Florida Department of Education
Curriculum Frameworks

Adult General Education

Rule 6A-6.0571, F.A.C.
Effective May 2025

Florida Department of Education
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Curriculum Framework

ADULT BASIC EDUCATION MATHEMATICS	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	ABE Mathematics
Course Number	School Districts: 9900001 Florida College System: ABX0100-ABX0199
CIP Number	1532010100
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Program Length	Varies (See Program Length Section)

PURPOSE

Adult General Education Program: The Florida Department of Education (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02 Florida Statutes (F.S.),[1] s. 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the Adult Education and Family Literacy Act (AEFLA).[3]

As administered by the FDOE, the AGE Program encompasses the following programs, services and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- 2-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

Adult Basic Education Program: The ABE Program is designed to maintain alignment and ensure educational continuity with Florida's K12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. The ABE Program consists of two courses, ABE Reasoning through Language Arts (RLA) and ABE Mathematics. Students may enroll in each course independently or in both courses simultaneously.

In accordance with s. 1004.02, F.S.,[4] the ABE Program is guided by the following objectives:

- Provide educational services that will enable adults to acquire:
    - The basic skills necessary to attain basic and functional literacy.
    - A high school diploma by completing the AHS program or by passing a high school equivalency examination.
    - An educational foundation that will enable them to become more employable, productive and self-sufficient citizens.
- Provide educational opportunities for adults who have earned a diploma or high school equivalency diploma but who lack the basic skills necessary to function effectively in everyday situations, to enter the job market or to enter career certificate instruction.
- Provide academic services in the following priority:
    - Students who demonstrate skills at less than a fifth-grade level, as measured by tests approved for this purpose by the State Board of Education and who are studying to achieve basic literacy.
    - Students who demonstrate skills at the fifth-grade level or higher, but below the ninth-grade level, as measured by tests approved for this purpose by the State Board of Education and who are studying to achieve functional literacy.
    - Students who are earning credits that are required for a high school diploma or who are preparing for the high school equivalency examination.
    - Students who have earned high school diplomas and require specific improvement to:
        - Obtain or maintain employment or benefit from certificate career education programs.
        - Pursue a postsecondary degree.
        - Develop competence in the English language to qualify for employment.

In accordance with AEFLA, the ABE Program is guided by the following objectives:

- Provide academic instruction and education services below the postsecondary level that increase an individual's ability to:
    - Read, write and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent.
    - Progress to postsecondary education and training.
    - Obtain employment.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) - General Requirements for Adult General Education[5], students eligible to enroll in the ABE Mathematics course are those who:

[4] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[5] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014

- Are 16 years of age or older.
- May or may not have a high school diploma.
- Obtain pre-test scores that place them within National Reporting System (NRS) ABE Levels 1 – 4.

EDUCATIONAL FUNCTIONING LEVELS

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462) that refers to the mathematics levels in the ABE Mathematics course.[6] The ABE Mathematics course has 4 EFLs, each representing a specific set of ABE Mathematical skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.[7]

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE is 450 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title and Number	NRS Educational Functioning Levels	Recommended Maximum Hours
ABE Mathematics • School Districts: 9900001 • Florida College System: ABX0100-ABX0199	ABE Level 1	450
	ABE Level 2	450
	ABE Level 3	300
	ABE Level 4	300

CURRICULUM AND INSTRUCTION

The ABE Mathematics curriculum framework opens by presenting instructors with the Anchor Standards encompassing seven strands: Number Sense and Operations, Fractions, Algebraic Reasoning, Function, Measurement, Geometric Reasoning and Data and Probability. Emphasizing the term "framework," it serves as the cornerstone for designing curriculum, aiding agencies and teachers in the selection or creation of instructional materials, techniques and continuous assessment. The FDOE disseminates the ABE Mathematics curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency's curriculum:

1. **Educational Outcomes:**
    - Clearly define the educational outcomes that students are expected to achieve upon completion of the course.
2. **Core Instructional Materials:**
    - Develop or select a set of core instructional materials (both print and digital) that are aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:**
    - Create a series of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.

