrete objects available from buy-ups.**
- **Dice throwing activities - who has the largest & smallest amounts.**
- **Guessing activities - (eg. this number is < 50 and >10).**
- **Activities involving Olympics (gold, silver, bronze).**
- **Produce number or word cards, mix them up and ask students to place in order.**
- **Dice - count around board game (monopoly). Number bingo.**
- **Exercises in adding and subtracting weights.**
- **Use of graph paper to prepare number lines. Exercises counting along rulers.**

---

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<thead>
<tr>
<th>Competencies</th>
<th>Examples</th>
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<tbody>
<tr>
<td><strong>Name, count and write simple numerals.</strong></td>
<td>1 - 100</td>
<td>Locate and count the pages in a book or newspaper.</td>
</tr>
<tr>
<td><strong>Recognise the concept of cardinal numbers.</strong></td>
<td>Add / subtract make away equals/equal to</td>
<td>Activities counting and subtracting simple numbers of concrete objects available from buy-ups.</td>
</tr>
<tr>
<td><strong>Identify and describe the functions of the operations: +, - and =.</strong></td>
<td>1st, 2nd, 3rd etc</td>
<td>Dice throwing activities - who has the largest &amp; smallest amounts. Guessing activities - (eg. this number is &lt; 50 and &gt;10).</td>
</tr>
<tr>
<td><strong>Recognise the concept of ordinal numbers.</strong></td>
<td>Using 1 digit numbers</td>
<td>Activities involving Olympics (gold, silver, bronze). Produce number and or word cards, mix them up and ask students to place in order.</td>
</tr>
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<td><strong>Add and subtract simple numbers.</strong></td>
<td>Using 1 digit numbers</td>
<td>Dice - count around board game (monopoly). Number bingo. Exercícis in adding and subtracting weights.</td>
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<td><strong>Complete simple number lines.</strong></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
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<tr>
<td><strong>Recognise place value</strong></td>
<td>10's, 100's, 1000's, etc</td>
<td>Individual tuition to teach concept if necessary.</td>
</tr>
<tr>
<td><strong>Identify odd and even numbers.</strong></td>
<td>1, 3, 5 etc</td>
<td>Pairing exercises. Select odd and even numbers from random lists.</td>
</tr>
<tr>
<td><strong>Identify and describe the operations of x and -.</strong></td>
<td>Multiply /times</td>
<td>Discuss the concepts: 1. multiplication and division are inverse 2. division is repeated subtraction 3. multiplication is repeated addition.</td>
</tr>
<tr>
<td><strong>Identify and sort coins and notes.</strong></td>
<td>5c, 10c, 20c, $2.00...$20.00</td>
<td>Use concrete materials if possible (eg. monopoly money).</td>
</tr>
<tr>
<td><strong>Calculate simple amounts of money.</strong></td>
<td>10c + 10c =</td>
<td>Duplicate buy-up activities. Simulated shopping exercises.</td>
</tr>
<tr>
<td><strong>Identify simple shapes.</strong></td>
<td>Square &amp; circles</td>
<td>Discuss examples found within corrective environment.</td>
</tr>
</tbody>
</table>
### Competencies

**Able to:**

**Level A**
- Identify the simple units and tools for measuring length.
- Complete simple problems involving the measurement of length.

**Level B**
- Name, count and write all numbers.
- Write algorithms to describe number processes.
- Add and subtract basic numbers.
- Multiply and divide basic numbers.

### Examples

**Examples**

- **Level A**
  - Tools - rulers, tape measures etc.
  - Units - mm, cm, meters, km etc.
  - To walk 1 lap around the yard is 1km. How far will I walk if I walk 6 laps?
  - Tools - clock, watch, calendar.
  - Units - seconds, minutes, hours, days, years etc.
  - Fill in the blank dates on a calendar.
  - What day of the week will the 11th be? What will be the date three weeks from that date?

**Examples**

- **Level B**
  - Name, count and write all numbers.
  - Write basic numerals in words.
  - Write algorithms to describe number processes.
  - Add and subtract basic numbers.
  - Multiply and divide basic numbers.

### Suggested Strategies

**Discussion needs and uses of measurement.**
Exercises that complement vocational training for industries.

Measure objects in room (eg. tables, chairs, walls).
Develop activities that have reference to gaol environments (eg. rooms, football ovals etc).

Discuss traditional forms of telling time.
Activities with timetables - bus/train.

Clock & watch exercises (examples in both analog & digital required).
Exercises with old calendars (release dates, hearing dates etc).
Exercises with zodiac charts.

### Competencies

**Able to:**

**Level A**
- Identify the simple units and tools for measuring length.
- Complete simple problems involving the measurement of length.
- Identify the simple units and tools for measuring time.
- Complete simple problems involving the measurement of time.

