

**Florida Department of Education
Curriculum Framework**

Program Title: Adult Basic Education
Program Type: Comprehensive Adult Basic Education (ABE)
Career Cluster: N/A

ADULT GENERAL EDUCATION	
Program Number	9900000
CIP Number	1532.0102000
Grade Level	0.0 – 8.9
Standard Length	900 – 1500 hours
Teacher Certification	Bachelor's degree or higher

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the eighth-grade level. The content develops basic literacy skills in all areas of knowledge.

The content includes but is not limited to Reading, Language Arts, and Mathematics.

Program Structure

Comprehensive Adult Basic Education is a non-credit course designed to develop literacy skills necessary to be a successful worker, citizen and family member. Comprehensive Adult Basic Education prepares students to enroll in GED preparation courses. A student enrolled in the Comprehensive ABE program may be receiving instruction in one or more content areas; mathematics, language or reading.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal funding and Literacy Completion Points (LCPs) for state funding. Progress through levels (EFLs and/or LCPs) must be measured by approved validation methods in accordance with Rule 6A-6.014(5), FAC. It is the teacher's job to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. Though a student need not master 100% of the benchmarks to demonstrate proficiency in a standard, a student must demonstrate proficiency in 100% of the standards to earn an education gain (EFL and/or LCP).

The following hours are recommended program lengths for each level demonstrating an earned performance gain. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended. Students in the comprehensive program may enroll in more than one content area simultaneously but not in more than one level of each content area at the same time. Each content area that a student is

enrolled in determines program length. For example: A student enrolled in basic reading and basic language may be recommended for 900 hours of instruction.

The following table illustrates the program structure:

Course Number	Course Title	Length	Level
9900004	Mathematics – Beginning ABE Literacy	450 hours	0.0 – 1.9
	Mathematics – Beginning Basic Education	450 hours	2.0 – 3.9
	Mathematics – Low Intermediate Basic Education	300 hours	4.0 – 5.9
	Mathematics – High Intermediate Basic Education	300 hours	6.0 – 8.9

Course Number	Course Title	Length	Level
9900004	Reading – Beginning ABE Literacy	450 hours	0.0 – 1.9
	Reading – Beginning Basic Education	450 hours	2.0 – 3.9
	Reading – Low Intermediate Basic Education	300 hours	4.0 – 5.9
	Reading – High Intermediate Basic Education	300 hours	6.0 – 8.9

Course Number	Course Title	Length	Level
9900004	Language Arts – Beginning ABE Literacy	450 hours	0.0 – 1.9
	Language Arts – Beginning Basic Education	450 hours	2.0 – 3.9
	Language Arts – Low Intermediate Basic Education	300 hours	4.0 – 5.9
	Language Arts – High Intermediate Basic Education	300 hours	6.0 – 8.9

Special Notes

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several performance standards.

All activities are developed to be done either individually or in groups.

The computer skills are not required, as access to computer technology is not provided to every student. The computer sections are optional and will not be necessary to earn Educational Functioning Levels (EFLs) and/or Literacy Completion Points (LCPs).

The performance standards and benchmarks have been developed to facilitate progression and documentation of learning gains. Benchmarks or standards may be repeated at multiple levels (EFLs and/or LCPs). This is purposeful since: (1) proficiency in certain skills is judged to require more time than is available in one level; (2) the quality of performance expected on certain standards increases with progression through the levels, the use of punctuation, for example, at the end of Level C (5.9) should be more proficient than at the end of Level B (3.9) but should occur at both levels; and (3) instruction for skills of critical importance must be offered any student needing to learn that skill, even students entering at the intermediate or functional levels.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in **such areas as** instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Career and Education Planning

The following career development standards should be integrated into Adult Basic Education framework. Students can access Florida *CHOICES* or a comparable system for career exploration and planning activities.

The following is the list of standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

Standards

After successfully completing this program, the student will be able to understand mathematical, reading, and language arts concepts and perform the following:

Mathematics

Literacy Completion Point A

Level 0.0 - 1.9

BEGINNING ABE LITERACY

- A.01.00 Number Concepts
Represent, compare, and order whole numbers and join and separate sets.
- A.02.00 Addition and Subtraction
Use variety of addition and subtraction strategies to solve basic math facts.
- A.03.00 Measurement
Measure using the appropriate unit of measurement.
- A.04.00 Geometry
Compare, compose, and decompose two-dimensional and three-dimensional geometric shapes.
- A.05.00 Algebra

Use counting strategies, number patterns, and models as a means to explain commutative, associative, and additive properties. (MA.1.A.1.3)

- A.06.00 Financial Literacy
Solve real-world problems involving two purchases totaling less than \$1.00 using addition without regrouping.

Literacy Completion Point B

Level 2.0 - 3.9

BEGINNING BASIC EDUCATION

- B.01.00 Number Concepts
Develop an understanding of base ten numerations system and place value concepts. (Grade 2, Big Idea 1)
- B.02.00 Addition and Subtraction
Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction (Grade 2, Big Idea 2)
- B.03.00 Multiplication and Division
Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts. (Grade 3, Big Idea 1)
- B.04.00 Fractions and Decimals
Produce a sequence of fractions and decimal numbers from smallest to largest and largest to smallest.
- B.05.00 Measurement
Solve real-world problems involving measurements using a variety of methods, such as manipulatives, mental mathematics, paper and pencil.
- B.06.00 Geometry
Describe and analyze properties of two-dimensional shape. (Grade 3, Big Idea 3)
- B.07.00 Algebra
Create, analyze, and represent patterns and relationships using numbers, words, and shapes.
- B.08.00 Financial Literacy
Solve real-world consumer problems involving money.

Literacy Completion Point C

Level 4.0 - 5.9

LOW INTERMEDIATE BASIC EDUCATION

- C.01.00 Number Concepts
Demonstrate knowledge of the place value system to billions and apply estimations skills to a variety of operations.

- C.02.00 Addition and Subtraction
Represent, compute, estimate, and solve addition and subtraction problems using numbers through hundred thousand. (MA.3.A.6.1)
- C.03.00 Multiplication and Division
Use and describe various models for multiplication and division in problem-solving situations, and demonstrate recall of basic multiplication and related division facts. (Grade 4, Big Idea 1)
- C.04.00 Fractions and Decimals
Develop an understanding of decimals, including the connection between fractions and decimals. (Grade 4, Big Idea 2)
- C.05.00 Measurement
Solve measurement problems in the U.S. system and metric system using addition or subtraction with and without conversion.
- C.06.00 Algebra
Describe mathematics relationships using expressions, equations, and visual representations. (MA.4.A.4.2)
- C.07.00 Data Analysis
Collect data, construct, and analyze frequency tables, bar graphs, pictographs, and line plots.
- C.08.00 Financial Literacy
Develop a personal budget for a set income based on an individual career plan.

Literacy Completion Point D

Level 6.0 – 8.9

HIGH INTERMEDIATE BASIC EDUCATION

- D.01.00 Number Concepts
Comprehend and apply basic number theory concepts, including primes, composites, factors and multiples.
- D.02.00 Geometry
Apply a variety of strategies, geometric properties, and formulas for two- and three-dimensional shapes, such as triangles, cubes, and rectangular solids, to solve real-world and mathematical problems.
- D.03.00 Fractions and Decimals
Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.
- D.04.00 Ratios and Proportions
Select the appropriate operation and solve real-world problems using ratios and/or proportions.

- D.05.00 Percents
Convert percents to/from fractions, decimals, and percents.
- D.06.00 Algebra
Apply the Equality, Commutative, Associative, and Distributive properties to show expressions are equivalent.
- D.07.00 Geometry
Apply a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.
- D.08.00 Measurement
Compare, contrast, and convert units of measure between different measurement systems, such as U.S. customary, metric, dimensions, and derived units to solve problems. (MA.7.G.4.4).
- D.09.00 Data Analysis
Use tables, graphs, and models to represent, analyze, and solve real-world problems.
- D.10.00 Financial Literacy
Calculate short-term and long-term loans using interest rate, percentage down, payment rate, and the total purchase price.

Reading

Literacy Completion Point E Level 0.0 – 1.9 BEGINNING ABE LITERACY

- E.01.00 Prerequisite Skills to Reading
Narrate a picture story in a sequence.
- E.02.00 Phonics/Word Analysis for Reading
Recognize and recall the one-to-one correspondence between letters and sounds. (LA.K.1.4.1)
- E.03.00 Vocabulary Development
Relate new vocabulary to life experiences and prior knowledge. (LA.K.1.6.6)
- E.04.00 Reading Comprehension
The student will use background knowledge, supporting details from text, or another source to verify the accuracy of literal and evaluative information presented in reading selections. (LA.1.1.7.2)
- E.05.00 Literary Analysis
Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.1.2.1.0)

Literacy Completion Point F
Level 2.0 – 3.9
BEGINNING BASIC EDUCATION

- F.01.00 Phonics/Word Analysis for Reading
Apply a variety of decoding strategies such as phonics and sight words to read text.
- F.02.00 Vocabulary Development
Apply multiple strategies to expand vocabulary. (LA.3.1.6.0)
- F.03.00 Literary Analysis
Identify the main idea or essential message from a text and identify supporting information.
- F.04.00 Reading Comprehension
Use a variety of strategies to comprehend literal, inferential, and evaluative information read in a variety of reading selections. (LA.3.1.7.0)

Literacy Completion Point G
Level 4.0 – 5.9
LOW INTERMEDIATE BASIC EDUCATION

- G.01.00 Phonics/Word Analysis
Use context clues and language structures to analyze words for correct pronunciation.
- G.02.00 Vocabulary Development
Utilize a variety of vocabulary words in content areas of instruction.
- G.03.00 Reading Comprehension
Use background knowledge of subject and related content area, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- G.04.00 Literary Analysis
Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.5.2.1.0)

Literacy Completion Point H
Level 6.0 – 8.9
HIGH INTERMEDIATE BASIC EDUCATION

- H.01.00 Phonics/Word Analysis
Demonstrate an awareness of the difference between the use of English in formal and informal settings.

- H.02.00 Vocabulary Development
Use advanced strategies to cultivate and expand the use of vocabulary in content areas.
- H.03.00 Reading Comprehension
Use advanced strategies such as pre-reading strategies, graphic representations, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. (LA.8.1.7.1)
- H.04.00 Literary Analysis
Examine the characteristics of classic literature. Example: timelessness, dealing with universal themes and experiences, and cultural competence.

Language Arts

Literacy Completion Point J Level 0.0-1.9 BEGINNING ABE LITERACY

- J.01.00 Writing Process
Recognize a four-step writing process that includes prewriting strategies, write a draft by maintaining focus on a single idea using supporting details, editing to revise, and refine the draft for clarity and effectiveness. (LA.1.3.2.0)
- J.02.00 Language Conventions
Apply standard language conventions in written communication.
- J.03.00 Grammatical Concepts and Rules
Write statements and questions using appropriate word order with subject and verb agreement.
- J.04.00 Writing Applications
Develop and produce a basic three sentence paragraph demonstrating creative, informative, and persuasive writing.
- J.05.00 Communicate Ideas and Information
Recognize effective penmanship, listening, and speaking strategies. (LA.1.5.2.0)
- J.06.00 Technology and Media Literacy
Recognize available technology resources such as writing programs, digital cameras, drawing tools, and clip art to express thoughts, ideas and stories. (LA.1.6.4.1)

Literacy Completion Point K
Level 2.0-3.9
BEGINNING BASIC EDUCATION

- K.01.00 Writing Process
Apply the four-step writing process by composing short writing pieces by making a plan for writing that includes the main idea and the purpose such as to entertain, to inform, or to communicate information. (LA.2.3.1.3)
- K.02.00 Language Conventions
Apply basic capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.
- K.03.00 Grammatical Concepts and Rules
Edit and revise draft writing correcting sentence structure and subject/verb agreement.
- K.04.00 Writing Applications
Develop and produce a composition of at least two three sentence paragraphs demonstrating creative, informative, and persuasive writing.
- K.05.00 Communicate Ideas and Information
Apply effective penmanship, listening, and speaking strategies.
- K.06.00 Technology and Media Literacy
Comprehend a variety of informational text that is part of our day to day experiences.

Literacy Completion Point M
Level 4.0-5.9
LOW INTERMEDIATE BASIC EDUCATION

- M.01.00 Writing Process
Publish a final product that may include pictures and diagrams after developing a writing piece utilizing a four-step writing process that includes prewriting strategies, write a draft, editing strategies to revise and refine. (LA.4.3.5.0)
- M.02.00 Language Conventions
Self-correct and edit written communication for correct spelling, capitalization, punctuation, and subject/verb agreement.
- M.03.00 Grammatical Concepts and Rules
Use present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns and demonstrative pronouns and conjunctions. (LA.4.3.4.5)
- M.04.00 Writing Applications
Develop and produce multi-paragraph compositions that demonstrates creative, informative, and persuasive writing.

M.05.00 Communicate Ideas and Information
Demonstrate effective oral and written communication skills through legible penmanship, listening skills, and speaking strategies in a variety of situations.

M.06.00 Technology and Media Literacy
Select and use technology available to enhance communication and achieve a purpose such as publishing and presenting. (LA.5.6.1)

Literacy Completion Point N

Level 6.0-8.9

HIGH INTERMEDIATE BASIC EDUCATION

N.01.00 Writing Process
Use a systematic process for collecting, processing, and presenting information. (LA.7.6.2.0)

N.02.00 Language Conventions
Apply advanced capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.

N.03.00 Grammatical Concepts and Rules
Apply advanced grammatical rules to written compositions.

N.04.00 Writing Applications
Develop and produce complex compositions demonstrating creative, informative, and persuasive writing.

N.05.00 Communicate Ideas and Information
Apply advanced listening and speaking skills to communicate ideas and information.

N.06.00 Technology and Media Literacy
Use advanced technology available to pre-write, draft, edit, revise, and publish written documents.

Florida Department of Education
Student Performance Standards

Course Title: Comprehensive Adult Basic Education
Course Number: 9900004
Course Credit: Not Applicable

Course Description:

After successfully completing this program, the student will demonstrate knowledge regarding mathematical, reading, and language arts concepts and perform the following:

Mathematics

Literacy Completion Point A

Level 0.0 - 1.9

BEGINNING ABE LITERACY

A.01.00 Number Concepts

Anchor Standard:

Represent, compare, and order whole numbers and join and separate sets.

Competencies (Benchmarks):

- A.01.01 Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives. (MA.KA.1.1)
- A.01.02 Differentiate whole numbers up to 100 using names, written words, and standard numerals.
- A.01.03 Read words for numerals and match numbers with quantities, including recognizing number sequencing.
- A.01.04 Understand basic concepts (for example: equal, unequal, less than, greater than, more, less, add, subtract, same as, above, below, between, in, out, over, under).
- A.01.05 Identify the next item of a pattern or a number sequence.
- A.01.06 Count by 2, 5, and 10, 25, 50.
- A.01.07 Illustrate ordinal numbers first through tenth.
- A.01.08 Estimate the relative size of whole numbers between 0 and 100
- A.01.09 Classify numbers as even or odd.

A.02.00 Addition and Subtraction

Anchor Standard:

Use variety of addition and subtraction strategies to solve basic math facts.

Competencies (Benchmarks):

- A.02.01 Predict the effect of addition and subtraction on whole numbers.
- A.02.02 Solve 1 and 2-digit addition problems without regrouping given in both vertical and horizontal notation.
- A.02.03 Solve 1 and 2-digit subtraction problems without regrouping given in both vertical and horizontal notation.
- A.02.04 Select the appropriate operation (addition/subtraction) to solve real-world problems using 1 and 2-digit subtraction problems without regrouping. A variety of appropriate methods for computing may be used (for example: manipulatives, mental mathematics, paper and pencil).
- A.02.05 Recite addition facts using a number line, table, or memory.
- A.02.06 Recite subtraction facts using a number line, table, or memory.

A.03.00 Measurement

Anchor Standard:

Measure using the appropriate unit of measurement.

Competencies (Benchmarks):

- A.03.01 Measure by using iterations of a unit and count the unit measures by grouping units; such as, inches, pounds, degrees, and cups,. (MA.1G.5.1)
- A.03.02 Compare and order objects according to descriptors of length, weight, and capacity. (MA.1G.5.2)
- A.03.03 Identify the larger of two U.S. measures (for example: inches or feet or yards).
- A.03.04 Measure using the appropriate unit of measurement.
- A.03.05 State and predict dates by month, day, and year, using a calendar.
- A.03.06 Tell time to the hour and half-hour.

A.04.00 Geometry

Anchor Standard:

Compare, compose, and decompose two-dimensional and three-dimensional geometric shapes.

Competencies (Benchmarks):

- A.04.01 Identify a square, circle, rectangle, and triangle.
- A.04.02 Use appropriate vocabulary to compare and classify shapes according to attributes and properties such as number and lengths of sides and number of vertices. (MA.1.G.3.1)
- A.04.02 Compose and decompose plane and solid figures, including making predictions about them, to build an understanding of part/whole relationships and properties of shapes. (MA1.G.3.2)

A.05.00 Algebra

Anchor Standard:

Use counting strategies, number patterns, and models as a means to explain commutative, associative, and additive properties. (MA.1.A.1.3)

Competencies (Benchmarks):

- A.05.01 Extend repeating and growing patterns, fill in missing terms, and justify reasoning. (MA.1A.4.1)
- A.05.02 Recognize and create examples of Commutative Property.
Example: $2 + 3 = 5$ and $3 + 2 = 5$
- A.05.03 Recognize and create examples of Associative Property.
Example: $2 + (3+1) = 6$ and $(2 + 3) + 1 = 6$
- A.05.04 Recognize and create examples of Additive Property
Example: $7 + 8 = 7 + 7 + 1$

A.06.00 Financial Literacy

Anchor Standard:

Solve real-world problems involving two purchases totaling less than \$1.00 using addition without regrouping.

Competencies (Benchmarks):

- A.06.01 Identify coins and currency of different values.
- A.06.02 Identify sets of coins equivalent to \$1.00 or less.
- A.06.03 Read and write numerals for money using appropriate monetary symbols.

Literacy Completion Point B

Level 2.0 - 3.9

BEGINNING BASIC EDUCATION

B.01.00 Number Concepts

Anchor Standard:

Develop an understanding of base ten numerations system and place value concepts. (Grade 2, Big Idea 1)

Competencies (Benchmarks):

- B.01.01 Distinguish place value for ones, tens, hundreds, thousands, tenths and hundredths.
- B.01.02 Investigate that math has four basic operations: addition, subtraction, multiplication, and division.
- B.01.03 Recognize clue words in choosing operations to be used to solve real-world problems (for example: add, plus, total, sum, subtract, difference, left, remaining, multiply, times, several, divide, each, per).
- B.01.04 Select the appropriate operation to solve specific problems involving addition (+),

- subtraction ($-$), multiplication (\times), and division (\div).
- B.01.05 Explain the reasoning steps in solving real-world problems by:
- identifying the question;
 - identifying the information given;
 - choosing the operation;
 - solving and checking; and,
 - analyzing the answer for logic.
- B.01.06 Apply rounding techniques to estimate the solution to a real-world addition or subtraction problem then determine the actual result through computation.
- B.01.07 Identify whole numbers, commonly-used fractions, or mixed numbers and relate these numbers to real-world situations (for example: $\frac{1}{4}$ pizza, $\frac{1}{2}$ sandwich, 1 and $\frac{1}{2}$ pies).

B.02.00 Addition and Subtraction

Anchor Standard:

Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction (Grade 2, Big Idea 2)

Competencies (Benchmarks):

- B.02.01 Explain the inverse (opposite) relationship of addition and subtraction.
- B.02.02 Solve addition problems using up to 5-digits without regrouping given in both vertical and horizontal notation.
- B.02.03 Solve real-world problems using addition of whole numbers up to 5-digits with and without regrouping to solve real-world problems using appropriate methods of computing, such as manipulatives, mental mathematics, paper and pencil;
Example: Add a 4 or 5-digit number to a 3 or 4-digit number, without regrouping, given in vertical notation.
- B.02.04 Solve subtraction problems using up to 5-digits without regrouping given in both vertical and horizontal notation.
- B.02.05 Borrow where the minuend is a digit followed by three zeros and regrouping is necessary (for example: $6000 - 495$).
- B.02.06 Solve real-world problems using subtraction of whole numbers up to 5-digits with and without regrouping to solve real-world problems using a variety of methods, such as manipulatives, mental mathematics, paper and pencil;
Example: Subtract up to 4 or 5-digit number from 3 or 4-digit number without regrouping, given in horizontal notation.

B.03.00 Multiplication and Division

Anchor Standard:

Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts. (Grade 3, Big Idea 1)

Competencies (Benchmarks):

- B.03.01 Predict the effect of multiplication and division on whole numbers.
- B.03.02 Identify terminology and symbols for multiplication and division.
- B.03.03 Explain the inverse relationship between multiplication and division.
- B.03.04 Recite multiplication and division facts using a table or memory.

- B.03.05 Multiply 2-digit and 3-digit numbers by a 1-digit number without regrouping.
- B.03.06 Divide a 2-digit number by a 1-digit number without remainders.

B.04.00 Fractions and Decimals

Anchor Standard:

Produce a sequence of fractions and decimal numbers from smallest to largest and largest to smallest.

Competencies (Benchmarks):

- B.04.01 Read and write names, words, and standard numerals for commonly used fractions such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$, $\frac{2}{3}$.
- B.04.02 Identify fractions on a number line.
- B.04.03 Examine the relationship between money and decimals.
- B.04.04 Locate decimals on a number line.

B.05.00 Measurement

Anchor Standard:

Solve real-world problems involving measurements using a variety of methods, such as manipulatives, mental mathematics, paper and pencil.

Competencies (Benchmarks):

- B.05.01 Recognize other units of measurement such as metric measures.
- B.05.02 Differentiate and compare common units of U.S. measurements for length, capacity, weight, and temperature.
- B.05.03 Measure to the nearest $\frac{1}{4}$ inch on a 12-inch ruler.
- B.05.04 Use appropriate tools from the U.S. system and metric system for measuring length, capacity, weight and temperature.
- B.05.05 Tell time on the half-hour, quarter hour, and in minutes.

B.06.00 Geometry

Anchor Standard:

Describe and analyze properties of two-dimensional shape. (Grade 3, Big Idea 3)

Competencies (Benchmarks):

- B.06.01 Describe, analyze, compare, and classify two-dimensional shapes using sides and angles, including acute, obtuse, and right angles, and connect these ideas to the definition of shapes. (MA.3.G.3.1)
- B.06.02 Compose and decompose and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides. (MA.3.G.3.2)
- B.06.03 Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry. (MA.3.G.3.3)
- B.06.04 Select appropriate units, strategies, and tools to solve problems involving perimeter. (MA.3.G.5.1)

B.07.00 **Algebra**

Anchor Standard:

Create, analyze, and represent patterns and relationships using numbers, words, and shapes.

Competencies (Benchmarks):

- B.07.01 Predict and explain the missing variable in a sequence.
- B.07.02 Recognize symbols and concepts of equal (=) and unequal (\neq), less than (<) and greater than (>).
- B.07.03 Solve problems that involve repeated addition.

B.08.00 **Financial Literacy**

Anchor Standard:

Solve real-world consumer problems involving money.

Competencies (Benchmarks):

- B.08.01 Count coins and currency up to \$10.00.
- B.08.02 Create equivalent amounts of \$1, \$5, and \$10 dollars using coins and paper currency.
- B.08.03 Calculate change after purchases with a \$1, \$5, and \$10 dollar bill.
- B.08.04 Solve real-world problems involving comparison shopping for purchases up to ten dollars using a variety of methods such as manipulatives, mental mathematics, paper and pencil.
- B.08.05 Estimate the total cost of a purchase using an order form and/or menu.
- B.08.06 Calculate the total cost for an order after calculating the cost of two items, sales tax (using a tax table), and shipping.
- B.08.07 Calculate the total cost of multiple items using a menu, advertisement, internet, or catalog, including one item having multiple quantities.

Literacy Completion Point C

Level 4.0 - 5.9

LOW INTERMEDIATE BASIC EDUCATION

C.01.00 **Number Concepts**

Anchor Standard:

Demonstrate knowledge of the place value system to billions and apply estimations skills to a variety of operations.

Competencies (Benchmarks):

- C.01.01 Read and write names, words, and whole numbers using place value up to billions (billions, millions, thousands, hundreds, tens, and ones).
- C.01.02 Investigate the relative size of whole numbers up to billions.
- C.01.03 Compare a variety of estimation strategies in real-world problem situations to determine the reasonableness of calculations results.
- C.01.04 Round a whole number less than one million to any given place value.

C.02.00 Addition and Subtraction

Anchor Standard:

Represent, compute, estimate, and solve addition and subtraction problems using numbers through hundred thousand. (MA.3.A.6.1)

Competencies (Benchmarks):

- C.02.01 Apply rounding techniques to estimate the solution to real-world addition and/or subtraction problems, then determine the actual result.
- C.02.02 Add a 9-digit number to a 9-digit number with and without regrouping given in horizontal and vertical notations.
- C.02.03 Subtract two 9-digit numbers with and without regrouping given in horizontal and vertical notations.
- C.02.04 Formulate the proof method for addition and subtraction.

Example:

$$45,900 + 1,100 = 47,000 \text{ and } 47,000 - 1,100 = 45,900$$

C.03.00 Multiplication and Division

Anchor Standard:

Use and describe various models for multiplication and division in problem-solving situations, and demonstrate recall of basic multiplication and related division facts. (Grade 4, Big Idea 1)

Competencies (Benchmarks):

- C.03.01 Multiply a 2-digit number by a 2-digit number.
- C.03.02 Multiply a 3-digit number by a 1-, 2- or 3-digit number.
- C.03.03 Multiply a 4-digit number by a 1-, 2- or 3-digit number.
- C.03.04 Divide 3- or 4-digit numbers by a 1-digit number with and without remainder.
- C.03.05 Divide 3-or 4-digit numbers by a 2-digit number with and without remainder.
- C.03.06 Formulate the proof method for problems.
Examples: $12 \div 2 = 6 \times 2$
 $15 \times 5 = 25 \div 5$
 $64 \times 27 = 27 \times 64$
- C.03.07 Divide by a 3-digit number with or without remainder.

C.04.00 Fractions and Decimals

Anchor Standard:

Develop an understanding of decimals, including the connection between fractions and decimals. (Grade 4, Big Idea 2)

Competencies (Benchmarks):

- C.04.01 Identify and explain the purpose of numerators and denominators.
- C.04.02 Recognize proper and improper fractions and mixed numbers.
- C.04.03 Convert mixed numbers to improper fractions and improper fractions to mixed numbers.
- C.04.04 Round fractions and mixed numbers to the nearest whole numbers.
- C.04.05 Reduce fractions to an equivalent fraction ($1/2 = 2/4 = 4/8$).

- C.04.06 Reduce common fractions to the lowest common denominator.
- C.04.07 Add and subtract fractions with common denominators.
- C.04.08 Multiply proper fractions.
Example: $1 \times \frac{1}{2} = \frac{2}{2} \times \frac{1}{2}$
- C.04.09 Identify fractions represented as equivalent forms such as decimals and percents.
Examples:
 $\frac{1}{2} = 50\% = .5$
- C.04.10 Read and write names, and standard numerals for decimals, including tenths, hundredths, and thousandths.
- C.04.11 Distinguish and compare the relative size of decimals.
- C.04.12 Convert common fractions to decimals and decimals to common fractions.
- C.04.13 Add and subtract decimals up to thousands.
- C.04.14 Select the appropriate operation and solve real-world problems involving decimals.

C.05.00 Measurement

Anchor Standard:

Solve measurement problems in the U.S. system and metric system using addition or subtraction with and without conversion.

Competencies (Benchmarks):

- C.05.01 Apply estimating techniques to estimate measurements including length, time, weight, temperature, and money. Then, calculate and compare actual measurements.
- C.05.02 Read and write abbreviations for length, weight, and capacity measurements in the U.S. system and metric system.
- C.05.03 Identify metric units of measure for length, weight/mass, or capacity (meter, gram, liter) most appropriate for a given situation.
- C.05.04 Select prefixes used in the metric system with their decimal equivalents (kilo, deci, centi, and milli).
- C.05.05 Measure capacity quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, and liters.
- C.05.06 Determine and interpret measurement instruments such as Fahrenheit and/or Celsius thermometers, rules, scales, gauges, and dials.
- C.05.07 Interpret diagrams, illustrations, and scale drawings.
- C.05.08 Interpret measurements in recipes.
- C.05.09 Apply geometric formulas for perimeter and area of squares, rectangles and triangles.
- C.05.10 Convert equal measures defined in different units.
Example: Feet to yards, yards to feet and cups to quarts, quarts to cups

C.06.00 Algebra

Anchor Standard:

Describe mathematics relationships using expressions, equations, and visual representations.
(MA.4.A.4.2)

Competencies (Benchmarks):

- C.06.01 Describe a variety of patterns and relationships through models such as manipulatives, tables, graphs, and rules.
- C.06.02 Restate a problem in words into a number symbol sentence.
Example:
Six plus one equals seven to $6 + 1 = 7$
- C.06.03 Recognize simple algebraic formulas.
Example:
 $1 + 3 = x$

C.07.00 Data Analysis

Anchor Standard:

Collect data, construct, and analyze frequency tables, bar graphs, pictographs, and line plots.

Competencies (Benchmarks):

- C.07.01 Solve problems using bar graphs, circle graphs, line graphs, pictographs, and charts.
- C.07.02 Interpret data in charts, tables, plots, graphs, and maps.
- C.07.03 Calculate averages (means).
- C.07.04 Calculate mileage on a highway map.

C.08.00 Financial Literacy

Anchor Standard:

Develop a personal budget for a set income based on an individual career plan.

Competencies (Benchmarks):

- C.08.01 Investigate a variety of methods to purchase goods and services such as news paper, yellow pages, catalogs, internet, order forms, and related information.
- C.08.02 Interpret a variety of information such as advertisements, labels, coupons, charts, letters, articles, and/or price tags, to select goods and services.
- C.08.03 Investigate and calculate earnings based on a variety of reported differences for wages (for example: minutes spent working on two jobs, working two hourly wages, hourly and daily wages).
- C.08.04 Investigate and calculate personal banking statements and forms, such as deposit and withdrawal forms for accuracy, and calculate account balances using computer-generated bank statements.

- C.08.05 Calculate wage increases using figures from a comparison table and bar graphs.
- C.08.06 Calculate the amount of fines accrued for several driving violations.
- C.08.07 Compare costs for major purchases (for example: car, refrigerator).

Literacy Completion Point D

Level 6.0 – 8.9

HIGH INTERMEDIATE BASIC EDUCATION

D.01.00 Number Concepts

Anchor Standard:

Comprehend and apply basic number theory concepts, including primes, composites, factors and multiples.

Competencies (Benchmarks):

- D.01.01 Develop an understanding of and apply proportionality, including similarity.
- D.01.02 Recognize the structure of number systems other than the decimal number system (Roman number system).
- D.01.03 Solve real-world and mathematical problems with the help of estimating measurements (for example: length, time, weight/mass, temperature, money, perimeter, area, volume) in either U.S. system or metric units.

D.02.00 Geometry

Anchor Standard:

Apply a variety of strategies, geometric properties, and formulas for two- and three-dimensional shapes, such as triangles, cubes, and rectangular solids, to solve real-world and mathematical problems.

Competencies (Benchmarks):

- D.02.01 Illustrate the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.
- D.02.02 Apply a variety of strategies, geometric properties, and formulas for two- and three-dimensional shapes, such as triangles, cubes, and rectangular solids to solve real-world and mathematical problems.

D.03.00 Fractions and Decimals

Anchor Standard:

Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.

Competencies (Benchmarks):

- D.03.01 Add and subtract whole numbers, fractions, and mixed numbers with and without common denominators.
- D.03.02 Multiply and divide common mixed fractions, mixed numbers and whole numbers.

- D.03.03 Select the appropriate operation and solve specific problems involving fractions.
- D.03.04 Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.
- D.03.05 Multiply and divide a decimal by a whole number and/or another decimal.
- D.03.06 Select the appropriate operation and solve real-world problems involving decimals.

D.04.00 Ratios and Proportions

Anchor Standard:

Select the appropriate operation and solve real-world problems using ratios and/or proportions.

Competencies (Benchmarks):

- D.04.01 Read and write names, words, and standard numerals with ratios.
- D.04.02 Illustrate/comprehend the concept of ratio and proportion.
- D.04.03 Identify/comprehend concrete and symbolic representations of ratios in real world situations.
- D.04.04 Recognize that ratios can be represented in other equivalent forms.
- D.04.05 Produce the process of cross-multiplying to solve proportion.
- D.04.06 Solve real-world problems involving ratios and proportions.

D.05.00 Percents

Anchor Standard:

Convert percents to/from fractions, decimals, and percents.

Competencies (Benchmarks):

- D.05.01 Read and write names, words, and standard numerals with percents.
- D.05.02 Compare and differentiate the relative size of percents.
- D.05.03 Identify concrete and symbolic representations of percents in real-world situations.
- D.05.04 Recognize that percents can be represented in a variety of equivalent forms.
- D.05.05 Calculate a percent of a number.
- D.05.06 Calculate the total when a percent is given.
Example:
50% of 20 = 10
- D.05.07 Convert percents to/from fractions, decimals, and percents.
- D.05.08 Solve real-world problems involving percents.

D.06.00 **Algebra**

Anchor Standard:

Apply the Equality, Commutative, Associative, and Distributive properties to show expressions are equivalent.

Competencies (Benchmarks):

- D.06.01 Read and write names, words, and standard numerals with integers.
- D.06.02 Identify concrete and symbolic representations of integers to real-world situations.
Example: Temperature
- D.06.03 Locate integers using a number line.
- D.06.04 Compare and differentiate the relative size of integers.
- D.06.05 Add, subtract, multiply and divide integers.
- D.06.06 Select the appropriate operation to solve specific problems involving integers.
- D.06.07 Solve real-world problems involving integers.
- D.06.08 Calculate the square of numbers 1 – 20.
- D.06.09 Calculate the square roots of perfect squares.
- D.06.10 Apply place value concepts of grouping based on powers of 10 (1, 10, 100, 1000, 10,000, 100,000, 1,000,000).
- D.06.11 Solve simple problems by applying the algebraic order of operations.
- D.06.12 Write algebraic expressions (for example: $2x$; $2m - 10$).
- D.06.13 Solve one-step equations involving any mathematical operations.
Example: $x + 9 = 27$; $x/4 = 3$; $x - (-4) = 2$.
- D.06.14 Comprehend commutative and associative properties.
Example: $6 \times 2 = 2 \times 6$; $1 + 3 + 4 = 3 + 1 + 4$

D.07.00 **Geometry**

Anchor Standard:

Apply a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.

Competencies (Benchmarks):

- D.07.01 Apply and calculate using the properties of the following geometric shapes: circle, square, rectangle, triangle, parallelogram, pentagon, cube, rectangular solid, pyramid, cone, and cylinder.
- D.07.02 Recognize types of angles (acute, obtuse, straight, right).
- D.07.03 Recognize types of triangles (equilateral, right, scalene, isosceles).
- D.07.04 Know the number of degrees in a triangle and a quadrilateral.
- D.07.05 Label geometric figures using appropriate geometric vocabulary (parallel, perpendicular, similar, congruent).
- D.07.06 Apply geometric formulas for circumference, cubes, rectangular solids and cylinders.

D.08.00 Measurement

Anchor Standard:

Compare, contrast, and convert units of measure between different measurement systems, such as U.S. customary, metric, dimensions, and derived units to solve problems. (MA.7.G.4.4)

Competencies (Benchmarks):

- D.08.01 Solve linear measurement problems with inches, feet, or yards.
- D.08.02 Solve capacity problems with cups, pints, quarts, or gallons.
- D.08.03 Solve mass/weight problems with ounces, pounds, or tons.
- D.08.04 Convert within the metric system measures from one prefix to another such as deci, centi, and milli.
- D.08.05 Research a variety of instruments and tools, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.
- D.08.06 Predict capacity results such as mass and volume to check the reasonableness of data using a variety of estimation strategies.
- D.08.07 Solve real-world problems of length, perimeter, area, mass, volume, and capacity using estimation strategies.
- D.08.08 Solve real-world and mathematical problems with the help of estimating Measurements, such length, time, weight/mass, temperature, money, perimeter, area, volume, in either U.S. system or metric units.
- D.08.09 Predict capacity results such as mass and volume to check the reasonableness of data using a variety of estimation strategies.
- D.08.10 Solve real-world problems of length, perimeter, area, mass, volume, and capacity using estimation strategies.

D.09.00 Data Analysis

Anchor Standard:

Use tables, graphs, and models to represent, analyze, and solve real-world problems.

Competencies (Benchmarks):

- D.09.01 Solve real-world problems using data from charts and tables, such as determining tax on purchases using sales tax table or calculating tax from a withholding tax schedule or income tax schedule.
- D.09.02 Compare and differentiate the concepts of mean, median, and mode.
- D.09.03 Convert distances on a map using the map scale.
- D.09.04 Interpret a time zone map to determine the time in one location using a specified time in another time zone.

D.10.00 Financial Literacy

Anchor Standard:

Calculate short-term and long-term loans using interest rate, percentage down, payment rate, and the total purchase price.

Competencies (Benchmarks):

- D.10.01 Calculate and compare the unit price of food based on different sizes and brands using a calculator and/or pencil and paper.
- D.10.02 Calculate sales tax using the sales tax percentage rate and the total cost of a purchase.
- D.10.03 Compute percentage discounts and sale prices to determine final cost.
- D.10.04 Calculate and interpret interest and interest-earning savings plans.

Reading

Literacy Completion Point E

Level 0.0 – 1.9

BEGINNING ABE LITERACY

E.01.00 Prerequisite Skills to Reading

Anchor Standard:

Narrate a picture story in a sequence.

Competencies (Benchmarks):

- E.01.01 Recognize that symbols and words in environmental print convey meaning
Example:
Shapes and colors of signs; universal symbols
- E.01.02 Recognize that printed materials normally flow from left to right, top to bottom, front to back.
- E.01.03 Identify letters of the alphabet
- E.01.04 Recognize that letters make words.
- E.01.05 Recognize that words make sentences.
- E.01.06 Recognize that there are spaces between words.
- E.01.07 Recognize that words on the right hand page of a book start at the top left.
- E.01.08 Summarize a story read aloud.