[6] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
[7] https://nrsweb.org/policy-data/nrs-ta-guide

4. **Supplementary Workbooks:**
    - Provide supplementary workbooks that provide exercises for skill-building on topics such as number sense and operations, fractions, algebraic reasoning, measurement, geometric reasoning and data and probability.
5. **Pacing Guides and Matrices:**
    - Develop pacing guides and matrices that clearly outline the scope and sequence of the curriculum. This helps with organizing the content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
    - Compile a list of recommended websites, films and digital learning tools that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.
7. **Overview of Content:**
    - Provide an overview of the content to be covered in the course, including math standards and any additional content created or collected by instructors.
8. **Learning Activities:**
    - Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects and real-world application exercises.

It is recommended to continuously assess and update the agency's curriculum based on feedback, changes in educational standards and the evolving needs of learners. Regular collaboration with instructors and seeking input from the FDOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency's curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards and benchmarks.

ASSESSMENT

For guidance on the assessment guidelines and requirements for ABE Mathematics, see State Board Rule 6.A-6.014, F.A.C.[8]

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the FDOE Assessment Technical Assistance Paper.[9] For guidelines on the procedures for reporting data related to student test results, see the FDOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[10]

Pre-testing: Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The FDOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. New ABE Mathematics students are required to pre-test in the mathematics skill area. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the DCAE Office of Research and Evaluation.

Post-testing: Once a student completes the recommended instructional hours specified by the test publisher, the local agency will administer post-tests in mathematics. Subsequently, the agency is required to submit the post-test results to the FDOE in accordance with the guidelines established by the DCAE Office of Research and Evaluation.

[8] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[9] https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf
[10] https://www.fldoe.org/academics/career-adult-edu/research-evaluation/

Course Completion: For state and federal reporting purposes, completion of the ABE Mathematics course occurs when the student's post-test scores exceed NRS ABE level 4. The agency is responsible for reporting the post-test results to the FDOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

ACCOMMODATIONS

Both federal and state laws mandate the provision of accommodation(s) for students with disabilities to address individual needs and guarantee equal access. Adult students with disabilities are required to self-identify, submit documentation and request the necessary accommodation(s). Accommodation(s) for students with disabilities may be necessary in various areas, including instructional methods and materials, assignments and assessments, time constraints and schedules, learning environments, assistive technology and special communication systems. Documentation detailing the requested and provided accommodation(s) should be securely stored in a confidential file.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

As per s. 1012.39 (1)(b), F.S.,[11] each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

FDOE INTEGRATED EDUCATION AND TRAINING (IET) SERVICE APPROACH[12]

The FDOE promotes the planning, development and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster.

Florida's IET service approach is well-suited for meeting the specific needs of ABE students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for ABE students.

The IET service approach provides students at all levels of adult education with the opportunity to acquire the skills needed to:

- Progress to and complete postsecondary education and training programs.
- Obtain employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[13]

- Adult education and literacy activities (WIOA Section 203(2)).
- Workforce preparation activities (WIOA Section 203(17)).
- Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA Section 134(c)(3)(D)).

To meet the "integrated" requirement of IET, all services must include the following:

[11] https://www.flsenate.gov/laws/statutes/2011/1012.39
[12] https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml
[13] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Activities are of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

The IET program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, workforce training competencies and the program activities function cooperatively.

ABE STANDARDS BACKGROUND

In Program Year 2022-2023, the FDOE aligned its ABE Standards to Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics in accordance with Executive Order 19-32[14] dated January 31, 2019. This current version of the ABE Mathematics Standards is the result of that alignment. Professional curriculum writers developed the current set of standards with extensive input from a team of Florida Adult Education practitioners who thoroughly reviewed the standards. The current standards address the high-priority skills and content that students need to advance toward their postsecondary and career goals.