**Level B**
- Name, count and write all numbers.
- Write basic numerals in words.
- Write algorithms to describe number processes.
- Add and subtract basic numbers.
- Multiply and divide basic numbers.

**Examples**

- **Level A**
  - Tools - rulers, tape measures etc.
  - Units - mm, cm, meters, km etc.
  - To walk 1 lap around the yard is 1km. How far will I walk if I walk 6 laps?
  - Tools - clock, watch, calendar.
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  - Fill in the blank dates on a calendar.
  - What day of the week will the 11th be? What will be the date three weeks from that date?

**Examples**

- **Level B**
  - Name, count and write all numbers.
  - Write basic numerals in words.
  - Write algorithms to describe number processes.
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  - Multiply and divide basic numbers.

**Suggested Strategies**

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**Examples**

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples**

- **Level B**
  - Name, count and write all numbers.
  - Write basic numerals in words.
  - Write algorithms to describe number processes.
  - Add and subtract basic numbers.
  - Multiply and divide basic numbers.
### Competencies

**Basic Units and Tools for Measuring Mass**
- Identify the basic units and tools for measuring mass.
- Complete basic problems involving the measurement of mass.
- Demonstrate the basic functions of a calculator.
- Complete simple problems involving money.
- Identify and describe the functions of the numerator and denominator.
- Complete basic exercises involving fractions.
- Explain the difference between 0D, 1D, 2D and 3D objects.
- Draw and describe basic properties of 3D objects.
- Recognise and draw basic polygons.
- Describe, in basic terms, the concept of symmetry.

### Examples

**Measurement of Mass**
- Identify units: grams, kilograms.
- Tackle scales, balances.
- A barbell weighs 20kg and each single weight is 5kg, how many weights are in the barbell if its weight is 40kg?
- Addition, subtraction, multiplication etc.
- If I buy 5 drinks at $1.90 each how much do I have to pay?

**Fractions**
- Identify fractions, denominators.
- Improve fractions, 1/2, 1/4 = 1/2 + 1/4 =
- (0 dimension = point, 1 dimension = line etc).
- Triangles, quadrilaterals, pentagon, hexagon, octagon.
- Objects that match when folded.

### Suggested Strategies

**Make your own scales and weigh articles found in room.**
**Develop estimation exercises.**
**Discuss weight charts, medicinal dosages, mass of postage articles and weights in the gym.**
**Provide examples in diagrammatical form to illustrate functions.**
**Exercises using relevant examples from buy-up lists.**
**Discussion about the impact of the denominator and the size of the fraction.**
**Grid exercises - shading specific areas.**
**Use examples such as fruit, pies.**
**Prepare posters with examples from correctional environment.**
**Drawing exercises (perspective).**
**Activities where objects and structures from central (faces, edges, sides and corners) are counted.**
**Make models (eg. paper cubes).**
**Discuss practical uses (eg. balls, cylinders).**
**Discuss examples from everyday life.**
**50c piece, The Pentagon, stop signs.**
**Discuss the meaning of prefixes.**
**Paper folding exercises.**
**Butterfly painting, inkblots.**
### Competencies

**LEVEL B**

- Able to:
  - Interpret information from graphs. (eg. line, pie, bar, picture, column).

- Describe in basic terms the concept of "area".

- Identify the basic units and tools for measuring temperature.

- Complete basic problems involving temperature measurement.

**NUMERACY**

---

### Examples

** sewage**

- **What month had the least amount of rain?**
  - **Ray Graph**
  - Rainfall in Sydney (1993)
  - JAN FEB MAR APR MAY JUN
  - 10 8 4 2 0

**LEVEL C**

- Able to:
  - Add and subtract all common numbers.
  - Calculate factors.
  - Calculate multiples.
  - Calculate square numbers.
  - Perform multiplication and division of all common numbers.

**NUMERACY**

---

### Suggested Strategies

**LEVEL B**

- Use examples such as weather reports, election results, employment graphs & sport results.

**LEVEL C**

- Complete simple problems involving:
  - square metres
  - land area (hectares).

- Use practical examples such as football fields, maps & houses/buildings (eg measurements for carpet).

- Discuss how a thermometers works and it’s uses.

- Draw a blank thermometer - fill in temperatures.

- Use weather charts to explain temperatures.

- Discuss colours that reflect hot/cold.

---

**NUMERACY**

---

### Competencies

**LEVEL B**

- Able to:
  - Interpret information from graphs. (eg. line, pie, bar, picture, column).

- Describe in basic terms the concept of "area".

- Identify the basic units and tools for measuring temperature.

- Complete basic problems involving temperature measurement.

**NUMERACY**

---

### Examples

- **Length**
  - 15
  - 30
  - Breadth
  - 0

- **Units**
  - Degrees Celsius, Kelvin, Fahrenheit
  - Tools: thermometer, barometer, maps

- **What is the temperature in Fahrenheit equivalent to 35 C?**

**LEVEL C**

- Able to:
  - Add and subtract all common numbers.
  - Calculate factors.
  - Calculate multiples.
  - Calculate square numbers.
  - Perform multiplication and division of all common numbers.