E.02.00 Phonics/Word Analysis for Reading

Anchor Standard:

Recognize and recall the one-to-one correspondence between letters and sounds. (LA.K.1.4.1)

Competencies (Benchmarks):

- E.02.01 Identify letters of the alphabet.
- E.02.02 Identify single consonant sounds.
- E.02.03 Identify single vowels.
- E.02.04 Identify rhyming patterns.

- E.02.05 Identify and use repetition and rhyme in oral and written text.
- E.02.06 Understand that word choice can shape ideas, feelings, and actions.
- E.02.07 Identify the meaning of plural nouns.
- E.02.08 Identify possessives.
- E.02.09 Identify the period, question mark and exclamation point as ending punctuation marks.

E.03.00 Vocabulary Development

Anchor Standard:

Relate new vocabulary to life experiences and prior knowledge. (LA.K.1.6.6)

Competencies (Benchmarks):

- E.03.01 Identify basic sight words from the Dolch list or other lists appropriate for adult students.
- E.03.02 Explain the meanings of basic words used in context.
- E.03.03 Recognize personal information (for example: name, address, zip code, phone number, age).

E.04.00 Reading Comprehension

Anchor Standard:

The student will use background knowledge, supporting details from text, or another source to verify the accuracy of literal and evaluative information presented in reading selections. (LA.1.1.7.2)

Competencies (Benchmarks):

- E.04.01 Determine the main idea and factual details of a paragraph.
- E.04.02 Determine the sequence of events in a paragraph presented orally.
- E.04.03 Predict what a passage is about by its title and illustrations.
- E.04.04 Verify the accuracy of information in a passage (example: ask others; check another source).
- E.04.05 Differentiate between positive and negative sentences.
- E.04.06 Distinguish verbs denoting the past, present, or future.
- E.04.07 Distinguish between statements, questions, and exclamations.
- E.04.08 Distinguish between fact/opinion and fiction/nonfiction.

E.05.00 Literary Analysis

Anchor Standard:

Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.1.2.1.0)

Competencies (Benchmarks):

- E.05.01 Understand the story elements of setting, character, problem, and solution/resolution.
- E.05.02 Compare personal perspective in responding to a work of literature connecting text to self (personal connection), text to world (social connection), and text to text (comparison).
Example: relate characters and simple events in a story or biography to his/her own life.

Literacy Completion Point F
Level 2.0 – 3.9
BEGINNING BASIC EDUCATION

F.01.00 Phonics/Word Analysis for Reading

Anchor Standard:

Apply a variety of decoding strategies such as phonics and sight words to read text.

Competencies (Benchmarks):

- F.01.01 Identify vowels and consonants.
- F.01.02 Identify consonant blends.
- F.01.03 Identify consonant digraphs.
- F.01.04 Identify long and short vowel sounds.
- F.01.05 Identify vowel combinations.

F.02.00 Vocabulary Development

Anchor Standard:

Apply multiple strategies to expand vocabulary. (LA.3.1.6.0)

Competencies (Benchmarks):

- F.02.01 Identify frequently used words on the lists from an appropriate word list for adults, such as the Dolch Word List.
- F.02.02 Identify and define compound words.
- F.02.03 Identify root words, prefixes, and suffixes.
- F.02.04 Use context clues to determine meanings of unfamiliar words.
- F.02.05 Relate new vocabulary to familiar words.
- F.02.06 Use antonyms, synonyms, homophones, and homographs to determine meanings of words.
- F.02.07 Identify the meanings of abbreviations.

F.03.00 Literary Analysis

Anchor Standard:

Identify the main idea or essential message from a text and identify supporting information.

Competencies (Benchmarks):

- F.03.01 Identify words and construct meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.
- F.03.02 Answer “who,” “what,” “when,” “where,” “how,” and “why” questions concerning a wide range of texts, literary forms, and printed materials.
- F.03.03 Follow simple written directions.
- F.03.04 Recognize the characteristics of the paragraph and stanza (verse) forms in writings (for example: indentation, poetry spacing).

- F.03.05 Choose resource and reference tools to obtain information (for example: beginner’s dictionary, glossary, etc.).
- F.03.06 Distinguish between fiction and nonfiction.
- F.03.07 Recognize the function of introductory and concluding paragraphs in a passage.

F.04.00 Reading Comprehension

Anchor Standard:

Use a variety of strategies to comprehend literal, inferential, and evaluative information read in a variety of reading selections. (LA.3.1.7.0)

Competencies (Benchmarks):

- F.04.01 Identify a text’s features such as titles, subheadings, captions and illustrations to make and confirm predictions and establish a purpose for reading. (LA.3.1.7.1)
- F.04.02 Identify the author’s purpose, such as to inform, entertain, or explain, and how an author’s perspective influences text. (LA.3.1.7.2)
- F.04.03 Determine explicit ideas and information such as main idea, supporting details, implied message and inference, and order of events. (LA.3.1.7.3)
- F.04.04 Identify cause and effect relationships. (LA.3.1.7.4)
- F.04.05 Identify the text structure such as comparison/contrast, cause/effect, and the sequence of events, and explain the effects on text. (LA.3.1.7.5)
- F.04.06 Identify themes or topics across a variety of fiction and nonfiction selections. (LA.3.1.7.6)
- F.04.07 Compare and contrast elements, settings, characters, and problems in two or more reading selections. (LA.3.1.7.7)
- F.04.08 Use strategies to enhance comprehension when self-monitoring indicates confusion such as checking context clues, prediction, summarizing, questioning, and clarifying by checking other sources. (LA.3.1.7.8)

Literacy Completion Point G

Level 4.0 – 5.9

LOW INTERMEDIATE BASIC EDUCATION

G.01.00 Phonics/Word Analysis

Anchor Standard:

Use context clues and language structures to analyze words for correct pronunciation.

Competencies (Benchmarks):

- G.01.01 Define words with multiple-meanings.
- G.01.02 Use context clues to analyze words for correct pronunciation.
- G.01.03 Use language structure to read multisyllabic words in text. (LA.4.1.4.3)
- G.01.04 Adjust reading rate based on purpose, text difficulty, form, and style. (LA.4.1.5.2)

G.02.00 Vocabulary Development

Anchor Standard:

Utilize a variety of vocabulary words in content areas of instruction.

Competencies (Benchmarks):

- G.02.01 Use phonics and word structure to identify words and construct meaning.
- G.02.02 Apply antonyms, synonyms, homophones, and homographs to determine meanings of words. (LA.4.1.6.8)
- G.02.03 Classify nouns with similar characteristics under appropriate headings such as rose and daisy as flowers.
- G.04.04 Determine the meanings of words in context using example clues, direct explanation clues, synonym clues, and/or comparison and contrast clues.
- G.04.05 Identify the pronoun referent in a sentence or paragraph.

G.03.00 Reading Comprehension

Anchor Standard:

Use background knowledge of subject and related content area, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

Competencies (Benchmarks):

- G.03.01 Identify the text structure an author uses such as comparison/contrast, cause/effect, and sequence of events and explain the impact on text. (LA.5.1.7.5)
- G.03.02 Explain the purpose of text features such as format, graphics, diagrams, illustrations, charts, and maps, using prior knowledge to make and confirm predictions and establish a purpose for reading. (LA.5.1.7.1)
- G.03.03 Determine the main idea or essential message through inferring, paraphrasing, summarizing and identifying relevant details, and explain the impact on text. (LA.5.1.7.3)
- G.03.04 Interpret and follow complex, multi-step directions.
- G.03.05 Summarize or restate conclusions after oral and/or silent reading.
- G.03.06 Predict content and purpose of a reading selection by previewing table of contents, index, headings, captions, and illustrations.
- G.03.07 Make predictions using prior knowledge, pre-reading, and self-questioning strategies.
- G.03.08 Recognize the basic characteristics of fables, stories, and legends.
- G.03.09 Evaluate information from pictures, maps, signs, diagrams, tables, graphs, or schedules.
- G.03.10 Use print and electronic sources such as a dictionary, encyclopedia, atlas, newspaper, and thesaurus to obtain information for a specific task.
- G.03.11 Obtain appropriate information from an index and a table of contents.

G.04.00 Literary Analysis

Anchor Standard:

Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.5.2.1.0)

Competencies (Benchmarks):

- G.04.01 Identify features and characteristics that distinguish fiction and nonfiction writing.
Examples of fiction: drama, poetry, fables, and legends
Examples of nonfiction: biographies and essays
- G.04.02 Analyze how word choice can shape reactions, perceptions, and beliefs such as techniques used in media messages.
- G.04.03 Critique a literary text and provide supporting details.
- G.04.04 Distinguish between author's opinion and objective information.
- G.04.05 Compare and contrast the effects of language such as sensory words, rhymes, choice of vocabulary, and story structure (for example: patterns used in children's books used in a family literacy program).

Literacy Completion Point H

Level 6.0 – 8.9

HIGH INTERMEDIATE BASIC EDUCATION

H.01.00 Phonics/Word Analysis

Anchor Standard:

Demonstrate an awareness of the difference between the use of English in formal and informal settings.

Competencies (Benchmarks):

- H.01.01 Understand that there are patterns and rules that govern the semantic/grammatical structure of English.
- H.01.02 Demonstrate awareness that word choice is a powerful means by which culture and values are transmitted.
- H.01.03 Understand that acceptable language use and structure change over time.

H.02.00 Vocabulary Development

Anchor Standard:

Use advanced strategies to cultivate and expand the use of vocabulary in content areas.

Competencies (Benchmarks):

- H.02.01 Employ use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
- H.02.02 Identify and understand the meaning of advanced prefixes, suffixes, and root words.
- H.02.03 Distinguish denotative and connotative meanings of words.
- H.02.04 Identify the meaning of words and phrases derived from Greek and Latin Mythology such as mercurial and Achilles heel. (LA.6.1.6.11)
- H.02.05 Identify the meaning of frequently used words from other languages such as laissez faire and croissant. (LA.6.1.6.11)

H.03.00 Reading Comprehension

Anchor Standard:

Use advanced strategies such as pre-reading strategies, graphic representations, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. (LA.8.1.7.1)

Competencies (Benchmarks):

- H.03.01 Analyze a variety of text structures such as comparison/contrast, cause/effect, chronological order, argument/support, lists and text features such as main headings and subheadings, and explain their impact on meaning.
- H.03.02 Interpret information from a variety of reading selections and other printed materials.
- H.03.03 Evaluate the validity and accuracy of information by differentiating fact from opinion.
- H.03.04 Evaluate the appropriateness of information from a variety of print and electronic reference materials.
- H.03.05 Construct essays and reflections to demonstrate comprehension.

H.04.00 Literary Analysis

Anchor Standard:

Examine the characteristics of classic literature. Example: timelessness, dealing with universal themes and experiences, and cultural competence.

Competencies (Benchmarks):

- H.04.01 Use literary devices in the comprehension and creation of written, oral, or visual communications. Examples: voice, tone, diction, symbolisms.
- H.04.02 Identify language that shapes reactions, perceptions, and beliefs.
- H.04.03 Distinguish between emotional and logical argument.
- H.04.04 Examine the characteristics of classic literature (for example: timelessness, dealing with universal themes and experiences, and communicating across cultures).
- H.04.05 Identify the effects of the attitudes and values of a time period or culture on selected readings.
- H.04.06 Interpret literature by evaluating phrases, sentences, or passages, and correlate to current ways of life.
- H.04.07 Interpret various elements of reading selections (symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion, and point of view).
- H.04.08 Explain how meaning is conveyed in poetry through word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm.

Language Arts

Literacy Completion Point J Level 0.0-1.9 BEGINNING ABE LITERACY

J.01.00 Writing Process

Anchor Standard:

Recognize a four-step writing process that includes: prewriting strategies, writing a draft by maintaining focus on a single idea using supporting details, editing to revise, and refining the draft for clarity and effectiveness. (LA.1.3.2.0)

Competencies (Benchmarks):

- J.01.05 Identify the purposes of creative writing, informative writing, and persuasive writing.
- J.01.06 Identify a variety of prewriting strategies to generate ideas such as brainstorming, webbing, drawing, group discussions, maps, lists, and other activities. (LA.1.3.1.2)
- J.01.06 Organize details into a logical sequence that has a beginning, middle, and end. (LA.1.3.2.2)
- J.01.05 Revise by evaluating the draft for logical thinking, repetitive text, clarity, and specific details. (LA.1.3.3.1)

J.02.00 Language Conventions

Anchor Standard:

Apply standard language conventions in written communication.

Competencies (Benchmarks):

- J.02.01 Use capital letters for the first word in sentences, the pronoun “I”, and proper nouns such as names, days of the week, and months of the year.
- J.03.01 Use punctuation to end declarative, imperative, exclamatory, and interrogative sentences.
- J.03.02 Use a period to abbreviate titles.
Example: Mr., Ms., and Dr.

J.03.00 Grammatical Concepts and Rules

Anchor Standard:

Write statements and questions using appropriate word order with subject and verb agreement.

Competencies (Benchmarks):

- J.03.01 Identify sentences and non-sentences.
- J.03.02 Identify eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections.
- J.03.03 Identify simple subject and predicate of a sentence.
- J.03.04 Make subjects and verbs agree.
- J.03.05 Write statements and questions using appropriate word order.
Example: I would like to go on a bike ride. Would you like to go on a bike ride?

J.04.00 Writing Applications

Anchor Standard:

Develop and produce a basic three sentence paragraph demonstrating creative, informative, and persuasive writing.

Competencies (Benchmarks):

- J.04.01 Use the four-step writing process to write narratives that include main idea based on real or imagined events, characters, and sequence of events. (LA.1.4.1.1)
- J.04.02 Write simple stories, poems, rhymes or song lyrics. (LA.1.4.1.2)
- J.04.03 Write informational/expository forms such as lists, directions, recipes, labels, and instructions. (LA.1.4.2.1).
- J.04.04 Use pictures and text to explain their opinions such as persuading their favorite food should be everyone's favorite food. (LA.1.4.3.1)

J.05.00 Communicate Ideas and Information

Anchor Standard:

Recognize effective penmanship, listening, and speaking strategies. (LA.1.5.2.0)

Competencies (Benchmarks):

- J.05.01 Demonstrate manuscript and/or cursive by forming legible capital and lowercase letters in manuscript and cursive.
- J.05.02 Write words and sentences in manuscript and/or cursive.
- J.05.03 Write telephone numbers and simple words from dictation.
- J.05.04 Sign name in cursive.
- J.05.05 Demonstrate attentive listening by retelling specific details of information heard completing multi-step oral directions, and solve problems. (LA.1.5.2.1)
- J.05.06 Speak clearly and audibly in large or small group settings. (LA.1.5.2.2)
- J.05.07 Participate courteously in individual and group conversations such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker. (LA.1.5.2.6)
- J.05.08 Recognize formal and informal situations and use language appropriate to the situation. (LA.1.5.2.4)

J.06.00 Technology and Media Literacy

Anchor Standard:

Recognize available technology resources such as writing programs, digital cameras, drawing tools, and clip art to express thoughts, ideas and stories. (LA.1.6.4.1)

Competencies (Benchmarks):

- J.06.01 Recognize computer terms such as hardware, software, mouse, monitor, flash drive, power on, CD-Rom, cursor, and keyboard.
- J.06.02 Identify the parts of a computer such as mouse, keyboard, monitor, flash drive, and USB devices and demonstrate proper use and care of computer hardware and software.
- J.06.03 Recognize media and computer literacy as a life skill that is integral to informed decision making such as career opportunities.

Literacy Completion Point K
Level 2.0-3.9
BEGINNING BASIC EDUCATION

K.01.00 **Writing Process**

Anchor Standard:

Apply the four-step writing process by composing short writing pieces by making a plan for writing that includes the main idea and the purpose such as to entertain, to inform, or to communicate information. (LA.2.3.1.3)

Competencies (Benchmarks):

- K.01.01 Plan and develop the main idea and supporting details that describe or provide facts and/or opinions using a variety of prewriting strategies such as graphic organizers, KWL charts, and a writer's notebook/journal.
- K.01.02 Organize information into a logical sequence through the use of time-order words and cause and effect transitions.
- K.01.03 Revise and create interest by adding supporting details, dialogue, similes, and simple/complex sentence structures. (LA.3.3.3.2)
- K.01.04 Revise by creating clarity and logic by rearranging words, sentences, and paragraphs.

K.02.00 **Language Conventions**

Anchor Standard:

Apply basic capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.

Competencies (Benchmarks):

- K.02.01 Capitalize the greeting and closing of a letter.
- K.02.02 Use a comma between city and state and between the day of the month and the year, separate words in a series, and following greeting and closing of a friendly letter.
- K.02.03 Recognize the uses of the semi-colon and colon.
Examples: semi-colon to combine simple sentences and colon after the greeting of a business letter, to introduce a list, and to separate hours from minutes in time.
- K.02.04 Use an apostrophe to form contractions and to show ownership.

K.03.00 **Grammatical Concepts and Rules**

Anchor Standard:

Edit and revise draft writing correcting sentence structure and subject/verb agreement.

Competencies (Benchmarks):

- K.03.01 Identify the complete subject and complete predicate within different kinds of sentences.
- K.03.02 Write the singular and plural forms of nouns.
- K.03.03 Write sentences having compound subjects and compound predicates.

- K.03.04 Use appropriate forms of regular and irregular verbs
Examples: Am/is/are, was/were, has/have, go/went, and sell/sold
- K.03.05 Make nouns and pronouns agree.
- K.03.06 Distinguish use of the, a, and an.

K.04.00 Writing Applications

Anchor Standard:

Develop and produce a composition of at least two three sentence paragraphs demonstrating creative, informative, and persuasive writing.

Competencies (Benchmarks):

- K.04.01 Use the four-step writing process to compose narratives that include a main idea and descriptive details based on real or imagined events, characters, and events. (LA.2.4.1.1)
- K.04.02 Write simple stories, poems, rhymes or song lyrics. (LA.2.4.1.2)
- K.04.03 Write informational/expository forms such as lists, summaries, recipes, notes/messages, and instructions. (LA.2.4.2.1)
- K.04.04 Write simple directions to familiar locations using “left” and “right” and create a map that matches the directions. (LA.2.4.2.5)
- K.04.04 Write basic communications such as friendly letters and thank-you notes.
- K.04.05 Write a persuasive text such as an advertisement or paragraph that attempt to influence the reader. (LA.3.4.3.1)

K.05.00 Communicate Ideas and Information

Anchor Standard:

Apply effective penmanship, listening, and speaking strategies.

Competencies (Benchmarks):

- K.05.01 Demonstrate legible writing to communicate thought, ideas, and information.
- K.05.02 Use effective listening strategies to interpret information presented orally and seek clarification when needed.
- K.05.03 Speak with a variety of sentence structures using formal and informal language when communicating.
- K.05.04 Present a written assignment orally maintaining eye contact and gestures to enhance communication.

K.06.00 Technology and Media Literacy

Anchor Standard:

Comprehend a variety of informational text that is part of our day to day experiences.

Competencies (Benchmarks):

- K.06.01 Recognize media literacy is a systematic process for collecting, processing, and presenting information.
- K.06.02 Apply available technology resources such as writing programs, digital cameras, drawing tools, and clip art to express thoughts, ideas and stories. (LA.1.6.4.1)
- K.06.03 Access a web address to research information for writing.

- K.06.04 Utilize word processing software to compose written communication.
- K.06.05 Create and save documents.
- K.06.06 Demonstrate proper keyboarding techniques while using an instructional program.

Literacy Completion Point M

Level 4.0-5.9

LOW INTERMEDIATE BASIC EDUCATION

M.01.00 Writing Process

Anchor Standard:

Publish a final product that may include pictures and diagrams after a developing a writing piece utilizing a four-step writing process that includes prewriting strategies, write a draft, editing strategies to revise and refine. (LA.4.3.5.0)

Competencies (Benchmarks):

- M.01.01 Pre-write by organizing ideas using strategies and tools such as technology to make a plan for writing that prioritizes ideas, addresses the main idea and follows a logical sequence. (LA.4.3.1.3)
- M.01.02 Write a draft by using a prewriting plan and include ample supporting details that show an understanding of facts and/or opinions. (LA.4.3.2.1)
- M.01.03 Create interesting leads through the use of quotations, questions, or descriptions. (LA.4.3.2.3)
- M.01.04 Revise and edit a draft for point of view, sentence variation, deleting extraneous or repetitious information, and use a variety of language techniques to express ideas such as imagery, simile, and metaphor. (LA.4.3.2.4)
- M.01.05 Publish a visually pleasing document utilizing elements of spacing and design to enhance the appearance of the document and add graphics where appropriate. (LA.4.3.5.2)

M.02.00 Language Conventions

Anchor Standard:

Self-correct and edit written communication for correct spelling, capitalization, punctuation, and subject/verb agreement.

Competencies (Benchmarks):

- M.02.01 Edit spelling using print and/or electronic dictionary, thesaurus, or other resources. (LA.4.3.4.1)
- M.02.02 Capitalize proper nouns including titles, initials, and words used as someone's name such as Uncle Jim, Mom, Dad, and Jr. (LA.4.3.4.2)
- M.02.03 Use punctuation at the end of a sentence, apostrophes to show possessives, commas, colons, and quotation marks in dialogue. (LA.4.3.4.3)

M.03.00 **Grammatical Concepts and Rules**

Anchor Standard:

Use present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns and demonstrative pronouns and conjunctions. (LA.4.3.4.5)

Competencies (Benchmarks):

- M.03.01 Differentiate the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, interjections in texts.
- M.03.02 Distinguish present, past, and future tenses of regular and irregular verbs.
- M.03.03 Use irregular plural nouns, prefixes, and suffixes.
- M.03.04 Use nominative and objective cases.
- M.03.05 Identify phrases, independent and dependent clauses.
- M.03.06 Write complex sentences with subject/verb agreement and noun/pronoun agreement.
- M.03.07 Write paragraphs with transitional expressions

M.04.00 **Writing Applications**

Anchor Standard:

Develop and produce a multi-paragraph compositions that demonstrates creative, informative, and persuasive writing.

Competencies (Benchmarks):

- M.04.01 Compose narratives that characters, setting, plot, sensory details, a logical sequence of events and a context to enable the reader to imagine the event or experience. (LA.4.4.1.1)
- M.04.02 Write a variety of expressive forms such as a short story, poetry, skit, and song lyrics that employ simile, metaphor, personification, rhythm, dialog, characterizations, and plot. (LA.4.4.1.2)
- M.04.03 Write informational/expository forms such as procedures, summaries, recipes, notes/messages, and how-to-do instructions. (LA.4.4.2.1)
- M.04.04 Write simple directions to familiar locations using cardinal directions, landmarks, distances, and create an accompanying map. (LA.4.4.2.5)
- M.04.04 Write a variety of communications such as friendly letters, formal letters, messages, invitations, and thank-you notes that have a clearly stated purpose and include the date, proper salutation, body, closing, and signature. (LA.4.4.2.4)
- M.04.05 Write a persuasive text such as an essay or letter that establishes and develops a controlling idea, supporting arguments, and emotional appeal for the validity of the proposed opinion/idea and provide detailed evidence. (LA.4.4.3.1)

M.05.00 Communicate Ideas and Information

Anchor Standard:

Demonstrate effective oral and written communication skills through legible penmanship, listening skills, and speaking strategies in a variety of situations.

Competencies (Benchmarks):

- M.05.01 Engage in the writing process to communicate ideas and experiences using legible penmanship and technology.
- M.05.02 Listen attentively to a speaker, take notes when needed, and ask questions to ensure accuracy of information.
- M.05.03 Participate and lead a group discussion.
- M.05.04 Describe effective job interviewing skills.

M.06.00 Technology and Media Literacy

Anchor Standard:

Select and use technology available to enhance communication and achieve a purpose such as publishing and presenting. (LA.5.6.1)

Competencies (Benchmarks):

- M.06.01 Use digital tools such as word processing, multimedia, web tools, and graphic organizers for publishing and presenting. (LA.5.6.4.2)
- M.06.02 Use computer directories to locate files.
- M.06.05 Retrieve and interpret information from a Website.
- M.06.04 Examine how ideas are presented in print and non-print media and identify logical reasoning and propaganda. (LA.5.6.3.1)
- M.06.05 Use a variety of print and electronic sources to gather information effectively.
- M.06.06 Recognize ethical practices such as copyrights and plagiarism. (LA.5.6.2.4)

Literacy Completion Point N

Level 6.0-8.9

HIGH INTERMEDIATE BASIC EDUCATION

N.01.00 Writing Process

Anchor Standard:

Use a systematic process for the collection, processing, and presenting information. (LA.7.6.2.0)

Competencies (Benchmarks):

- N.01.01 Analyze language techniques of professional authors to enhance descriptive language and word choice such as point of view and establishing mood. (LA.6.3.3.10)
- N.01.02 Compare and contrast the writing strategies for reporting on a research topic.
- N.01.03 Select a topic for inquiry, formulate a search plan, and write a short informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence and a concluding statement. (LA.5.6.2.3)
- N.01.04 Use prewriting strategies such as Venn Diagram, story map, plot pyramid, and outline. (LA.7.3.1.3)

- N.01.05 Write a draft expressing ideas through multiple language techniques such as foreshadowing, imagery, simile, metaphor, sensory language, connotation, and denotation. (LA.6.3.3.3)
- N.01.06 Revise by creating clarity and logic by rearranging paragraphs, adding transitional words, incorporating sources directly and indirectly, using appropriate generalizations, and connecting the conclusion to ending.

N.02.00 Language Conventions

Anchor Standard:

Apply advanced capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.

Competencies (Benchmarks):

- N.02.01 Edit for correct use of spelling rules, root words, suffixes and prefixes.
- N.02.02 Capitalize major words in titles of books, plays, movies, television programs, regional names, and historical events. (LA.6.3.4.2)
- N.02.03 Punctuate complex sentences, appositives and appositive phrases, and quotations for cited sources. (LA.6.3.4.3)
- N.02.04 Edit for correct use of the eight parts of speech in complex sentences. (LA.6.3.4.4)

N.03.00 Grammatical Concepts and Rules

Anchor Standard:

Apply advance grammatical rules to written compositions.

Competencies (Benchmarks):

- N.03.01 Use the nominative and objective cases of pronouns (she/her).
- N.03.02 Explore how the parts of a sentence create meaning in a sentence (phrases used as adverbs, subordination of independent clauses).
- N.03.03 Diagram sentences to identify the noun, verb, adjectives, adverbs, direct objects, indirect objects and their purpose in a sentence.

N.04.00 Writing Applications

Anchor Standard:

Develop and produce complex compositions that demonstrating creative, informative, and persuasive writing.

Competencies (Benchmarks):

- N.04.01 Compose narratives with an engaging plot that includes rising action, conflict, climax, falling action, and resolution, include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone. (LA.6.4.1.1)
- N.04.02 Write a variety of expressive forms such as a short play, historic fiction, limerick, poetry, skit, and song lyrics that employ simile, metaphor, personification, rhythm, dialogue, characterizations, and appropriate format. (LA.6.4.1.2)
- N.04.03 Write informational/expository forms such as procedures, summaries, assembly instructions, and observations. (LA.6.4.2.1)

- N.04.04 Write simple directions to unfamiliar locations using cardinal and ordinal directions, landmarks, distances, and create an accompanying map. (LA.6.4.2.5)
- N.04.04 Write a variety of informal communications such as friendly letters, messages, invitations, and thank-you notes and formal communications business letters and invitations that follow a format and that have clearly stated purpose and include the date, proper salutation, body, closing, and signature. (LA.6.4.2.4)
- N.04.05 Write a persuasive text such as an advertisement, essay, speech, public service announcement that establishes and develops a controlling idea, supporting arguments, emotional appeal, hyperbole, appeal to authority and celebrity endorsement. (LA.6.4.3.1)

N.05.00 Communicate Ideas and Information

Anchor Standard:

Apply advanced listening and speaking skills to communicate ideas and information.

Competencies (Benchmarks):

- N.05.01 Use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of the previous speaker, respecting the viewpoints of others, and identifying bias or faulty logic. (LA.7.5.2.1)
- N.05.02 Analyze persuasive techniques in both formal and informal speech.

N.06.00 Technology and Media Literacy

Anchor Standard:

Use advanced technology available to pre-write, draft, edit and revise, and publish written documents.

Competencies (Benchmarks):

- N.06.01 Use the computer and internet to research a topic and document sources used in research.
- N.06.02 Save documents to an external storage device such as a flash drive.
- N.06.03 Understand the importance of legal and ethical practices such as libel, slander, copyright, and plagiarism in the use of mass media and digital sources.

**Florida Department of Education
Curriculum Framework**

Program Title: Adult Basic Education (ABE)
Program Type: Adult Basic Education Language Arts
Career Cluster: N/A

ADULT GENERAL EDUCATION	
Program Number	99000003
CIP Number	1532.0102000
Grade Level	0.0 – 8.9
Standard Length	900 to 1500 hours
Teacher Certification	Bachelor's degree or higher

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the eighth-grade level. The content develops basic literacy skills in all areas of knowledge.

The content includes but is not limited to Reading, Language Arts, and Mathematics.

Program Structure

Comprehensive Adult Basic Education is a non-credit course designed to develop literacy skills necessary to be a successful worker, citizen and family member. Comprehensive Adult Basic Education prepares students to enroll in GED preparation courses. A student enrolled in the Comprehensive ABE program may be receiving instruction in one or more content areas; mathematics, language or reading.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal funding and Literacy Completion Points (LCPs) for state funding. Progress through levels (EFLs and/or LCPs) must be measured by approved validation methods in accordance with Rule 6A-6.014(5), FAC. It is the teacher's job to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. Though a student need not master 100% of the benchmarks to demonstrate proficiency in a standard, a student must demonstrate proficiency in 100% of the standards to earn an education gain (EFL and/or LCP).

The following hours are recommended program lengths for each level demonstrating an earned performance gain. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended. Students in the comprehensive program may enroll in more than one content area simultaneously but not in more than one level of each content area at the same time. Each content area that a student is

enrolled in determines program length. For example: A student enrolled in basic reading and basic language may be recommended for 900 hours of instruction.

The following table illustrates the program structure:

Course Number	Course Title	Length	Level
9900003	Language Arts – Beginning ABE Literacy	450 hours	0.0 – 1.9
	Language Arts – Beginning Basic Education	450 hours	2.0 – 3.9
	Language Arts – Low Intermediate Basic Education	300 hours	4.0 – 5.9
	Language Arts – High Intermediate Basic Education	300 hours	6.0 – 8.9

Special Notes

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several performance standards.

All activities are developed to be done either individually or in groups.

The computer skills are not required, as access to computer technology is not provided to every student. The computer sections are optional and will not be necessary to earn Educational Functioning Levels (EFLs) and/or Literacy Completion Points (LCPs).

The performance standards and benchmarks have been developed to facilitate progression and documentation of learning gains. Benchmarks or standards may be repeated at multiple levels (EFLs and/or LCPs). This is purposeful since: (1) proficiency in certain skills is judged to require more time than is available in one level; (2) the quality of performance expected on certain standards increases with progression through the levels, the use of punctuation, for example, at the end of Level C (5.9) should be more proficient than at the end of Level B (3.9) but should occur at both levels; and (3) instruction for skills of critical importance must be offered any student needing to learn that skill, even students entering at the intermediate or functional levels.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in **such areas as** instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Career and Education Planning

The following career development standards should be integrated into Adult Basic Education framework. Students can access Florida *CHOICES* or a comparable system for career exploration and planning activities.

The following is the list of standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

Standards

After successfully completing this program, the student will be able to perform the following:

Literacy Completion Point J

Level 0.0-1.9

BEGINNING ABE LITERACY

- J.01.00 Writing Process
Recognize a four-step writing process that includes prewriting strategies, write a draft by maintaining focus on a single idea using supporting details, editing to revise, and refine the draft for clarity and effectiveness. (LA.1.3.2.0)
- J.02.00 Language Conventions
Apply standard language conventions in written communication.
- J.03.00 Grammatical Concepts and Rules
Write statements and questions using appropriate word order with subject and verb agreement.
- J.04.00 Writing Applications
Develop and produce a basic three sentence paragraph demonstrating creative, informative, and persuasive writing.
- J.05.00 Communicate Ideas and Information
Recognize effective penmanship, listening, and speaking strategies. (LA.1.5.2.0)
- J.06.00 Technology and Media Literacy
Recognize available technology resources such as writing programs, digital cameras, drawing tools, and clip art to express thoughts, ideas and stories. (LA.1.6.4.1)

Literacy Completion Point K

Level 2.0-3.9

BEGINNING BASIC EDUCATION

- K.01.00 Writing Process
Apply the four-step writing process by composing short writing pieces by making a plan for writing that includes the main idea and the purpose such as to entertain, to inform, or to communicate information. (LA.2.3.1.3)

- K.02.00 Language Conventions
Apply basic capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.
- K.03.00 Grammatical Concepts and Rules
Edit and revise draft writing correcting sentence structure and subject/verb agreement.
- K.04.00 Writing Applications
Develop and produce a composition of at least two three sentence paragraphs demonstrating creative, informative, and persuasive writing.
- K.05.00 Communicate Ideas and Information
Apply effective penmanship, listening, and speaking strategies.
- K.06.00 Technology and Media Literacy
Comprehend a variety of informational text that is part of our day to day experiences.

Literacy Completion Point M

Level 4.0-5.9

LOW INTERMEDIATE BASIC EDUCATION

- M.01.00 Writing Process
Publish a final product that may include pictures and diagrams after developing a writing piece utilizing a four-step writing process that includes prewriting strategies, write a draft, editing strategies to revise and refine. (LA.4.3.5.0)
- M.02.00 Language Conventions
Self-correct and edit written communication for correct spelling, capitalization, punctuation, and subject/verb agreement.
- M.03.00 Grammatical Concepts and Rules
Use present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns and demonstrative pronouns and conjunctions. (LA.4.3.4.5)
- M.04.00 Writing Applications
Develop and produce multi-paragraph compositions that demonstrates creative, informative, and persuasive writing.
- M.05.00 Communicate Ideas and Information
Demonstrate effective oral and written communication skills through legible penmanship, listening skills, and speaking strategies in a variety of situations.
- M.06.00 Technology and Media Literacy
Select and use technology available to enhance communication and achieve a purpose such as publishing and presenting. (LA.5.6.1)

Literacy Completion Point N
Level 6.0-8.9
HIGH INTERMEDIATE BASIC EDUCATION

- N.01.00 Writing Process
Use a systematic process for collecting, processing, and presenting information.
(LA.7.6.2.0)
- N.02.00 Language Conventions
Apply advanced capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.
- N.03.00 Grammatical Concepts and Rules
Apply advance grammatical rules to written compositions.
- N.04.00 Writing Applications
Develop and produce complex compositions demonstrating creative, informative, and persuasive writing.
- N.05.00 Communicate Ideas and Information
Apply advanced listening and speaking skills to communicate ideas and information.
- N.06.00 Technology and Media Literacy
Use advanced technology available to pre-write, draft, edit, revise, and publish written documents.

Florida Department of Education
Student Performance Standards

Course Title: Language Arts
Course Number: 9900003
Course Credit: Not Applicable

Course Description:

After successfully completing appropriate course(s) for each literacy level of this program, the student will be able to demonstrate proficiency in oral and written language skills and perform the following:

Literacy Completion Point J
Level 0.0-1.9
BEGINNING ABE LITERACY

J.01.00 **Writing Process**

Anchor Standard:

Recognize a four-step writing process that includes: prewriting strategies, writing a draft by maintaining focus on a single idea using supporting details, editing to revise, and refining the draft for clarity and effectiveness. (LA.1.3.2.0)

Competencies (Benchmarks):

- J.01.05 Identify the purposes of creative writing, informative writing, and persuasive writing.
- J.01.06 Identify a variety of prewriting strategies to generate ideas such as brainstorming, webbing, drawing, group discussions, maps, lists, and other activities. (LA.1.3.1.2)
- J.01.06 Organize details into a logical sequence that has a beginning, middle, and end. (LA.1.3.2.2)
- J.01.05 Revise by evaluating the draft for logical thinking, repetitive text, clarity, and specific details. (LA.1.3.3.1)

J.02.00 **Language Conventions**

Anchor Standard:

Apply standard language conventions in written communication.

Competencies (Benchmarks):

- J.02.01 Use capital letters for the first word in sentences, the pronoun “I”, and proper nouns such as names, days of the week, and months of the year.
- J.03.01 Use punctuation to end declarative, imperative, exclamatory, and interrogative sentences.
- J.03.02 Use a period to abbreviate titles.
Example: Mr., Ms., and Dr.

J.03.00 **Grammatical Concepts and Rules**

Anchor Standard:

Write statements and questions using appropriate word order with subject and verb agreement.

Competencies (Benchmarks):

- J.03.01 Identify sentences and non-sentences.
- J.03.02 Identify eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections.
- J.03.03 Identify simple subject and predicate of a sentence.
- J.03.04 Make subjects and verbs agree.
- J.03.05 Write statements and questions using appropriate word order.
Example: I would like to go on a bike ride. Would you like to go on a bike ride?

J.04.00 **Writing Applications**

Anchor Standard:

Develop and produce a basic three sentence paragraph demonstrating creative, informative, and persuasive writing.

Competencies (Benchmarks):

- J.04.01 Use the four-step writing process to write narratives that include main idea based on real or imagined events, characters, and sequence of events. (LA.1.4.1.1)
- J.04.02 Write simple stories, poems, rhymes or song lyrics. (LA.1.4.1.2)
- J.04.03 Write informational/expository forms such as lists, directions, recipes, labels, and instructions. (LA.1.4.2.1).
- J.04.04 Use pictures and text to explain their opinions such as persuading their favorite food should be everyone's favorite food. (LA.1.4.3.1)

J.05.00 **Communicate Ideas and Information**

Anchor Standard:

Recognize effective penmanship, listening, and speaking strategies. (LA.1.5.2.0)

Competencies (Benchmarks):

- J.05.01 Demonstrate manuscript and/or cursive by forming legible capital and lowercase letters in manuscript and cursive.
- J.05.02 Write words and sentences in manuscript and/or cursive.
- J.05.03 Write telephone numbers and simple words from dictation.
- J.05.04 Sign name in cursive.
- J.05.05 Demonstrate attentive listening by retelling specific details of information heard completing multi-step oral directions, and solve problems. (LA.1.5.2.1)
- J.05.06 Speak clearly and audibly in large or small group settings. (LA.1.5.2.2)
- J.05.07 Participate courteously in individual and group conversations such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker. (LA.1.5.2.6)
- J.05.08 Recognize formal and informal situations and use language appropriate to the situation. (LA.1.5.2.4)

J.06.00 Technology and Media Literacy

Anchor Standard:

Recognize available technology resources such as writing programs, digital cameras, drawing tools, and clip art to express thoughts, ideas and stories. (LA.1.6.4.1)

Competencies (Benchmarks):

- J.06.01 Recognize computer terms such as hardware, software, mouse, monitor, flash drive, power on, CD-Rom, cursor, and keyboard.
- J.06.02 Identify the parts of a computer such as mouse, keyboard, monitor, flash drive, and USB devices and demonstrate proper use and care of computer hardware and software.
- J.06.03 Recognize media and computer literacy as a life skill that is integral to informed decision making such as career opportunities.