ABE MATHEMATICAL THINKING AND REASONING SKILLS STANDARDS FOR ADULT EDUCATION

ABE Mathematical students are expected to engage with mathematics through the Mathematical Thinking and Reasoning (MTR) Standards. These standards are written in clear language so all stakeholders can understand them and students can use them as self-monitoring tools. The MTR Standards promote deeper learning and understanding of mathematics. The clarifications are included to guide teachers in the integration of the MTR Standards within mathematics instruction. To obtain more information on the MTR Standards, refer to the FDOE Bureau of Standards and Instructional Support web page.[15]

Mathematical Thinking and Reasoning Standards	
MA.ABE. MTR.1.1	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. *Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.*
MA.ABE. MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to

[14] https://www.flgov.com/2019/01/31/governor-ron-desantis-issues-executive-order-19-32/
[15] https://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics/bestmath.stml

	using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. *Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.*
MA.ABE. MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. *Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve them efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.*
MA.ABE. MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. *Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: Establish a culture in which students ask questions of the teacher and their peers and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.*
MA.ABE. MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. *Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.*
MA.ABE. MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used.

	Evaluate results based on the given context. *Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.*
MA.ABE. MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. *Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: Provide opportunities for students to create models, both concrete and abstract and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.*

ABE MATHEMATICS STANDARDS CODING SCHEME

The ABE Mathematics curriculum framework has these components: Strands, Standards and Benchmarks. The Strands include Number Sense and Operations, Fractions, Algebraic Reasoning, Function, Measurement, Geometric Reasoning and Data and Probability. Each Standard is associated with one or more Benchmarks. The instructor may present topic-centered and/or project-based lessons that integrate standards from multiple strands.

Table 3: Coding Scheme of ABE Mathematics Curriculum Framework

ABE Mathematics Standards Coding Scheme

Strands:

NSO = Number Sense and Operations
FR = Fractions
AR = Algebraic Reasoning
F = Function
M = Measurement
GR = Geometric Reasoning
DP = Data and Probability

Subject	NRS Level	Strand	Standard	Benchmark
Mathematics	L3	NSO	1a	1

Examples:

MA.L3.NSO.1a Understand the place value of multi-digit numbers.
MA.L3.NSO.1a.1 Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.
MA.L3.NSO.1a.2 Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.
MA.L3.NSO.1a.3 Plot, order and compare multi-digit whole numbers up to 1,000,000.
MA.L3.NSO.1a.4 Round whole numbers from 0 to 10,000 to the nearest 10,100 or 1,000.
MA.L3.NSO.1a.5 Plot, order and compare decimals up to the hundredths.

ABE MATHEMATICS STANDARDS STRANDS AND NRS LEVELS

The ABE Mathematics Standards are presented in two broad instructional groupings:

1. **Basic** = NRS levels 1 and 2 (Grade Equivalent 0.0 – 3.9)
2. **Intermediate** = NRS levels 3 and 4 (Grade Equivalent 4.0 – 8.9)

Seven strands (also known as domains) comprise Florida's ABE mathematic standards across four NRS Educational Functioning Levels. Each of the four EFLs of the ABE Mathematics course has a limited number of standards. This allows mathematical instruction at each NRS level to have a narrow and deep focus that allows the student to develop an understanding of the following areas:

- Mathematical Foundations
- Mathematical Concepts
- Mathematical Procedural skills
- Mathematical Fluency.

The shaded areas in Table 4 below indicate that the domain does not have a standard or primary focus for instruction at that instructional level. Instructors may introduce, practice, reinforce and develop fluency at lower and/or higher instructional levels.

Table 4: ABE Mathematics Strands/Domains across NRS Educational Functioning Levels and Grade Equivalents

ABE Mathematics Strands, NRS Levels and Grade Equivalents				
Strands	**Basic**		**Intermediate**	
	NRS ABE Level 1 GE 0 – 1.9	**NRS ABE Level 2 GE 2.0 – 3.9**	**NRS ABE Level 3 GE 4.0 – 5.9**	**NRS ABE Level 4 GE 6.0 – 8.9**
Number Sense and Operations	✓	✓	✓	✓
Fractions		✓	✓	
Algebraic Reasoning	✓	✓	✓	✓
Function*				✓*
Measurement	✓	✓	✓	
Geometric Reasoning	✓	✓	✓	✓
Data and Probability	✓	✓	✓	✓

* In the Function domain, the suggested instruction should begin at the mid-point of the NRS level.