**NUMERACY**

---

### Suggested Strategies

**LEVEL B**

- Use examples such as weather reports, election results, employment graphs & sport results.

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**NUMERACY**

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- Describe in basic terms the concept of "area".

- Identify the basic units and tools for measuring temperature.

- Complete basic problems involving temperature measurement.

**NUMERACY**

---

### Examples

- **34598 -**
  - 5269
  - 6953

- **100**
  - the factors are:
  - (1,2,4,5,10,20,25,50,100)

- **Multiples of 8 are**
  - 16,24,32,40...

- **4^2 = 12^2 = 16^2 =**

- **254**
  - 15x
  - 254x
  - 24
  - 1200
  - 128

- **123456 =**
  - 81896
### Competencies

#### Level C Numeracy

**Able to:**

- Compute simple common measurement problems (time, length, mass and temperature).
- Construct, measure and compare angles using a protractor.
- Translate groups of objects into a graph (line, pie, column ...).

**Examples**

- **Competencies**
  - **Examples**
  - **Suggested Strategies**

  - **Examples from gym.**
  - Discuss trucks and their legal carrying limits.
  - Find right angles around room.
  - Discuss obtuse, acute, straight and reflex.
  - Relate to a vocational application eg. paving/landscaping
  - Activities graphing statistics from sports results.
  - Exercises using graphs found in newspapers.

  - **Examples with times tables and factor trees.**
  - Use calculator to solve complex examples.
  - Number line activities.
  - Thermometer readings.
  - Bank account/credit card statements.
  - Guessing exercises.
### Competencies

#### Numeracy

- **LE**vel **D**:
  - Able to:
  - **Convert mixed to improper fractions.**
  - Add and subtract simple and mixed fractions.
  - Multiply and divide simple and mixed fractions.
  - Perform basic operations with pronumerals.
  - Interpret index notation.
  - Identify the co-ordinates of a point on a number plane.
    - Including negative X and Y values.

- **Examples**
  - Convert mixed to improper fractions:
    - \( \frac{16}{3} = \)
    - \( \frac{1}{5} + 1 \frac{2}{3} = \)
    - \( \frac{2}{3} \times 1 \frac{1}{4} = \)
    - \( a \times b = a + a = a-b = 4ab - ab = \)
    - \( 10^8 \times 4^3 = \)
  - Identify the co-ordinates of a point on a number plane:
    - \( (-3,2) \) & \( (6,-2) \) where does this line intersect the x-axis?

- **Suggested Strategies**
  - Use exercises utilising matches.
  - Exercises measuring quantities or liquids.
  - Exercises with recipes.
  - Develop exercises such as:
    - If \( x \) = number of people in centre.
    - What is 5x?
  - Scale drawing exercises.
  - Exercises with topographic maps (finding reference points).
  - Street directory activities.

#### Competencies

- **LE**vel **D**:
  - Able to:
  - **Translate statistics into:**
    - * Frequency Distribution Tables
    - * Histograms.
  - Collect and organise data to generate results.
  - Identify different angle types.
  - **Demonstrates an understanding of Pythagoras theorem.**

- **Examples**
  - Translate statistics into:
    - * Frequency Distribution Tables
    - * Histograms.
    - Table:
      | Score | Freq | Freq score |
      |-------|------|------------|
      | 4     | 7    | 28         |
      | 5     | 12   | 60         |
      | 6     | 25   | 300        |
      | 7     | 18   | 126        |
    - What are the range of scores?
    - What is the number of people who can bench press over 100kg?
  - Identify different angle types:
    - Acute, obtuse, right angle, straight angle & reflex angle
  - Demonstrates an understanding of Pythagoras theorem:
    - \( c = a + b \)
    - If \( a = 5 \) & \( b = 8 \), what is \( c \)?

- **Suggested Strategies**
  - Discuss where statistics and tables are used in relation to sport.
  - Random sampling techniques.
  - Activities with TV ratings.
  - Discuss how bias can effect results.
  - Problem solving exercises.
  - Exercises measuring lengths around centre.
  - Discuss the construction of roof trusses (design activities to compliment local industry).
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| Simplify fractions. | \[
\begin{align*}
\frac{16}{48} &= \frac{5}{30} \\
\frac{1}{20} &= \frac{1}{5}
\end{align*}
\] | Observe magazines, papers to show how percentages are used (eg. stock market, weather reports, racing results). |
| Convert common fractions to decimals (and visa-versa). | | |
| Convert decimals to percentages (and visa-versa). | | Survey exercises: (eg. 45% of gaol population smoke) Income tax calculations. |
| Convert percentages to common fractions (and visa-versa). | | Compare lengths using decimal fractions. |
| Aware of place values of decimals. | | Research and discuss the role of finance institutions (banks, stockbrokers, pawnbrokers) in society. Discuss politics/economics. Exercises with exchange rates, currency. Use of financial pages from newspaper. |
| Describe the basic role of money in society | | |