Literacy Completion Point K

Level 2.0-3.9

BEGINNING BASIC EDUCATION

K.01.00 Writing Process

Anchor Standard:

Apply the four-step writing process by composing short writing pieces by making a plan for writing that includes the main idea and the purpose such as to entertain, to inform, or to communicate information. (LA.2.3.1.3)

Competencies (Benchmarks):

- K.01.01 Plan and develop the main idea and supporting details that describe or provide facts and/or opinions using a variety of prewriting strategies such as graphic organizers, KWL charts, and a writer's notebook/journal.
- K.01.02 Organize information into a logical sequence through the use of time-order words and cause and effect transitions.
- K.01.03 Revise and create interest by adding supporting details, dialogue, similes, and simple/complex sentence structures. (LA.3.3.3.2)
- K.01.04 Revise by creating clarity and logic by rearranging words, sentences, and paragraphs.

K.02.00 Language Conventions

Anchor Standard:

Apply basic capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.

Competencies (Benchmarks):

- K.02.01 Capitalize the greeting and closing of a letter.
- K.02.02 Use a comma between city and state and between the day of the month and the year, separate words in a series, and following greeting and closing of a friendly letter.

- K.02.03 Recognize the uses of the semi-colon and colon.
Examples: semi-colon to combine simple sentences and colon after the greeting of a business letter, to introduce a list, and to separate hours from minutes in time.
- K.02.04 Use an apostrophe to form contractions and to show ownership.

K.03.00 Grammatical Concepts and Rules

Anchor Standard:

Edit and revise draft writing correcting sentence structure and subject/verb agreement.

Competencies (Benchmarks):

- K.03.01 Identify the complete subject and complete predicate within different kinds of sentences.
- K.03.02 Write the singular and plural forms of nouns.
- K.03.03 Write sentences having compound subjects and compound predicates.
- K.03.04 Use appropriate forms of regular and irregular verbs
Examples: Am/is/are, was/were, has/have, go/went, and sell/sold
- K.03.05 Make nouns and pronouns agree.
- K.03.06 Distinguish use of the, a, and an.

K.04.00 Writing Applications

Anchor Standard:

Develop and produce a composition of at least two three sentence paragraphs demonstrating creative, informative, and persuasive writing.

Competencies (Benchmarks):

- K.04.01 Use the four-step writing process to compose narratives that include a main idea and descriptive details based on real or imagined events, characters, and events. (LA.2.4.1.1)
- K.04.02 Write simple stories, poems, rhymes or song lyrics. (LA.2.4.1.2)
- K.04.03 Write informational/expository forms such as lists, summaries, recipes, notes/messages, and instructions. (LA.2.4.2.1)
- K.04.04 Write simple directions to familiar locations using “left” and “right” and create a map that matches the directions. (LA.2.4.2.5)
- K.04.04 Write basic communications such as friendly letters and thank-you notes.
- K.04.05 Write a persuasive text such as an advertisement or paragraph that attempt to influence the reader. (LA.3.4.3.1)

K.05.00 Communicate Ideas and Information

Anchor Standard:

Apply effective penmanship, listening, and speaking strategies.

Competencies (Benchmarks):

- K.05.01 Demonstrate legible writing to communicate thought, ideas, and information.
- K.05.02 Use effective listening strategies to interpret information presented orally and seek clarification when needed.

- K.05.03 Speak with a variety of sentence structures using formal and informal language when communicating.
- K.05.04 Present a written assignment orally maintaining eye contact and gestures to enhance communication.

K.06.00 Technology and Media Literacy

Anchor Standard:

Comprehend a variety of informational text that is part of our day to day experiences.

Competencies (Benchmarks):

- K.06.01 Recognize media literacy is a systematic process for collecting, processing, and presenting information.
- K.06.02 Apply available technology resources such as writing programs, digital cameras, drawing tools, and clip art to express thoughts, ideas and stories. (LA.1.6.4.1)
- K.06.03 Access a web address to research information for writing.
- K.06.04 Utilize word processing software to compose written communication.
- K.06.05 Create and save documents.
- K.06.06 Demonstrate proper keyboarding techniques while using an instructional program.

Literacy Completion Point M

Level 4.0-5.9

LOW INTERMEDIATE BASIC EDUCATION

M.01.00 Writing Process

Anchor Standard:

Publish a final product that may include pictures and diagrams after a developing a writing piece utilizing a four-step writing process that includes prewriting strategies, write a draft, editing strategies to revise and refine. (LA.4.3.5.0)

Competencies (Benchmarks):

- M.01.01 Pre-write by organizing ideas using strategies and tools such as technology to make a plan for writing that prioritizes ideas, addresses the main idea and follows a logical sequence. (LA.4.3.1.3)
- M.01.02 Write a draft by using a prewriting plan and include ample supporting details that show an understanding of facts and/or opinions. (LA.4.3.2.1)
- M.01.03 Create interesting leads through the use of quotations, questions, or descriptions. (LA.4.3.2.3)
- M.01.04 Revise and edit a draft for point of view, sentence variation, deleting extraneous or repetitious information, and use a variety of language techniques to express ideas such as imagery, simile, and metaphor. (LA.4.3.2.4)
- M.01.05 Publish a visually pleasing document utilizing elements of spacing and design to enhance the appearance of the document and add graphics where appropriate. (LA.4.3.5.2)

M.02.00 **Language Conventions**

Anchor Standard:

Self-correct and edit written communication for correct spelling, capitalization, punctuation, and subject/verb agreement.

Competencies (Benchmarks):

- M.02.01 Edit spelling using print and/or electronic dictionary, thesaurus, or other resources. (LA.4.3.4.1)
- M.02.02 Capitalize proper nouns including titles, initials, and words used as someone's name such as Uncle Jim, Mom, Dad, and Jr. (LA.4.3.4.2)
- M.02.03 Use punctuation at the end of a sentence, apostrophes to show possessives, commas, colons, and quotation marks in dialogue. (LA.4.3.4.3)

M.03.00 **Grammatical Concepts and Rules**

Anchor Standard:

Use present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns and demonstrative pronouns and conjunctions. (LA.4.3.4.5)

Competencies (Benchmarks):

- M.03.01 Differentiate the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, interjections in texts.
- M.03.02 Distinguish present, past, and future tenses of regular and irregular verbs.
- M.03.03 Use irregular plural nouns, prefixes, and suffixes.
- M.03.04 Use nominative and objective cases.
- M.03.05 Identify phrases, independent and dependent clauses.
- M.03.06 Write complex sentences with subject/verb agreement and noun/pronoun agreement.
- M.03.07 Write paragraphs with transitional expressions

M.04.00 **Writing Applications**

Anchor Standard:

Develop and produce a multi-paragraph compositions that demonstrates creative, informative, and persuasive writing.

Competencies (Benchmarks):

- M.04.01 Compose narratives that characters, setting, plot, sensory details, a logical sequence of events and a context to enable the reader to imagine the event or experience. (LA.4.4.1.1)
- M.04.02 Write a variety of expressive forms such as a short story, poetry, skit, and song lyrics that employ simile, metaphor, personification, rhythm, dialog, characterizations, and plot. (LA.4.4.1.2)
- M.04.03 Write informational/expository forms such as procedures, summaries, recipes, notes/messages, and how-to-do instructions. (LA.4.4.2.1)
- M.04.04 Write simple directions to familiar locations using cardinal directions, landmarks, distances, and create an accompanying map. (LA.4.4.2.5)

- M.04.04 Write a variety of communications such as friendly letters, formal letters, messages, invitations, and thank-you notes that have a clearly stated purpose and include the date, proper salutation, body, closing, and signature. (LA.4.4.2.4)
- M.04.05 Write a persuasive text such as an essay or letter that establishes and develops a controlling idea, supporting arguments, and emotional appeal for the validity of the proposed opinion/idea and provide detailed evidence. (LA.4.4.3.1)

M.05.00 Communicate Ideas and Information

Anchor Standard:

Demonstrate effective oral and written communication skills through legible penmanship, listening skills, and speaking strategies in a variety of situations.

Competencies (Benchmarks):

- M.05.01 Engage in the writing process to communicate ideas and experiences using legible penmanship and technology.
- M.05.02 Listen attentively to a speaker, take notes when needed, and ask questions to ensure accuracy of information.
- M.05.03 Participate and lead a group discussion.
- M.05.04 Describe effective job interviewing skills.

M.06.00 Technology and Media Literacy

Anchor Standard:

Select and use technology available to enhance communication and achieve a purpose such as publishing and presenting. (LA.5.6.1)

Competencies (Benchmarks):

- M.06.01 Use digital tools such as word processing, multimedia, web tools, and graphic organizers for publishing and presenting. (LA.5.6.4.2)
- M.06.02 Use computer directories to locate files.
- M.06.05 Retrieve and interpret information from a Website.
- M.06.04 Examine how ideas are presented in print and non-print media and identify logical reasoning and propaganda. (LA.5.6.3.1)
- M.06.05 Use a variety of print and electronic sources to gather information effectively.
- M.06.06 Recognize ethical practices such as copyrights and plagiarism. (LA.5.6.2.4)

Literacy Completion Point N

Level 6.0-8.9

HIGH INTERMEDIATE BASIC EDUCATION

N.01.00 Writing Process

Anchor Standard:

Use a systematic process for the collection, processing, and presenting information. (LA.7.6.2.0)

Competencies (Benchmarks):

- N.01.01 Analyze language techniques of professional authors to enhance descriptive language and word choice such as point of view and establishing mood. (LA.6.3.3.10)

- N.01.02 Compare and contrast the writing strategies for reporting on a research topic.
- N.01.03 Select a topic for inquiry, formulate a search plan, and write a short informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence and a concluding statement. (LA.5.6.2.3)
- N.01.04 Use prewriting strategies such as Venn Diagram, story map, plot pyramid, and outline. (LA.7.3.1.3)
- N.01.05 Write a draft expressing ideas through multiple language techniques such as foreshadowing, imagery, simile, metaphor, sensory language, connotation, and denotation. (LA.6.3.3.3)
- N.01.06 Revise by creating clarity and logic by rearranging paragraphs, adding transitional words, incorporating sources directly and indirectly, using appropriate generalizations, and connecting the conclusion to ending.

N.02.00 Language Conventions

Anchor Standard:

Apply advanced capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.

Competencies (Benchmarks):

- N.02.01 Edit for correct use of spelling rules, root words, suffixes and prefixes.
- N.02.02 Capitalize major words in titles of books, plays, movies, television programs, regional names, and historical events. (LA.6.3.4.2)
- N.02.03 Punctuate complex sentences, appositives and appositive phrases, and quotations for cited sources. (LA.6.3.4.3)
- N.02.04 Edit for correct use of the eight parts of speech in complex sentences. (LA.6.3.4.4)

N.03.00 Grammatical Concepts and Rules

Anchor Standard:

Apply advance grammatical rules to written compositions.

Competencies (Benchmarks):

- N.03.01 Use the nominative and objective cases of pronouns (she/her).
- N.03.02 Explore how the parts of a sentence create meaning in a sentence (phrases used as adverbs, subordination of independent clauses).
- N.03.03 Diagram sentences to identify the noun, verb, adjectives, adverbs, direct objects, indirect objects and their purpose in a sentence.

N.04.00 Writing Applications

Anchor Standard:

Develop and produce complex compositions that demonstrating creative, informative, and persuasive writing.

Competencies (Benchmarks):

- N.04.01 Compose narratives with an engaging plot that includes rising action, conflict, climax, falling action, and resolution, include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone. (LA.6.4.1.1)

- N.04.02 Write a variety of expressive forms such as a short play, historic fiction, limerick, poetry, skit, and song lyrics that employ simile, metaphor, personification, rhythm, dialogue, characterizations, and appropriate format. (LA.6.4.1.2)
- N.04.03 Write informational/expository forms such as procedures, summaries, assembly instructions, and observations. (LA.6.4.2.1)
- N.04.04 Write simple directions to unfamiliar locations using cardinal and ordinal directions, landmarks, distances, and create an accompanying map. (LA.6.4.2.5)
- N.04.04 Write a variety of informal communications such as friendly letters, messages, invitations, and thank-you notes and formal communications business letters and invitations that follow a format and that have clearly stated purpose and include the date, proper salutation, body, closing, and signature. (LA.6.4.2.4)
- N.04.05 Write a persuasive text such as an advertisement, essay, speech, public service announcement that establishes and develops a controlling idea, supporting arguments, emotional appeal, hyperbole, appeal to authority and celebrity endorsement. (LA.6.4.3.1)

N.05.00 Communicate Ideas and Information

Anchor Standard:

Apply advanced listening and speaking skills to communicate ideas and information.

Competencies (Benchmarks):

- N.05.01 Use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of the previous speaker, respecting the viewpoints of others, and identifying bias or faulty logic. (LA.7.5.2.1)
- N.05.02 Analyze persuasive techniques in both formal and informal speech.

N.06.00 Technology and Media Literacy

Anchor Standard:

Use advanced technology available to pre-write, draft, edit and revise, and publish written documents.

Competencies (Benchmarks):

- N.06.01 Use the computer and internet to research a topic and document sources used in research.
- N.06.02 Save documents to an external storage device such as a flash drive.
- N.06.03 Understand the importance of legal and ethical practices such as libel, slander, copyright, and plagiarism in the use of mass media and digital sources.

**Florida Department of Education
Curriculum Framework**

Program Title: Adult Basic Education (ABE)
Program Type: Adult Basic Education Mathematics
Career Cluster: N/A

ADULT GENERAL EDUCATION	
Program Number	99000001
CIP Number	1532.0102000
Grade Level	0.0 – 8.9
Standard Length	900 – 1500 hours
Teacher Certification	Bachelor's degree or higher

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the eighth-grade level. The content develops basic literacy skills in all areas of knowledge.

The content includes but is not limited to Reading, Language Arts, and Mathematics.

Program Structure

Comprehensive Adult Basic Education is a non-credit course designed to develop literacy skills necessary to be a successful worker, citizen and family member. Comprehensive Adult Basic Education prepares students to enroll in GED preparation courses. A student enrolled in the Comprehensive ABE program may be receiving instruction in one or more content areas; mathematics, language or reading.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal funding and Literacy Completion Points (LCPs) for state funding. Progress through levels (EFLs and/or LCPs) must be measured by approved validation methods in accordance with Rule 6A-6.014(5), FAC. It is the teacher's job to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. Though a student need not master 100% of the benchmarks to demonstrate proficiency in a standard, a student must demonstrate proficiency in 100% of the standards to earn an education gain (EFL and/or LCP).

The following hours are recommended program lengths for each level demonstrating an earned performance gain. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended. Students in the comprehensive program may enroll in more than one content area simultaneously but not in more than one level of each content area at the same time. Each content area that a student is

enrolled in determines program length. For example: A student enrolled in basic reading and basic language may be recommended for 900 hours of instruction.

The following table illustrates the program structure:

Course Number	Course Title	Length	Level
9900001	Mathematics – Beginning ABE Literacy	450 hours	0.0 – 1.9
	Mathematics – Beginning Basic Education	450 hours	2.0 – 3.9
	Mathematics – Low Intermediate Basic Education	300 hours	4.0 – 5.9
	Mathematics – High Intermediate Basic Education	300 hours	6.0 – 8.9

Special Notes

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several performance standards.

All activities are developed to be done either individually or in groups.

The computer skills are not required, as access to computer technology is not provided to every student. The computer sections are optional and will not be necessary to earn Educational Functioning Levels (EFLs) and/or Literacy Completion Points (LCPs).

The performance standards and benchmarks have been developed to facilitate progression and documentation of learning gains. Benchmarks or standards may be repeated at multiple levels (EFLs and/or LCPs). This is purposeful since: (1) proficiency in certain skills is judged to require more time than is available in one level; (2) the quality of performance expected on certain standards increases with progression through the levels, the use of punctuation, for example, at the end of Level C (5.9) should be more proficient than at the end of Level B (3.9) but should occur at both levels; and (3) instruction for skills of critical importance must be offered any student needing to learn that skill, even students entering at the intermediate or functional levels.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in **such areas as** instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Career and Education Planning

The following career development standards should be integrated into Adult Basic Education framework. Students can access Florida *CHOICES* or a comparable system for career exploration and planning activities.

The following is the list of standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

Standards

After successfully completing this program, the student will be able to understand mathematical concepts and demonstrate skills in the following:

Literacy Completion Point A

Level 0.0 - 1.9

BEGINNING ABE LITERACY

- A.01.00 Number Concepts
Represent, compare, and order whole numbers and join and separate sets.
- A.02.00 Addition and Subtraction
Use variety of addition and subtraction strategies to solve basic math facts.
- A.03.00 Measurement
Measure using the appropriate unit of measurement.
- A.04.00 Geometry
Compare, compose, and decompose two-dimensional and three-dimensional geometric shapes.
- A.05.00 Algebra
Use counting strategies, number patterns, and models as a means to explain commutative, associative, and additive properties. (MA.1.A.1.3)
- A.06.00 Financial Literacy
Solve real-world problems involving two purchases totaling less than \$1.00 using addition without regrouping.

Literacy Completion Point B
Level 2.0 - 3.9
BEGINNING BASIC EDUCATION

- B.01.00 Number Concepts
Develop an understanding of base ten numerations system and place value concepts. (Grade 2, Big Idea 1)
- B.02.00 Addition and Subtraction
Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction (Grade 2, Big Idea 2)
- B.03.00 Multiplication and Division
Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts. (Grade 3, Big Idea 1)
- B.04.00 Fractions and Decimals
Produce a sequence of fractions and decimal numbers from smallest to largest and largest to smallest.
- B.05.00 Measurement
Solve real-world problems involving measurements using a variety of methods, such as manipulatives, mental mathematics, paper and pencil.
- B.06.00 Geometry
Describe and analyze properties of two-dimensional shape. (Grade 3, Big Idea 3)
- B.07.00 Algebra
Create, analyze, and represent patterns and relationships using numbers, words, and shapes.
- B.08.00 Financial Literacy
Solve real-world consumer problems involving money.

Literacy Completion Point C
Level 4.0 - 5.9
LOW INTERMEDIATE BASIC EDUCATION

- C.01.00 Number Concepts
Demonstrate knowledge of the place value system to billions and apply estimations skills to a variety of operations.
- C.02.00 Addition and Subtraction
Represent, compute, estimate, and solve addition and subtraction problems using numbers through hundred thousand. (MA.3.A.6.1)
- C.03.00 Multiplication and Division
Use and describe various models for multiplication and division in problem-solving situations, and demonstrate recall of basic multiplication and related division facts. (Grade 4, Big Idea 1)

- C.04.00 Fractions and Decimals
Develop an understanding of decimals, including the connection between fractions and decimals. (Grade 4, Big Idea 2)
- C.05.00 Measurement
Solve measurement problems in the U.S. system and metric system using addition or subtraction with and without conversion.
- C.06.00 Algebra
Describe mathematics relationships using expressions, equations, and visual representations. (MA.4.A.4.2)
- C.07.00 Data Analysis
Collect data, construct, and analyze frequency tables, bar graphs, pictographs, and line plots.
- C.08.00 Financial Literacy
Develop a personal budget for a set income based on an individual career plan.

Literacy Completion Point D

Level 6.0 – 8.9

HIGH INTERMEDIATE BASIC EDUCATION

- D.01.00 Number Concepts
Comprehend and apply basic number theory concepts, including primes, composites, factors and multiples.
- D.02.00 Geometry
Apply a variety of strategies, geometric properties, and formulas for two- and three-dimensional shapes, such as triangles, cubes, and rectangular solids, to solve real-world and mathematical problems.
- D.03.00 Fractions and Decimals
Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.
- D.04.00 Ratios and Proportions
Select the appropriate operation and solve real-world problems using ratios and/or proportions.
- D.05.00 Percents
Convert percents to/from fractions, decimals, and percents.

- D.06.00 Algebra
Apply the Equality, Commutative, Associative, and Distributive properties to show expressions are equivalent.
- D.07.00 Geometry
Apply a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.
- D.08.00 Measurement
Compare, contrast, and convert units of measure between different measurement systems, such as U.S. customary, metric, dimensions, and derived units to solve problems. (MA.7.G.4.4).
- D.09.00 Data Analysis
Use tables, graphs, and models to represent, analyze, and solve real-world problems.
- D.10.00 Financial Literacy
Calculate short-term and long-term loans using interest rate, percentage down, payment rate, and the total purchase price.

**Florida Department of Education
Student Performance Standards**

Course Title: Mathematics
Course Number: 9900001
Course Credit: Not Applicable

Course Description:

After successfully completing this program, the student will demonstrate knowledge regarding mathematical concepts and perform the following:

**Literacy Completion Point A
Level 0.0 - 1.9 BEGINNING ABE LITERACY****A.01.00 Number Concepts****Anchor Standard:**

Represent, compare, and order whole numbers and join and separate sets.

Competencies (Benchmarks):

- A.01.01 Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives. (MA.KA.1.1)
- A.01.02 Differentiate whole numbers up to 100 using names, written words, and standard numerals.
- A.01.03 Read words for numerals and match numbers with quantities, including recognizing number sequencing.
- A.01.04 Understand basic concepts (for example: equal, unequal, less than, greater than, more, less, add, subtract, same as, above, below, between, in, out, over, under).
- A.01.05 Identify the next item of a pattern or a number sequence.
- A.01.06 Count by 2, 5, and 10, 25, 50.
- A.01.07 Illustrate ordinal numbers first through tenth.
- A.01.08 Estimate the relative size of whole numbers between 0 and 100
- A.01.09 Classify numbers as even or odd.

A.02.00 Addition and Subtraction**Anchor Standard:**

Use variety of addition and subtraction strategies to solve basic math facts.

Competencies (Benchmarks):

- A.02.01 Predict the effect of addition and subtraction on whole numbers.
- A.02.02 Solve 1 and 2-digit addition problems without regrouping given in both vertical and horizontal notation.
- A.02.03 Solve 1 and 2-digit subtraction problems without regrouping given in both vertical and horizontal notation.

- A.02.04 Select the appropriate operation (addition/subtraction) to solve real-world problems using 1 and 2-digit subtraction problems without regrouping. A variety of appropriate methods for computing may be used (for example: manipulatives, mental mathematics, paper and pencil).
- A.02.05 Recite addition facts using a number line, table, or memory.
- A.02.06 Recite subtraction facts using a number line, table, or memory.

A.03.00 Measurement

Anchor Standard:

Measure using the appropriate unit of measurement.

Competencies (Benchmarks):

- A.03.01 Measure by using iterations of a unit and count the unit measures by grouping units; such as, inches, pounds, degrees, and cups,. (MA.1G.5.1)
- A.03.02 Compare and order objects according to descriptors of length, weight, and capacity. (MA.1G.5.2)
- A.03.03 Identify the larger of two U.S. measures (for example: inches or feet or yards).
- A.03.04 Measure using the appropriate unit of measurement.
- A.03.05 State and predict dates by month, day, and year, using a calendar.
- A.03.06 Tell time to the hour and half-hour.

A.04.00 Geometry

Anchor Standard:

Compare, compose, and decompose two-dimensional and three-dimensional geometric shapes.

Competencies (Benchmarks):

- A.04.01 Identify a square, circle, rectangle, and triangle.
- A.04.02 Use appropriate vocabulary to compare and classify shapes according to attributes and properties such as number and lengths of sides and number of vertices. (MA.1.G.3.1)
- A.04.02 Compose and decompose plane and solid figures, including making predictions about them, to build an understanding of part/whole relationships and properties of shapes. (MA1.G.3.2)

A.05.00 Algebra

Anchor Standard:

Use counting strategies, number patterns, and models as a means to explain commutative, associative, and additive properties. (MA.1.A.1.3)

Competencies (Benchmarks):

- A.05.01 Extend repeating and growing patters, fill in missing terms, and justify reasoning. (MA.1A.4.1)
- A.05.02 Recognize and create examples of Commutative Property.
Example: $2 + 3 = 5$ and $3 + 2 = 5$

- A.05.03 Recognize and create examples of Associative Property.
Example: $2 + (3+1) = 6$ and $(2 + 3) + 1 = 6$
- A.05.04 Recognize and create examples of Additive Property
Example: $7 + 8 = 7 + 7 + 1$

A.06.00 Financial Literacy

Anchor Standard:

Solve real-world problems involving two purchases totaling less than \$1.00 using addition without regrouping.

Competencies (Benchmarks):

- A.06.01 Identify coins and currency of different values.
A.06.02 Identify sets of coins equivalent to \$1.00 or less.
A.06.03 Read and write numerals for money using appropriate monetary symbols.

Literacy Completion Point B

Level 2.0 - 3.9

BEGINNING BASIC EDUCATION

B.01.00 Number Concepts

Anchor Standard:

Develop an understanding of base ten numerations system and place value concepts. (Grade 2, Big Idea 1)

Competencies (Benchmarks):

- B.01.01 Distinguish place value for ones, tens, hundreds, thousands, tenths and hundredths.
- B.01.02 Investigate that math has four basic operations: addition, subtraction, multiplication, and division.
- B.01.03 Recognize clue words in choosing operations to be used to solve real-world problems (for example: add, plus, total, sum, subtract, difference, left, remaining, multiply, times, several, divide, each, per).
- B.01.04 Select the appropriate operation to solve specific problems involving addition (+), subtraction (-), multiplication (x), and division (\div).
- B.01.05 Explain the reasoning steps in solving real-world problems by:
- identifying the question;
 - identifying the information given;
 - choosing the operation;
 - solving and checking; and,
 - analyzing the answer for logic.

- B.01.06 Apply rounding techniques to estimate the solution to a real-world addition or subtraction problem then determine the actual result through computation.
- B.01.07 Identify whole numbers, commonly-used fractions, or mixed numbers and relate these numbers to real-world situations (for example: $\frac{1}{4}$ pizza, $\frac{1}{2}$ sandwich, 1 and $\frac{1}{2}$ pies).

B.02.00 Addition and Subtraction

Anchor Standard:

Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction (Grade 2, Big Idea 2)

Competencies (Benchmarks):

- B.02.01 Explain the inverse (opposite) relationship of addition and subtraction.
- B.02.02 Solve addition problems using up to 5-digits without regrouping given in both vertical and horizontal notation.
- B.02.03 Solve real-world problems using addition of whole numbers up to 5-digits with and without regrouping to solve real-world problems using appropriate methods of computing, such as manipulatives, mental mathematics, paper and pencil;
Example: Add a 4 or 5-digit number to a 3 or 4-digit number, without regrouping, given in vertical notation.
- B.02.04 Solve subtraction problems using up to 5-digits without regrouping given in both vertical and horizontal notation.
- B.02.05 Borrow where the minuend is a digit followed by three zeros and regrouping is necessary (for example: $6000 - 495$).
- B.02.06 Solve real-world problems using subtraction of whole numbers up to 5-digits with and without regrouping to solve real-world problems using a variety of methods, such as manipulatives, mental mathematics, paper and pencil;
Example: Subtract up to 4 or 5-digit number from 3 or 4-digit number without regrouping, given in horizontal notation.

B.03.00 Multiplication and Division

Anchor Standard:

Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts. (Grade 3, Big Idea 1)

Competencies (Benchmarks):

- B.03.01 Predict the effect of multiplication and division on whole numbers.
- B.03.02 Identify terminology and symbols for multiplication and division.
- B.03.03 Explain the inverse relationship between multiplication and division.
- B.03.04 Recite multiplication and division facts using a table or memory.
- B.03.05 Multiply 2-digit and 3-digit numbers by a 1-digit number without regrouping.
- B.03.06 Divide a 2-digit number by a 1-digit number without remainders.

B.04.00 Fractions and Decimals

Anchor Standard:

Produce a sequence of fractions and decimal numbers from smallest to largest and largest to smallest.

Competencies (Benchmarks):

- B.04.01 Read and write names, words, and standard numerals for commonly used fractions such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$, $\frac{2}{3}$.
- B.04.02 Identify fractions on a number line.
- B.04.03 Examine the relationship between money and decimals.
- B.04.04 Locate decimals on a number line.

B.05.00 Measurement

Anchor Standard:

Solve real-world problems involving measurements using a variety of methods, such as manipulatives, mental mathematics, paper and pencil.

Competencies (Benchmarks):

- B.05.01 Recognize other units of measurement such as metric measures.
- B.05.02 Differentiate and compare common units of U.S. measurements for length, capacity, weight, and temperature.
- B.05.03 Measure to the nearest $\frac{1}{4}$ inch on a 12-inch ruler.
- B.05.04 Use appropriate tools from the U.S. system and metric system for measuring length, capacity, weight and temperature.
- B.05.05 Tell time on the half-hour, quarter hour, and in minutes.

B.06.00 Geometry

Anchor Standard:

Describe and analyze properties of two-dimensional shape. (Grade 3, Big Idea 3)

Competencies (Benchmarks):

- B.06.01 Describe, analyze, compare, and classify two-dimensional shapes using sides and angles, including acute, obtuse, and right angles, and connect these ideas to the definition of shapes. (MA.3.G.3.1)
- B.06.02 Compose and decompose and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides. (MA.3.G.3.2)
- B.06.03 Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry. (MA.3.G.3.3)
- B.06.04 Select appropriate units, strategies, and tools to solve problems involving perimeter. (MA.3.G.5.1)

B.07.00 **Algebra**

Anchor Standard:

Create, analyze, and represent patterns and relationships using numbers, words, and shapes.

Competencies (Benchmarks):

- B.07.01 Predict and explain the missing variable in a sequence.
- B.07.02 Recognize symbols and concepts of equal (=) and unequal (\neq), less than (<) and greater than (>).
- B.07.03 Solve problems that involve repeated addition.

B.08.00 **Financial Literacy**

Anchor Standard:

Solve real-world consumer problems involving money.

Competencies (Benchmarks):

- B.08.01 Count coins and currency up to \$10.00.
- B.08.02 Create equivalent amounts of \$1, \$5, and \$10 dollars using coins and paper currency.
- B.08.03 Calculate change after purchases with a \$1, \$5, and \$10 dollar bill.
- B.08.04 Solve real-world problems involving comparison shopping for purchases up to ten dollars using a variety of methods such as manipulatives, mental mathematics, paper and pencil.
- B.08.05 Estimate the total cost of a purchase using an order form and/or menu.
- B.08.06 Calculate the total cost for an order after calculating the cost of two items, sales tax (using a tax table), and shipping.
- B.08.07 Calculate the total cost of multiple items using a menu, advertisement, internet, or catalog, including one item having multiple quantities.

Literacy Completion Point C

Level 4.0 - 5.9

LOW INTERMEDIATE BASIC EDUCATION

C.01.00 **Number Concepts**

Anchor Standard:

Demonstrate knowledge of the place value system to billions and apply estimations skills to a variety of operations.

Competencies (Benchmarks):

- C.01.01 Read and write names, words, and whole numbers using place value up to billions (billions, millions, thousands, hundreds, tens, and ones).
- C.01.02 Investigate the relative size of whole numbers up to billions.
- C.01.03 Compare a variety of estimation strategies in real-world problem situations to determine the reasonableness of calculations results.
- C.01.04 Round a whole number less than one million to any given place value.

C.02.00 Addition and Subtraction

Anchor Standard:

Represent, compute, estimate, and solve addition and subtraction problems using numbers through hundred thousand. (MA.3.A.6.1)

Competencies (Benchmarks):

- C.02.01 Apply rounding techniques to estimate the solution to real-world addition and/or subtraction problems, then determine the actual result.
- C.02.02 Add a 9-digit number to a 9-digit number with and without regrouping given in horizontal and vertical notations.
- C.02.03 Subtract two 9-digit numbers with and without regrouping given in horizontal and vertical notations.
- C.02.04 Formulate the proof method for addition and subtraction.

Example:

$$45,900 + 1,100 = 47,000 \text{ and } 47,000 - 1,100 = 45,900$$

C.03.00 Multiplication and Division

Anchor Standard:

Use and describe various models for multiplication and division in problem-solving situations, and demonstrate recall of basic multiplication and related division facts. (Grade 4, Big Idea 1)

Competencies (Benchmarks):

- C.03.01 Multiply a 2-digit number by a 2-digit number.
- C.03.02 Multiply a 3-digit number by a 1-, 2- or 3-digit number.
- C.03.03 Multiply a 4-digit number by a 1-, 2- or 3-digit number.
- C.03.04 Divide 3- or 4-digit numbers by a 1-digit number with and without remainder.
- C.03.05 Divide 3-or 4-digit numbers by a 2-digit number with and without remainder.
- C.03.06 Formulate the proof method for problems.
Examples: $12 \div 2 = 6 \times 2$
 $15 \times 5 = 25 \div 5$
 $64 \times 27 = 27 \times 64$
- C.03.07 Divide by a 3-digit number with or without remainder.

C.04.00 Fractions and Decimals

Anchor Standard:

Develop an understanding of decimals, including the connection between fractions and decimals. (Grade 4, Big Idea 2)

Competencies (Benchmarks):

- C.04.01 Identify and explain the purpose of numerators and denominators.
- C.04.02 Recognize proper and improper fractions and mixed numbers.
- C.04.03 Convert mixed numbers to improper fractions and improper fractions to mixed numbers.
- C.04.04 Round fractions and mixed numbers to the nearest whole numbers.
- C.04.05 Reduce fractions to an equivalent fraction ($1/2 = 2/4 = 4/8$).

- C.04.06 Reduce common fractions to the lowest common denominator.
- C.04.07 Add and subtract fractions with common denominators.
- C.04.08 Multiply proper fractions.
Example: $1 \times \frac{1}{2} = \frac{2}{2} \times \frac{1}{2}$
- C.04.09 Identify fractions represented as equivalent forms such as decimals and percents.
Examples:
 $\frac{1}{2} = 50\% = .5$
- C.04.10 Read and write names, and standard numerals for decimals, including tenths, hundredths, and thousandths.
- C.04.11 Distinguish and compare the relative size of decimals.
- C.04.12 Convert common fractions to decimals and decimals to common fractions.
- C.04.13 Add and subtract decimals up to thousands.
- C.04.14 Select the appropriate operation and solve real-world problems involving decimals.

C.05.00 Measurement

Anchor Standard:

Solve measurement problems in the U.S. system and metric system using addition or subtraction with and without conversion.

Competencies (Benchmarks):

- C.05.01 Apply estimating techniques to estimate measurements including length, time, weight, temperature, and money. Then, calculate and compare actual measurements.
- C.05.02 Read and write abbreviations for length, weight, and capacity measurements in the U.S. system and metric system.
- C.05.03 Identify metric units of measure for length, weight/mass, or capacity (meter, gram, liter) most appropriate for a given situation.
- C.05.04 Select prefixes used in the metric system with their decimal equivalents (kilo, deci, centi, and milli).
- C.05.05 Measure capacity quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, and liters.
- C.05.06 Determine and interpret measurement instruments such as Fahrenheit and/or Celsius thermometers, rules, scales, gauges, and dials.
- C.05.07 Interpret diagrams, illustrations, and scale drawings.
- C.05.08 Interpret measurements in recipes.
- C.05.09 Apply geometric formulas for perimeter and area of squares, rectangles and triangles.
- C.05.10 Convert equal measures defined in different units.
Example: Feet to yards, yards to feet and cups to quarts, quarts to cups

C.06.00 Algebra

Anchor Standard:

Describe mathematics relationships using expressions, equations, and visual representations.
(MA.4.A.4.2)

Competencies (Benchmarks):

- C.06.01 Describe a variety of patterns and relationships through models such as manipulatives, tables, graphs, and rules.
- C.06.02 Restate a problem in words into a number symbol sentence.
Example:
Six plus one equals seven to $6 + 1 = 7$
- C.06.03 Recognize simple algebraic formulas.
Example:
 $1 + 3 = x$

C.07.00 Data Analysis

Anchor Standard:

Collect data, construct, and analyze frequency tables, bar graphs, pictographs, and line plots.

Competencies (Benchmarks):

- C.07.01 Solve problems using bar graphs, circle graphs, line graphs, pictographs, and charts.
- C.07.02 Interpret data in charts, tables, plots, graphs, and maps.
- C.07.03 Calculate averages (means).
- C.07.04 Calculate mileage on a highway map.

C.08.00 Financial Literacy

Anchor Standard:

Develop a personal budget for a set income based on an individual career plan.

Competencies (Benchmarks):

- C.08.01 Investigate a variety of methods to purchase goods and services such as news paper, yellow pages, catalogs, internet, order forms, and related information.
- C.08.02 Interpret a variety of information such as advertisements, labels, coupons, charts, letters, articles, and/or price tags, to select goods and services.
- C.08.03 Investigate and calculate earnings based on a variety of reported differences for wages (for example: minutes spent working on two jobs, working two hourly wages, hourly and daily wages).
- C.08.04 Investigate and calculate personal banking statements and forms, such as deposit and withdrawal forms for accuracy, and calculate account balances using computer-generated bank statements.
- C.08.05 Calculate wage increases using figures from a comparison table and bar graphs.
- C.08.06 Calculate the amount of fines accrued for several driving violations.
- C.08.07 Compare costs for major purchases (for example: car, refrigerator).

Literacy Completion Point D
Level 6.0 – 8.9
HIGH INTERMEDIATE BASIC EDUCATION

D.01.00 **Number Concepts**

Anchor Standard:

Comprehend and apply basic number theory concepts, including primes, composites, factors and multiples.