ABE MATHEMATICS (MA) STANDARDS
Mathematics Standards NRS Level 1 (Basic)
Beginning ABE Literacy, GE 0.0 – 1.9

NRS level 1 emphasizes understanding place value. Mathematics instruction begins with basic literacy skills. The primary focus of level 1 is counting, cardinality, number sense and base-ten operations. Students at this level are developing their understanding of whole number relationships, developing an understanding of measurement of physical objects, money and time, two-digit place value and understanding the relationship between addition and subtraction.

This level begins building a foundation for algebra by introducing the concept of an equation, a variable and the meaning of the equal sign, all within the context of addition and subtraction within 20.

Lastly, instruction provides some attention to categorizing, composing and decomposing two- and three- dimensional geometric figures as a basis for understanding the properties of congruence, similarity and symmetry.

ABE Mathematics Standards NRS Level 2 (Basic)
Beginning Basic Education, GE: 2.0 – 3.9

NRS level 2 emphasizes understanding place value for whole numbers to 1000; adding and subtracting multi-digit whole numbers, including using a standard algorithm and building towards fluency and algebraic reasoning in addition and subtraction to 3 digits; understanding and exploring strategies for multiplication and division within 100 and connecting to area of rectangles. These skills are a crucial foundation for fractions and prepare students for work with rational numbers, ratios, rates and proportions in subsequent levels.

In the areas of measurement and geometry, priorities are using standard units to measure objects, time and perimeter of geometric figures. Students develop the foundation for area, volume, congruence and symmetry by working with rectangular arrays and areas. Additionally, students extend geometric reasoning to lines and the attributes of quadrilaterals.

ABE Mathematics Standards NRS Level 3 (Intermediate)
Low Intermediate Basic Education, GE: 4.0 – 5.9

In NRS level 3, the focus is providing a conceptual foundation for learning functions. The emphasis on standards for numbers and operations continues; however, attention to algebra and geometry increase considerably.

Fluency with multi-digit whole numbers, using the standard algorithm, as well as calculations with fractions and decimals, are critical at this level. This extends to working with the concept of ratio and rates, addition and subtraction of fractions and decimals with procedural fluency and understanding why the procedures for multiplying and dividing decimals and fractions make sense.

Students at level 3 generate patterns in numbers and shapes and focus on reading, writing and interpreting expressions and equations. In addition, developing an understanding of the coordinate plane and plotting pairs of numbers in the first quadrant, classifying and measuring angles and developing and finding volumes of right rectangular prisms take precedence.

Measurement and data instruction adds the understanding of measures of center, spread and display of collected data with line plots. Students also interpret mean, median, mode and range.

ABE Mathematics Standards NRS Level 4
High Intermediate Basic Education, GE: 6.0 – 8.9

Like preceding levels, NRS level 4 also emphasizes number sense and operations, but here the attention is on fluency in all four operations with rational numbers – both negative and positive. Students must understand and translate between fractions, decimals and percents. The foundation for understanding of irrational numbers is built here, including calculation with square and cube roots, solving simple quadratic equations and representing numbers in scientific notation.

Another area of concentration is algebra and functions: formulating and reasoning about expressions and equations, creating equivalent expressions using Law of Exponents and solving linear equations and inequalities as well as systems of linear equations; grasping the concept of a function; and using functions to describe quantitative relationships.

Building on the geometric analysis in level 3, the focus turns to analyzing two- and three-dimensional figures (including circles and cylinders), using distance, angle, similarity and congruence and understanding basic right triangle trigonometry. Extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and applying the Pythagorean Theorem.

NRS level 4 is where understanding and applying ratios, rates and proportional reasoning are developed and applied to solve problems and a bridge between rational number operations and algebraic relationships is created. Students also develop an understanding of proportional relationships in two variables.

Having worked with measurement data in previous levels, students learn to understand summary statistics and distributions and develop statistical thinking, including representing and comparing categorical and numerical data and creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation. Students will also develop an understanding of probability.