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| Show on a diagram the radius, diameter and circumference of a circle. | \[
\begin{align*}
\text{circumference} &= \pi \times \text{diameter} \\
\text{diameter} &= 2 \times \text{radius}
\end{align*}
\] | Calculate the diameter and radius of the sports oval. |
| Calculate basic solutions to problems involving ratios. | \[
\begin{align*}
\frac{4}{6} &= \frac{2}{3} \\
\text{If a 32 bet is placed on a horse at odds of 7/4 how much will it pay if it wins?}
\end{align*}
\] | Develop real life exercises (eg. chlorinate in pool). Tasks working out rates of pay for different jobs within gaol. |
| Use ratios to draw a scale drawing. | \[
\begin{align*}
\text{Reduces 30cm x 20cm landscape by a ratio of 100:3}
\end{align*}
\] | Design / Draw floor plans. Design / Landscape garden to scale. |
| Calculate the volume of a cube. | \[
\begin{align*}
\text{What is the volume of a matchbox (length x width x height)}
\end{align*}
\] | Activities calculating the amount of water in a swimming pool or any container appropriate. |
### Competencies

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<td>Explain the basic theorems of parallel lines.</td>
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<td>Complete most commonly used functions on a calculator.</td>
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<td>Apply the agreed order of operations when solving algorithms.</td>
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<td>( \text{Area of a circle } (\pi r^2) ).</td>
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<td>Relate to vocational applications eg. carpentry</td>
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<td>Discuss the following:</td>
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<td>1) corresponding angles are equal.</td>
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<td>2) alternate angles are equal.</td>
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<td>3) co-interior angles are supplementary (ie add up to 180 ).</td>
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<td>Individual tutoring with complex functions .</td>
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<td>Develop exercises with groupings and brackets.</td>
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<td>Exercises calculating the area of a cricket ground.</td>
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<td>Activities using bank accounts.</td>
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<td>Activities using results from sporting events (eg Olympics)</td>
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  *eg.* Use logs to evaluate the following:  
  \[ \log 15.5 \times 7 = 4 \]  
  \[ \log 6.5 = 1.830 \]  
  \[ \log 2.5 = 0.414 \]  
  \[ \log 2.792 = 0.459 \]  
|       | Complete common exercises involving trigonometry.  
  *eg.* Use triangle ABC to find Sin θ  
  \[ \tan θ = 5 \]  
  \[ θ = 51.3° \]  
  \[ h = 83 \times \sin 51.3° \]  
  \[ h = 29.07 (\text{nearest m}) \]  

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Relate to vocational training activities eg. woodwork. |
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  *eg.* Simplify the following:  
  \[ 3(x^2) + 2(x + 5) = 2x^2 + 5x + 10 \]  
  \[ 2x^2 - (3x^2) + 4x = -x^2 + 4x \]  
  \[ (5x - 7) = (7a - 4ab) = \]  
|       | Complete quadratic equations  
  *eg.* Factorize:  
  \[ x^2 - 5x + 6 \]  
|       | Create complex spreadsheets  
  *eg.* Develop a home loan simulator package  
  (eg. Lotus, Excel) |

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| Perform the operations of (+, - x, -) on common algebraic expressions. | Complete the following: 
\[
\frac{2a}{3} + \frac{4b}{3} = \frac{2a + 4b}{3} \\
5a - 2a =
\] |
| Calculate gradients of lines | What is the gradient of line 
\[
y = 2x + 3
\] |
| Complete basic analytical geometry (eg. parabolas and curves). | Plot the graph: 
\[
y = x + x - 2
\] |

### Suggested Strategies

- Develop activities to support students completing external studies.
- Discuss gradients found within vocational activities eg. landscaping.
- Develop activities calculating complex curves in relation to vocational activities such as building.
Other Publications

Guideline Notes for Education Staff Working in Prisons

Fitness Literacy Package

Horticulture and Landscaping Curriculum

"I'll Need A Job When I Get Out!" - Employment Skills Program

Inmates' Physical Fitness and Recreation Curriculum

Literacy and Numeracy Curriculum

Literacy Package for Inmates from Non-English Speaking Backgrounds

NSW Prisoner Education Course Handbook

Opportunities to Learn: A Guide for Prisoners (available in 9 languages)

Prisoner Literacy Resource Package

Vocational Art Studies Curriculum

Further Information

The Principal
Inmate Education Programmes
NSW Department of Corrective Services
GPO Box 31
Sydney NSW 2001