Competencies (Benchmarks):

- D.01.01 Develop an understanding of and apply proportionality, including similarity.
- D.01.02 Recognize the structure of number systems other than the decimal number system (Roman number system).
- D.01.03 Solve real-world and mathematical problems with the help of estimating measurements (for example: length, time, weight/mass, temperature, money, perimeter, area, volume) in either U.S. system or metric units.

D.02.00 **Geometry**

Anchor Standard:

Apply a variety of strategies, geometric properties, and formulas for two- and three-dimensional shapes, such as triangles, cubes, and rectangular solids, to solve real-world and mathematical problems.

Competencies (Benchmarks):

- D.02.01 Illustrate the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.
- D.02.02 Apply a variety of strategies, geometric properties, and formulas for two- and three-dimensional shapes, such as triangles, cubes, and rectangular solids to solve real-world and mathematical problems.

D.03.00 **Fractions and Decimals**

Anchor Standard:

Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.

Competencies (Benchmarks):

- D.03.01 Add and subtract whole numbers, fractions, and mixed numbers with and without common denominators.
- D.03.02 Multiply and divide common mixed fractions, mixed numbers and whole numbers.
- D.03.03 Select the appropriate operation and solve specific problems involving fractions.
- D.03.04 Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.

- D.03.05 Multiply and divide a decimal by a whole number and/or another decimal.
- D.03.06 Select the appropriate operation and solve real-world problems involving decimals.

D.04.00 Ratios and Proportions

Anchor Standard:

Select the appropriate operation and solve real-world problems using ratios and/or proportions.

Competencies (Benchmarks):

- D.04.01 Read and write names, words, and standard numerals with ratios.
- D.04.02 Illustrate/comprehend the concept of ratio and proportion.
- D.04.03 Identify/comprehend concrete and symbolic representations of ratios in real world situations.
- D.04.04 Recognize that ratios can be represented in other equivalent forms.
- D.04.05 Produce the process of cross-multiplying to solve proportion.
- D.04.06 Solve real-world problems involving ratios and proportions.

D.05.00 Percents

Anchor Standard:

Convert percents to/from fractions, decimals, and percents.

Competencies (Benchmarks):

- D.05.01 Read and write names, words, and standard numerals with percents.
- D.05.02 Compare and differentiate the relative size of percents.
- D.05.03 Identify concrete and symbolic representations of percents in real-world situations.
- D.05.04 Recognize that percents can be represented in a variety of equivalent forms.
- D.05.05 Calculate a percent of a number.
- D.05.06 Calculate the total when a percent is given.
Example:
 $50\% \text{ of } 20 = 10$
- D.05.07 Convert percents to/from fractions, decimals, and percents.
- D.05.08 Solve real-world problems involving percents.

D.06.00 Algebra

Anchor Standard:

Apply the Equality, Commutative, Associative, and Distributive properties to show expressions are equivalent.

Competencies (Benchmarks):

- D.06.01 Read and write names, words, and standard numerals with integers.
- D.06.02 Identify concrete and symbolic representations of integers to real-world situations.
Example: Temperature
- D.06.03 Locate integers using a number line.

- D.06.04 Compare and differentiate the relative size of integers.
- D.06.05 Add, subtract, multiply and divide integers.
- D.06.06 Select the appropriate operation to solve specific problems involving integers.
- D.06.07 Solve real-world problems involving integers.
- D.06.08 Calculate the square of numbers 1 – 20.
- D.06.09 Calculate the square roots of perfect squares.
- D.06.10 Apply place value concepts of grouping based on powers of 10 (1, 10, 100, 1000, 10,000, 100,000, 1,000,000).
- D.06.11 Solve simple problems by applying the algebraic order of operations.
- D.06.12 Write algebraic expressions (for example: $2x$; $2m - 10$).
- D.06.13 Solve one-step equations involving any mathematical operations.
Example: $x + 9 = 27$; $x/4 = 3$; $x - (-4) = 2$.
- D.06.14 Comprehend commutative and associative properties.
Example: $6 \times 2 = 2 \times 6$; $1 + 3 + 4 = 3 + 1 + 4$

D.07.00 Geometry

Anchor Standard:

Apply a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.

Competencies (Benchmarks):

- D.07.01 Apply and calculate using the properties of the following geometric shapes: circle, square, rectangle, triangle, parallelogram, pentagon, cube, rectangular solid, pyramid, cone, and cylinder.
- D.07.02 Recognize types of angles (acute, obtuse, straight, right).
- D.07.03 Recognize types of triangles (equilateral, right, scalene, isosceles).
- D.07.04 Know the number of degrees in a triangle and a quadrilateral.
- D.07.05 Label geometric figures using appropriate geometric vocabulary (parallel, perpendicular, similar, congruent).
- D.07.06 Apply geometric formulas for circumference, cubes, rectangular solids and cylinders.

D.08.00 Measurement

Anchor Standard:

Compare, contrast, and convert units of measure between different measurement systems, such as U.S. customary, metric, dimensions, and derived units to solve problems. (MA.7.G.4.4)

Competencies (Benchmarks):

- D.08.01 Solve linear measurement problems with inches, feet, or yards.
- D.08.02 Solve capacity problems with cups, pints, quarts, or gallons.
- D.08.03 Solve mass/weight problems with ounces, pounds, or tons.
- D.08.04 Convert within the metric system measures from one prefix to another such as deci, centi, and milli.
- D.08.05 Research a variety of instruments and tools, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.
- D.08.06 Predict capacity results such as mass and volume to check the reasonableness

- of data using a variety of estimation strategies.
- D.08.07 Solve real-world problems of length, perimeter, area, mass, volume, and capacity using estimation strategies.
 - D.08.08 Solve real-world and mathematical problems with the help of estimating Measurements, such length, time, weight/mass, temperature, money, perimeter, area, volume, in either U.S. system or metric units.
 - D.08.09 Predict capacity results such as mass and volume to check the reasonableness of data using a variety of estimation strategies.
 - D.08.10 Solve real-world problems of length, perimeter, area, mass, volume, and capacity using estimation strategies.

D.09.00 Data Analysis

Anchor Standard:

Use tables, graphs, and models to represent, analyze, and solve real-world problems.

Competencies (Benchmarks):

- D.09.01 Solve real-world problems using data from charts and tables, such as determining tax on purchases using sales tax table or calculating tax from a withholding tax schedule or income tax schedule.
- D.09.02 Compare and differentiate the concepts of mean, median, and mode.
- D.09.03 Convert distances on a map using the map scale.
- D.09.04 Interpret a time zone map to determine the time in one location using a specified time in another time zone.

D.10.00 Financial Literacy

Anchor Standard:

Calculate short-term and long-term loans using interest rate, percentage down, payment rate, and the total purchase price.

Competencies (Benchmarks):

- D.10.01 Calculate and compare the unit price of food based on different sizes and brands using a calculator and/or pencil and paper.
- D.10.02 Calculate sales tax using the sales tax percentage rate and the total cost of a purchase.
- D.10.03 Compute percentage discounts and sale prices to determine final cost.
- D.10.04 Calculate and interpret interest and interest-earning savings plans.

**Florida Department of Education
Curriculum Framework**

Program Title: Adult Basic Education (ABE)
Program Type: Adult Basic Education Reading
Career Cluster: N/A

ADULT GENERAL EDUCATION	
Program Number	99000002
CIP Number	1532.0102000
Grade Level	0.0 – 8.9
Standard Length	900 – 1500 hours
Teacher Certification	Bachelor's Degree or Higher

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the eighth-grade level. The content develops basic literacy skills in all areas of knowledge.

The content includes but is not limited to Reading, Language Arts, and Mathematics.

Program Structure

Comprehensive Adult Basic Education is a non-credit course designed to develop literacy skills necessary to be a successful worker, citizen and family member. Comprehensive Adult Basic Education prepares students to enroll in GED preparation courses. A student enrolled in the Comprehensive ABE program may be receiving instruction in one or more content areas; mathematics, language or reading.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal funding and Literacy Completion Points (LCPs) for state funding. Progress through levels (EFLs and/or LCPs) must be measured by approved validation methods in accordance with Rule 6A-6.014(5), FAC. It is the teacher's job to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. Though a student need not master 100% of the benchmarks to demonstrate proficiency in a standard, a student must demonstrate proficiency in 100% of the standards to earn an education gain (EFL and/or LCP).

The following hours are recommended program lengths for each level demonstrating an earned performance gain. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended. Students in the comprehensive program may enroll in more than one content area simultaneously but not in more than one level of each content area at the same time. Each content area that a student is

enrolled in determines program length. For example: A student enrolled in basic reading and basic language may be recommended for 900 hours of instruction.

The following table illustrates the program structure:

Course Number	Course Title	Length	Level
9900002	Reading – Beginning ABE Literacy	450 hours	0.0 – 1.9
	Reading – Beginning Basic Education	450 hours	2.0 – 3.9
	Reading – Low Intermediate Basic Education	300 hours	4.0 – 5.9
	Reading – High Intermediate Basic Education	300 hours	6.0 – 8.9

Special Notes

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several performance standards.

All activities are developed to be done either individually or in groups.

The computer skills are not required, as access to computer technology is not provided to every student. The computer sections are optional and will not be necessary to earn Educational Functioning Levels (EFLs) and/or Literacy Completion Points (LCPs).

The performance standards and benchmarks have been developed to facilitate progression and documentation of learning gains. Benchmarks or standards may be repeated at multiple levels (EFLs and/or LCPs). This is purposeful since: (1) proficiency in certain skills is judged to require more time than is available in one level; (2) the quality of performance expected on certain standards increases with progression through the levels, the use of punctuation, for example, at the end of Level C (5.9) should be more proficient than at the end of Level B (3.9) but should occur at both levels; and (3) instruction for skills of critical importance must be offered any student needing to learn that skill, even students entering at the intermediate or functional levels.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in **such areas as** instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Career and Education Planning

The following career development standards should be integrated into Adult Basic Education framework. Students can access Florida *CHOICES* or a comparable system for career exploration and planning activities.

The following is the list of standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

Standards

After successfully completing this program, the student will be able to demonstrate proficiency in decoding, vocabulary, and reading comprehension in the following:

Literacy Completion Point E

Level 0.0 – 1.9

BEGINNING ABE LITERACY

- E.01.00 Prerequisite Skills to Reading
Narrate a picture story in a sequence.
- E.02.00 Phonics/Word Analysis for Reading
Recognize and recall the one-to-one correspondence between letters and sounds. (LA.K.1.4.1)
- E.03.00 Vocabulary Development
Relate new vocabulary to life experiences and prior knowledge. (LA.K.1.6.6)
- E.04.00 Reading Comprehension
The student will use background knowledge, supporting details from text, or another source to verify the accuracy of literal and evaluative information presented in reading selections. (LA.1.1.7.2)
- E.05.00 Literary Analysis
Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.1.2.1.0)

Literacy Completion Point F

Level 2.0 – 3.9

BEGINNING BASIC EDUCATION

- F.01.00 Phonics/Word Analysis for Reading
Apply a variety of decoding strategies such as phonics and sight words to read text.
- F.02.00 Vocabulary Development
Apply multiple strategies to expand vocabulary. (LA.3.1.6.0)

F.03.00 Literary Analysis
Identify the main idea or essential message from a text and identify supporting information.

F.04.00 Reading Comprehension
Use a variety of strategies to comprehend literal, inferential, and evaluative information read in a variety of reading selections. (LA.3.1.7.0)

Literacy Completion Point G

Level 4.0 – 5.9

LOW INTERMEDIATE BASIC EDUCATION

G.01.00 Phonics/Word Analysis
Use context clues and language structures to analyze words for correct pronunciation.

G.02.00 Vocabulary Development
Utilize a variety of vocabulary words in content areas of instruction.

G.03.00 Reading Comprehension
Use background knowledge of subject and related content area, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

G.04.00 Literary Analysis
Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.5.2.1.0)

Literacy Completion Point H

Level 6.0 – 8.9

HIGH INTERMEDIATE BASIC EDUCATION

H.01.00 Phonics/Word Analysis
Demonstrate an awareness of the difference between the use of English in formal and informal settings.

H.02.00 Vocabulary Development
Use advanced strategies to cultivate and expand the use of vocabulary in content areas.

H.03.00 Reading Comprehension
Use advanced strategies such as pre-reading strategies, graphic representations, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. (LA.8.1.7.1)

H.04.00 Literary Analysis
Examine the characteristics of classic literature. Example: timelessness, dealing with universal themes and experiences, and cultural competence.

Florida Department of Education
Student Performance Standards

Course Title: Reading
Course Number: 9900001
Course Credit: Not Applicable

Course Description:

After successfully completing this program, the student will be able to demonstrate proficiency in decoding, vocabulary, and reading comprehension and perform the following the following:

Literacy Completion Point E
Level 0.0 – 1.9
BEGINNING ABE LITERACY

E.01.00 **Prerequisite Skills to Reading**

Anchor Standard:

Narrate a picture story in a sequence.

Competencies (Benchmarks):

- E.01.01 Recognize that symbols and words in environmental print convey meaning
Example:
Shapes and colors of signs; universal symbols
- E.01.02 Recognize that printed materials normally flow from left to right, top to bottom, front to back.
- E.01.03 Identify letters of the alphabet
- E.01.04 Recognize that letters make words.
- E.01.05 Recognize that words make sentences.
- E.01.06 Recognize that there are spaces between words.
- E.01.07 Recognize that words on the right hand page of a book start at the top left.
- E.01.08 Summarize a story read aloud.

E.02.00 **Phonics/Word Analysis for Reading**

Anchor Standard:

Recognize and recall the one-to-one correspondence between letters and sounds. (LA.K.1.4.1)

Competencies (Benchmarks):

- E.02.01 Identify letters of the alphabet.
- E.02.02 Identify single consonant sounds.
- E.02.03 Identify single vowels.
- E.02.04 Identify rhyming patterns.
- E.02.05 Identify and use repetition and rhyme in oral and written text.
- E.02.06 Understand that word choice can shape ideas, feelings, and actions.
- E.02.07 Identify the meaning of plural nouns.

- E.02.08 Identify possessives.
- E.02.09 Identify the period, question mark and exclamation point as ending punctuation marks.

E.03.00 Vocabulary Development

Anchor Standard:

Relate new vocabulary to life experiences and prior knowledge. (LA.K.1.6.6)

Competencies (Benchmarks):

- E.03.01 Identify basic sight words from the Dolch list or other lists appropriate for adult students.
- E.03.02 Explain the meanings of basic words used in context.
- E.03.03 Recognize personal information (for example: name, address, zip code, phone number, age).

E.04.00 Reading Comprehension

Anchor Standard:

The student will use background knowledge, supporting details from text, or another source to verify the accuracy of literal and evaluative information presented in reading selections. (LA.1.1.7.2)

Competencies (Benchmarks):

- E.04.01 Determine the main idea and factual details of a paragraph.
- E.04.02 Determine the sequence of events in a paragraph presented orally.
- E.04.03 Predict what a passage is about by its title and illustrations.
- E.04.04 Verify the accuracy of information in a passage (example: ask others; check another source).
- E.04.05 Differentiate between positive and negative sentences.
- E.04.06 Distinguish verbs denoting the past, present, or future.
- E.04.07 Distinguish between statements, questions, and exclamations.
- E.04.08 Distinguish between fact/opinion and fiction/nonfiction.

E.05.00 Literary Analysis

Anchor Standard:

Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.1.2.1.0)

Competencies (Benchmarks):

- E.05.01 Understand the story elements of setting, character, problem, and solution/resolution.
- E.05.02 Compare personal perspective in responding to a work of literature connecting text to self (personal connection), text to world (social connection), and text to text (comparison).
Example: relate characters and simple events in a story or biography to his/her own life.

Literacy Completion Point F
Level 2.0 – 3.9
BEGINNING BASIC EDUCATION

F.01.00 Phonics/Word Analysis for Reading

Anchor Standard:

Apply a variety of decoding strategies such as phonics and sight words to read text.

Competencies (Benchmarks):

- F.01.01 Identify vowels and consonants.
- F.01.02 Identify consonant blends.
- F.01.03 Identify consonant digraphs.
- F.01.04 Identify long and short vowel sounds.
- F.01.05 Identify vowel combinations.

F.02.00 Vocabulary Development

Anchor Standard:

Apply multiple strategies to expand vocabulary. (LA.3.1.6.0)

Competencies (Benchmarks):

- F.02.01 Identify frequently used words on the lists from an appropriate word list for adults, such as the Dolch Word List.
- F.02.02 Identify and define compound words.
- F.02.03 Identify root words, prefixes, and suffixes.
- F.02.04 Use context clues to determine meanings of unfamiliar words.
- F.02.05 Relate new vocabulary to familiar words.
- F.02.06 Use antonyms, synonyms, homophones, and homographs to determine meanings of words.
- F.02.07 Identify the meanings of abbreviations.

F.03.00 Literary Analysis

Anchor Standard:

Identify the main idea or essential message from a text and identify supporting information.

Competencies (Benchmarks):

- F.03.01 Identify words and construct meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.
- F.03.02 Answer “who,” “what,” “when,” “where,” “how,” and “why” questions concerning a wide range of texts, literary forms, and printed materials.
- F.03.03 Follow simple written directions.
- F.03.04 Recognize the characteristics of the paragraph and stanza (verse) forms in writings (for example: indentation, poetry spacing).
- F.03.05 Choose resource and reference tools to obtain information (for example: beginner’s dictionary, glossary, etc.).
- F.03.06 Distinguish between fiction and nonfiction.
- F.03.07 Recognize the function of introductory and concluding paragraphs in a passage.

F.04.00 Reading Comprehension

Anchor Standard:

Use a variety of strategies to comprehend literal, inferential, and evaluative information read in a variety of reading selections. (LA.3.1.7.0)

Competencies (Benchmarks):

- F.04.01 Identify a text's features such as titles, subheadings, captions and illustrations to make and confirm predictions and establish a purpose for reading. (LA.3.1.7.1)
- F.04.02 Identify the author's purpose, such as to inform, entertain, or explain, and how an author's perspective influences text. (LA.3.1.7.2)
- F.04.03 Determine explicit ideas and information such as main idea, supporting details, implied message and inference, and order of events. (LA.3.1.7.3)
- F.04.04 Identify cause and effect relationships. (LA.3.1.7.4)
- F.04.05 Identify the text structure such as comparison/contrast, cause/effect, and the sequence of events, and explain the effects on text. (LA.3.1.7.5)
- F.04.06 Identify themes or topics across a variety of fiction and nonfiction selections. (LA.3.1.7.6)
- F.04.07 Compare and contrast elements, settings, characters, and problems in two or more reading selections. (LA.3.1.7.7)
- F.04.08 Use strategies to enhance comprehension when self-monitoring indicates confusion such as checking context clues, prediction, summarizing, questioning, and clarifying by checking other sources. (LA.3.1.7.8)

Literacy Completion Point G

Level 4.0 – 5.9

LOW INTERMEDIATE BASIC EDUCATION

G.01.00 Phonics/Word Analysis

Anchor Standard:

Use context clues and language structures to analyze words for correct pronunciation.

Competencies (Benchmarks):

- G.01.01 Define words with multiple-meanings.
- G.01.02 Use context clues to analyze words for correct pronunciation.
- G.01.03 Use language structure to read multisyllabic words in text. (LA.4.1.4.3)
- G.01.04 Adjust reading rate based on purpose, text difficulty, form, and style. (LA.4.1.5.2)

G.02.00 Vocabulary Development

Anchor Standard:

Utilize a variety of vocabulary words in content areas of instruction.

Competencies (Benchmarks):

- G.02.01 Use phonics and word structure to identify words and construct meaning.
- G.02.02 Apply antonyms, synonyms, homophones, and homographs to determine meanings of words. (LA.4.1.6.8)

- G.02.03 Classify nouns with similar characteristics under appropriate headings such as rose and daisy as flowers.
- G.04.04 Determine the meanings of words in context using example clues, direct explanation clues, synonym clues, and/or comparison and contrast clues.
- G.04.05 Identify the pronoun referent in a sentence or paragraph.

G.03.00 Reading Comprehension

Anchor Standard:

Use background knowledge of subject and related content area, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

Competencies (Benchmarks):

- G.03.01 Identify the text structure an author uses such as comparison/contrast, cause/effect, and sequence of events and explain the impact on text. (LA.5.1.7.5)
- G.03.02 Explain the purpose of text features such as format, graphics, diagrams, illustrations, charts, and maps, using prior knowledge to make and confirm predictions and establish a purpose for reading. (LA.5.1.7.1)
- G.03.03 Determine the main idea or essential message through inferring, paraphrasing, summarizing and identifying relevant details, and explain the impact on text. (LA.5.1.7.3)
- G.03.04 Interpret and follow complex, multi-step directions.
- G.03.05 Summarize or restate conclusions after oral and/or silent reading.
- G.03.06 Predict content and purpose of a reading selection by previewing table of contents, index, headings, captions, and illustrations.
- G.03.07 Make predictions using prior knowledge, pre-reading, and self-questioning strategies.
- G.03.08 Recognize the basic characteristics of fables, stories, and legends.
- G.03.09 Evaluate information from pictures, maps, signs, diagrams, tables, graphs, or schedules.
- G.03.10 Use print and electronic sources such as a dictionary, encyclopedia, atlas, newspaper, and thesaurus to obtain information for a specific task.
- G.03.11 Obtain appropriate information from an index and a table of contents.

G.04.00 Literary Analysis

Anchor Standard:

Identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (LA.5.2.1.0)

Competencies (Benchmarks):

- G.04.01 Identify features and characteristics that distinguish fiction and nonfiction writing.
Examples of fiction: drama, poetry, fables, and legends
Examples of nonfiction: biographies and essays
- G.04.02 Analyze how word choice can shape reactions, perceptions, and beliefs such as techniques used in media messages.
- G.04.03 Critique a literary text and provide supporting details.

- G.04.04 Distinguish between author's opinion and objective information.
- G.04.05 Compare and contrast the effects of language such as sensory words, rhymes, choice of vocabulary, and story structure (for example: patterns used in children's books used in a family literacy program).

Literacy Completion Point H

Level 6.0 – 8.9

HIGH INTERMEDIATE BASIC EDUCATION

H.01.00 Phonics/Word Analysis

Anchor Standard:

Demonstrate an awareness of the difference between the use of English in formal and informal settings.

Competencies (Benchmarks):

- H.01.01 Understand that there are patterns and rules that govern the semantic/grammatical structure of English.
- H.01.02 Demonstrate awareness that word choice is a powerful means by which culture and values are transmitted.
- H.01.03 Understand that acceptable language use and structure change over time.

H.02.00 Vocabulary Development

Anchor Standard:

Use advanced strategies to cultivate and expand the use of vocabulary in content areas.

Competencies (Benchmarks):

- H.02.01 Employ use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
- H.02.02 Identify and understand the meaning of advanced prefixes, suffixes, and root words.
- H.02.03 Distinguish denotative and connotative meanings of words.
- H.02.04 Identify the meaning of words and phrases derived from Greek and Latin Mythology such as mercurial and Achilles heel. (LA.6.1.6.11)
- H.02.05 Identify the meaning of frequently used words from other languages such as laissez faire and croissant. (LA.6.1.6.11)

H.03.00 Reading Comprehension

Anchor Standard:

Use advanced strategies such as pre-reading strategies, graphic representations, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. (LA.8.1.7.1)

Competencies (Benchmarks):

- H.03.01 Analyze a variety of text structures such as comparison/contrast, cause/effect, chronological order, argument/support, lists and text features such as main headings and subheadings, and explain their impact on meaning.

- H.03.02 Interpret information from a variety of reading selections and other printed materials.
- H.03.03 Evaluate the validity and accuracy of information by differentiating fact from opinion.
- H.03.04 Evaluate the appropriateness of information from a variety of print and electronic reference materials.
- H.03.05 Construct essays and reflections to demonstrate comprehension.

H.04.00 Literary Analysis

Anchor Standard:

Examine the characteristics of classic literature. Example: timelessness, dealing with universal themes and experiences, and cultural competence.

Competencies (Benchmarks):

- H.04.01 Use literary devices in the comprehension and creation of written, oral, or visual communications. Examples: voice, tone, diction, symbolisms.
- H.04.02 Identify language that shapes reactions, perceptions, and beliefs.
- H.04.03 Distinguish between emotional and logical argument.
- H.04.04 Examine the characteristics of classic literature (for example: timelessness, dealing with universal themes and experiences, and communicating across cultures).
- H.04.05 Identify the effects of the attitudes and values of a time period or culture on selected readings.
- H.04.06 Interpret literature by evaluating phrases, sentences, or passages, and correlate to current ways of life.
- H.04.07 Interpret various elements of reading selections (symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion, and point of view).
- H.04.08 Explain how meaning is conveyed in poetry through word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm.

July 2012

**Florida Department of Education
Curriculum Framework**

Program Title: Adult High School
Program Type: Adult Education
Career Cluster: N/A

ADULT GENERAL EDUCATION	
Program Number	9900010
CIP Number	1532.010202
Grade Level	30,31
Standard Length	90 Hours
Teacher Certification	See Below

Purpose

The purpose of this program is to prepare students for academic and personal success through obtaining the necessary credits required to meet their personal educational goals whether it is high school completion, successful completion of a career/technical training course, or completion of any other academic subject that is not purely career/technical in nature. This program strives to motivate students to utilize the acquired skills in the workforce and to achieve career and technical training and job placement success.

Program Structure

Adult High School (AHS) is graded and characterized by individualized, self-paced instructional modules and performance based evaluation. Placement into the program is based on an individual's high school transcript. A variety of resources including computers, tape recorders, cassette players, videos, CD-ROMS, and interactive videos may be used in AHS courses. Modifications to equipment and curriculum or special accommodations may be required based on student need.

This program framework is correlated to the K-12 Next Generation Standards as courses offered must be the same as those in the K-12 program (see Florida Course Code Descriptions for Grades 6-12, Basic and Adult Education Manual). The standards are benchmarked. Benchmarks describe the student achievement that the state will hold schools accountable for students learning in the subject areas of language arts, mathematics, science, social studies, the arts (music, visual arts, dance, theater), health, physical education, and foreign languages. The domains, strands, standards and benchmarks, which comprise the Next Generation Standards, are State Board of Education adopted. Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards.

Program procedures for enrollment include the following:

- A. Determining eligibility for enrollment:
 - 1. Declaration of intent or withdrawal form for students 16 or 17 years of age.
 - 2. Legal withdrawal from elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
- B. Diagnosing learning difficulties as necessary.
- C. Prescribing individualized instruction.
- D. Correlating subject areas with Next Generation Standards.
- E. Managing learning activities.
- F. Evaluating student progress.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Standards

Except as provided elsewhere in law, the graduation requirements for adults shall be the same as those for secondary students. To obtain a regular adult education diploma, a student must earn twenty-four credits, successfully complete the FCAT or earn passing concordant scores on the SAT or ACT, pass End of Course Exams as appropriate, and maintain a GPA in accordance with State of Florida guidelines. Requirements for an adult high school diploma, Sections 1003.428 and 1003.43(6), F.S., are:

Language Arts	4 Credits
Mathematics	4 Credits
Social Studies	3 Credits
Science	3 Credits
Electives	10 <u>Credits</u>
TOTAL:	24 Credits*

****Note: Please refer to F.S. 1003.428; Revised, for the most current graduation requirements for students who entered the 9th grade in 2007-2008 and after and F.S. 1003.43 for requirements for students who enrolled prior to 2007-2008. Exemptions for all Adult High School students, regardless of the date of enrollment, can be found in 1003.43(6). Physical education and Fine/Performing Arts are not required but students must still complete the minimum 24 credits. The laboratory requirement may also be waived by the district or college if facilities are not available.***

Grade level classifications are:

9th Grade = 0-6 Credits	11th Grade = 13-18 Credits
10th Grade = 7-12 Credits	12th Grade = 19 or more Credits

Special Notes

Use of 9900010 Program Number:

Rule 6A-6.011, Florida Administrative Code (FAC), provides that a student taking an adult education course required for high school credit is an adult education student. The instruction should be consistent with the secondary curriculum frameworks. When this occurs, the adult education course number (9900010) for General Education Promotion can be used for the adult education course(s). **Note: Co-enrolled students must be reported under the course number 9900099 in conjunction with the coordinating framework.** The definition of GEP from the Course Code Directory indicates that this is the appropriate course number for adult education instruction. The credit from adult education course(s) in a particular course of instruction can be transferred to the high school program.

Career and Education Planning

The following career development standards should be integrated into the Adult High School framework. Students can access Florida CHOICES or a comparable system for career exploration and planning activities.

The following is the list of standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

Reporting

For reporting purposes, when a student successfully completes three 1/2 credit courses during the same term, a new section number must be created for every additional course into which that student is enrolled.

Adult Education Certification Requirements

The Course Code Directory provides the certification coverage appropriate for an individual to teach or render service in specific areas or fields. Section 1012.39(1)(b), Florida Statutes, provides that, notwithstanding F.S. 1012.32, 1012.55, 1012.56 and 1012.57, or any other provision of law or rules to the contrary; each school board shall establish minimal qualifications for part-time and full-time adult education instructors. This standard gives districts the discretion to limit instruction to field of coverage.

For accreditation by the Southern Association of Colleges and Schools (SACS), instructors of co-enrolled students must meet the certification requirements defined in Standards of the Commission on Secondary Schools. These standards require that instructional personnel shall have a certificate or college major in the field of work for which they are responsible for the major portion of the school day.

July 2012

**Florida Department of Education
Curriculum Framework**

Program Title: Adult High School for Co-Enrolled Students

Program Type: Adult Education

Career Cluster: N/A

ADULT GENERAL EDUCATION	
Program Number	9900099
CIP Number	1532.019900
Grade Level	9-12
Standard Length	Varies
Teacher Certification	See Below

Purpose

The purpose of this program is to provide students, currently enrolled in a 9-12 secondary school and lacking credits necessary to obtain a high school diploma with their cohort class, with the opportunity to obtain those credits through the Adult General Education High School program on a limited basis.

Program Structure

General Education Promotion (GEP) is graded and characterized by individualized, self-paced instructional modules, classroom instruction and performance based evaluation. Placement into the program is based on an individual's need for credit recovery. A variety of resources including computers, tape recorders, cassette players, videos, CD-ROMS, and interactive videos may be used in GEP courses. Modifications to equipment and curriculum or special accommodations may be required based on student needs.

Program Procedures include the following:

- A. Determining eligibility for enrollment:
 - 1. Local policies and procedures pending collaboration between the home school and the Adult Education Program to ensure students are appropriately placed and documentation/reporting is coordinated between both entities
- B. Diagnosing learning difficulties as necessary.
- C. Prescribing individualized instruction.
- D. Correlating subject areas with Next Generation Standards.
- E. Managing learning activities.
- F. Evaluating student progress.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and

materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs.

Standards

Student entering high school in 2007-2008 and beyond must adhere to all provisions of F.S. 1003.428, Revised, and are not eligible for exemptions specified for the Adult High School student enrolled in Program Number 9900010. Co-enrolled instruction may only be provided utilizing an approved secondary course as identified in the Course Code Directory, including the use of the same standards and benchmarks. Courses should also be academic in nature and a requirement for high school graduation.

Special Notes

Reporting:

For reporting purposes, when a student successfully completes three 1/2 credit courses during the same term, a new section number must be created for every additional course into which that student is enrolled.

Use of 9900099 Program Number:

Students who are co-enrolled should not be reported in General Education Promotion Number of 9900010, which is designated for those students who are enrolled solely in the Adult Education Adult High School program.

Adult Education Certification Requirements:

The Course Code Directory provides the certification coverage appropriate for an individual to teach or render service in specific areas or fields. Section 1012.39(1)(b), Florida Statutes, provides that, notwithstanding ss. 1012.32, 1012.55, 1012.56, and 1012.57, or any other provisions of law or rules to the contrary; each school board shall establish minimal qualifications for part-time and full-time adult education instructors. This standard gives districts the discretion to limit instruction to field of coverage.

For accreditation by the Southern Association of Colleges and Schools (SACS), instructors of co-enrolled students must meet the certification requirements defined in Standards of the Commission on Secondary Schools. These standards require that instructional personnel shall have a certificate or college major in the field of work for which they are responsible for the major portion of the school day.

July 2012

**Florida Department of Education
Curriculum Framework**

Program Title: Adult General Education for Adults with Disabilities
Program Type: Adult Education
Career Cluster: N/A

ADULT GENERAL EDUCATION	
Program Number	9900100
CIP Number	1532.010204
Grade Level	30,31
Standard Length	Variable based on Adult Individual Educational Plan (AIEP)
Teacher Certification	Variable

Purpose

The purpose of this program is to provide specialized adult general education for adult students with disabilities. Instruction in literacy, work-related skills, employability skills, and life skills are provided that will enable the students to participate in work and community activities. The program includes selected competencies from one or more of the adult general education and exceptional student education program areas. Student performance standards should be designed to meet the individual needs of students with a wide range of functioning ability.

Program Structure

The particular outcomes and student performance standards which the student must master for the LCP must be specified in the student's Adult Individual Educational Plan (AIEP). Documentation of mastery of student performance standards must be recorded in the student's AIEP. The AIEP must be maintained for audit purposes. When the student masters these individually determined outcomes and student performance standards, the student is reported as a completer of LCP A. It is expected that upon completion of LCP A, the student will transition to employment or another program that will lead to the individual's desired outcomes. At some point in the future, should the individual need to re-enter the education system for training in a different occupational field or for advancement in the same field, the student may enroll in the program again with a new AIEP. Upon mastering the student performance objectives in the new AIEP, the student may be coded as a completer of LCP B. occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

The following chart lists the components of the Adult Individual Educational Plan required for specific postsecondary programs.

Adult Individual Educational Plan (AIEP) Components:	S99000 2	S99000 4	9900100
Expected program outcomes for the student	X	X	X
Present performance level	X	X	X
Annual goals, instructional objectives, and/or student performance standards for mastery of OCP/LCP (needed for job)	X	X	X
Procedures for monitoring student performance	X	X	X
Specialized educational services, aids, or equipment	X	X	X
Projected dates for initiation of services	X	X	X
Schedule for periodic evaluation of progress	X	X	X
Identification of job for which student is being trained	X	X	*
Statement of transition services needs including interagency agency linkage	X	X	X

*Only required if student's AIEP includes vocational student performance standards.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum cannot be modified.

Standards

- 01.0 Demonstrate appropriate employability skills.
- 02.0 Demonstrate literacy skills.
- 03.0 Demonstrate work-related skills.
- 04.0 Manage interpersonal relationships.
- 05.0 Demonstrate self-advocacy and self-determination skills.
- 06.0 Demonstrate mastery of selected outcomes from one or more adult general education or exceptional student education courses.

July 2012

**Florida Department of Education
Student Performance Standards**

Program Title: Adult General Education for Adults with Disabilities
Program Number: 9900100

Adult General Education for Adults with Disabilities

01.0 Demonstrate Appropriate Employability Skills:

- 01.01 Demonstrate basic health and personal safety procedures.
- 01.02 Demonstrate skills for personal hygiene, dress, grooming, and health.
- 01.03 Follow procedures to ensure health and safety in various situations.
- 01.04 Demonstrate how to respond safely and appropriately to unexpected events.
- 01.05 Demonstrate basic banking and budgeting skills.
- 01.06 Identify and use reliable transportation

02.0 Demonstrate Literacy Skills:

- 02.01 Demonstrate ability to apply literacy skills to meet individual needs.
- 02.02 Demonstrate ability to express information.
- 02.03 Use community resources to enhance the quality of life.

03.0 Demonstrate Work-Related Skills::

- 03.01 Demonstrate realistic career goals.
- 03.02 Conduct a job search.
- 03.03 Complete job applications and other work-related documents.
- 03.04 Participate in a job selection and interview process.
- 03.05 Demonstrate the ability to follow directions.
- 03.06 Demonstrate appropriate behaviors related to task completion.
- 03.07 Participate effectively in group settings/on a team.
- 03.08 Demonstrate awareness of jobs and job responsibilities.
- 03.09 Respond appropriately to constructive criticism.
- 03.10 Perform required work tasks to specifications.
- 03.11 Demonstrate punctuality and attendance.

04.0 Manage Interpersonal Relationships:

- 04.01 Demonstrate appropriate social skills in a variety of settings.
- 04.02 Initiate communication and respond effectively in a variety of situations.
- 04.03 Demonstrate strategies for problem solving/resolving conflicts.
- 04.04 Maintain a positive relationship with others.

05.0 Demonstrate Self-Advocacy and Self-Determination Skills:

- 05.01 Express personal needs.
- 05.02 Evaluate own needs and interests.
- 05.03 Use information to make choices.
- 05.04 Make plans based on personal choices.
- 05.05 Expedite activities based on decision making.
- 05.06 Evaluate outcomes and make adjustment.

06.0 Demonstrate Mastery of Selected Outcomes From one or More Adult General Education or Exceptional Student Education Courses:

- 06.01 Perform tasks as they relate to literacy.
- 06.02 Perform employability skills.
- 06.03 Perform work-related skills.

July 2012

**Florida Department of Education
Curriculum Framework**

Program Title: Applied Academics for Adult Education
Program Type: Adult Education
Career Cluster: N/A

ADULT GENERAL EDUCATION	
Program Number	S990001
CIP Number	1532.010503
Grade Level	30, 31 30, 31
Standard Length	Variable
Teacher Certification	Bachelor's degree or higher

Purpose

The purpose of this program is to prepare students for academic, technical and personal success. This program strives to inspire and motivate students to become productive, self-sufficient members of society. The AAEE system is based upon the assessed needs of the individual and the academic and employability requirements related to Florida's comprehensive Career and Adult Education programs. It provides:

- 1) Career assessment designed to assist persons with special needs in identifying vocational interests, temperament, aptitudes and learning styles.
- 2) Individualized basic skills related instruction to educationally disadvantaged students (including Limited English Proficient individuals) whose basic skills deficiencies may prevent success in career and technical preparatory programs or prevent completion of licensure of preparatory programs of their choice.
- 3) Employability behavior instruction for job acquisition and job retention.

Program Structure

The program encompasses a combination of the following instructional components:

- A. Career Assessment and/or Referral
- B. Basic Skills Related Instruction
 - 1) Reading
 - 2) Language
 - 3) Mathematics
 - 4) Study and Reference Skills
- C. Other Related Instruction (as needed)
 - 1) Science

- 2) Social Studies
- 3) Advanced Mathematics

- D. Complementary Skills

- E. Basic Computer Literacy

Program procedures encompass the following:

1. Interviewing and goal setting.
2. Diagnosis of learning difficulties: basic skills assessment is performed for each student by personnel trained in AAAE concepts and program procedures to identify needs in each of the instructional components. The basic skills assessment instruments are listed in Rule 6A-10.040, FAC.
3. Prescribing individualized instruction.
4. Managing learning activities.
5. Evaluating student progress.