ABE MATHEMATICS (MA) **Standards and Benchmark Skills** **ABE Educational Functioning Levels 1 through 4**	
Number Sense and Operations **MA.L1.NSO (GE: 0.0 – 1.9)**	
MA.L1.NSO.1 Recite number names sequentially within 100 and extend counting sequences. Develop an understanding for the place value of two-digit numbers.	**MA.L1.NSO.1.1** Recite the number names to 100 by ones and by tens. **MA.L1.NSO.1.2** Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100. **MA.L1.NSO.1.3** Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form. **MA.L1.NSO.1.4** Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations. **MA.L1.NSO.1.5** Plot, order and compare whole numbers up to 100 using the number line and terms less than, equal to or greater than.
MA.L1.NSO.2 Develop an understanding of addition and subtraction operations with one and two-digit whole numbers.	**MA.L1.NSO.2.1** Explore addition of two whole numbers from 0 to 10 and related subtraction facts. **MA.L1.NSO.2.2** Recall addition facts with sums to 10 and related subtraction facts with automaticity. **MA.L1.NSO.2.3** Add two whole numbers with sums from 0 to 20 and subtract using related facts with procedural reliability. **MA.L1.NSO.2.4** Identify the number that is one more, one less, ten more and ten less than a given two-digit number. **MA.L1.NSO.2.5** Explore the addition of a two-digit number and a one-digit number with sums to 100.
Number Sense and Operations **MA.L2.NSO (GE: 2.0 – 3.9)**	
MA.L2.NSO.1 Understand the place value of four-digit whole numbers.	**MA.L2.NSO.1.1** Read and write numbers from 0 to 10,000 using standard form, expanded form and word form. **MA.L2.NSO.1.2** Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations. **MA.L2.NSO.1.3** Plot, order and compare whole numbers up to 10,000.

	MA.L2.NSO.1.4 Round whole numbers from 0 to 1,000 to the nearest 10 or 100.
MA.L2.NSO.2 Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations.	**MA.L2.NSO.2.1** Recall addition facts with sums to 20 and related subtraction facts with automaticity. **MA.L2.NSO.2.2** Add and subtract multi-digit whole numbers, including using a standard algorithm with procedural fluency. **MA.L2.NSO.2.3** Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number. **MA.L2.NSO.2.4** Explore multiplication of two whole numbers with products from 0 to 144 and related division facts. **MA.L2.NSO.2.5** Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000. **MA.L2.NSO.2.6** Multiply a one-digit whole number by a multiple of 10, up to 90 or a multiple of 100, up to 900, with procedural reliability. **MA.L2.NSO.2.7** Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.
Number Sense and Operations **MA.L3.NSO (GE: 4.0 – 5.9)**	
MA.L3.NSO.1a Understand the place value of multi-digit numbers.	**MA.L3.NSO.1a.1** Express how the value of a digit in a multi-digit whole-number changes if the digit moves one place to the left or right. **MA.L3.NSO.1a.2** Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form. **MA.L3.NSO.1a.3** Plot, order and compare multi-digit whole numbers up to 1,000,000. **MA.L3.NSO.1a.4** Round whole numbers from 0 to 10,000 to the nearest 10,100 or 1,000. **MA.L3.NSO.1a.5** Plot, order and compare decimals up to the hundredths.
MA.L3.NSO.1b Understand the place value of multi-digit numbers with decimals to the thousandths place.	**MA.L3.NSO.1b.1** Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right. **MA.L3.NSO.1b.2** Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form. **MA.L3.NSO.1b.3** Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.
MA.L3.NSO.1c Rewrite numbers in equivalent forms.	**MA.L3.NSO.1c.1** Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents.
MA.L3.NSO.2a Build understanding of operations with multi-digit numbers including decimals.	**MA.L3.NSO.2a.1** Recall multiplication facts with factors up to 12 and related division facts with automaticity. **MA.L3.NSO.2a.2** Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability. **MA.L3.NSO.2a.3** Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency. **MA.L3.NSO.2a.4** Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor. **MA.L3.NSO.2a.5** Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.