Special Notes:

The Applied Academics program is a non-graded system.

Laboratory Activities

The program is characterized by open entry/open exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. As a result, a variety of multimedia resources are used in the AAAE laboratory setting. Equipment used may include computers, tape recorders, cassette players, language masters, videos, CD-ROMs, interactive videos, voice synthesizers, integrated work stations, screen magnifiers, talking books, "Visipitch," etc.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum cannot be modified.

Career and Education Planning

The following career development standards should be integrated into the Applied Academics for Adult Education framework. Students can access Florida CHOICES or a comparable system for career exploration and planning activities.

The following is the list of standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

Standards

After successfully completing this program, the student will be able to perform the following:

Identify career interests and aptitudes in making educational choices.

- Demonstrate basic reading skills.
- Demonstrate basic language skills.
- Demonstrate basic mathematics skills.
- Demonstrate study and reference skills.
- Demonstrate awareness of complementary skills.
- Demonstrate basic computer literacy.

July 2012

**Florida Department of Education
Student Performance Standards**

Program Title: Applied Academics for Adult Education- Mathematics
Program Number: S990001
Course Number: S990011

Applied Academics for Adult Education-Mathematics

Literacy Completion Point A

Career Assessment

01.0 Identify Career and Technical Interests and Aptitude in Making Career Decisions:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

Basic Skills Mathematics

02.0 Demonstrate Basic Mathematics Skills and Subskills Appropriate to the Career and Technical Preparatory Program:

- 02.01 Change words to numbers.
- 02.02 Identify place value.
- 02.03 Demonstrate the ability to round numbers.
- 02.04 Perform basic operations with whole numbers.
- 02.05 Perform basic operations with common fractions.
- 02.06 Perform basic operations with decimals.
- 02.07 Identify mathematics symbols and geometric forms.
- 02.08 Perform basic operations with percentages.
- 02.09 Interpret basic charts, graphs and tables.
- 02.10 Perform basic map reading techniques.
- 02.11 Use conversion procedures in both standard and metric systems.
- 02.12 Apply concepts of measurements.
- 02.13 Perform basic operations with signed numbers.
- 02.14 Demonstrate the ability to solve algebraic equations.
- 02.15 Apply basic geometric concepts.
- 02.16 Demonstrate problem-solving techniques.

Advanced Math

03.0 Demonstrate Advanced Math Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program (the instruction in advanced math competencies is based on individual need and may include, but is not limited to the following):

- 03.01 Apply principles of algebra to technically related problems.
- 03.02 Apply principles of geometry/analytic geometry to technically related problems.
- 03.03 Apply principles of trigonometry to technically related problems.
- 03.04 Apply principles of calculus to technically related problems.
- 03.05 Demonstrate ability to operate a scientific calculator.

July 2012

**Florida Department of Education
Student Performance Standards**

Program Title: Applied Academics for Adult Education-Reading
Program Number: S990001
Course Number: S990031

Applied Academics for Adult Education-Reading
Literacy Completion Point B

Career Assessment

01.0 Identify Career and Technical Interests and Aptitudes in Making Career Decisions:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

Basic Skills Reading

02.0 Demonstrate Basic Reading Category Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program:

- 02.01 Identify synonyms.
- 02.02 Identify antonyms.
- 02.03 Identify homonyms.
- 02.04 Identify affixes.
- 02.05 Interpret the meaning of words in context.
- 02.06 Analyze passage details.
- 02.07 Interpret the feelings, motives, or traits of characters in a passage.
- 02.08 Identify the main idea.
- 02.09 Identify cause-and-effect relationships.
- 02.10 Interpret structural techniques of writing.
- 02.11 Differentiate between various forms of writing such as facts/opinion/fiction.

Study and Reference Skills

03.0 Demonstrate Basic Study and Reference Skills and Subskills Appropriate to the Career and Technical Preparatory Program:

- 03.01 Request oral and written directions.
- 03.02 Follow oral and written directions.
- 03.03 Identify and use a variety of resources and reference materials.
- 03.04 Interpret graphs, charts, diagrams, maps and tables.
- 03.05 Develop note-taking skills.
- 03.06 Develop test-taking skills.
- 03.07 Develop study skills.

July 2012

**Florida Department of Education
Student Performance Standards**

Program Title: Applied Academics for Adult Education- Language
Program Number: S990001
Course Number: S990021

Applied Academics for Adult Education-Language
Literacy Completion Point C

Career Assessment

01.0 Identify Career and Technical Interests and Aptitudes in Making Career Choices:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

Basic Skills Language

02.0 Demonstrate Basic Language Category Skills and Subskills Appropriate to the Career and Technical Preparatory Program:

- 02.01 Demonstrate proper usage of punctuation.
- 02.02 Identify the correct use of capital letters.
- 02.03 Demonstrate proper usage of troublesome words.
- 02.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms.
- 02.05 Distinguish a complete sentence from sentence fragments and run-on sentences.
- 02.06 Demonstrate the correct use of various sentence types.
- 02.07 Demonstrate the proper usage of adjectives and adverbs.
- 02.08 Demonstrate the proper usage of regular and irregular verbs.
- 02.09 Demonstrate the ability to spell words correctly.
- 02.10 Demonstrate the proper use of other parts of speech.
- 02.11 Demonstrate appropriate word and syllable stress and intonation.
- 02.12 Demonstrate the use of multi-media communication tools.
- 02.13 Develop the ability to ask and respond to questions appropriately.
- 02.14 Distinguish between personal and professional language.
- 02.15 Demonstrate proper paragraph formation.

July 2012

**Florida Department of Education
Student Performance Standards**

Program Title: Applied Academics for Adult Education- Comprehensive
Program Number: S990001
Course Number: S990041

Applied Academics for Adult Education-Comprehensive

Literacy Completion Points A, B and/or C

Career Assessment

01.0 Identify Career and Technical Interests and Aptitudes in Making Career Choices:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

Basic Skills Reading

02.0 Demonstrate Basic Reading Category Skills and Subskills Appropriate to the Career and Technical Preparatory Program:

- 02.01 Identify synonyms.
- 02.02 Identify antonyms.
- 02.03 Identify homonyms.
- 02.04 Identify affixes.
- 02.05 Interpret the meaning of words in context.
- 02.06 Analyze passage details.
- 02.07 Interpret the feelings, motives, or traits of characters in a passage.
- 02.08 Identify the main idea.
- 02.09 Identify cause-and-effect relationships.
- 02.10 Interpret structural techniques of writing.
- 02.11 Differentiate between various forms of writing such as facts/opinion/fiction.

Basic Skills Language

03.0 Demonstrate Basic Language Category Skills and Subskills Appropriate to the Career and Technical Preparatory Program:

- 03.01 Demonstrate proper usage of punctuation.
- 03.02 Identify the correct use of capital letters.
- 03.03 Demonstrate proper usage of troublesome words.
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms.

- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences.
- 03.06 Demonstrate the correct use of various sentence types.
- 03.07 Demonstrate the proper usage of adjectives and adverbs.
- 03.08 Demonstrate the proper usage of regular and irregular verbs.
- 03.09 Demonstrate the ability to spell words correctly.
- 03.10 Demonstrate the proper use of other parts of speech.
- 03.12 Demonstrate the use of multi-media communication tools.
- 03.13 Develop the ability to ask and respond to questions appropriately.
- 03.14 Distinguish between personal and professional language.
- 03.15 Demonstrate proper paragraph formation.

Basic Skills Mathematics

04.0 Demonstrate Basic Mathematics Skills and Subskills Appropriate to the Career and Technical Preparatory Program:

- 04.01 Change words to numbers.
- 04.02 Identify place value.
- 04.03 Demonstrate the ability to round numbers.
- 04.04 Perform basic operations with whole numbers.
- 04.05 Perform basic operations with common fractions.
- 04.06 Perform basic operations with decimals.
- 04.07 Identify mathematics symbols and geometric forms.
- 04.08 Perform basic operations with percentages.
- 04.09 Interpret basic charts, graphs and tables.
- 04.10 Perform basic map reading techniques.
- 04.11 Use conversion procedures in both standard and metric systems.
- 04.12 Apply concepts of measurements.
- 04.13 Perform basic operations with signed numbers.
- 04.14 Demonstrate the ability to solve algebraic equations.
- 04.15 Apply basic geometric concepts.
- 04.16 Demonstrate problem-solving techniques.

Study and Reference Skills

05.0 Demonstrate Basic Study and Reference Skills and Subskills Appropriate to the Career and Technical Preparatory Program:

- 05.01 Request oral and written directions.
- 05.02 Follow oral and written directions.
- 05.03 Identify and use a variety of resources and reference materials.
- 05.04 Interpret graphs, charts, diagrams, maps and tables.
- 05.05 Develop note-taking skills.
- 05.06 Develop test-taking skills.
- 05.07 Develop study skills.

Complementary Skills

06.0 Demonstrate Awareness of Complementary Skills (the instruction in complementary skills is based on individual need and may include, but is not limited to the following):

- 06.01 Identify sources of community services agencies.
- 06.02 Demonstrate consumer awareness.
- 06.03 Identify principles of business organization and management.
- 06.04 Practice health maintenance skills.
- 06.05 Demonstrate knowledge of responsible citizenship.
- 06.06 Demonstrate a basic understanding of the governmental structure.
- 06.07 Recognize fraudulent practices.
- 06.08 Demonstrate cultural and environmental awareness.

Basic Computer Literacy

07.0 Demonstrate Basic Computer Literacy Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program (the instruction in basic computer literacy is based on individual need and may include, but is not limited to the following):

- 07.01 Define computer terms.
- 07.02 List practical applications of the computer in the workplace.
- 07.03 Develop proficiency in keyboarding.
- 07.04 Demonstrate an understanding of operating systems.
- 07.05 Demonstrate an understanding of software applications.
- 07.06 Develop Internet/network literacy.

**Florida Department of Education
Division of Career and Adult Education
Curriculum Frameworks**

Program Title: Academic Skills for Adult ESOL

Program Type: Adult Education (ESOL)

Career Cluster: N/A

ADULT ESOL	
Program Number	9900051
CIP Number	1532.010302
Grade Level	30,31
Standard Length	450 hours maximum recommended
Teacher Certification	Bachelor's degree or higher

I. **PURPOSE:** The purpose of this course is to improve the advanced ESOL students' ability to communicate in English, and allow them to acquire secondary level English language skills.

II. **LABORATORY ACTIVITIES:** Language Laboratory and computer-assisted instruction are recommended options.

PROGRAM STRUCTURE:

III. The Academic Skills for Adult ESOL Learners course is non-credit and is designed to prepare adult students for further education by providing concentrated instruction in ESOL Academic Skills competencies. One Literacy Completion Point (LCP) is awarded upon satisfactory completion of the competencies in the course.

Other courses in this program include: Literacy for Adult ESOL Learners, Adult English for Speakers of Other Languages (ESOL), English Literacy for Career and Technical Education (ELCATE), Workplace Readiness Skills, and Citizenship.

IV. **SPECIAL NOTE:** Performance standards may be presented to students in any order. Skills may be integrated into lesson topics or taught separately.

Classroom activities and materials should be designed for adults with a variety of learning styles and experiences. They should also reflect current adult educational research and practice, and culturally non-biased.

Examples are provided in parentheses after certain performance standards. The samples provided are not intended to limit the use of additional instructional options.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment.

Instructional strategies must also incorporate methods to improve students' personal qualities and higher order thinking skills.

ACADEMIC SKILLS FOR ADULT ESOL USER GUIDE <i>School District Course #9900051 • College Classification of Instructional Program #1532.010302</i>	
Who is the intended population?	<ul style="list-style-type: none"> • Students enrolling in this course have a goal to enter a university or college. • The course is open to students who have completed the Adult ESOL Course and to other students who demonstrate the required level of English language skills.
What is the course designed to do?	<ul style="list-style-type: none"> • This course is designed to prepare students to succeed in taking postsecondary credit courses at a university or college.
How are students placed in the course?	<ul style="list-style-type: none"> • The following entry-level scores are strongly recommended. <ul style="list-style-type: none"> BEST Plus score of ≥ 541. CASAS reading and listening scores of ≥ 235. TABE CLAS-E reading score of ≥ 589 and a listening score of ≥ 608. • If a student obtains a score lower than the recommended level, additional evidence of the student's ability to perform the tasks required of the course may be considered, such as a portfolio of work completed by the student, or other English language assessments the student has taken. • To be consistent in placing students, the program should develop a written procedure that provides guidance on the types of additional evidence that may be used.
How are students tested?	<p>PRETEST: Students must take a state-approved test to be placed in this course. Students who do not obtain the recommended score may be considered for placement, if additional evidence (noted above) indicates the student will be able to perform the work required of the course.</p> <p>POSTTEST: No further testing with A state-approved assessment is required to show progression or completion once the student has entered the course.</p>
What are students taught in the course?	<ul style="list-style-type: none"> • The curriculum standards emphasize three areas that adult ESOL students need when transitioning to postsecondary education: <ul style="list-style-type: none"> • Grammar structures of the language. • The academic culture of US educational systems. • How to use technology for academic class work.
How are students taught?	<ul style="list-style-type: none"> • Instruction should focus on reading, writing, vocabulary-building exercises, and critical thinking. • The curriculum may be delivered through face-to-face instruction, lab-based computer assisted instruction, or a combination of instructional strategies.
How do students progress and exit the course?	<ul style="list-style-type: none"> • Students demonstrate progress by completing the competencies of the curriculum standards. • Progress is documented by completion of the Progress Report. • Standardized tests such as CASAS, BEST Plus, TABE, TOEFL, CPT-L, or CPT. may also be used as a supplemental measuring tool and to guide instruction. • Students exit when they complete the competencies in the Progress Report. • The instructor and program administrator sign off on each student's Progress Report to certify that he or she has completed the competencies of the Academic Skills Progress Report.
How can teachers help students transition to other programs?	<ul style="list-style-type: none"> • Ongoing counseling is recommended to ensure a smooth transition to a postsecondary program. • The Florida Choices website provides free career planning materials for students in Spanish and English. The Adult Education Section also provides trainings to instructors on using the Florida Choices program. • Upon completion of the course, the program will provide counseling to assist the student to transition to an ABE, GED Preparatory Course, or to a post-secondary program.

PROGRESS REPORT CERTIFICATION
ACADEMIC SKILLS FOR ADULT ESOL

School District Course #9900051
 College Classification of Instructional Program #1532.010302

ADULT EDUCATION AGENCY	
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Program Year	
Student Name:	
Student Identifier Number:	
Date Student Completed Course Competencies:	

The instructor and program director whose signatures appear below certify that the forenamed student has satisfactorily completed the competencies of the Academic Skills for Adult ESOL course.

Instructor Printed Name	Signature	Date
Program Director Printed Name	Signature	Date

V. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to:

- 01.0 Demonstrate English Skills necessary to listen effectively.
- 02.0 Demonstrate English Skills necessary to speak effectively.
- 03.0 Demonstrate English Skills necessary to read effectively.
- 04.0 Demonstrate English Skills necessary to write effectively.
- 05.0 Demonstrate English skills necessary to apply rules of standard English grammar.
- 06.0 Demonstrate English skills necessary to obtain higher education and training.
- 07.0 Demonstrate English skills necessary to persist in higher educational training.
- 08.0 Demonstrate ability to use computer technology.

ACADEMIC

01.0 **DEMONSTRATE ENGLISH SKILLS NECESSARY TO LISTEN EFFECTIVELY**--The student is able to:

- 01.01 Use appropriate listening strategies in informal discussions, formal presentations, problem-solving, and real-life conversations.
- 01.02 Use active and reflective listening to connect and build on the ideas of a speaker.
- 01.03 Attend a classroom lecture and/or presentation, and participate in follow-up discussion.
- 01.04 Interpret TV/radio news programs and video episodes.
- 01.05 Recognize and interpret American English idioms.
- 01.06 Recognize question types (meaning, implication, reference, inferential).

02.0 **DEMONSTRATE ENGLISH SKILLS NECESSARY TO SPEAK EFFECTIVELY** --The student is able to:

- 02.01 Produce consonant blends, diphthongs, digraphs, voiced, voiceless sounds.
- 02.02 Use speaking strategies (volume, stress, pacing, enunciation, eye contact, gestures) to
 - Clarify meaning
 - Reflect understanding
 - Evaluate and/or interpret content
 - Evaluate processes and/or experience.
- 02.03 Express feelings verbally (happiness, sadness, appreciation, sympathy, regrets).
- 02.04 Make statements in classroom discussions that are relevant to the topic.
- 02.05 Make a presentation to inform, using details, illustrations, analogies, and/or visual aids.
- 02.06 Make a presentation to persuade, using details, illustrations, analogies, and/or visual aids.
- 02.07 Make a presentation to entertain, using details, illustrations, analogies, and/or visual aids.
- 02.08 Sustain a line of reasoning in a dialog with supporting statements.

03.0 **DEMONSTRATE ENGLISH SKILLS NECESSARY TO READ EFFECTIVELY** --The student is able to:

- 03.01 Use pre-reading strategies (discussion, predictions, brainstorming).
- 03.02 Use English-only dictionary and thesaurus.
- 03.03 Identify main idea, supporting details, and implied ideas.
- 03.04 Recognize complex vocabulary by identifying roots, affixes, Latin/Greek etymology and related strategies to interpret word meaning in context.
- 03.05 Use 'vocabulary-in-context' skills to interpret reading passages.
- 03.06 Develop a vocabulary word bank using vocabulary building strategies (Latin/Greek based etymology, affixes, roots).
- 03.07 Distinguish between fact and opinion in a reading passage.
- 03.08 Make inferences from a reading passage.

- 03.09 Identify purpose and tone of the author of a reading passage.
- 03.10 Restate the sequence of events in a reading passage.
- 03.11 Obtain information from diagrams, tables, graphs, and/or schedules.
- 03.12 Write a summary of a reading passage.
- 03.13 Compare and contrast ideas in a reading passage.
- 03.14 Use reading strategies (preview, skim, scan) to identify content, purpose, and organization of a reading passage.
- 03.15 Identify author's point of view and arguments in a reading passage.
- 03.16 Evaluate validity and accuracy of information in a reading passage.
- 03.17 Interpret a complex reading passage.
- 03.18 Read a literary text recommended and/or endorsed by instructor.
- 03.19 Answer "wh" questions about a reading passage.
- 03.20 Synthesize information and draw conclusions about a reading passage.

04.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO WRITE EFFECTIVELY-- The student is able to:

- 04.01 Use pre-writing strategies (brainstorming, graphic organizing, and outlining).
- 04.02 Develop outline to organize ideas for a composition including main ideas, specific ideas, and details.
- 04.03 Use sentence structure to construct compound and complex sentences
- 04.04 Use complex vocabulary in a writing exercise.
- 04.05 Write a paragraph that includes a topic sentence with controlling ideas, major points, support, and a concluding sentence.
- 04.06 Write two or more paragraphs that are focused, organized, and have supporting statements.
- 04.07 Prepare an initial draft of a composition and/or report that shows evidence of a general pattern.
- 04.08 Revise an initial draft of a composition and/or report into a final draft that shows evidence of a clear pattern, focus and purpose.
- 04.09 Edit a final draft of a composition and/or report for spelling, capitalization, punctuation, grammar, parallel structure, sentence formation, and format.
- 04.10 Submit an edited composition and/or report that sustains a consistent point of view throughout.
- 04.11 Use formal style in a written text, (impersonal address, acronyms, numbers, non-use of colloquialisms and/or abbreviations).

05.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO UNDERSTAND GRAMMAR APPLICATION--The student is able to apply rules of standard English grammar to:

- 05.01 Identify parts of speech.
- 05.02 Use regular and irregular verbs
 - Simple present
 - Simple past
 - Simple future
 - Perfect (past, present, future)
 - Continuous (past, present, future)
 - Commands
 - Modals
 - Conditionals
 - Gerunds
 - Infinitives.

- 05.03 Use forms of pronouns (subject, object, possessive).
- 05.04 Use articles, conjunctions, transition words, and connectors.
- 05.05 Use singular and plural noun forms.
- 05.06 Use modifiers (adverbs, adjectives, participles).
- 05.07 Use rules of agreement to construct sentences (subject-verb, pronoun-referents, adjective-referents).
- 05.08 Use prepositions and prepositional phrases.
- 05.09 Use adjective clauses, adverb clauses and noun clauses.
- 05.10 Use active and passive voice.

CULTURE OF UNITED STATES EDUCATIONAL PROGRAMS: GED, HIGHER EDUCATION, CERTIFICATES, AND TECHNICAL PROGRAMS

06.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO OBTAIN HIGHER EDUCATION AND TRAINING--The student is able to:

- 06.01 Develop a portfolio (resumes, transcripts, diplomas, certificates, translated documents).
- 06.02 Recognize value of translating and evaluating academic documents (transcripts, diplomas) into English for obtaining access to higher education or career and technical training.
- 06.03 Use a catalog from an educational institution to find information about programs and courses offered.
- 06.04 Use a program brochure from an educational institution to find information about available courses (pre-requisites, dates offered).
- 06.05 Interpret a class schedule for an educational program.

07.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO PERSIST IN HIGHER EDUCATION AND TRAINING --The student is able to:

- 07.01 Recognize and interpret the U. S. grading system used in a post-secondary and/or career and technical institution.
- 07.02 Recognize the importance of academic honesty (prohibition of plagiarism/cheating).
- 07.03 Recognize the role of culture in interacting with instructors in and out of class.
- 07.04 Recognize the role of culture in interacting with educational staff and administration.
- 07.05 Identify interactive strategies used in higher education classrooms that promote successful academic performance (querying the instructor; taking opposing position from the instructor and defending position; presenting views in a measured manner).
- 07.06 Recognize a variety of classroom strategies used to promote academic learning (individual instruction, cooperative learning, pair work, group work, and instructor facilitated lectures).

TECHNOLOGY AND TEST TAKING SKILLS

08.0 DEMONSTRATE ABILITY TO USE COMPUTER TECHNOLOGY--The student is able to:

- 08.01 Use keyboarding skills.
- 08.02 Send and receive e-mail.
- 08.03 Navigate the Internet to locate and gain access to websites that provide academic English instruction.
- 08.04 Use search engines to locate websites with information about an educational topic.

09.0 USE TEST-TAKING SKILLS FOR STANDARIZED INSTRUMENTS (TOEFL, CPT-L, AND CPT --
The student is able to:

- 09.01 Use bubble-in technique on test answer sheets.
- 09.02 Use test-taking strategies with various test formats (multiple choice, matching, true/false, cloze, and essay) for testing in each of the following skill areas, listening, speaking, reading, writing, and grammar.
- 09.03 Use computer-based test-taking strategies (Computer-Adaptive-Testing, online, CD) to prepare for tests that lead to higher education: GED, TABE, TOEFL, CPT-L, and/or CPT.

**Florida Department of Education
Division of Career and Adult Education
Curriculum Standards**

Program Title: Adult English for Speakers of Other Languages (ESOL)
 Program Number: 9900040
 Course Title: Adult English for Speakers of Other Languages (ESOL)

ADULT ESOL	
Program Number	990040
CIP Number	1532.010300
Grade Level	30, 31
Standard Length	2700 hours maximum recommended
Teacher Certification	Bachelor's degree or higher

- I. **PURPOSE:** Provide English language instruction to adult learners who are able to read and write in at least one language other than English. Prepare adult learners to use English for entering career and technical and/or postsecondary education, employment, and participation in the civic life in the United States.
- II. **LABORATORY ACTIVITIES:** Computer based instruction is recommended.
- III. **PROGRAM STRUCTURE:** Focuses on English reading, writing, speaking, listening, vocabulary, and grammar. Adult ESOL is a non-credit program that covers the six adult ESL Educational Functioning Levels of the National Reporting System.

Students entering adult ESOL must take a pretest for placement in the first twelve hours of instructional activity using a state-approved test: CASAS, TABE CLAS-E, BEST Literacy or BEST Plus. If the educational agency uses CASAS or TABE CLAS-E, students must be tested in the two skill areas of listening and reading. The lower of the two skill areas determines the level for placement. Students must complete one pretest and posttest cycle by obtaining valid scores in both reading and listening in order to exit the Foundations level. Upon completion of each level of the course, educational agencies must report to the state the learning gain(s) achieved by the student. Progress through levels must be measured using state-approved standardized tests.

The course focuses on the following topic areas 1) Communication, 2) Civics, Family and Community Resources, 3) Employment, 4) Consumer Education, 5) Health and Nutrition, 6) Transportation and Travel, and 7) Safety and Security. The sequence for teaching the topic areas should be established in consultation with students, and should be linked to a context. Vocabulary and grammar competencies are intended to be taught simultaneously with the topic-based competencies. Instructional materials that are used in this course should be designed for adult learners and at the proficiency levels of the students. Classroom activities which take into account a variety of learning styles are recommended.

Ongoing counseling is recommended to ensure a smooth transition to the Academic Skills for ESOL course, or to ABE, GED, Career and Technical and/or Postsecondary Programs. Teachers should emphasize skills that help learners succeed in academic programs, such as reading to learn, conceptual and critical thinking, and accurate use of the English language. It is recommended that students be instructed in the use of the Florida Choices website at <http://www.flchoices.org/>. This is a free career planning resource provided by the Florida Department of Education.

Other courses in the adult ESOL program include Literacy Skills for Adult ESOL Learners, Academic Skills for Adult ESOL Learners, Adult English for Career and Technical Education (ELCATE), Workplace Readiness Skills for LEP Adults, and Citizenship.

- IV. SPECIAL NOTE: Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.

COMMUNICATION					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.01.01 Use simple greetings, and farewells. (verbal and non-verbal) <i>C</i>	2.01. 01 Respond appropriately to greetings, farewells and introductions. <i>C</i>	3.01. 01 Describe physical features and personal traits of self and others. <i>C</i>	4.01. 01 Construct appropriate language for personal and interpersonal communication in formal and informal situations. <i>C</i>	5.01.01 Recognize and respond appropriately to verbal and non-verbal language. <i>C</i>	6.01.01 Engage in face to face conversation regarding personal and interpersonal relationships.
1.01.02 Use simple sentences to identify and introduce self, and others. <i>C</i>	2.01. 02 Construct simple statements and questions to identify self, and others. <i>C</i>	3.01. 02 Use polite expressions to acknowledge invitations, courtesies and good and bad news. <i>C</i>	4.01. 02 Interview others and restate information. <i>C</i>	5.01. 02 Predict future outcomes based upon information shared.	6.01.02 Use appropriate language for social, academic, and life situations, demonstrating sensitivity to gender, ethnic traditions and cultural bias including voice volume and proper body language. <i>C</i>
1.01.03 Respond to simple yes/no and information questions relating to personal information, likes and dislikes. <i>C</i>	2.01. 03 Cite likes, dislikes, feelings and emotions. <i>C</i>	3.01. 03 Act out a mini-conversation about everyday activities and likes & dislikes of self and others. <i>C</i>	4.01. 03. Explain personal likes and dislikes. <i>C</i>	5.01. 03. Express personal opinions, concerns, satisfaction and dissatisfaction. <i>C</i>	6.01.03 Compare and contrast negative and positive bias, prejudice or propaganda in print materials. <i>C</i>
1.01.04 Recognize common body language that impacts communication. <i>C</i>	2.01. 04 Use appropriate body language to facilitate communication. <i>C</i>	3.01. 04 Recognize inappropriate body language that hinders communication. <i>C</i>	4.01. 04 Identify verbal, and nonverbal communication appropriate in formal /informal situations. <i>C</i>	5.01. 04 Recognize biases, prejudices and stereotypes in oral and written messages. <i>C</i>	6.01.04 Give a short formal presentation using appropriate body language. <i>C</i>
1.01.05 Identify days of the week and months of the year using words, abbreviations and numeric form. <i>C</i>	2.01. 05 Write date in numerical form and/or words. <i>C</i>	3.01. 05 Interpret information about weather and seasons. <i>C</i>	4.01.05 Keep a calendar/agenda for school, home and/or work. <i>C</i>	5.01. 05 Discuss major holidays in the United States. <i>C</i>	6.01.05 Compare and contrast holidays in the US and other countries. <i>C</i>
1.01.06 Use basic residential telephones. <i>C</i>	2.01. 06 ☞ Use different types of telephones to make local, long distance, collect and person-to-person calls. <i>C</i>	3.01. 06 ☞ Demonstrate the ability to use various types of telephone services. <i>C</i>	4.01.06 ☞ Demonstrate ability to communicate successfully by telephone for personal and work-related matters. <i>C</i>	5.01.06 Demonstrate ability to give information clearly by telephone. <i>C</i>	6.01.06 Compare/contrast telephone services available (calling cards, cell plans, VOS, SKYPE). <i>C</i>

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COMMUNICATION – CONTINUED					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.01.07 ☞ Take simple telephone messages. <i>C</i>	2.01. 07 Take written telephone messages. <i>C</i>	3.01. 07 ☞ Take a written message on an office form. <i>C</i>	4.01.07 ☞ Relate information from telephone messages. <i>C</i>	5.01.07 Demonstrate ability to leave an accurate telephone message. <i>C</i>	6.01.07 Demonstrate ability to retrieve and report a recorded message. <i>C</i>
1.01.08 ☞ Answer the telephone appropriately.	2.01. 08 Read and interpret information for making and accepting/declining long distance calls.	3.01. 08 Identify various phone services that are available at additional costs(call waiting, caller ID 3-way calling, call back, etc)	4.01.08 ☞ Interpret telephone bills (account number, current amount due, account balance, due date, past due amount, late payment fee). <i>C</i>	5.01.08 Respond appropriately to automated telephone systems, including (#) pound sign and (*) star sign. <i>C</i>	6.01.08 Role play to demonstrate the ability to use the phone to conduct personal business (bank transactions, register by phone, pay by phone) <i>C</i>
1.01.09 ☞ Report police, fire and medical emergencies to 911. <i>C</i>	2.01. 09 Follow proper procedure to use 911 (make an emergency call. <i>C</i>	3.01. 09 Follow procedures to report telephone problems. <i>C</i>	4.01.09 Identify the difference between a sales call and a service call. <i>C</i>	5.01.09 Role play a service call to report a problem. <i>C</i>	6.01.09 Report an unsatisfactory service call to a company representative. <i>C</i>
1.01.10 Locate basic information in the telephone directory. <i>C</i>	2.01. 10 Use the telephone directory to locate personal and business information. <i>C</i>	3.01. 10 Locate alphabetical and topical listing information in telephone directories. <i>C</i>	4.01.10 Locate a variety of resources available in telephone directories (maps, government agencies, coupons). <i>C</i>		

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CIVICS, FAMILY AND COMMUNITY RESOURCES					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.02.01 Recognize government agencies. <i>C</i>	2.02.01 Locate government and public service agencies in the community. <i>C</i>	3.02.01 Demonstrate the ability to access services provided by local, state and/or federal government agencies. <i>C</i>	4.02.01 Describe local government structure. <i>C</i>	5.02.01 Discuss federal and state political structure of the U.S. <i>C</i>	6.02.01 Demonstrate understanding of US system of government. <i>C</i>
1.02.02 ☞ Identify community services, including: hospital, police, fire, public schools, library, parks, mailbox, post office, and places for recreation. <i>C</i>	2.02.02 Identify local community agencies, including: hospital, police, fire, public schools, library, parks, mailbox, post office, places for recreation and services provided. <i>C</i>	3.02.02 Locate public recreational, entertainment facilities in the community. <i>C</i>	4.02.02 Discuss services available in the community for immigrants and refugees. <i>C</i>	5.02.02 Read and discuss current events/happenings in the community. <i>C</i>	6.02.02 Analyze current issues at the local, state and national level that affect you. <i>C</i>
1.02.03 Recognize major U.S. holidays. <i>C</i>	2.02.03 Give examples of holiday customs in the U.S. <i>C</i>	3.02.03 Discuss historical origins of US celebrations/holidays. <i>C</i>	4.02.03 Describe traditional holidays from your country of origin or another country. <i>C</i>	5.02.03 Compare/contrast US holidays with those of other nations. <i>C</i>	6.02.03 Plan classroom/school celebrations to commemorate a holiday of the US and/or another country or countries. <i>C</i>
1.02.04 Identify the current U.S. President. <i>C</i>	2.02.04 Identify the current U.S. President, Vice President and Florida Governor. <i>C</i>	3.02.04 Describe basic steps of the US election process. <i>C</i>	4.02.04 ☞ Interpret civic responsibilities for voting, jury duty, and taxes. <i>C</i>	5.02.04 Demonstrate understanding of legal rights and responsibilities in the U.S. <i>C</i>	6.02.04 Describe the trial by jury concept used in U.S. courts of law. (judge, jury, lawyers and legal assistance). <i>C</i>
1.02.05 ☞ Identify basic vocabulary for seasons and select appropriate responses to weather emergencies <i>C</i>	2.02.05 Access and interpret basic information about weather conditions to respond appropriately to weather emergencies. <i>C</i>	3.02.05 Describe various weather conditions and Interpret temperatures using Fahrenheit and/or Celsius. <i>C</i>	4.02.05 Describe appropriate preparation for weather emergencies. <i>C</i>	5.02.05 Interpret maps and map key for evacuation procedures. <i>C</i>	6.02.05 Describe the purpose of the Emergency Broadcast System. <i>C</i>
1.02.06 Recognize key elements of maintaining a clean environment. <i>C</i>	2.02.06 Identify ways to conserve water and energy. <i>C</i>	3.02.06 Identify environmental regulations in the community. <i>C</i>	4.02.06 Describe procedures for basic disposal of trash (regular items/large items) and items to be recycled. <i>C</i>	5.02.06 Describe regulations for recycling and dumping of toxic wastes. <i>C</i>	6.02.06 Discuss the benefits of recycling. <i>C</i>

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CIVICS, FAMILY AND COMMUNITY RESOURCES – CONTINUED					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.02.07 ☞ Identify family members (mother, father, son, daughter, brother, sister). <i>C</i>	2.02.07 Identify extended family relationships. <i>C</i>	3.02.07 Compare/contrast the role of family members in the U.S. <i>C</i>	4.02.07 Recognize the importance of communicating with child’s school (attending meetings, reporting absences). <i>C</i>	5.02.07 Identify resources in the community that assist families in need. <i>C</i>	6.02.07 Compare/contrast U.S. legalities regarding parental responsibilities to those of other countries. <i>C</i>
1.02.08 Recognize compulsory schooling for children 5 –16. <i>C</i>	2.02.08 Identify educational services, facilities, and enrollment procedures for children. <i>VOCABULARY</i> <i>day care, pre K., K-12, private/public</i> <i>C</i>	3.02.08 Identify means to access educational opportunities for children (special programs, scholarships, extracurricular activities, tutoring, NCLB). <i>C</i>	4.02.08 Identify ways of participating in child’s education. <i>C</i>	5.02.08 Recognize the role of the parents in a child’s education, including: advocate, “Choose Right” program, request assistance/special services). <i>C</i>	6.02.08 Write a note to your child’s teacher to report an absence, request a parent-teacher conference, and/or share a concern. <i>C</i>
1.02.09 Select appropriate responses to weather emergencies. <i>C</i>	2.02.09 Respond appropriately to weather emergencies. <i>C</i>	3.02.09 Interpret various temperatures and compare Fahrenheit to Celsius.			
1.02.10 ☞ Demonstrate ability to purchase stamps and mail a package. <i>C</i>	2.02.10 Demonstrate ability to use postal services, including mailing packages, Express Mail, and/or insurance. <i>C</i>				
1.02.11 ☞ Locate the United States and Florida on a world map. <i>C</i>					
1.02.12 Locate your county of residence and city of residence on a state map. <i>C</i>					

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EMPLOYMENT					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.03.01 ☞ Recognize entry-level jobs and workplaces of various occupations.	2.03.01 Interpret job ads.	3.03.01 Recognize common skills, responsibilities and/or duties of entry-level jobs.	4.03.01 Respond appropriately to job ads.	5.03.01 Create a job advertisement.	6.03.01 Compare/contrast job opportunities available in the community. <i>C</i>
1.03.02 ☞ Recognize procedures to apply for a job.	2.03.02 Follow procedures to apply for a job.	3.03.02 Recognize work-related vocabulary used in the job application process.	4.03.02. Use related vocabulary to ask questions in the job application process.	5.03.02 Discuss qualifications and requirements for various jobs (include level of training)	6.03.02 Compare/contrast qualifications and responsibilities for various types of jobs in the local job market. <i>C</i>
1.03.03 Complete a simplified job application form with assistance.	2.03.03 Complete a job application form.	3.03.03 Transfer personal information to a basic resume format.	4.03.03 Write a simple resume.	5.03.03 Write a resume, cover letter, and a thank you note to follow up on a job interview.	6.03.03 Develop a portfolio that includes a resume and cover letter. Add professional recognitions, awards, certificates, etc. if available.
1.03.04 Recognize basic interview questions.	2.03.04 ☞ Respond to basic interview questions.	3.03.04 Describe types of appropriate behavior, dress code, and attitude for a job interview.	4.03.04 Select appropriate questions to ask at a job interview.	5.03.04. Demonstrate ability to ask appropriate questions at a job interview.	6.03.04 Role play a job interview process and a follow up call after a simulated job interview.
1.03.05 Recognize required forms of identification for employment. <i>C</i>	2.03.05 Identify several types of identification for employment. <i>C</i>	3.03.05 Identify educational and job experience required for specific occupations. <i>C</i>	4.03.05 Identify job training opportunities available in the community. <i>C</i>	5.03.05 Discuss job training opportunities in the community. <i>C</i>	6.03.05 Research the admission requirements and cost of job training programs in the community. <i>C</i>
1.03.06 Identify common requirements for entry level jobs.	2.03.06 Identify work standards for entry-level jobs including punctuality and phoning in sick.	3.03.06 Recognize work-related vocabulary for addressing job tasks, policies and standards.	4.03.06 ☞ Demonstrate understanding of job tasks, policies and standards. <i>C</i>	5.03.06 Communicate progress on assigned job tasks and activities.	6.03.06 Write a note to communicate progress on assigned job tasks and activities.
1.03.07 Ask for assistance on the job.	2.03.07 Ask for clarification of an assigned task(s) on the job.	3.03.07 Ask for clarification of an assigned task(s) and respond appropriately to instructions.	4.03.07 Demonstrate the ability to clarify and respond to feedback and criticism.	5.03.07 Demonstrate basic problem solving skills in the workplace.	6.03.07 Use appropriate written language (e-mail, memo, report, form) to communicate in the workplace.
1.03.08 Recognize common safety signs found in the workplace. <i>C</i>	2.03.08 Recognize safety procedures appropriate for the workplace. <i>C</i>	3.03.08. Interpret work safety information, including common icons and language for interpreting dangerous situations. <i>C</i>	4.03.08. Recognize procedures to report accidents on the job. <i>C</i>	5.03.08 Fill out a form to report an accident on the job. <i>C</i>	6.03.08. Identify problems, solutions and consequences to safety related issues. <i>C</i>

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EMPLOYMENT - CONTINUED					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.03.09 Recognize time using analog and digital clocks.	2.03.09 Interpret clock time distinguishing between A.M. and P.M.	3.03.09 Discuss the concept of time in the American society professional/social. <i>C</i>	4.03.09 ☞ Request a schedule change, or time off using samples of approval/request forms.	5.03.09 Demonstrate understanding of worker's rights, including: compensation, unionization, right-to-work. <i>C</i>	6.03.09 Discuss worker's rights, including: workers' compensation, unionizing, right-to-work. <i>C</i>
1.03.10 Interpret a simple work schedule.	2.03.10 Ask questions about a work schedule.	3.03.10 Request modifications to a work schedule for personal needs.	4.03.10 Demonstrate skills needed for teamwork in the workplace. <i>C</i>	5.03.10 Recognize behaviors and attitudes that are effective in a multicultural workplace. <i>C</i>	6.03.10 Respond appropriately to apologies/criticism from supervisors and co-workers.
1.03.11 Recognize key components of a sample pay stub. <i>C</i>	2.03.11 Interpret key components of several sample pay stubs. <i>C</i>	3.03.11 ☞ Demonstrate appropriate communication skills to interact with supervisors, co-workers and customers. <i>VOCABULARY</i> <i>project deadlines</i> <i>project reporting team work</i>	4.03.11 Fill out a sample performance evaluation form for the workplace.	5.03.11 Request feedback from a sample performance evaluation form for the workplace.	6.03.11 Discuss the value of workplace performance evaluations.
1.03.12 Recognize an evaluation form.	2.03.12 Sign a sample evaluation form.	3.03.12 Ask simple questions about your evaluation.	4.03.12 Match personal goals and educational backgrounds to job promotions.	5.03.12 Research continuing education opportunities to acquire higher-level skills necessary for promotions. <i>C</i>	6.03.12 Demonstrate an understanding of the process of job advancement including reading job postings & vacant position ads and networking.
1.03.13 Identify opportunities for job promotions.	2.03.13 Recognize requirements for job promotions.	3.03.13 Identify appropriate skills and education needed for getting a promotion	4.03.13 Set long term career goals.	5.03.13 Identify appropriate skills and education necessary to attain short and long term career goals. <i>C</i>	6.03.13 Plan a career path using short/long term goals.

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EMPLOYMENT - CONTINUED					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.03.14 Identify short term career goals.	2.03.14 Set short-term career goals.	3.03.14 Identify long term career goals.	4.03.14 Self-evaluate your performance on the job.	5.03.14 Demonstrate negotiation skills to request a promotion, transfer or raise. <i>C</i>	6.03.14 Write an action plan for achieving goals, including: identifying personal strengths and weaknesses, and/or an action plan for requesting a promotion or raise. <i>C</i>
1.03.15 Recognize career advancement opportunities.	2.03.15 Identify ways to increase income.	3.03.15 Recognize the importance of performance evaluations for promotion and job retention.	4.03.15 Demonstrate ability to select proper equipment and/or tools in order to accomplish a task at work.	5.03.15 Identify problems with one or more types of workplace equipment.	6.03.15 Follow proper procedures to report problems or maintenance needs for equipment/tools at work.
1.03.16 Develop a simple career plan based on interests and skills. <i>C</i>	2.03.16 Develop and maintain a career plan based on interests and skills. <i>C</i>	3.03.16 Develop skills to locate career information for use in a personal career plan based on interests and skills. <i>C</i>	3.04.16 Develop skills to locate and evaluate career information for use in a career plan based on interests and skills. <i>C</i>	3.05.16 Identify, evaluate and interpret career information for use in a career and education plan. <i>C</i>	3.06.16 Identify career clusters and related pathways that match career and education goals. <i>C</i>
1.03.17 Recognize common tools/equipment required for one or more types of work.	2.03.17 Identify common business machines, including: fax, copier, time clock, computer.	3.03.17 Demonstrate simple computer skills, including: use of mouse, keyboard.			

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CONSUMER EDUCATION					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.04.01 ☞ Identify cardinal and ordinal numbers. <i>C</i>	2.04.01 Use cardinal and ordinal numbers to count and show sequence. <i>C</i>	3.04.01 Read and write cardinal and ordinal numbers. <i>C</i>	4.04.01 Match numbers with amounts of items or US coins and currency. <i>C</i>	5.04.01 Use numbers to perform various computational procedures. <i>C</i>	6.04.01 Perform various computational procedures to solve real life problems. <i>C</i>
1.04.02 ☞ Interpret prices of basic goods and services, including: dollar and cents symbols, and the decimal point.	2.04.02 ☞ Identify measurement concepts for packaging and labeling.	3.04.02 Calculate savings when buying on sale or with coupons.	4.04.02 Compare various methods used to purchase goods and services.	5.04.02 Read and discuss simple guarantees, warranties, and procedures to return goods. <i>C</i>	6.04.02 Compare/contrast various types of extended warranties, guarantees, insurance policies. <i>C</i>
1.04.03 Recognize basic US clothing sizes, including: S, M, L, XL.	2.04.03 ☞ Identify clothing, labels, including: size, laundry instructions, and prices.	3.04.03 ☞ Simulate the process of placing merchandise on layaway.	4.04.03 Compare prices in sales ads, including: clothing, appliances, and cars.	5.04.03 Describe several advantages of comparative shopping.	6.04.03 Compare and contrast advertisements, labels, and charts to select goods and services.
1.04.04 Identify types of housing. <i>C</i>	2.04.04 Interpret classified ads, signs, advertisement for available housing, including abbreviations. <i>C</i>	3.04.04 ☞ Identify various means of securing housing and filling out rental agreements. <i>C</i>	4.04.04 ☞ Calculate housing costs, including: rent, mortgage payments, utilities, housing association, and maintenance fees. <i>C</i>	5.04.04 Describe various types of housing documents, including: rental agreements, contracts, renter/landlord rights and responsibilities. <i>C</i>	6.04.04 Interpret a lease rental agreement in different housing types. <i>C</i>
1.04.05 Recognize basic utilities common in the US, including: electricity, gas, water, telephone, cable. <i>C</i>	2.04.05 Identify steps to access basic utility services, including: water, gas, electric, telephone, cable. <i>C</i>	3.04.05 Simulate a procedure to report the need for household repairs. <i>C</i>	4.04.05 Write a basic consumer related complaint. <i>C</i>	5.04.05 Interpret tenant and landlord rights. <i>C</i>	6.04.05 Identify ways to achieve the goal of purchasing your own home, including: mortgages, investments and loans. <i>C</i>
1.04.06 ☞ Recognize U.S. currency, symbols and prices.	2.04.06 ☞ Count money, using US coins and currency.	3.04.06 Read and write money amounts with US coins and currency.	4.04.06 Estimate the amount of change from different amounts of currency and/or discounts.	5.04.06 Compare price and/or quality to identify best buys for purchases.	6.04.06 Compare and contrast prices of merchandise and housing in your local area and elsewhere using the Internet.

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CONSUMER EDUCATION - CONTINUED					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.04.07 ☞ Complete a sample personal check or a money order. <i>C</i>	2.04.07 ☞ Identify various methods to purchase goods and services; writing a check; using a debit card or credit card; paying cash. <i>C</i>	3.04.07 Identify common banking terms and services. <i>C</i> <i>VOCABULARY</i> <i>savings and checking accounts, 24 hour teller services, drive through window, withdrawal, deposit, ATM</i>	4.04.07 Discuss the use of an ATM machine and recognize the importance of keeping number codes secure.	5.04.07 Discuss procedures for borrowing money from a bank. <i>C</i>	6.04.07 Explain the use of banking terms, including: balance, transfers, loan, and service fees. <i>C</i>
1.04.08 Recognize various types of credit cards and their purposes.	2.04.08 Fill out a credit application.	3.04.08 Give examples of the use/abuse of credit cards.	4.04.08 Discuss credit related terms, including: identity theft, credit report, and credit rating score.	5.04.08 Identify budget-planning strategies. <i>C</i>	6.04.08 Develop a personal budget showing income, savings and expenditures.
1.04.09 Recognize various types of stores, including: supermarket, department stores, boutiques, and hardware stores. <i>C</i>	2.04.09 ☞ Ask and follow directions for locating merchandise or department in a store or mall.	3.04.09 Use catalogues, order forms or lay-away to simulate the purchase of merchandise.	4.04.09 Discuss different methods of purchasing merchandise or services, including: phone, in-store, and the Internet.	5.04.09 Compare and contrast several methods to purchase merchandise and services. <i>C</i>	6.04.09 Discuss consumer protection resources. <i>C</i>

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HEALTH AND NUTRITION					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.05.01 Identify several parts of the body.	2.05.01 ☞ Describe basic problems/injuries to parts of the body.	3.05.01 Describe accidents and injuries, including: names of parts of the body and descriptions of injuries.	4.05.01 Describe symptoms related to illness, injuries, or dental health problems.	5.05.01 ☞ Ask for and give advice on health topics using vocabulary for body parts, illnesses, and symptoms. <i>C</i>	6.05.01 Fill out sample forms to request a sick-leave day or medical leave from work. <i>C</i>
1.05.02 Recognize symptoms of common illnesses.	2.05.02 Describe symptoms related to common illnesses.	3.05.02 Identify healthful habits that prevent common illness.	4.05.02 Compare healthful and unhealthful behaviors and practices. <i>C</i>	5.05.02 Recognize problems related to substance abuse drug abuse, spousal abuse, child abuse, and elder abuse. <i>C</i>	6.05.02 Discuss consequences of unhealthful habits and identify where to get help in the community. <i>C</i>
1.05.03 ☞ Recognize basic health care providers and facilities, including: <i>doctor, nurse, dentist, emergency room, and hospital. C</i>	2.05.03 ☞ Identify health care providers and facilities in your community. <i>C</i>	3.05.03 ☞ Make a sample doctor's/dentist appointment card, using the following terms: first time, routine, follow-up, and checkup.	4.05.03 Simulate the steps to reschedule and/or cancel a doctor's appointment.	5.05.03 ☞ Complete sample accident and medical history forms. <i>C</i>	6.05.03 Compare services offered by different health providers. <i>C</i>
1.05.04 Identify common medications and their usage. <i>C</i>	2.05.04 Read/interpret instructions on medicine labels, including over-the-counter (OTC) and prescription medications. <i>C</i>	3.05.04 ☞ Simulate steps to follow a sample set of written doctor's orders. <i>C</i>	4.05.04 ☞ Identify the difference between prescription and over the counter (OTC) medications. <i>C</i>	5.05.04 Interpret warnings on medicine and over-the-counter (OTC) drug labels. <i>C</i>	6.05.04 Give advice on practices necessary to use medications properly. <i>C</i>
1.05.05 ☞ Identify products used for personal grooming.	2.05.05 List personal grooming and hygiene habits.	3.05.05 Identify practices that promote good dental health.	4.05.05 Recognize and interpret requirements for immunizations. <i>C</i>	5.05.05 Recognize procedures for first aid.	6.05.05 Compare processes to access/pay for medical assistance and medication, including health/dental insurance, prescription purchasing plans, Medicaid, and Medicare. <i>C</i>
1.05.06 Recognize basic food items.	2.05.06 Choose prepared foods from a simple menu.	3.05.06 Categorize foods and food groups according to current US Department of Agriculture guidelines.	4.05.06 Read/interpret nutritional and related information listed on food labels.	5.05.06 Plan samples of balanced diets.	6.05.06 Discuss the importance of healthful eating and maintaining a balanced diet.

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TRANSPORTATION AND TRAVEL					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.06.01 Identify basic types of transportation, including: bus, train, taxi cab, car, plane, and ship.	2.06.01 ☞ Identify transportation options in your community. <i>C</i>	3. 06.01. ☞ Identify transportation costs, schedules and practices. <i>C</i>	4. 06.01 Compare and interpret schedules for various forms of transportation. <i>C</i>	5. 06.01 Compare and contrast basic factors when planning a trip.	6. 06.01 Plan a trip using Mapquest, Expedia, or other Internet based resources.
1.06.02 Recognize common transportation signs using sight words and symbols, including: ENTER, EXIT, PUSH, PULL, MEN, WOMEN, CAUTION, NO SMOKING, NO SWIMMING.	2.06.02 Interpret various traffic signs, including: Stop, Yield, One Way, directional arrows, bus stop, speed limit, and pedestrian crossing. <i>C</i>	3. 06.02 Recognize personnel responsible for traffic safety, including: police officer, highway patrol and paramedics. <i>C</i>	4. 06.02. Give examples of consequences of not obeying posted traffic signs. <i>C</i>	5. 06.02 Explain what to do in case of a road emergency. <i>C</i>	6. 06.02 Simulate various appropriate responses to a traffic stop by law enforcement officers. <i>C</i>
1.06.03 Ask for, give, follow simple directions.	2.06.03 Identify the cardinal directions: North, south, East and West using maps.	3. 06.03 Read a map to locate places of interest.	4. 06.03. ☞ Request and give directional information.	5. 06.03. Simulate making plans for different forms of travel, including air, ground, national, and international.	6. 06.03 Describe appropriate responses to <i>transportation</i> problems, including: security restrictions, customs, canceled/delayed flights, and road construction.
1.06.04 Identify steps needed to apply for a Florida driver's license or Florida identification card, including eye exam, written exam, and driving test. <i>C</i>	2.06.04. Identify basic safe driving practices, including the use of seat belts and child safety restraints. <i>C</i>	3. 06.04. ☞ Identify documents related to transportation, including: driver's license, insurance card, registration, license plate/tag, and international driver's license. <i>C</i>	4. 06.04 Simulate making a report by telephone or in person of an accident or vehicle problem. <i>C</i>	5. 06.04 Describe a car problem and request service for your vehicle. <i>C</i>	6. 06.04 Discuss car warranties, insurance claims and car rentals. <i>C</i>
1.06.05 ☞ Recognize methods for selecting and purchasing a car.	2.06.05 Interpret information about the purchase and maintenance of a car.	3. 06.05 Identify safe driving practices and consequences of unsafe practices, including Driving under the influence (DUI), sobriety test, balance test, jail time, community service, license point system, safe driver status and insurance premiums affected by driver record. <i>C</i>	4. 06.05 ☞ Discuss laws that mandate vehicle emissions control, use of seat belts and motorcycle helmets. <i>C</i>	5. 06.05 Compare and contrast US and international common safe driving rules, laws and procedures to interact with traffic authorities. <i>C</i>	6. 06.05 Discuss court procedures in the US for traffic violations. <i>C</i>

☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

SAFETY AND SECURITY					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.07.01 Recognize safety signs/equipment for home and work, including: smoke detectors, fire extinguishers, home and car security alarms. <i>C</i>	2.07.01 Name common devices used for protection of self and family. <i>C</i>	3.07.01 Interpret warning signs/labels found at home and at work. <i>C</i>	4.07.01 Identify safety measures that can prevent common accidents and injuries. <i>C</i>	5.07.01 Report unsafe conditions in private and public places. <i>C</i>	6.07.01 Interpret sample workplace safety and procedures manuals. <i>C</i>
1.07.02 ☞ Recognize emergency situations, including: fire, crime, medical crises. <i>C</i>	2.07.02 Report an emergency at home and work, including: fire, crime, and medical crises. <i>C</i>	3.07.02 Identify safety measures that can prevent crimes at home and in the community. <i>C</i>	4.07.02 Identify procedures for reporting a crime as a victim and as a witness, including: rape, burglary, domestic assault, and car theft. <i>C</i>	5.07.02 Recognize legal consequences of crimes. <i>C</i>	6.07.02 Discuss US laws related to domestic violence and child abuse. <i>C</i>
1.07.03 Recognize product label warnings and warning symbols, including: POISON, FLAMMABLE, and DANGER. <i>C</i>	2.07.03 Interpret directions on product labels, warning signs, and safety related symbols. <i>C</i>	3.07.03 Describe procedure to follow in case of poisoning. <i>C</i>			

☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

ADULT ESOL COURSE STANDARDS

Grammar Structures should be taught at each level. The list is a general guide of grammar structures that adult ESOL students should be able to comprehend and produce, at a minimum. Remember that grammar should not be taught in isolation, but in conjunction with the FL DOE adult ESOL standards. Instruction should be linked to a context and teachers must emphasize the meaning and purpose behind the grammar structure.

An effective lesson includes the following:

- **A warm-up activity** – A warm-up is an introduction to the target structure and vocabulary. This important activity models correct usage and allows the teacher to assess what students already know.
- **Instruction** – The most effective instruction is contextualized. Using previously established vocabulary and themes allows students to focus on the target grammar structure. Students should be encouraged to actively engage in grammar rule construction for themselves.
- **Practice** – During practice activities, students focus on recognizing and accurately producing the mechanics of the target grammar structure in all four skill areas (reading, writing, listening, and speaking).
- **Application** – Once students know how to produce the grammar structure, they should engage in progressively more challenging activities, moving from recognizing when to use the target grammar structure to production in authentic, communicative exercises.
- **Assessment** – Assessment of the student’s knowledge of and ability to use grammar can be formal or informal. Besides a written test, other methods can be used to ascertain if students have mastered the objective. Teachers may choose to have students model the target grammar structure in conversation, role playing, and/or free writing activities.

ADULT ESOL COURSE STANDARDS

GRAMMAR ANCHORS

FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>Upon completion of this level, students should be able to comprehend and produce the following grammar structures:</p> <p>Alphabet Numbers: 1-100 Subject pronouns Questions: yes/no Imperatives Capitalization</p>	<p>Use all of Foundations, plus:</p> <p>Simple present tense Present continuous tense Past tense Possessives Adjectives: descriptive possessive</p> <p>Contractions Prepositions: location, direction, time, place</p> <p>WH –questions Nouns: count and non-count</p> <p>Adverbs: frequency, time</p> <p>Modals: can/can't Articles Politeness markers Verb + to Would + like Abbreviations</p>	<p>Use all of Foundations and Low Beginning, plus:</p> <p>Comparatives Superlatives Intensifiers Sequence words Conjunctions Objects: direct and indirect</p> <p>Future with <i>going to</i> Verbs: want, need Have to + verb Modals: could, should, would</p>	<p>Use all of Foundations and Low Beginning, and High Beginning, plus:</p> <p>Past continuous tense Modals: may/must Ask + infinitive Conditionals: if/then statements</p> <p>Dependent clauses Prepositional phrases</p> <p>Questions: How far? How long? How many? How much?</p> <p>Future: with <i>will</i> When clauses While clauses</p>	<p>Use all of Foundations and Low Beginning, and High Beginning, Low Intermediate, plus:</p> <p>Present perfect tense Past perfect tense Present participles Past participles Questions: What about? What if?</p> <p>Phrasal verbs</p>	<p>Use all of Foundations and Low Beginning, and High Beginning, Low Intermediate, and High Intermediate, plus:</p> <p>Passive voice Future: with probably Adverbial clauses Pronouns: reflexive</p>

**Florida Department of Education
Division of Career and Adult Education
Curriculum Standards**

Program Title: Citizenship
 Program Type: Adult General Education English for Speakers of Other Languages (ESOL)
 Career Cluster: N/A

CITIZENSHIP	
Program Number	9900090
CIP Number	1533.010200
Grade Level	30, 31
Standard Length	450 hours maximum recommended
Teacher Certification	Bachelor's degree or higher

- I. **PURPOSE:** The purpose of this course is to prepare students for success in the Citizenship Interview and Examination as administered by the U. S. Bureau of Citizenship and Immigration Services (CIS).
- II. **LABORATORY ACTIVITIES:** None required
- III. **PROGRAM STRUCTURE:** Citizenship is a course that is part of the Adult General Education Adult ESOL program.

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Literacy Skills for Adult ESOL Learners, Academic Skills for Adult ESOL Learners, English Literacy for Career and Technical Education (ELCATE), and Workplace Readiness Skills for the Adult ESOL Learner.

- IV. **SPECIAL NOTE:** This course is intended for immigrants who are on a path to take the U.S. Bureau of Citizenship and Immigration Services (CIS) Citizenship Interview and Civics Examination. Immigrants who need to acquire the English language skills of speaking, reading, writing, and comprehension in order to pass the Citizenship Interview and Examination will benefit from this course. Immigrants who have already acquired these language skills may also enroll in this course.

This course is funded entirely with State of Florida Workforce Education funds. No federal funds may be used to support this course, and data collected from this course (enrollment, educational goals, learning gains, and the number of students making at least one educational gain) are not reported to the NRS.

Curriculum Standards

The standards of this course cover U.S. history, government, culture, and symbols. The course puts emphasis on the rights and responsibilities of citizens stated in the U.S. Constitution. The standards for this course cover the 100 test questions used by CIS examiners in the Citizenship Interview and Examination.

Assessment

Students wishing to enroll in the citizenship course must take a state-approved standardized assessment that measures their language skills. In order to ensure that students are prepared to successfully complete the Citizenship Course, it is recommended that students score into the ESOL Low Intermediate level, or the ABE Basic Beginning level. If students obtain a lower score than the recommended level, other factors may be taken into consideration, such as a portfolio of work. Programs are strongly advised against enrolling students that score lower than the recommended level. The language skills required for successful completion of the naturalization interview and exam are such that students with scores lower than the recommended level will likely not be able to pass the interview and exam.

Table 1: Recommended Levels and Test Scores for Placement in Citizenship Course

Student's Primary Language	Tests to Use	Recommended Educational Functioning Level	Recommended Score
Other than English	BEST Literacy	Low Intermediate ESL	≥47
	BEST Plus	Low Intermediate ESL	≥439
	CASAS Life and Work (Test in both listening and reading.)	Low Intermediate ESL	R ≥201 L ≥201
	TABE CLAS-E (Test in both listening and reading.)	Low Intermediate ESL	R ≥477 L ≥469
English	CASAS Life and Work (Test in reading only.)	Basic Beginning ABE	R ≥201
	TABE 9/10 (Test in reading only.)	Basic Beginning ABE	R ≥368

Instruction

The course may be offered through face-to-face instruction, computer-assisted instruction, or independent study formats. Instructional content may be derived from commercial textbooks and/or resources provided by USCIS. In the independent study format, students may utilize a study guide and/or textbooks/workbooks correlated to the curriculum frameworks. Using independent study, students complete assignments at their own pace, with assistance provided by the instructor as needed.

Progression

Students complete the competencies included in the course standards to show progression. As the instructor goes through the competencies of the course, he or she will document the student's progress on the Citizenship Course Progress Report. The items listed in the Progress Report are based upon the course competencies.

Completion

Students will exit the Citizenship Course upon satisfactory completion of the Progress Report. The instructor and the program director will sign off on the Progress Report and one LCP shall be reported to the FDOE Division of ARM. The LCP earned is used for state reporting purposes, but is not counted in federal NRS reports, since this course is not supported with federal funds.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided must be maintained in a confidential file.

1.0 LANGUAGE COMPETENCIES	
1.1	READING
1.1.1	Read naturalization application forms/documents. (e.g., N-400)
1.1.2	Read sample sentences used in naturalization interview.
1.1.3	Read key vocabulary words used in naturalization interview.
1.1.4	Read civics questions used in naturalization exam.
1.2	WRITING
1.2.1	Complete naturalization application forms (e.g., N-400).
1.2.2	Write key vocabulary words used in naturalization interview.
1.2.3	Write sentences with key vocabulary words used in naturalization interview.
1.2.4	Write answers to civics questions used in naturalization exam.
1.3	SPEAKING
1.3.1	State personal information used in naturalization interview.
1.3.2	Speak appropriate statements used in everyday “small talk” dialogues.
1.3.3	State key vocabulary words used in naturalization interview.
1.3.4	State answers to civics questions used in naturalization exam.
1.4	COMPREHENSION
1.4.1	Understand information in the naturalization application package.
1.4.2	Respond appropriately to questions used in everyday “small talk” dialogues.
1.4.3	Respond correctly to civics questions used in the naturalization exam.

GOVERNMENT AND HISTORY COMPETENCIES		Number of Questions on Test
1.1	Applicants for Citizenship should know what the Declaration of Independence is, who wrote it, when it was written, and when it was adopted.	3
1.2	Applicants for citizenship should know that the Constitution is the supreme law of the land that it establishes a system of government to guarantee the rights of each citizen and to promote the common good; that the Constitution was drafted by the Constitutional Convention; that it was drafted in 1787.	5
1.3	Applicants for citizenship should know that changes to the Constitution are called amendments, and that the first 10 amendments to the Constitution are collectively referred to as the Bill of Rights.	5
2.1	Applicants for citizenship should be able to identify the 3 branches of government as executive, legislative, and judicial.	1
2.2	Applicants for citizenship should know that a system of checks and balances is meant to limit the power any one branch of government can have. They should be able to give at least one example of checks and balances. (i.e. President vetoing a bill passed by Congress; Senate confirming a presidential appointment, etc.). Applicants for citizenship should know that separation of powers means that governmental power is not contained in one person or institution, but distributed among several branches of government.	3
2.3	Applicants for citizenship should know that the executive branch carries out and enforces laws. They should know that the head of the executive branch is the President and that the President is elected for four years, must be born in the U.S., be at least 35 years old, and have lived in the U.S. for at least 14 years.	1
2.4	Applicants for citizenship should know who the current President, Vice President and Speaker of the House are.	3
2.5	Applicants for citizenship should know the succession of who becomes President should the President die or both the President and Vice President die.	3
2.6	Applicants for Citizenship should know that the President can serve only two terms, the President is the Commander in Chief of the U.S. military, and the President signs bills into law.	4
2.7	Applicants for citizenship should know what the Cabinet is and what function it serves.	2

GOVERNMENT AND HISTORY COMPETENCIES		Number of Questions on Test
2.8	Applicants for citizenship should know that the judicial branch reviews laws and actions and decides if they are consistent with the Constitution.	1
2.9	Applicants for citizenship should know who the current Chief Justice of the U.S. is, that there are nine justices on the U.S. Supreme Court, and that the President nominates justices to serve on the U.S. Supreme Court.	3
2.10	Applicants for citizenship should be able to name at least three of the original 13 states.	2
2.11	Applicants for citizenship should know powers that are not specifically assigned to the federal government by the U.S. Constitution belong to the states and be able to name at least one of the powers assigned to the federal government and one power that belong to states.	2
2.12	Applicants for citizenship should be able to name the governor of their state, name the capital city of their state, and know that the head executive of a city government is called a mayor.	2
3.1	Applicants for citizenship should know that the term "self-government" means that people are the ultimate authority and that they govern themselves.	1
3.2	Applicants for citizenship should know that the term "rule of law" means that no citizen or government body is above the laws of the nation.	2
3.3	Applicants for citizenship should be able to name at least one of the guarantees given by the four voting rights Amendments: 15th, 19th, 24th, and 26 th .	1
4.1	Applicants for citizenship should be able to name one of the following responsibilities of U.S. citizenship: vote; serve on a jury; obey the laws; pay taxes; defend the U.S., if needed; stay informed; respect the beliefs and rights of others.	2
4.2	Applicants for citizenship should know that U.S. citizens pledge their loyalty to the nation and its political institutions in the Pledge of Allegiance.	2
4.3	Applicants for citizenship should be able to name one of the following five elements of the Oath of Allegiance: give up allegiance to one's former country; promise to defend the U.S. Constitution and laws of the U.S. against foreign or domestic enemies; promise to follow the U.S. Constitution and laws of the U.S.; promise to serve in the U.S. military if needed; promise to do work of "national importance" if needed.	2

GOVERNMENT AND HISTORY COMPETENCIES		Number of Questions on Test
5.1	Applicants for citizenship should be able to name one of the following elements of the American flag: 50 stars; 13 stripes; red, white, and blue.	3
5.2	Applicants for citizenship should know that the U.S. national anthem is the "Star Spangled Banner."	3
5.3	Applicants for citizenship should know that U.S. citizens celebrate their independence from Great Britain on the Fourth of July.	3
6.1	Applicants for Citizenship should be able to name one of the following wars that the U.S. fought in during the 19th century: War of 1812, Mexican-American War, Civil War, Spanish-American War.	2
6.2	Applicants for citizenship should be able to name one of the following major armed conflicts that the U.S. fought in during the 20th century: World War I, World War II, Korean War, Vietnam War, Persian Gulf War.	2
6.3	Applicants for citizenship should know that opposition to the spread of communism was a major aim of the U.S. during the Cold War.	1
6.4	Applicants for citizenship should know that the U.S. was attacked by terrorists on September 11th, 2001.	1
7.1	Applicants for citizenship should know that the large section of North America sold by France to the U.S. in 1803 was the Louisiana Purchase.	1
7.2	Applicants for citizenship should be able to name one of the following things that Woodrow Wilson did: led the U.S. into WWI; signed workers rights legislation into law, etc.	1
7.3	Applicants for citizenship should be able to name one of the following things that President Franklin Roosevelt did: led the U.S. during WWII; pushed for New Deal laws to lead America out of the Great Depression; helped create the United Nations.	1
7.4	Applicants for citizenship should know that Dwight Eisenhower was the man, who, as commanding general, led the troops to victory in the European theater of World War II, and as President, successfully pushed for a truce in Korea and led the U.S. to economic prosperity in the 1950s.	1
7.5	Applicants for citizenship should know the names of different tribes of American Indians that inhabited America when the European settlers arrived, that the American settlers were mostly European, and that Africans were taken	2

GOVERNMENT AND HISTORY COMPETENCIES		Number of Questions on Test
	to America as slaves.	
7.6	Applicants for citizenship should know that Great Britain ruled the 13 American colonies.	3
7.7	Applicants for citizenship should know that the American Founding Father who, in addition to signing both the Declaration of Independence and the Constitution, was a famous inventor, editor, writer, and diplomat, was Benjamin Franklin.	1
7.8	Applicants for citizenship should be able to identify the first President of the United States as George Washington, and that he was called the "Father of our Country."	2
7.9	Applicants for citizenship should be able to identify the series of essays written in 1787 and 1788 to advocate for passage of the U.S. Constitution as the Federalist Papers, as well as know the name of the authors.	3
7.10	Applicants for citizenship should know that the Civil War was fought over the issues of the unity of the nation, slavery, states rights, and the economic problems (over tariffs, etc.) between the North and the South. The influence of President Lincoln and the importance of the Emancipation Proclamation.	5
7.11	Applicants for citizenship should be able to identify the civil rights leader that strove for equality for all Americans as Martin Luther King.	3
7.12	Applicants for citizenship should know key persons who led the United States as scientists (Jane Addams, Albert Einstein, Jonas Salk, and Walter Reed), and inventors (Eli Whitney, Benjamin Franklin, Thomas Edison, and the Wright Brothers), pioneers (Lewis and Clark, Sacajawea, Daniel Boone, and David Crockett) advocates of equal rights (Chief Joseph, Sojourner Truth, Martin Luther King, Jr., and Susan B. Anthony), entrepreneurs and artists among others.	3
7.13	Applicants for citizenship should have a working knowledge of countries surrounding the United States, rivers in the U.S., name of the U.S. capital, monuments, other geographical landmarks and legal holidays.	8

**PROGRESS REPORT CERTIFICATION
CITIZENSHIP COURSE**

School District Course #9900090
College Classification of Instructional Program #1533.010200

ADULT EDUCATION AGENCY	
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Program Year	
Student Name:	
Student Identifier Number:	
Date Student Completed Course Competencies:	

The instructor and program director whose signatures appear below certify that the forenamed student has satisfactorily completed the competencies of the Citizenship course.

Instructor Printed Name	Signature	Date
Program Director Printed Name	Signature	Date

**Florida Department of Education
Division of Career and Adult Education
Curriculum Standards**

Program Title: English Literacy for Career and Technical Education (ELCATE)
Program Type: Adult General Education English for Speakers of Other Languages (ESOL)
Career Cluster: N/A

ELCATE	
Program Number	9900050
CIP Number	1532.010301
Grade Level	30, 31
Standard Length	1350 hours maximum recommended
Teacher Certification	Bachelor's degree or higher

- I. **PURPOSE:** To prepare adult English language learners to enter and succeed in Career and Technical Education (CTE) programs, to obtain or maintain employment, and to advance in a high-growth, high-wage career.
- II. **LABORATORY ACTIVITIES:** Students should have access to a computers equipped with relevant instructional programs.
- III. **PROGRAM STRUCTURE:** ELCATE is one of six non-credit programs within the Adult English for Speakers of Other Languages (ESOL) Program. It is divided into three levels. Progress through levels must be measured by a state-approved standardized test in accordance with FLDOE policies addressed in the Adult Education Assessment Technical Assistance Paper. The content is compatible with principles of language acquisition for adult learners of English. The competencies address the following language skills: reading, writing, listening, speaking and grammar. The program has four strands: academic, technology, culture of the workplace, and test-taking. Students may be concurrently enrolled in one or more of the other programs in the Adult ESOL program, the ABE program or the GED Preparatory program. Students may enroll in ELCATE prior to, or concurrent with, being enrolled in a CTE Program.
- IV. **SPECIAL NOTE:** When a competency states "in a specific occupation," the vocabulary from the occupation should be covered in the lesson. Lessons may be conducted one-on-one or in groups. Lesson should include the use of computers and other technology that students will be expected to use in CTE classes and in the workplace. Examples are provided in parenthesis after some of the competencies as a starting point; instructors have the option to develop additional materials and activities.
- Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology, and special communication systems.
- V. **CAREER PLANNING:** Ongoing counseling of ELCATE students is recommended to ensure a smooth transition to CTE programs and the workforce. It is recommended that students be instructed in using Florida CHOICES (www.flchoices.org), a career information website provided by FLDOE, or a comparable system for career exploration and planning. The following is a list of career exploration and planning competencies that should be addressed in the ELCATE course:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

Student Performance Competencies

READING		
LEVEL A 201 – 210	LEVEL B 211 – 220	LEVEL C 221 – 235
Use alphabetical or numerical order to locate information (e.g., in a phone book, dictionary, index)	Use a dictionary to locate definitions of vocabulary words related to career and technical subjects	Use paper-based and computer-based reference materials (dictionary, thesaurus, Wikipedia, etc.) to locate information
Identify chronological order in short passages on familiar career and technical topics	Identify sequence markers (e.g., <i>first, next, last</i>) in passages on familiar and new career and technical topics	Identify linking words (e.g., In addition, as well as, also, too, furthermore, moreover, apart from, in addition to, besides) in passages on career and technical topics
Read authentic materials related to immediate needs (e.g., phone book, bus schedule, bill)	Use authentic materials to get information (e.g., want ads, advertisements, labels)	Predict the meaning of unfamiliar vocabulary in reading materials by using contextual clues and/or word analysis
Interpret common safety signs related to the training/work site	Compare and contrast safety signs related to specific occupations	Interpret information from signs, graphs, tables, schedules, and diagrams related to the technical field.
Use titles, headings, and visuals to predict the content of short passages	Read passages or articles on familiar and new topics (e.g., work or current events)	Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade)
Read work-related memos and emails	Distinguish between fact and opinion in work related memos and emails	Summarize appropriate conclusions or generalizations from work related memos and emails.
Utilize pre-reading strategies (KWL, brainstormingwith familiar career and technical reading materials	Predict meanings of unfamiliar vocabulary by using contextual clues in reading familiar and new career and technical topics	Make inferences, draw conclusions, and predict outcomes in reading familiar and new career and technical topics
Identify the main idea in short passages on familiar career and technical topics	Identify the main idea and supporting details in passages on familiar career and technical topics	Summarize the main ideas and supporting details in reading materials passages or articles on familiar and new career and technical topics
Read common abbreviations used in employment ads and in basic materials on career and technical topics	Identify information that employers are required by state and federal laws to provide on paycheck stubs	Interpret W2 and W4 forms
WRITING		
LEVEL A 201 – 210	LEVEL B 211 – 220	LEVEL C 221 – 235
Complete basic authentic forms related to career and technical education and work settings (job application, work history cleaning schedule)	Complete authentic forms related to career and technical education and work settings that include a short narrative description (equipment use tracking report, accident report)	Complete authentic forms related to career and technical education and work settings (hazardous materials incident, report on lost or stolen property)
Apply capitalization and punctuation rules (e.g., comma in series, apostrophe)	Combine simple sentences using connectors/conjunctions	Add detail to simple sentences (e.g., by adding words, clauses, and phrases)

Florida Department of Education • ELCATE

Course Code #9900050 • Classification of Instructional Program (CIP) #1532.010301 • Program Year 2012-2013

	(e.g., <i>and, or, but</i>)	
Write simple directions to an educational or workplace location (a classroom, building, an address of a vendor, contractor or worksite out of town)	Write simple step-by-step instructions on familiar career and technical work tasks (how to operate a piece of equipment, how to assemble something, how to trouble shoot a problem)	Write a multi-step set of instructions on career and technical work tasks
Prepare a basic functional and/or chronological resume using a model	Prepare a functional and/or chronological resume	Prepare a combination resume listing credentials, education, skills and workplace experience
Write a basic cover letter for a resume	Write a cover letter for a resume	Write a complex cover letter for a resume
Write a short paragraph on a familiar topic related to career and technical education	Write a paragraph related to career and technical education with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)	Use transitions (e.g., <i>however, next, in addition</i>) within and between paragraphs on topics related to career and technical education
Write a short note related to a career and technical education class or workplace (explain an absence, request time off, identify a safety problem, describe an incident)	Write a letter of commendation, suggestion, and/or complaint to a career and technical education professor or to a work supervisor	Write a formal letter of commendation, suggestion, and/or complaint to a career and technical education program principal or a workplace company officer
List basic information on a familiar topic related to career and technical education (an accident at work, various tasks to complete an assignment)	Organize information into an outline format on a topic related to career and technical education	Take notes of key details of a presentation and organize the notes into an outline format
Write a 3-paragraph essay on a familiar topic related to career and technical education with an introduction, supporting statements and a conclusion	Write a 5-paragraph essay on a topic related to career and technical education with an introduction, supporting statements and a conclusion	Write a multi-paragraph essay of more than one page related to career and technical education topics, with clear use of paragraphs to introduce, support, and conclude
Write two to three paragraphs of comparison and contrast and/or cause and effect related to a familiar topic on career and technical education	Write three to five paragraphs of comparison and contrast and/or cause and effect related to a topic on career and technical education	Write two or more pages with more than five paragraphs of cause and effect related to a topic on career and technical education
GRAMMAR		
LEVEL A 201 – 210	LEVEL B 211 – 220	LEVEL C 221 – 235
Students will be prepared to produce the following grammar structures upon completion of each level.		