	MA.L3.NSO.2a.6 Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number. **MA.L3.NSO.2a.7** Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.
MA.L3.NSO.2b Add, subtract, multiply and divide multi-digit numbers.	**MA.L3.NSO.2b.1** Multiply multi-digit whole numbers, including using a standard algorithm with procedural fluency. **MA.L3.NSO.2b.2** Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions. **MA.L3.NSO.2b.3** Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency. **MA.L3.NSO.2b.4** Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value. **MA.L3.NSO.2b.5** Multiply and divide a multi-digit number with decimals to the tenths by one tenth and one-hundredth with procedural reliability.
MA.L3.NSO.3 Apply properties of operations to rewrite numbers in equivalent forms.	**MA.L3.NSO.3.1** Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers. **MA.L3.NSO.3.2** Rewrite the sum of two composite whole numbers having a common factor as a common factor multiplied by the sum of two whole numbers. **MA.L3.NSO.3.3** Express composite whole numbers as a product of prime factors with natural number exponents.
Number Sense and Operations **MA.L4.NSO (GE: 6.0 – 8.9)**	
MA.L4.NSO.1a Extend knowledge of numbers to negative numbers and develop an understanding of absolute value.	**MA.L4.NSO.1a.1** Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers. **MA.L4.NSO.1a.2** Given a mathematical or real-world context, represent quantities that have opposite directions using rational numbers. Compare them on a number line and explain the meaning of zero within its context. **MA.L4.NSO.1a.3** Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers. **MA.L4.NSO.1a.4** Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.
MA.L4.NSO.1b Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	**MA.L4.NSO.1b.1** Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems

MA.L4.NSO.1c Solve problems involving rational numbers, including numbers in scientific notation and extend the understanding of rational numbers to irrational numbers.	**MA.L4.NSO.1c.1** Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line. **MA.L4.NSO.1c.2** Plot, order and compare rational and irrational numbers, represented in various forms. **MA.L4.NSO.1c.3** Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency with variables on both sides. **MA.L4.NSO.1c.4** Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency. **MA.L4.NSO.1c.5** Solve real-world problems involving operations with numbers expressed in scientific notation. **MA.L4.NSO.1c.6** Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers, including exponents and radicals.
MA.L4.NSO.2 Add, subtract, multiply and divide rational numbers.	**MA.L4.NSO.2.1** Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value. **MA.L4.NSO.2.2** Add, subtract, multiply and divide rational numbers with procedural fluency. **MA.L4.NSO.2.3** Solve real-world problems involving any of the four operations with rational numbers.
MA.L4.NSO.3 Apply properties of operations to rewrite numbers in equivalent forms.	**MA.L4.NSO.3.1** Evaluate positive rational numbers and integers with natural number exponents. **MA.L4.NSO.3.2** Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.
Fractions **MA.L1.FR (GE: 0.0 – 1.9)**	
Not a focus standard at this level	
Fractions **MA.L2.FR (GE: 2.0 – 3.9)**	
MA.L2.FR.1 Understand fractions as numbers and represent fractions.	**MA.L2.FR.1.1** Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language and describe the whole as two halves, three thirds or four fourths. **MA.L2.FR.1.2** Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes. **MA.L2.FR.1.3** Represent and interpret unit fractions in the form 1 / n as the quantity formed by one part when a whole is partitioned into n equal parts. **MA.L2.FR.1.4** Represent and interpret fractions, including fractions greater than one, in the form of m / n as the result of adding the unit fraction 1 / n to itself m times. **MA.L2.FR.1.5** Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.
MA.L2.FR.2 Order and compare fractions and identify equivalent fractions.	**MA.L2.FR.2.1** Plot, order and compare fractional numbers with the same numerator or the same denominator. **MA.L2.FR.2.2** Identify equivalent fractions and explain why they are equivalent.
Fractions **MA.L3.FR (GE: 4.0 – 5.9)**	