<p>Past continuous tense Modals: may/must Ask + infinitive Conditionals: if/then statements Dependent clauses Prepositional phrases Questions: <i>How far?</i> <i>How long?</i> <i>How many?</i> <i>How much?</i> Future with <i>will</i> When clauses While clauses</p>	<p>Present perfect tense Past perfect tense Present participles Past participles Questions: <i>What about?</i> <i>What if?</i> Phrasal verbs</p>	<p>Passive voice Future with <i>probably</i> Adverbial clauses Reflexive pronouns</p>
COMMUNICATION SKILLS		
LEVEL A 201 – 210	LEVEL B 211 – 220	LEVEL C 221 – 235
Address instructors, peers, supervisors, and coworkers appropriately (Mr., Mrs., last name)	Use appropriate small talk for the career and technical education classroom and in the workplace in conversational settings	Give a presentation to a group of peers on appropriate ways to address others and the use of small talk in career and technical education classroom or workplace settings
Use appropriate body language for career and technical education settings and the workplace	Explain to someone else some examples of appropriate body language in career and technical education settings and in the workplace	Deliver a PowerPoint presentation as part of a team of peers on the topic of appropriate body language in career and technical education settings and in the workplace
Tell about an event in chronological order an event that occurred or could occur in a career and technical education setting	Give oral explanations comprehensibly on topics related to career and technical education and/or the workplace	Give detailed oral explanations in a clear and organized manner on workplace topics (safety procedures, company policies on harassment and discrimination)
Respond to interview questions using a model of appropriate responses to basic interview questions	Respond effectively in a work related interview with complex questions	Role play as an interviewer and interviewee for a job interview with complex questions
Respond to simple questions related to career and technical and workplace topics	Ask and respond to questions concerning work experience	Ask and respond to questions concerning career and technical education
Ask for assistance to complete tasks related to career and technical education class work	Ask for assistance with tasks related to the workplace	Ask for guidance and give recommendations regarding workplace tasks
Give simple warnings regarding emergencies related to the workplace	Give advice regarding safe behaviors in the workplace	Explain consequences of unsafe or hazardous practices related to the workplace
Make simple inquiries by phone on career and technical topics	Role play telephone conversations as the initiator and/or receiver of a call regarding career and technical information	Conduct a role play of a teleconference with other team members on a topic (new information/facts) related to career and technical education or the workplace

CAREER DEVELOPMENT SKILLS		
LEVEL A 201 – 210	LEVEL B 211 – 220	LEVEL C 221 – 235
Select and prioritize personal choices regarding preferences for areas of study in career and technical education and/or jobs	Explain personal preferences for various career and technical education programs of instruction and or jobs	Compare and contrast relative advantages and disadvantages of various jobs (salary, benefits, workplace culture)
Identify examples of how a graduate of a career and technical education program can find employment	Give a presentation to peers on some qualifications needed for jobs that interest the audience	Compare and contrast job skills learned in career and technical education programs with various positions available in the nearby region
Identify examples of methods that can lead to better evaluations in the career and technical education classroom and in the workplace	Explain to a group of peers various ways to improve performance reviews and evaluations	Compare and contrast training opportunities which can lead to advancement in the workplace
Identify examples of networking among peers and business contacts as a means to obtain/advance in employment	Explain to a group of peers how networking is used to obtain a job or advance in a career	Carry out a role play as a team to show a group of peers ways to be successful at networking with business contacts to obtain/advance in employment
Identify examples of teamwork in the career and technical education classroom and in the workplace	Explain the concept of teamwork and some advantages of doing tasks in teams to a group of peers	Conduct a presentation to a group of peers on the topic of teamwork, and various ways to organize teams in career and technical education classrooms and in the workplace
Identify appropriate and non-appropriate examples of attire for various settings in the career and technical education classroom and the workplace	Explain to a peer some basic expectations of career and technical education and workplace settings regarding clothing and other attire	Give a presentation to a group of peers regarding appropriate attire (safe, not distracting, accepted as the norm) and behaviors for career and technical education and different types of workplace settings
Identify examples of appropriate and inappropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace	Discuss with a group of peers the advantages and disadvantages of appropriate and inappropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace	Carry out a demonstration/role play to a group of peers on various types of appropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace
Identify examples of behaviors that career and technical education instructors and employers expect (staying on task, respecting time frames for work and breaks, arriving ready to work etc.)	Explain to a group of peers various behaviors that career and technical education instructors and employers expect (staying on task, respecting time frames for work and breaks, arriving ready to work etc.)	Carry out a role play of examples that show inappropriate and appropriate behaviors in career and technical education and workplace settings (staying on task, respecting time frames for work and breaks, arriving ready to work etc.)
Identify examples of methods that are appropriate to report an absence or request time off in a career and technical education setting or in the workplace	Explain to a group of peers various procedures to inform employer of illness, tardiness or other circumstances that may prevent presence in a career and technical education class or at work	Conduct a presentation to a group of peers peers various procedures to inform employer of illness, tardiness or other circumstances that may prevent presence in a career and technical education class or at work
Identify examples of possible requirements for being hired for different types of jobs in Florida (fingerprinting,	Explain to a group of peers examples of possible requirements for being hired for different types of jobs in	Conduct a presentation as a team (oral or PowerPoint) on possible requirements for being hired for different

background check, drug testing, physicals)	Florida (fingerprinting, background check, drug testing, physicals)	types of jobs in Florida (fingerprinting, background check, drug testing, physicals)
Identify Equal Employment Opportunity (EEO) regulations that apply to workers in Florida	Explain to a group of peers basic Equal Employment Opportunity (EEO) regulations that apply to workers in Florida	Compare and contrast Equal Employment Opportunity (EEO) and non-discrimination regulations that apply to workers in Florida
Identify information that is legally required to be present on pay stubs of workers in Florida	Explain to a group of peers the information that is legally required to be present on pay stubs of workers in Florida	Conduct a presentation as a team (oral or PowerPoint) to a group of peers on information that is legally required to be present on pay stubs of workers in Florida
Identify the legal rights of workers in Florida (minimum wage laws, leave laws, overtime, etc.)	Explain to a group of peers the legal rights of workers in Florida (minimum wage laws, leave laws, overtime, etc.)	Explain to a group of peers the procedures allowed by law to seek redress for not being provided rights that are required by law in Florida (minimum wage laws, leave laws, overtime, etc.)
Identify examples of workplace hazards (pesticides, chemicals, heavy equipment)	Explain to a group of peers the purpose of safety clothing and equipment for specific occupations	Discuss Occupational Safety and Health Administration (OSHA) training requirements
Identify examples of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace	Explain to a group of peers various types of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace	Conduct a presentation on the various types of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace
Identify examples of safety signs related to specific occupations	Explain to a group of peers various types of warnings regarding potential work-related hazards and emergencies	Conduct a presentation to a group of peers using visual props on the topic of warning signs and hazardous materials (HAZMAT) signs in the career and technical education classroom and the workplace

**Florida Department of Education
Division of Career and Adult Education
Curriculum Standards**

Program Title: Literacy Skills for Adult English for Speakers of Other Languages (ESOL)
Program Type: Adult General Education (ESOL)
Career Cluster: N/A

LITERACY SKILLS FOR ADULT ESOL	
Program Number	9900300
CIP Number	1532.010303
Grade Level	30, 31
Standard Length	540 hours maximum recommended
Teacher Certification	Bachelor's degree or higher

- I. **PURPOSE:** The purpose of this course is to provide English language and literacy instruction for English language learner adults whose first language is other than English and who are non-literate or semi-literate in their home language, in order to increase their ability to communicate in English.

The content is compatible with principles of literacy and language acquisition for adult learners of English and includes skills useful in the workplace, life and academic applications. Skills are integrated into reading, writing, speaking and listening formats.

- II. **LABORATORY ACTIVITIES:** Language laboratory and computer-assisted instructional activities should consist of simple exercises since many literacy students will not be able to function independently.

- III. **PROGRAM STRUCTURE:** Literacy Skills for Adult ESOL Learners is a non-credit course that is designed to prepare students to communicate effectively, including reading and writing, in a multi-faceted society. This course is divided into three levels, with a Literacy Completion Point (LCP) awarded for each level completed. Progress through levels is measured by attainment of the competencies noted in the student performance standards below.

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Academic Skills for Adult ESOL Learners, English Literacy for Career and Technical Education, Workplace Readiness Skills for Limited English Proficient Adults, and Citizenship.

- IV. **SPECIAL NOTE:** With the exception of literacy skills, it is not intended that students must progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate skills from several areas.

Curriculum materials chosen for this course should be adult oriented, at the appropriate language and literacy proficiency levels, current and culturally sensitive.

Classroom activities and materials which appeal to students with a variety of learning styles and which incorporate the previous knowledge and experience of the learners are suggested.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

1. Basic Literacy Skill Anchors

Literacy Level A	Literacy Level B	Literacy Level C
SOUND DISCRIMINATION		
A1-1 Identify familiar sounds as same or different in short words (e.g., <i>fine/mine, see/say</i>)	B1-1 Isolate and identify familiar initial sounds in words	C1-1 Isolate and identify most vowel sounds in short words
	B1-2 Isolate and identify familiar final sounds in consonant-vowel-consonant (CVC) words (e.g., <i>hat, zip</i>)	
A1-2 Recognize familiar words in a short, spoken sentence	B1-3 Repeat/reproduce word emphasis in a short (2 to 4 word) sentence	C1-2 Repeat/reproduce word emphasis in a longer (5 to 7 word) sentence (e.g., <i>The phone is on the table</i>)
A1-3 Recognize rising intonation as a question (e.g., <i>Are you married?</i>)	B1-4 Recognize intonation used to communicate a choice (e.g., <i>Are you married or single?</i>)	C1-3 Repeat/reproduce rising and falling intonation in a short sentence

READING		
A1-4 Demonstrate understanding of environmental print (e.g., signs and symbols in public areas) and written text (e.g., newspapers, flyers, magazines) as sources of information	B1-5 Identify common life skills documents and find key information (e.g., find the total on a receipt; find sender’s address on an envelope)	
A1-5 Understand concept of “same” and “different” using realia		
A1-6 Recognize pictures as representations of real-world objects	B1-6 Match familiar words with pictures	C1-4 Use a simple picture dictionary
A1-7 Demonstrate knowledge of left-to-right and top-to-bottom progression		
A1-8 Place pictures in chronological order to tell a story		

1. Basic Literacy Skill Anchors

Literacy Level A	Literacy Level B	Literacy Level C
READING cont'd		
A1-9 Distinguish between letter shapes and between number shapes (e.g., E/F, N/Z, 6/9)	B1-7 Match lower- to uppercase letters	C1-5 Identify familiar words in same word families (e.g., May/day/say)
A1-10 Distinguish between same and different words in print	B1-8 Identify upper and lower-case letters and numbers in various fonts and clear hand-printing	
	B1-9 Identify initial consonant sounds of known words using knowledge of sound/symbol correspondence	C1-6 Read initial consonant blends (e.g., <u>b</u> read, <u>d</u> rive, <u>f</u> rom, <u>s</u> mall)
	B1-10 Decode initial and final consonant sounds in CVC words using knowledge of sound/symbol correspondence	C1-7 Read digraphs (e.g., <u>sh</u> oe, <u>th</u> ree, <u>ch</u> air, <u>ph</u> one) and final consonant combinations (e.g., <u>ca</u> ll, <u>cl</u> ass, <u>sick</u>)
		C1-8 Read diphthongs (e.g., <u>oy</u> , <u>ow</u>)
		C1-9 Use phonics to decode words with silent 'e' and long 'a' and 'i' sounds, (e.g., make, like)
A1-11 Demonstrate understanding that spaces separate words		C1-10 Demonstrate understanding that sentences begin with a capital letter and end with a period or question mark
A1-12 Demonstrate understanding that letters make up words and words make up sentences		C1-11 Demonstrate use of capital letter for names of people and places
		C1-12 Read basic tables of 2 to 4 rows and 2 to 4 columns (e.g., store hours, work schedules)

1. Basic Literacy Skill Anchors

Literacy Level A	Literacy Level B	Literacy Level C
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READING cont'd		
		C1-13 Use alphabetical order to locate information (e.g., names on a list)
	B1-11 Follow simple written one-word instructions in worksheets (e.g., Match, Copy, Circle, Underline)	C1-14 Follow simple instructions in sentence form on worksheets and literacy textbooks (e.g., Write the missing word)
A1-13 Recognize basic shapes, symbols and signs (e.g., common store and product logos, EXIT, CLOSED)	B1-12 Read common symbols and signs (e.g., restroom symbols, PUSH/PULL, ENTER)	C1-15 Read multi-word signs (e.g., DO NOT ENTER)
A1-14 Recognize numbers as representations of quantity; read and say 0 – 9	B1-13 Read basic sight words and phrases (e.g., the, he, she, they, be, have)	C1-16 Read an increased number of sight words (e.g., question words, prepositions)
A1-15 Read and say 10 – 99		
	B1-14 Read common abbreviations (e.g., days of week, months, Ave.)	C1-17 Demonstrate understanding of the concept of abbreviations as representations of longer words (e.g., apt. = apartment)
A1-16 Identify words for basic colors		

Basic Literacy Skill Anchors

Literacy Level A	Literacy Level B	Literacy Level C
WRITING		
A1-17 Demonstrate ability to hold writing tool appropriately		C1-18 Demonstrate understanding of the value of writing in everyday life (e.g., noting appointments on a calendar)
A1-18 Copy numbers 0 – 9	B1-15 Write numbers 0 – 99	C1-19 Write all lower case letters
A1-19 Copy uppercase letter forms with	B1-16 Write all uppercase letters	C1-20 Write short words dictated letter by

	vertical/horizontal lines (E, F, H, I, L, T)		letter (e.g., “Capital M – a – i – n”)		
A1-20	Copy letter forms with diagonal lines (A, K, M, N, V, W, X, Y, Z)	B1-17	Copy all lowercase letters with tails below the line using correct vertical placement (e.g., g, j, p, q, y)		
A1-21	Copy letter forms with curves (B, C, D, G, J, O, P, Q, R, S, U)		C1-22	Use periods and question marks to end sentences	
A1-22	Copy short familiar words using capital letters	B1-18	Copy short sentences including spaces between words	C1-23	Given a familiar, written model (e.g., man), write words in same simple word family (e.g. can, fan)
				C1-24	Given a familiar, written model (e.g., Marie is from Haiti.), write a short sentence (e.g., I am from Haiti.)
		B1-19	Use phonics to write missing initial consonants in words (e.g., __ick)	C1-25	Use phonics to write missing medial short-vowel sounds (e.g., h,_t)

2. Communication

Literacy Level A	Literacy Level B	Literacy Level C
PERSONAL INFORMATION		
A2-1 State first and last name; copy name using all capital letters	B2-1 State and orally spell first and last name	C2-1 Print full name (first, middle, last) in a variety of formats (e.g., last, first, MI)
		C2-2 Sign name in signature area on forms
A2-2 Say and copy phone number with area code	B2-2 Read and write area code and phone number	C2-3 Identify titles for names (e.g., Mr., Mrs., Ms.)
A2-3 Answer questions about country of origin, marital status, number of children, place of residence (house or apartment)	B2-3 State address (number, street, apt. no., city, state, zip code) and orally spell street name	
A2-4 State own street address (e.g., <i>239 Fifth St, apartment B2</i>)	B2-4 Answer questions regarding city, state and zip code	
	B2-5 Read and write date of birth using numbers	C2-4 Write date of birth using abbreviations and numbers (e.g., Jan. 4, 1967)
A2-6 Recognize and choose own name and address from a group of flashcards written in capital letters	B2-6 Respond orally to <i>What is your birth date?</i> using name of month	C2-5 Read and write social security number
A2-7 Match words used in forms to own personal info (e.g., ZIP CODE to 33406, CITY to PALM BEACH)	B2-7 Identify elements of, and complete, a familiar personal information form with first and last name, address and phone number (either from memory, or knowing where to find a model)	C2-6 Complete personal information forms in a variety of formats (e.g., SSN, social security number; DOB, birth date, date of birth; Phone #, Tel.)
A2-8 Answer questions about names and relationships of immediate family (e.g., <i>What is your husband's name?</i>)	B2-8 Respond to <i>How old?</i> and <i>Who?</i> questions regarding self and family	
	B2-9 Respond to questions about first language (e.g., <i>What language do you speak?</i>)	

2. Communication

Literacy Level A	Literacy Level B	Literacy Level C
SOCIAL AND CLASSROOM LANGUAGE		
A2-9 Follow basic classroom instructions (e.g., <i>point to, ask, repeat</i>)		
A2-10 Recognize names of classroom objects (e.g., <i>pen, paper, desk, door</i>)	B2-10 Read names of classroom objects	C2-7 Write names of classroom objects
A2-11 Use greetings, simple introductions and farewells (e.g., <i>Hello, Goodbye, I'm _____, Nice to meet you</i>)	B2-11 Use greetings, introductions and farewells (e.g., <i>How are you? So long.</i>)	C2-8 Express basic emotions (e.g., <i>I'm worried/ tired/ happy</i>)
A2-12 Thank someone and acknowledge thanks (e.g., <i>You're welcome</i>)	B2-12 Introduce someone using first name, last name, plus relationship	C2-9 Tell about daily life events (e.g., <i>I pick up my son at 3:00; I work from 4:00 p.m. to 8:00 p.m.</i>)
A2-13 Apologize and respond to an apology (e.g., <i>I'm sorry, It's OK</i>)		
A2-14 Express lack of understanding and ask for clarification	B2-13 Locate the top, middle, and bottom of a page	C2-10 Identify the top and front of a textbook, open the book and locate indicated page
TIME		
A2-15 Tell time to the hour and half-hour using digital and analog clocks	B2-14 Tell time using digital and analog clocks; read time found in text	C2-12 Write times in response to oral cues in number form (e.g., <i>It's 11:45</i>)
A2-16 Respond to <i>What day is today/ tomorrow?</i>	B2-15 Read and copy days and months using words and abbreviations	C2-13 Write days of the week and their abbreviations
A2-17 Say the days in order	B2-16 Match months with numbers (e.g., August = 8)	C2-14 Write months of the year and their abbreviations
A2-18 Say the months in order	B2-17 Respond to <i>What's today's date?</i> and <i>When</i> questions	C2-15 Locate calendar dates with ordinal numbers (e.g., <i>What day is the 21st?</i>)
	B2-18 Read and write dates in month/day/year format using all numbers (e.g., 10/11/10)	C2-16 Write dates in month/day/year format using abbreviations and numbers (e.g., Oct. 11, 2010)

3. Employment

Literacy Level A	Literacy Level B	Literacy Level C
	B3-1 Read words for common occupations	C3-1 Read and write words for common occupations and workplaces
	B3-2 Respond to questions about employment (e.g., <i>Are you working? What's your job?</i>)	C3-2 Ask for assistance on the job
	B3-3 Show required forms of identification for employment	
		B3-4 Express lack of understanding and ask for clarification on the job
	B3-5 Read NOW HIRING and HELP WANTED signs	C3-3 Read a simple work schedule
	B3-6 Respond to availability questions (e.g., <i>Can you work nights?</i>)	C3-4 Call to explain lateness/absence from the job
	B3-7 Read basic safety symbols on the job	C3-5 Read basic safety signs on the job
	B3-8 Follow simple one-step instructions	C3-6 Follow simple multi-step instructions

4. Consumer and Community Education

Literacy Level A	Literacy Level B	Literacy Level C
A4-1 Identify common denominations of U.S. currency (e.g., match "\$1" with picture of dollar)	B4-1 Count U.S. coins and currency (e.g., identify three quarters as 75 cents)	
A4-2 Ask the price of an item	B4-2 Read prices	C4-1 Write dollar amounts up to \$99.99
	B4-3 Identify the total and change on a receipt	C4-2 Identify methods of payment (e.g., cash, check)
A4-3 Identify basic survival signs and symbols in public buildings (e.g., No Smoking, EXIT)	B4-4 Read a simple sign showing store hours	C4-3 Locate name and address of addressee and sender on a letter
A4-4 Identify types of stores and community services (e.g., <i>drugstore, daycare</i>)	B4-5 Read types of stores and community services	C4-4 Use simple floor plans and directories to locate places in public buildings (e.g., shoe department, suite 102)
A4-5 Identify clothing items and colors of clothing	B4-6 Read names, sizes (S, M, L, XL) and prices of clothing items	C4-5 Read and write names, sizes and prices of clothing items
A4-6 Dial telephone numbers	B4-7 Read settings (e.g., ON/OFF HIGH/MED/LOW) on appliances and other devices (e.g., electric fan, oven)	C4-6 Read a fast food menu and order

5. Health and Nutrition

Literacy Level A	Literacy Level B	Literacy Level C
A5-1 Identify common foods (e.. g., dairy, produce, fruits, meat)	B5-1 Read food names	C5-1 Write food names
	B5-2 Ask for location of foods in a supermarket and identify aisles in a store by number	C5-2 Read simple food ads with abbreviations (e.g., lb., ea., doz., gal.)
A5-2 Identify basic names for parts of the body	B5-3 Read basic names for parts of the body	C5-3 Write basic names for parts of the body
	B5-4 Identify and read common symptoms and illnesses (e.g., fever, headache)	C5-4 Write common symptoms and illnesses
A5-3 Identify common healthcare words (e.g., doctor, nurse, dentist, clinic, hospital, emergency)	B5-5 Read common healthcare words	C5-5 Write common healthcare words
	B5-6 Read an appointment card	C5-6 Read simple medicine labels
		C5-7 Make a doctor's appointment and note the time on a calendar
A5-4 Read basic safety symbols (e.g., No Swimming, Poison)	B5-7 Read basic safety signs (e.g., DANGER, CAUTION)	
A5-5 Ask for emergency assistance (e.g., <i>Help! Call 911</i>)		
A5-6 Dial 911 and state native language in English	B5-8 Dial 911 and ask for fire, police, or ambulance; give address	C5-8 Dial 911 and describe an emergency (e.g., <i>accident, robbery</i>)

6. Transportation and Travel

Literacy Level A	Literacy Level B	Literacy Level C
A6-1 Identify types of transportation (e.g., <i>walk, bus, taxi, car, bicycle, train, get a ride</i>)	B6-1 Read types of transportation	C6-1 Write types of transportation
	B6-2 Respond to basic questions regarding transportation (e.g., <i>How do you get to school/work?</i>)	
A6-2 Read basic traffic signs and symbols (e.g., STOP, “H” for hospital)	B6-3 Read pedestrian signs (e.g., BUS STOP)	C6-2 Read basic traffic signs (e.g., ONE WAY, NO LEFT/RIGHT TURN)
A6-3 Respond to traffic signals (e.g., stoplight, caution signal, walk/don’t walk)		
A6-4 Demonstrate proper use of seat belts and car seats	B6-4 Ask others to use seat belts and car seats	
A6-5 Ask for and follow simple directions to a place (e.g., <i>turn left/right, go 2 blocks</i>)	B6-5 Ask for and give simple directions to a place	C6-3 Read a very simple street map
A6-6 Describe locations of places (e.g., <i>next to, across from, between, on the corner</i>)	B6-6 Ask for local bus/train times and fare	C6-4 Use a simple local bus schedule to locate times and stops

**FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF CAREER AND ADULT EDUCATION**

**PROGRESS REPORT CERTIFICATION
LITERACY SKILLS FOR ADULT ESOL COURSE**

School District Course #9900300
College Classification of Instructional Program #1532.010303

ADULT EDUCATION AGENCY	
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Program Year	
Student Name:	
Student Identifier Number:	
Date Student Completed Course Competencies:	

The instructor and program director whose signatures appear below certify that the forenamed student has satisfactorily completed the competencies of the Literacy Skills for Adult ESOL course.

Instructor Printed Name	Signature	Date
Program Director Printed Name	Signature	Date

**Florida Department of Education
Division of Career and Adult Education
Curriculum Standards**

Program Title: Workplace Readiness Skills for Adult ESOL
Program Type: Adult General Education (ESOL)
Career Cluster: N/A

Workplace Readiness Skills for Adult ESOL	
Program Number	9900080
CIP Number	1532.010502
Grade Level	30, 31
Standard Length	450 hours maximum recommended
Teacher Certification	Bachelor's degree or higher

- I. **PURPOSE:** The purpose of this course funded through state of Florida adult education funds is to provide English language instruction for adult ESOL learners who are employed but need to improve English language skills to maintain employment and to improve workplace skills.

The content is compatible with principles of language acquisition for adult learners of English and includes language skills that enhance the employee's career options within the company. Most skills included in this course are generic and their acquisition will benefit the adult ESOL learner who is a worker at any type of worksite.

- II. **LABORATORY ACTIVITIES:** None required.
- III. **PROGRAM STRUCTURE:** Workplace Readiness Skills for the LEP Adult is a non-credit course which is designed to enhance the English language ability and workplace cultural awareness of employees, thereby improving their opportunities for career development.

The course length will vary up to a maximum of 450 hours depending upon the circumstances of the particular workplace. The goal is to improve the student's ability to function in the particular workplace setting to maintain and upgrade employment at that site. The employer will identify the specific goals based on the intended outcomes and documented with specificity on the ESOL Training Plan.

Successful completion of the course by an individual student will be a joint decision of the instructor and the employer, and will be documented by completing and submitting the Workplace Education Accountability Report. A successful student will earn one Literacy Completion Point (LCP).

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Academic Skills for Adult ESOL Learners, Literacy Skills for Adult ESOL Learners, English Language for Career and Technical Education (ELCATE) and Citizenship.

- IV. **SPECIAL NOTE:** This course is designed to provide customized workplace English instruction to working adult ESOL students.

Specific competencies are not listed for Standard 5.0 because this standard is to be customized to meet the needs of the employer and the adult ESOL learner employees at the workplace.

Examples are provided in parenthesis after certain performance standards. The samples listed are not intended to limit instructional options.

Samples of the Workplace ESOL Course/ESOL Training Plan and a Workplace Education/Accountability Report are included in this document.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

IV. **INTENDED OUTCOMES:** After successfully completing this program the student will be able to:

- 01.0 Demonstrate English skills needed for customer service and communication.
- 02.0 Demonstrate English skills necessary for job duties and procedures.
- 03.0 Demonstrate English skills that document ability to work safely.
- 04.0 Demonstrate English skills needed for maintaining and advancing on the job.
- 05.0 Demonstrate English skills in the following specific areas.

WORKFORCE DEVELOPMENT SKILLS

01.0 DEMONSTRATE ENGLISH SKILLS NEEDED FOR CUSTOMER SERVICE AND COMMUNICATION: The student will be able to:

- 01.01 Give personal information (name, address, phone number, marital status).
- 01.02 Follow oral and/or written instructions, directions and requests.
- 01.03 Ask supervisor and co-workers for assistance, clarification, instructions, and feedback.
- 01.04 Communicate (small talk) with co-workers, guests, and clients.
- 01.05 Take and relate verbal and/or written messages.

02.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR JOB DUTIES AND PROCEDURES-- The student will be able to:

- 02.01 Use telephone effectively to call in sick and/or late.
- 02.02 Demonstrate an understanding of punctuality in the workplace.
- 02.03 Demonstrate ability to read/interpret work schedule (breaks, vacation, holidays, over-time).
- 02.04 Request time off, schedule change and/or vacation time.
- 02.05 Identify supplies, materials and tools needed to carry out job tasks.
- 02.06 Locate common supplies and work areas.
- 02.07 Report work progress and completion verbally or by completing required forms.
- 02.08 Read and understand job descriptions, company benefits, insurance, paychecks, and deductions.
- 02.09 Read/understand company policies regarding dress, good grooming, personal hygiene.
- 02.10 Read/understand company mission statement, philosophy and/or manuals.

03.0 DEMONSTRATE ENGLISH SKILLS WHICH DOCUMENT ABILITY TO WORK SAFELY--The student will be able to:

- 03.01 Identify common safety signs related to the workplace (exit, flammable, evacuation).
- 03.02 Identify common safety clothing and equipment.
- 03.03 Explain required repairs, equipment problems, defects and /or substitutions.
- 03.04 Read/understand product labels and warnings.
- 03.05 Identify safety precautions, hazardous conditions and chemicals Material Safety Data Sheets(MSDS).
- 03.06 Report accidents, injuries, emergency situations.
- 03.07 Demonstrate ability to take appropriate actions in work-related emergencies.

04.0 DEMONSTRATE ENGLISH SKILLS NEEDED FOR MAINTAINING AND ADVANCING ON THE JOB – The student will be able to:

- 04.01 Ask for information regarding job openings within the company.
- 04.02 Identify acceptable behavior, attitude and social interaction (hugging, body language, harassment).
- 04.03 Identify the chain of command.

- 04.04 Demonstrate an understanding of cooperation and teamwork.
- 04.05 Role-play decision-making skills by evaluating and choosing alternatives.
- 04.06 Role-play offering suggestions that enhance the work environment.
- 04.07 Identify skills training and educational opportunities available at work and in the community.

05.0 DEMONSTRATE ENGLISH SKILLS IN THE FOLLOWING SPECIFIC AREAS -- The student will be able to:

SPECIAL NOTE: Specific competencies are not listed for Standard 5.0 because this standard is to be customized to meet the needs of the employees at the individual workplace.

[Name of Educational Agency]

ESOL Training Plan

Date: _____

Company Name

Mailing Address

City

Zip

Contact Person

Position

Area Code/Telephone #/Zip

Fax

Class Dates: _____

Academic Year _____

Please list the specific competencies that will be covered in the ESOL class sessions. It is expected that the Instructor, the Employer and the Educational Agency Representative will collaborate to select competencies from the Workplace Curriculum topics listed below and add competencies that relevant and specific to the workers and the workplace.

- Customer Service and Communication
- Job Duties and Procedures
- Working Safely
- Maintaining and Advancing on the Job
- Specific areas related to the workplace

Please refer to the Workplace Readiness Skills for Adult ESOL Learners Standards

UPON COMPLETION OF THE COURSE:

Were the primary goals and designated competencies of the training accomplished?

_____ Yes _____ No _____ To Be Determined

Comments: _____

_____/_____/_____
Printed Name of Student Signature Date

_____/_____/_____
Printed Name of Course Instructor Signature Date

_____/_____/_____
Printed Name of Employer Signature Date

_____/_____/_____
Printed Name of Educational Agency Representative Signature Date

**Please submit this completed form to the Local Educational Agency
for purposes of reporting course completion to FLDOE**

July 2012

**Florida Department of Education
Curriculum Framework**

Program Title: General Educational Development (GED) Preparation

Program Type: Adult General Education

Career Cluster: N/A

ADULT GENERAL EDUCATION	
Program Number	9900020
CIP Number	1532.010201
Grade Level	30,31
Standard Length	Recommended 900 Hours
Teacher Certification	Bachelor's degree or higher

Purpose

The purpose of this program is to prepare students for academic and personal success through obtaining the necessary skills required to pass the Official GED Tests and be awarded a State of Florida High School Diploma. This program strives to motivate students not only to obtain GED, but also to utilize the acquired skills in the workforce and to achieve career training and job placement success.

Program Structure

The GED program is non-graded and characterized by open-entry/open-exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. The program is divided into five literacy completion points (LCPs), which may be taken individually or as an entire program. Reading and technology are integral parts of each literacy completion point and are integrated into the curriculum. It is highly recommended that a student be functioning at or above a 9.0 grade level.

A variety of resources including computers, tape recorders, cassette players, CD-ROMS, interactive videos, and GED TV with assignments may be used in GED courses. Modifications to equipment, adaptations to curricula, or special accommodations may be required based on student need.

Program procedures include the following:

- A. Determine eligibility for enrollment:
 1. Declaration of intent or withdrawal form for students age 16 and 17.
 2. Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.

3. Student does not have a State of Florida recognized diploma.
- B. Diagnosing learning difficulties as necessary.
- C. Prescribing individualized instruction.
- D. Managing learning activities.
- E. Evaluating student progress.

The following table illustrates the program structure:

Course Number	Course Title	Length	Level
9900021	GED Prep Language Arts, Writing	N/A	LCP A
9900022	GED Prep Social Studies	N/A	LCP B
9900023	GED Prep Science	N/A	LCPC
9900024	GED Prep Language Arts, Reading	N/A	LCP D
9900025	GED Prep Mathematics	N/A	LCP E
9900026	GED Prep Comprehensive	N/A	LCP A-E

Related Areas of Instruction:

Study, Reference and Test-Taking Skills
 Workforce Readiness Skills
 Basic Computer Literacy

Accommodations

When a student with a disability is enrolled in an adult education class with modifications to the curriculum framework, the particular accommodations must be specified in the student's Adult Individual Educational Plan (AIEP).

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in **such areas as** instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.

Career and Education Planning

The following career development standards should be integrated into the General Educational Development framework. Students can access Florida CHOICES or a comparable system for career exploration and planning activities.

The following is the list of standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

Standards

After successfully completing appropriate coursework for each literacy completion point (LCP) of this program, the student will be able to pass the Official GED Tests in each area with a minimum score as prescribed in Rule 6A-6.021, FAC, and will be able to:

- 01.0 Demonstrate and apply advanced language skills through writing and communicating ideas effectively.
- 02.0 Demonstrate and apply advanced reading and visual processing skills using selections and graphics in United States and world history, geography, government, civics, and economics.
- 03.0 Demonstrate and apply advanced reading and visual processing skills as outlined by the National Science Content Standards, using selections in biology, chemistry, earth science, space science, physics and environmental and health topics.
- 04.0 Demonstrate and apply advanced reading skills using selections in various literary genres using fiction, non-fiction, poetry, drama literary forms, nonfiction prose, as well as workplace and community documents.
- 05.0 Demonstrate advanced mathematics skills in calculation, analysis, problem solving, and application problems.
- 06.0 Demonstrate basic study, test taking, and reference skills appropriate to the GED program.
- 07.0 Demonstrate acceptable job acquisition and job retention skills.
- 08.0 Demonstrate basic computer literacy skills.

July 2012

**Florida Department of Education
Student Performance Standards**

Program Title: General Educational Development
Program Number: 9900020
Course Title: Language Arts, Writing Skills
Course Number: 9900021

Language Arts, Writing Skills

LCP A

01.0 Demonstrate and Apply Advanced Language Skills Through Writing and Communicating Ideas Effectively .

- 01.01 Apply basic rules of mechanics including capitalization, punctuation, and spelling related to possessives, contractions, and homonyms.
- 01.02 Apply basic rules of grammar usage, including subject-verb agreement, verb tense, verb forms, and use of pronouns.
- 01.03 Apply basic rules of sentence structure including parallelism, and avoidance of run-on sentences, sentence fragments, and comma splices.
- 01.04 Revise the organization of documents demonstrating unity, coherence, effective text divisions, and topic sentences.
- 01.05 Analyze and revise workplace and community, instructional or "how-to," and informational documents for sentence structure, usage, and mechanics.
- 01.06 Plan and compose well-organized writing samples on a given topic, utilizing the rules of Edited American English (EAE).
- 01.07 Plan, compose and edit an expository essay responding to a given topic using appropriate word choice, development, and organization following conventions of Edited American English (EAE).
- 01.08 Plan, compose and edit workplace and community documents (e.g. letter of intent, resumes, employment applications, job descriptions, interview questions and responses, insurance forms, and consumer concerns).

**Florida Department of Education
Student Performance Standards**

Program Title: General Educational Development
Program Number: 9900020
Course Title: Social Studies
Course Number: 9900022

Social Studies Skills

Literacy Completion Point B

- 02.0 Demonstrate and Apply Reading Skills and Visual Processing Skills Using Selections and Graphics in United States and World History, Geography, Civics, Government and Economics
- 02.01 Demonstrate and apply concepts of United States history through the use of advanced reading comprehension and visual processing skills.
 - 02.02 Demonstrate and apply concepts of world history through the use of advanced reading comprehension and visual processing skills.
 - 02.03 Demonstrate and apply concepts of civics and government through the use of advanced reading comprehension and visual processing skills.
 - 02.04 Demonstrate and apply concepts of geography through the use of advanced reading comprehension and visual processing skills.
 - 02.05 Demonstrate and apply concepts of economics through the use of advanced reading comprehension and visual processing skills.
 - 02.06 Understand, interpret, analyze, evaluate and critique visual stimuli or graphics such as political cartoons, advertisements, diagrams, photographs, drawings, timelines, maps, graphs, charts and tables from a variety of sources and determine effects of presenting visual data in different ways.
 - 02.07 Determine the implications, effects, and the value of a historical document such as the Declaration of Independence, the U.S. Constitution, Federalist Papers, landmark Supreme Court cases, and significant historical political speeches.
 - 02.08 Understand, evaluate, and use practical documents dealing with such topics as taxes, voter registrations, contracts, credit applications, political communications, business transactions and advertising.
 - 02.09 Restate information, summarize ideas, identify implications, and make inferences from a social studies selection.
 - 02.10 Identify generalizations, principles, or strategies in a social studies selection and apply the concepts to new situations.
 - 02.11 Describe historical context, distinguish fact from opinion, recognize unstated assumptions and logical fallacies, identify cause and effect relationships, compare and contrast points of view, and recognize information designed to persuade an audience in a social studies selection.

**Florida Department of Education
Student Performance Standards**

Program Title: General Educational Development

Program Number: 9900020

Course Title: Science

Course Number: 9900023

Science Skills

Literacy Completion Point C

03.0 Demonstrate and Apply Advanced Reading and Visual Processing as Outlined by the National Science Education Content Standards Using Selections in Physical Science, Life Science, and Earth and Space Science Topics.

- 03.01 Interpret and apply scientific concepts through the use of advanced reading comprehension and visual processing skills in a physics or chemistry selection.
- 03.02 Interpret and apply scientific concepts through the use of advanced reading comprehension and visual processing skills in a life science selection.
- 03.03 Interpret and apply scientific concepts through the use of advanced reading comprehension and visual processing skills in selections from earth and space science.
- 03.04 Plan and conduct investigations using appropriate tools and techniques, analyzing evidence, constructing explanations, and communicating scientific arguments.
- 03.05 Assess and evaluate information about personal and social issues in science such as health, environmental concerns, and challenges in science and technology.
- 03.06 Understand, interpret, analyze, evaluate and critique visual stimuli such as diagrams, photographs, drawings, maps, graphs, charts and tables from a variety of sources.
- 03.07 Apply basic scientific rules from the reading of materials and the interpretation of visual graphics and predict possible outcomes using the scientific method.

**Florida Department of Education
Student Performance Standards**

Program Title: General Educational Development
Program Number: 9900020
Course Title: Language Arts, Reading
Course Number: 9900024

Language Arts, Reading

Literacy Completion Point D

- 04.0 Demonstrate and Apply Advanced Reading Skills Using Selections in Various Literacy Genres, Including Fiction, Non-Fiction, Poetry, Drama, Workplace and Community Documents, as well as Critical Reviews
- 04.01 Restate, paraphrase, or explain ideas, and summarize main ideas in a text selection.
 - 04.02 Apply critical thinking skills to use information, ideas, concepts and principles in a new context.
 - 04.03 Analyze elements of literary style, structure, and technique a wide range of literature, art, nonfiction, and workplace and community documents.
 - 04.04 Analyze and critique a variety of reading passages, drawing conclusions, making inferences, identifying cause and effect relationships, recognizing unstated assumptions, and distinguishing conclusions from supporting statements.
 - 04.05 Interpret the tone, point of view, style, purpose, structure, or pattern of a text selection.
 - 04.06 Compare and contrast information from reading passages and make connections among parts of the text.
 - 04.07 Integrate information from other sources with elements and information in the passage.

**Florida Department of Education
Student Performance Standards**

Program Title: General Educational Development
Program Number: 9900020
Course Title: Mathematics
Course Number: 9900025

Mathematics**Literacy Completion Point E**

05.0 Demonstrate Advanced Mathematics Skills in Number Operations, Number Sense, Measurement, Geometry, Data Analysis, Statistics, and Probability.

- 05.01 Perform computations with whole numbers, integers, common fractions, decimal fractions, and percentages.
- 05.02 Represent numbers in a variety of equivalent forms, using integers, fractions, decimals, percents, scientific notation, exponents, and radicals.
- 05.03 Select appropriate operations for problem-solving, describe the effect of operations on numbers, and identify relationships among these operations.
- 05.04 Recognize the relative size of integers, rational numbers, irrational numbers, and real numbers.
- 05.05 Describe a variety of patterns, relationships, and functions including direct and indirect variation using expressions, equations, inequalities, graphs, and formulas.
- 05.06 Solve problems and verify solutions using appropriate methods, including use of mental mathematics, paper and pencil, and scientific calculator.
- 05.07 Construct, analyze, interpret, and draw inferences from tables and graphs to identify and generalize patterns and relationships.
- 05.08 Use geometry formulas and relationships such as the Pythagorean Theorem to find length, area, perimeter, volume, angle measurement, capacity, weight, and mass and predict the impact that changes in linear dimension will make on perimeter, area, and volume of geometric figures.
- 05.09 Compare and convert measurements within metric or customary systems and solve problems involving rated measures.
- 05.10 Read and interpret information from measuring tools such as rulers, protractors, scales, meters, and gauges and use the information to solve problems with the degree of precision required by the situation.
- 05.11 Describe, draw, identify, and analyze two- and three-dimensional shapes illustrating concepts of congruence, similarity, symmetry, transformations, and ways in which shapes can be combined, subdivided, and changed.
- 05.12 Use rectangular coordinate system to locate and describe geometric figures, and use formulas to find distance between points, midpoint of segment, vertices, and lines of symmetry.
- 05.13 Calculate and interpret measures of central tendency (mean, median, mode) and dispersion (range and standard deviation), analyze the effect of changes in data on the measures, and use the measures to make predictions for a different sample.
- 05.14 Determine experimental or theoretical probabilities using counting procedures, formulas, or orderly display of data and use the probability to make predictions about possible outcomes of an event.

- 05.15 Communicate results using a variety of mathematical representations appropriate to the context, including grids, plots, graphs, charts, tables, diagrams, and algebraic models.
- 05.16 Use estimation to predict solutions, solve problems, and verify that results are reasonable.
- 05.17 Construct, interpret, analyze, draw inferences, describe correlations, make generalizations, and compose valid arguments from the data displayed in tables, graphs, and charts.
- 05.18 Recognize limitations of using statistical methods and data analysis in making inferences and arguments, including flaws or bias in sampling technique, mistaking correlation for causal relationship, and use of misleading graphs.
- 05.19 Solve one- and two-step equations and inequalities in two variables, recognize equivalent equations and functions.
- 05.20 Recognize and graph linear equations and other functions, find slope and y-intercept of line, identify parallel or perpendicular lines, and determine the impact when changing parameters of given functions.
- 05.21 Use systems of equations to describe real-life situations, solve systems of equations in two variables, and verify solutions of systems.
- 05.22 Collect data and construct a scatterplot, recognize and describe correlations between variables, sketch a “line of best fit” and use the line to make predictions.

**Florida Department of Education
Student Performance Standards**

Program Title: General Educational Development

Program Number: 9900020

Related Skills -- These skills are not required elements of the Official GED Test; however, they are instrumental in enhancing an individual's workforce readiness.

Study, Test-Taking, and Reference Skills

06.0 Demonstrate Basic Study, Test Taking and Reference Skills Appropriate to the GED Program. The instruction in related skills is based on individual need and may include, but is not limited to, the following.

- 06.01 Identify and use a variety of resources and reference materials.
- 06.02 Construct, interpret and evaluate different types of visuals or graphics such as cartoons, pictures, graphs, charts, diagrams, maps and tables.
- 06.03 Develop and apply note-taking skills.
- 06.04 Develop and apply study skills.
- 06.05 Develop and apply test-taking skills.
- 06.06 Coordinate tasks and work assignments to develop team building.
- 06.07 Demonstrate and apply appropriate time management.
- 06.08 Use alternate formats such as grids and graphs to plot answers.
- 06.09 Demonstrate the use of the scientific calculator to compute both basic and advanced mathematical problems.

Career Transition Skills

- 07.0 DEMONSTRATE ACCEPTABLE JOB ACQUISITION AND JOB RETENTION SKILLS—
The instruction in employability skills is based on individual need and may include, but is not limited to, the following.
- 07.01 Prepare workplace-related documents (i.e. employment application, cover letter and resume).
- 07.02 Demonstrate interview skills.
- 07.03 Participate in a job search program in career related industry.
- 07.04 Research and discuss professional conduct in the workplace.
- 07.05 Demonstrate sensitivity to gender and cultural bias in social, academic, and life situations.
- 07.06 Demonstrate real life problem solving skills.
- 07.07 Utilize Florida CHOICES to assist in career decision-making.

July 2012

**Florida Department of Education
Curriculum Framework**

Program Title: Pre Applied Academics for Adult Education
Program Type: Adult General Education
Career Cluster: N/A

ADULT GENERAL EDUCATION	
Program Number	S990000
CIP Number	1532.010504
Grade Level	30, 31
Standard Length	Variable
Teacher Certification	Bachelor's degree or higher

Purpose

The purpose of this program is to prepare students, with basic skills levels below 6.0, for academic, technical and personal success. This program strives to inspire and motivate students to become productive, self-sufficient members of society. The Pre-AAAE system is based upon the assessed needs of the individual and the academic and employability requirements related to Florida's comprehensive Career Education programs. It provides:

- 1) Career assessment designed to assist persons with special needs in identifying career interests, temperament, aptitudes and learning styles.
- 2) Individualized basic skills related instruction to educationally disadvantaged students (including individuals with Limited English Proficiency) whose basic skills deficiencies may prevent success in career preparatory programs or prevent completion of licensure in career preparatory programs of their choice.
- 3) Employability behavior instruction for job /technical skill acquisition and job retention.

Program Structure

The program encompasses a combination of the following instructional components:

- A. Career Assessment and/or Referral
- B. Basic Skills Related Instruction
 - 1) Reading
 - 2) Language
 - 3) Mathematics
 - 4) Study and Reference Skills

- C. Complementary (Life) Skills
- D. Basic Computer Literacy

Program procedures encompass the following:

1. Interviewing and goal setting.
2. Diagnosis of learning difficulties: basic skills assessment is performed for each student by personnel trained in AAAE concepts and program procedures to identify needs in each of the instructional components. The basic skills assessment instruments are listed in Rule 6A-10.040, FAC.
3. Prescribing individualized instruction.
4. Managing learning activities.
5. Evaluating student progress.

Laboratory Activities

The program is characterized by open entry/open exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. As a result, a variety of multimedia resources are used in the AAAE laboratory setting. Equipment used may include computers, tape recorders, cassette players, videos, CD-ROMs, interactive videos, voice synthesizers, integrated work stations, screen magnifiers, talking books, "Visipitch," etc.

Special Notes

This program is a non-graded system.

Career and Education Planning

The following career development standards should be integrated into the Pre-AAAE framework. Students can access Florida CHOICES or a comparable system for career exploration and planning activities.

The following is the list of standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if

needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum cannot be modified.

Standards

After successfully completing this program, the student will be able to perform the following:

- Identify interest and aptitude in making career choices.
- Demonstrate basic reading skills.
- Demonstrate basic language skills.
- Demonstrate basic mathematics skills.
- Demonstrate study and reference skills.
- Practice job acquisition and job retention skills.
- Demonstrate awareness of complementary (life) skills.
- Demonstrate basic computer literacy.

July 2012

**Florida Department of Education
Student Performance Standards**

Program Title: Pre-Applied Academics for Adult Education-Mathematics
Program Number: S990000
Course Number: S990051

Pre-Applied Academics-Mathematics

Literacy Completion Point A

Career Assessment

01.0 Identify Interest and Aptitude in Making Career Decisions:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her career interests and aptitudes.
- 01.03 Relate individual interests to specific career areas.
- 01.04 Explore careers and goals in various clusters.
- 01.05 Establish educational and career goals.

Basic Skills Mathematics

02.0 Demonstrate Basic Mathematics Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program:

- 02.01 Identify and write number symbols.
- 02.02 Count and associate numbers with quantities, including recognizing correct number sequencing.
- 02.03 Understand basic concepts (for example: more, less, same as, above, below, between, in, out, over, under).
- 02.04 Solve 1-, 2- and 3- digit addition problems.
- 02.05 Solve 1-, 2- and 3- digit subtraction problems.
- 02.06 Select the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.
- 02.07 Use U.S. units such as inches, pounds, degrees and cups to measure real quantities.
- 02.08 State the date by month, day and year, using a calendar.
- 02.09 Tell time.
- 02.10 Recognize monetary symbols.
- 02.11 Change words to numbers.
- 02.12 Understand and apply the concept of counting.
- 02.13 Identify place value.
- 02.14 Classify numbers as odd or even.
- 02.15 Understand and explain the effect of multiplication on whole numbers.
- 02.16 Multiply 1-, 2-, -3 and 4- digit numbers.
- 02.17 Divide 1-, 2-, 3- and 4- digit numbers.
- 02.18 Explain the reasoning steps in solving real-world problems.
- 02.19 Demonstrate the ability to round numbers.
- 02.20 Perform basic operations with common fractions.
- 02.21 Perform basic operations with decimals.

- 02.22 Identify mathematics symbols and geometric forms.
- 02.23 Interpret basic charts, graphs and tables.
- 02.24 Apply basic geometric concepts.
- 02.25 Demonstrate problem-solving techniques.

Study and Reference Skills

03.0 Demonstrate Basic Study and Reference Skills and Subskills Appropriate to the Career and Technical Preparatory Program:

- 03.01 Request oral and written directions.
- 03.02 Follow oral and written directions.
- 03.03 Identify and use a variety of resources and reference materials.
- 03.04 Interpret graphs, charts, diagrams, maps and tables.
- 03.05 Develop note-taking skills.
- 03.06 Develop test-taking skills.
- 03.07 Develop study skills.

July 2012

**Florida Department of Education
Student Performance Standards**

Program Title: Pre-Applied Academics for Adult Education-Language
Program Number: S990000
Course Number: S990061

Pre-Applied Academics for Adult Education-Language
Literacy Completion Point B

Career Assessment

01.0 Identify Interest and Aptitude in Making Career Decisions:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her career interests and aptitudes.
- 01.03 Relate individual interests to specific career areas.
- 01.04 Explore careers and goals in various clusters.
- 01.05 Establish educational and career goals.

Basic Skills Language

03.0 Demonstrate Basic Language Category Skills and Subskills Appropriate to the Career and Technical Preparatory Program:

- 03.01 Demonstrate proper usage of punctuation.
- 03.02 Identify the correct use of capital letters.
- 03.03 Demonstrate proper usage of troublesome words.
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms.
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences.
- 03.06 Demonstrate the correct use of various sentence types.
- 03.07 Demonstrate the proper usage of adjectives and adverbs.
- 03.08 Demonstrate the proper usage of regular and irregular verbs.
- 03.09 Demonstrate the ability to spell words correctly.
- 03.10 Demonstrate the proper use of other parts of speech.
- 03.11 Develop the ability to ask and respond to questions appropriately.

Study and Reference Skills

05.0 Demonstrate Basic Study and Reference Skills and Subskills Appropriate to the Career and Technical Preparatory Program:

- 05.01 Request oral and written directions.
- 05.02 Follow oral and written directions.
- 05.03 Identify and use a variety of resources and reference materials.
- 05.04 Interpret graphs, charts, diagrams, maps and tables.
- 05.05 Develop note-taking skills.
- 05.06 Develop test-taking skills.
- 05.07 Develop study skills.

July 2012

**Florida Department of Education
Student Performance Standards**

Program Title: Pre-Applied Academics for Adult Education-Reading
Program Number: S990000
Course Number: S990071

Pre-Applied Academics for Adult Education-Reading

Literacy Completion Point C

Career Assessment

01.0 Identify Interest and Aptitude in Making Career Decisions:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her career interests and aptitudes.
- 01.03 Relate individual interests to specific career areas.
- 01.04 Explore careers and goals in various clusters.
- 01.05 Establish educational and career goals.

Basic Skills Reading

02.0 Demonstrate Basic Reading Category Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program:

- 02.01 Recognize that letters make words and words make sentences.
- 02.02 Identify the meaning of plural nouns.
- 02.03 Identify possessives.
- 02.04 Identify the period, question mark and exclamation point as ending punctuation marks.
- 02.05 Demonstrate the ability to read personal information.
- 02.06 Determine the main idea and factual details of a paragraph.
- 02.07 Identify the order of events in a paragraph.
- 02.08 Determine the meaning of a sentence that contains negative words.
- 02.09 Distinguish verbs denoting past, present or future.
- 02.10 Distinguish between statements, questions and exclamations.
- 02.11 Distinguish between fact and fiction.
- 02.12 Understand that word choice can shape ideas, feelings and actions.
- 02.13 Identify the story elements of setting, character, problem and solution.
- 02.14 Answer "who," "what," and "where" questions.
- 02.15 Follow simple written directions.
- 02.16 Identify the meaning of abbreviations.
- 02.17 Identify the meanings of words in context using comparison and contrast clues.
- 02.18 Identify the cause and effect implied in a paragraph.
- 02.19 Evaluate information from pictures, maps, or signs to answer informational questions.
- 02.20 Recognize the function of introductory and concluding paragraphs in an essay.

- 02.21 Recognize synonyms, antonyms and homonyms.
- 02.22 Define multi-meaning words.
- 02.23 Understand how punctuation affects text.
- 02.24 Identify and use affixes, root words, words with multiple meanings, antonyms, synonyms, and word relationships to determine meaning and increase vocabulary for reading.
- 02.25 Utilize vocabulary words in the content area.
- 02.26 Describe sequence of events in context.
- 02.27 Predict content and purpose of a reading.
- 02.28 Identify the meanings of words used in context.
- 02.29 Identify author's purpose.

Study and Reference Skills

03.0 Demonstrate Basic Study and Reference Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program:

- 03.01 Request oral and written directions.
- 03.02 Follow oral and written directions.
- 03.03 Identify and use a variety of resources and reference materials.
- 03.04 Interpret graphs, charts, diagrams, maps and tables.
- 03.05 Develop note-taking skills.
- 03.06 Develop test-taking skills.
- 03.07 Develop study skills.

**Florida Department of Education
Student Performance Standards**

Program Title: Pre-Applied Academics for Adult Education-Comprehensive
Program Number: S990000
Course Number: S990081

Pre-Applied Academics-Comprehensive
Literacy Completion Points A, B and/or C

Career Assessment

01.0 Identify Interest and Aptitude in Making Career Decisions:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her career interests and aptitudes.
- 01.03 Relate individual interests to specific career areas.
- 01.04 Explore careers and goals in various clusters.
- 01.05 Establish educational and career goals.

Basic Skills Reading

02.0 Demonstrate Basic Reading Category Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program:

- 02.01 Recognize that letters make words and words make sentences.
- 02.02 Identify the meaning of plural nouns.
- 02.03 Identify possessives.
- 02.04 Identify the period, question mark and exclamation point as ending punctuation marks.
- 02.05 Demonstrate the ability to read personal information.
- 02.06 Determine the main idea and factual details of a paragraph.
- 02.07 Identify the order of events in a paragraph.
- 02.08 Determine the meaning of a sentence that contains negative words.
- 02.09 Distinguish verbs denoting past, present or future.
- 02.10 Distinguish between statements, questions and exclamations.
- 02.11 Distinguish between fact and fiction.
- 02.12 Understand that word choice can shape ideas, feelings and actions.
- 02.13 Identify the story elements of setting, character, problem and solution.
- 02.14 Answer "who," "what," and "where" questions.
- 02.15 Follow simple written directions.
- 02.16 Identify the meaning of abbreviations.
- 02.17 Identify the meanings of words in context using comparison and contrast clues
- 02.18 Identify the cause and effect implied in a paragraph.
- 02.19 Evaluate information from pictures, maps, or signs to answer informational questions.
- 02.20 Recognize the function of introductory and concluding paragraphs in an essay.
- 02.21 Recognize synonyms, antonyms and homonyms.
- 02.22 Define multi-meaning words.
- 02.23 Understand how punctuation affects text.

- 02.24 Identify and use affixes, root words, words with multiple meanings, antonyms, synonyms, and word relationships to determine meaning and increase vocabulary for reading.
- 02.25 Utilize vocabulary words in the content area.
- 02.26 Describe sequence of events in context.
- 02.27 Predict content and purpose of a reading.
- 02.28 Identify the meanings of words used in context.
- 02.29 Identify author's purpose.

Basic Skills Language

03.0 Demonstrate Basic Language Category Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program:

- 03.01 Demonstrate proper usage of punctuation.
- 03.02 Identify the correct use of capital letters.
- 03.03 Demonstrate proper usage of troublesome words.
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms.
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences.
- 03.06 Demonstrate the correct use of various sentence types.
- 03.07 Demonstrate the proper usage of adjectives and adverbs.
- 03.08 Demonstrate the proper usage of regular and irregular verbs.
- 03.09 Demonstrate the ability to spell words correctly.
- 03.10 Demonstrate the proper use of other parts of speech.
- 03.11 Develop the ability to ask and respond to questions appropriately.

Basic Skills Mathematics

04.0 Demonstrate Basic Mathematics Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program:

- 04.01 Identify and write number symbols.
- 04.02 Count and associate numbers with quantities, including recognizing correct number sequencing.
- 04.03 Understand basic concepts (for example: more, less, same as, above, below, between, in, out, over, under).
- 04.04 Solve 1-, 2- and 3- digit addition problems.
- 04.05 Solve 1-, 2- and 3- digit subtraction problems.
- 04.06 Select the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.
- 04.07 Use U.S. units such as inches, pounds, degrees and cups to measure real quantities.
- 04.08 State the date by month, day and year, using a calendar.
- 04.09 Tell time.
- 04.10 Recognize monetary symbols.
- 04.11 Change words to numbers.
- 04.12 Understand and apply the concept of counting.
- 04.13 Identify place value.
- 04.14 Classify numbers as odd or even.
- 04.15 Understand and explain the effect of multiplication on whole numbers.

- 04.16 Multiply 1-, 2-, -3 and 4- digit numbers.
- 04.17 Divide 1-, 2-, 3- and 4- digit numbers.
- 04.18 Explain the reasoning steps in solving real-world problems
- 04.19 Demonstrate the ability to round numbers.
- 04.20 Perform basic operations with common fractions.
- 04.21 Perform basic operations with decimals.
- 04.22 Identify mathematics symbols and geometric forms.
- 04.23 Interpret basic charts, graphs and tables.
- 04.24 Apply basic geometric concepts.
- 04.25 Demonstrate problem-solving techniques.

Study and Reference Skills

05.0 Demonstrate Basic Study and Reference Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program:

- 05.01 Request oral and written directions.
- 05.02 Follow oral and written directions.
- 05.03 Identify and use a variety of resources and reference materials.
- 05.04 Interpret graphs, charts, diagrams, maps and tables.
- 05.05 Develop note-taking skills.
- 05.06 Develop test-taking skills.
- 05.07 Develop study skills.

Complementary Skills

06.0 Demonstrate Awareness of Complementary Skills—(the instruction in complementary skills is based on individual need and may include, but is not limited to the following):

- 06.01 Identify sources of community services agencies.
- 06.02 Demonstrate consumer awareness.
- 06.03 Identify principles of business organization and management.
- 06.04 Practice health maintenance skills.
- 06.05 Demonstrate knowledge of responsible citizenship.
- 06.06 Demonstrate a basic understanding of the governmental structure.
- 06.07 Recognize fraudulent practices.
- 06.08 Demonstrate cultural and environmental awareness.

Basic Computer Literacy

07.0 Demonstrate Basic Computer Literacy Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program—(the instruction in basic computer literacy is based on individual need and may include, but is not limited to the following):

- 07.01 Define computer terms.
- 07.02 List practical applications of the computer in the workplace.
- 07.03 Develop proficiency in keyboarding.
- 07.04 Demonstrate an understanding of operating systems.
- 07.05 Demonstrate an understanding of software applications.
- 07.06 Develop Internet/network literacy.

July 2012

**Florida Department of Education
Curriculum Framework**

Program Title: Pre-General Educational Development Preparation
Program Type: Adult Education
Career Cluster: N/A

ADULT GENERAL EDUCATION	
Program Number	99000120
CIP Number	1532010206
Grade Level	30,31
Standard Length	Recommended 900 hours
Teacher Certification	Bachelor's degree or higher

Purpose

The purpose of these courses is to provide integrated educational experiences to prepare students for success by providing essential academic skills required for life and required to pass the Official GED Tests. This program provides language arts: writing and reading, mathematics, science, and social studies strands. Subject area strands are designed to enhance students' achievement in academic and workplace skills.

Program Structure

The Pre-GED Courses can be delivered using a lock-step, open-entry/open-exit or modified managed enrollment format. The course is designed to be instructor directed using a combination of large group, small group and self-paced instruction and features the use of technology whenever possible. Pre-GED is divided into five LCPs, which may be taken individually or as an entire program. Since reading and technology are integral parts of each literacy completion point, strategies for application of each should be integrated into the lessons. Students enrolled in Pre-GED should be functioning at or above the sixth (6.0) level.

A variety of instructional strategies and resources, including cooperative learning and teacher-directed lessons which use many instructional aids to include, wherever possible, computers, videos, CD-ROMs, TV and distance learning are strongly encouraged. Modifications to the program are suggested whenever necessary to meet student needs.

The following table illustrates the program structure:

Course Number	Course Title	Length	Level
9900121	Pre-GED Language Arts, Writing	300	LCP A
9900122	Pre-GED Social Studies	100	LCP B
9900123	Pre-GED Science	100	LCP C
9900124	Pre-GED Language Arts, Reading	100	LCP D
9900125	Pre-GED Mathematics	300	LCP E
9900126	Pre-GED Comprehensive	900	LCP A-E

Related Areas of Instruction:

Study, Reference, and Test-taking Skills
 Personal and Career Planning
 Workforce Readiness Skills
 Basic Computer Literacy

Special Notes: Students earning literacy completion points (LCPs) in upper level ABE Mathematics, Reading, and Language (6.0-8.9) are precluded from earning corresponding LCPs in Pre-GED Language Arts, Writing, Pre-GED Language Arts, Reading or Pre-GED Mathematics.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in **such areas as** instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.

Career and Education Planning

The following career development standards should be integrated into the Pre-General Educational Development framework. Students can access Florida CHOICES or a comparable system for career exploration and planning activities.

The following is the list of standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

Standards

After successfully completing appropriate coursework for the Pre-GED program, students will have gained knowledge and skills necessary to study more complex tasks in preparation for the GED 2002 tests series:

- 1.0 Demonstrate and apply language skills through writing and communicating ideas effectively.
- 2.0 Demonstrate and apply reading skills to social studies content and visuals/graphics to show knowledge and understanding of national and global issues across content areas of United States and world history, geography, civics and government, and economics.
- 3.0 Demonstrate the comprehension and application of scientific knowledge in the areas of life science, physical science, earth and space science, environmental science and health.
- 4.0 Demonstrate and apply reading skills, using various literary selections and a range of writings including prose, fiction (pre-1920 to present), non-fiction, poetry, drama, graphics, history, science, business, workplace, and community
- 5.0 Demonstrate skills in mathematical calculation, problem analysis, application of concepts and problem solving.
- 6.0 Demonstrate basic study, test taking and reference skills appropriate to the GED program
- 7.0 Demonstrate job acquisition/job retention skills.
- 8.0 Demonstrate basic computer literacy skills.

July 2012

**Florida Department of Education
Student Performance Standards**

Program Title: Pre-General Educational Development
Program Number: 9900120
Course Title: Pre-GED Prep Language Arts, Writing
Course Number: 9900121

Language Arts, Writing**LCP A**

- 01.0 Demonstrate and Apply Language Skills Through Writing and Communication Ideas Effectively
- 01.01 Organize information before writing, using prewriting strategies such as brainstorming and graphic organizers, according to the type and purpose of writing.
 - 01.02 Draft and revise writing that shows completeness, provides logical progression, has clarity of ideas, and applies basic rules of grammar usage including capitals, punctuation, and subject-verb agreement.
 - 01.03 Use the writing process to generate, organize, connect, express, and evaluate ideas applying basic rules of sentence structure.
 - 01.04 Produce a final document that has been edited and revised to include correct mechanics, word usage, effective sentences, and appropriate text divisions.)
 - 01.05 Respond critically to various types of text, including “How-to” documents, informational mailings, memoranda, and letters.
 - 01.06 Apply critical thinking and problem solving skills to analyze and respond to written work, including history, government, and science documents.
 - 01.07 Select and use appropriate formats for writing, including persuasive and expository formats to develop cover letters, résumés, and communicate consumer concerns.
 - 01.08 Write text, notes, comments, and observations that demonstrate comprehension of content.
 - 01.09 Complete workplace and community documents, such as employment, credit, or housing applications and insurance forms or accident reports.
 - 01.010 Write critical responses to logical, ethical, and emotional appeals in written and oral communication.
 - 01.11 Select appropriate language and word choice in written selections according to intended audience, purpose, and occasion.
 - 01.12 Recognize literary devices, including symbolism and foreshadowing, as an aid in the comprehension of literature.

**Florida Department of Education
Student Performance Standards**

Program Title: Pre-General Educational Development
Program Number: 9900120
Course Title: Pre-GED Prep Social Studies
Course Number: 9900122

Pre-GED Prep Social Studies

02.0 Demonstrate and Apply Reading Skills to Social Studies Content and Visual Graphics to Show Knowledge and Understanding of National and Global Issues Across Content Areas of United States and World History, Geography, Civics and Government, and Economics

- 02.01 Interpret and demonstrate comprehension of written and graphic information from United States History selections.
- 02.02 Interpret and demonstrate comprehension of written and graphic information from World History selections.
- 02.03 Interpret and demonstrate comprehension of written and graphic information from Civics and Government selections
- 02.04 Interpret and demonstrate comprehension of written and graphic information from Geography selections.
- 02.05 Interpret and demonstrate comprehension of written and graphic information from Economics selections.
- 02.06 Understand, analyze and interpret visuals/graphics such as political cartoons, graphs, diagrams, posters, maps, charts, tables, and videos.
- 02.07 Demonstrate an understanding of fundamental historical documents: Declaration of Independence, Federalist Papers, U.S. Constitution and landmark Supreme Court cases.
- 02.08 Understand and evaluate practical documents used by most adults such as; political/campaign materials, advertising, money management information (insurance, investments, credit, etc.), taxes, governmental information (local, state and national) and various business documents.
- 02.09 Identify contrasting points of view and compare interpretations of issues from a social studies selection.
- 02.10 Assess the adequacy and appropriateness of information to substantiate a generalization.
- 02.11 Evaluate the accuracy of information based on provided criteria, and distinguish fact from opinion in a social studies selection.
- 02.12 Identify a statement that accurately summarizes the main idea of a paragraph in a social studies selection.

- 02.13 Understand the result from a cause and effect relationship between events such as the effect of economic downturns on migration and immigration patterns.
- 02.14 Evaluate information in a selection to determine the role that differing points of view, values, beliefs, and convictions play in historical accounts.
- 02.15 Describe the legal and ethical rights and responsibilities of an employee, an employer, and a citizen.

**Florida Department of Education
Student Performance Standards**

Program Title: Pre-General Educational Development
Program Number: 9900120
Course Title: Pre-GED Prep Science
Course Number: 9900123

Pre-GED Prep Science

LCP C

03.0 Demonstrate the Comprehension and Application of Scientific Knowledge in the Areas of Life Science, Physical Science, Earth and Space Science, Environmental Science and Health

- 03.01 Recognize methods, standards and ethics of scientific inquiry (including careful observation, accurate record keeping and the ability to replicate results), and describe these steps in systematic experimentation.
- 03.02 Describe properties of matter and understand basic principles of atomic theory.
- 03.03 Interpret scientific concepts through the application of comprehension skills and visual processing skills to physical science selections.
- 03.04 Understand the competitive, interdependent and cyclical nature of living things in the environment and the consequences of altering the equilibrium in ecosystems.
- 03.05 Apply the scientific method to reading material and graphics to predict possible outcomes and solve problems.
- 03.06 Understand, interpret and explain graphic models and stimuli such as diagrams, photographs, drawings, maps, graphs, charts and tables.
- 03.07 Recognize that energy interacts with matter; that energy may be changed in form; and that force and motion can be described and predicted.
- 03.08 Interpret scientific concepts through the application of comprehension skills and visual processing skills to life science selections.
- 03.09 Interpret scientific concepts through the application of comprehension skills and visual processing skills to environmental science selections.
- 03.10 Interpret scientific concepts through the application of comprehension skills and visual processing skills to earth and space science selections.
- 03.11 Use appropriate tools to conduct investigations, analyze evidence, and communicate scientific arguments.

**Florida Department of Education
Student Performance Standards**

Program Title: Pre-General Educational Development
Program Number: 9900120
Course Title: Pre-GED Prep Language Arts Reading
Course Number: 9900124

Pre-GED Prep Science

LCP D

04.0 Demonstrate and Apply Reading Skills, Using Various Selections and Writing Including Prose, Fiction (Pre-1920 to Present, Non-Fiction, Poetry, Drama, Business and Historical Documents

- 04.01 Determine the main idea and identify relevant details, facts, and patterns of organization in fiction, non-fiction, poetry, workplace, and community documents.
- 04.02 Apply additional information to presented text, such as current events, diaries, biographies, historical, social, economic, ethical, and legal documents.
- 04.03 Analyze text organization to understand the presentation of ideas in materials, which illustrate cause and effect, compare and contrast, and relating events in chronological order.
- 04.04 Use background knowledge to make simple and complex predictions about content, purpose, and organization of a reading selection.
- 04.05 Synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- 04.06 Identify the author's purpose and/or point of view in text and use the information to construct meaning.
- 04.07 Recognize stereotypes, bias, and persuasion and propaganda techniques in print and non-print messages.
- 04.08 Check the validity of information, differentiate fact from opinion, and recognize how personal values influence conclusions.
- 04.09 Respond to a work of literature by interpreting selected phrases, sentences, or passages.
- 04.10 Ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- 04.11 Recognize language that shapes reactions, perceptions, and beliefs.
- 04.12 Use strategies to interpret graphs and clarify meaning, such as rereading, note taking, outlining, summarizing, and writing reports.
- 04.13 Use a variety of reference materials, such as glossaries, magazines, newspapers, journals, and computer manuals, to gather information.

- 04.14 Locate, organize and interpret written information for a variety of purposes, including classroom research, decision making, performing a school or real-world task, and to develop personal preferences in reading.

**Florida Department of Education
Student Performance Standards**

Program Title: Pre-General Educational Development
Program Number: 9900120
Course Title: Pre-GED Prep Mathematics
Course Number: 9900125

Pre-GED Prep Mathematics**LCP E**

- 05.0 Demonstrate Skills in Mathematical Calculation, Problem Analysis, Application of Concepts and Problem-Solving
- 05.01 Add, subtract, multiply, and divide with whole numbers, common fractions, decimal fractions, and percents.
 - 05.02 Represent numbers in a variety of equivalent forms using integers, fractions, decimals, percents, exponents, and scientific notation.
 - 05.03 Compare the relative size of integers, fractions, ratios, decimals, percents, numbers with exponents, square roots, and numbers in scientific notation.
 - 05.04 Apply concepts of absolute value and perform operations with signed numbers.
 - 05.05 Calculate area, perimeter, volume, capacity, surface area, and mass and solve problems involving customary and metric measurements.
 - 05.06 Apply beginning principles of algebra including:-solving one-step algebraic equations, writing one-step equations from word problems, and using simple formulas.
 - 05.07 Collect, organize and display data in tables, charts, and graphs, describing any patterns and relationships in the data.
 - 05.08 Use measuring tools and other devices such as rulers, protractors, scales, meters and gauges to collect data.
 - 05.09 Plot graph of linear equations, identifying the slope, the x and y-intercepts, and parallel or perpendicular lines.
 - 05.10 Draw, identify, and analyze two- or three-dimensional shapes applying concepts of regularity, symmetry, congruence, and similarity.
 - 05.11 Find the mean, median, mode and range of a set of data in a real-life situation using a scientific calculator, when appropriate.
 - 05.12 Define and give examples of number properties, and apply the correct order of operations.
 - 05.13 Analyze and interpret the real-world data found in charts, graphs, and tables from newspapers or magazines.
 - 05.14 Choose appropriate methods of computing, such as mental mathematics, paper and pencil, or a scientific calculator to solve real-world problems.
 - 05.15 Recognize effects of operations on numbers and select the appropriate operation for solving a problem.
 - 05.16 Use alternative response formats for displaying numerical and graphic solutions in grids and plots.
 - 05.17 Use estimation to predict results of a calculation and check the reasonableness of the solution.
 - 05.18 Construct scale drawings and interpret diagrams and maps in real-life and workplace situations.

- 05.19 Determine the mathematical probability of an event, use the probability to make a prediction, and compare experimental results to the mathematical probability.
- 05.20 Identify flaws in statistical methods and data analysis including bias in sampling techniques, misinterpreting correlations, and use of misleading graphs.
- 5.21 Develop a personal or business budget, calculate the effect of deposits and withdrawals on a checking account balance, and complete a simple tax form.
- 05.22 Collect data, construct a scatter plot, and classify the correlations between variables.
- 05.23 Calculate investment benefits using simple and compound-interest formulas and appropriate technology.
- 05.24 Select appropriate units and instruments of measurement to achieve the degree of accuracy and precision required in a real-life or workplace situation.

**Florida Department of Education
Student Performance Standards**

Program Title: Pre-General Educational Development

Program Number: 9900120

Related Skills -- These skills are not required elements of the Official GED Test; however, they are instrumental in enhancing an individual's workforce readiness.

Study, Test-Taking, and Reference Skills

06.0 Demonstrate Appropriate Basic Study, Test Taking and Reference Skills. The instruction in related skills is based on individual need and may include, but is not limited to, the following: The student will be able to

- 06.01 Locate and use a variety of resources and reference materials including newspapers, magazines, reference books and computer resources.
- 06.02 Construct and interpret different types of visual or graphic displays such as cartoons, pictures, graphs, charts, diagrams, maps and tables.
- 06.03 Develop and apply note-taking skills.
- 06.04 Develop and apply study skills.
- 06.05 Develop and apply logical thinking and time management to test taking.
- 06.06 Coordinate tasks and work assignments to develop team-building skills.
- 06.07 Demonstrate and apply appropriate time management.
- 06.08 Use alternate formats such as grids and plots to display solutions to problems.
- 06.09 Demonstrate the use of the scientific calculator to compute basic mathematical operations, square roots and powers with integers, fractions and decimals.

Career Transition and Employability Skills

07.0 Demonstrate Job Acquisition Job Retention Skills--The instruction in employability skills is based on individual need and may include, but is not limited to, the following: The student will be able to

- 07.01 Prepare workplace-related documents (i.e. employment application or personal data sheet).
- 07.02 Demonstrate appropriate interview skills.
- 07.03 Participate in a job search program in career related industry.
- 07.04 Identify examples and non-examples of professional conduct in the workplace.
- 07.05 Identify situations that demonstrate gender or cultural bias in social, academic and life situations.
- 07.06 Demonstrate real-life problem solving skills.

Basic Computer Literacy

08.0 DEMONSTRATE BASIC COMPUTER LITERACY SKILLS--The instruction in computer literacy is based on individual need and may include, but is not limited to, the following:

- 08.01 Demonstrate ability to use a personal computer, including properly turning on and off the hardware components and using keyboards, pointing devices and other peripheral hardware devices.
- 08.02 Demonstrate the ability to properly use a software application, such as a word processor or a spreadsheet, for its designed purpose.
- 08.03 Demonstrate the ability to communicate using electronic mail and conduct an Internet search.