MA.L3.FR.1a Develop an understanding of the relationship between different fractions and the relationship between fractions and decimals.	**MA.L3.FR.1a.1** Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100. **MA.L3.FR.1a.2** Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1 and use fractional notation with denominators of 10 or 100 to represent decimals. **MA.L3.FR.1a.3** Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created. **MA.L3.FR.1a.4** Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.
MA.L3.FR.1b Interpret a fraction as an answer to a division problem.	**MA.L3.FR.1b.1** Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.
MA.L3.FR.2a Build a foundation of addition, subtraction and multiplication operations with fractions.	**MA.L3.FR.2a.1** Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations. **MA.L3.FR.2a.2** Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability. **MA.L3.FR.2a.3** Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions. **MA.L3.FR.2a.4** Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.
MA.L3.FR.2b Perform operations with fractions.	**MA.L3.FR.2b.1** Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability. **MA.L3.FR.2b.2** When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating. **MA.L3.FR.2b.3** Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.
Fractions **MA.L4.FR (GE: 6.0 – 8.9)**	
Not a focus standard at this level	
Algebraic Reasoning **MA.L1.AR (GE: 0.0 – 1.9)**	
MA.L1.AR.1a Solve addition problems with sums between 0 and 20 and subtraction problems using related facts.	**MA.L1.AR.1a.1** Apply properties of addition to find a sum of three or more whole numbers. **MA.L1.AR.1a.2** Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.
MA.L1.AR.1b Solve addition problems with sums between 0 - 100 and related subtraction problems.	**MA.L1.AR.1ab.1** Solve one- and two-step addition and subtraction real-world problems.

MA.L1.AR.2a Develop an understanding of the equal sign.	**MA.L1.AR.2a.1** Explain why addition or subtraction equations are true using objects or drawings.
MA.L1.AR.2b Develop an understanding of the relationship between addition and subtraction.	**MA.L1.AR.2b.1** Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. **MA.L1.AR.2b.2** Determine and explain if equations involving addition or subtraction are true or false. **MA.L1.AR.2b.3** Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.
Algebraic Reasoning **MA.L2.AR (GE: 2.0 – 3.9)**	
MA.L2.AR.1a Solve addition problems with sums between 0 and 100 and related subtraction problems.	**MA.L2.AR.1a.1** Solve one- and two-step addition and subtraction real-world problems, limited to sums up to 100 and related differences.
MA.L2.AR.1b Solve multiplication and division problems.	**MA.L2.AR.1b.1** Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers. **MA.3.AR.1.b.2** Solve one- and two-step real-world problems involving any of four operations with whole numbers.
MA.L2.AR.2a Demonstrate an understanding of equality and addition and subtraction.	**MA.L2.AR.2a.1** Determine and explain whether equations involving addition and subtraction are true or false. **MA.L2.AR.2a.2** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.
MA.L2.AR.2b Develop an understanding of equality and multiplication and division.	**MA.L2.AR.2b.1** Restate a division problem as a missing factor problem using the relationship between multiplication and division. **MA.L2.AR.2b.2** Determine and explain whether an equation involving multiplication or division is true or false. **MA.L2.AR.2b.3** Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.
MA.L2.AR.3 Develop an understanding of multiplication.	**MA.L2.AR.3.1** Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1. **MA.L2.AR.3.2** Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.
Algebraic Reasoning **MA.L3.AR (GE: 4.0 – 5.9)**	
MA.L3.AR.1 Represent and solve problems involving the four operations with whole numbers and fractions.	**MA.L3.AR.1.1** Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one. **MA.L3.AR.1.2** Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction. **MA.L3.AR.1.3** Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context. **MA.L3.AR.1.4** Solve real-world problems involving the addition, subtraction or

	multiplication of fractions, including mixed numbers and fractions greater than 1. **MA.L3.AR.1.5** Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.
MA.L3.AR.2 Demonstrate an understanding of equality, operations with whole numbers, the order of operations and equivalent numerical expressions.	**MA.L3.AR.2.1** Determine and explain whether an equation involving any of the four operations with whole numbers is true or false. **MA.L3.AR.2.2** Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position. **MA.L3.AR.2.3** Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions. **MA.L3.AR.2.4** Evaluate multi-step numerical expressions using order of operations. **MA.L3.AR.2.5** Determine and explain whether an equation involving any of the four operations is true or false. **MA.L3.AR.2.6** Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.
MA.L3.AR.3a Recognize numerical patterns, including patterns that follow a given rule.	**MA.L3.AR.3a.1** Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither. **MA.L3.AR.3a.2** Generate, describe and extend a numerical pattern that follows a given rule.
MA.L3.AR.3b Analyze patterns and relationships between inputs and outputs.	**MA.L3.AR.3b.1** Given a numerical pattern, identify and write a rule that can describe the pattern as an expression. **MA.L3.AR.3b.2** Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.
Algebraic Reasoning **MA.L4.AR (GE: 6.0 – 8.9)**	
MA.L4.AR.1a Apply previous understanding of arithmetic expressions to algebraic expressions.	**MA.L4.AR.1a.1** Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions. **MA.L4.AR.1a.2** Translate a real-world written description into an algebraic inequality in the form of $x > a$, $x < a$, $x \geq a$ or $x \leq a$. Represent the inequality on a number line. **MA.L4.AR.1a.3** Evaluate algebraic expressions using substitution and order of operations. **MA.L4.AR.1a.4** Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.
MA.L4.AR.1b Rewrite algebraic expressions in equivalent forms.	**MA.L4.AR.1b.1** Apply properties of operations to add and subtract linear expressions with rational coefficients. **MA.L4.AR.1b.2** Determine whether two linear expressions are equivalent.
MA.L4.AR.1c Generate equivalent algebraic expressions.	**MA.L4.AR.1c.1** Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases. **MA.L4.AR.1c.2** Apply properties of operations to multiply two linear expressions with rational coefficients. **MA.L4.AR.1c.3** Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.
MA.L4.AR.2a Develop an understanding for solving equations and inequalities.	**MA.L4.AR.2a.1** Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. **MA.L4.AR.2a.2** Write and solve one-step equations in one variable within a

Write and solve one-step equations in one variable.	mathematical or real-world context using addition and subtraction, where all terms and solutions are integers. **MA.L4.AR.2a.3** Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers. **MA.L4.AR.2a.4** Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.
MA.L4.AR.2b Write and solve equations and inequalities in one variable.	**MA.L4.AR.2b.1** Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically. **MA.L4.AR.2b.2** Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.
MA.L4.AR.2c Solve multi-step one-variable equations and inequalities.	**MA.L4.AR.2c.1** Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides. **MA.L4.AR.2c.2** Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. **MA.L4.AR.2c.3** Given an equation in the form of x^2 = p and x^3 = q, where p is a whole number and q is an integer, determine the real solutions.
MA.L4.AR.3a Understand ratio and unit rate concepts and use them to solve problems.	**MA.L4.AR.3a.1** Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: a / b, a to b, or a: b where $b \neq 0$. **MA.L4.AR.3a.2** Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate. **MA.L4.AR.3a.3** Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios. **MA.L4.AR.3a.4** Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities. **MA.L4.AR.3a.5** Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.
MA.L4.AR.3b Use percentages and proportional reasoning to solve problems	**MA.L4.AR.3b.1** Apply previous understanding of percentages and ratios to solve multi-step real world percent problems. **MA.L4.AR.3b.2** Apply previous understanding of ratios to solve real-world problems involving proportions. **MA.L4.AR.3b.3** Solve mathematical and real-world problems involving the conversion of units across different measurement systems.
MA.L4.AR.3c Extend understanding of proportional relationships to two-variable linear equations.	**MA.L4.AR.3c.1** Determine if a linear relationship is also a proportional relationship. **MA.L4.AR.3c.2** Given a table, graph or written description of a linear relationship, determine the slope. **MA.L4.AR.3c.3** Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form. **MA.L4.AR.3c.4** Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form. **MA.L4.AR.3c.5** Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.
MA.L4.AR.4 Develop an understanding of two-	**MA.L4.AR.4.1** Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.

variable systems of equations.	**MA.L4.AR.4.2** Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions. **MA.L4.AR.4.3** Given a mathematical or real-world context, solve systems of two linear equations by graphing.
Functions **MA.L4.F (GE: 6.0 – 8.9)** **Note: Suggested instruction level begins at 7.0 – 8.9**	
MA.L4.F.1 Define, evaluate and compare functions.	**MA.L4.F.1.1** Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation. **MA.L4.F.1.2** Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function. **MA.L4.F.1.3** Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.
Measurement **MA.L1.M (GE: 0.0 – 1.9)**	
MA.L1.M.1 Compare and measure the length of objects.	**MA.L1.M.1.1** Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps. **MA.L1.M.1.2** Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter. **MA.L1.M.1.3** Compare and order the length of up to three objects using direct and indirect comparison.
Measurement **MA.L2.M (GE: 2.0 – 3.9)**	
MA.L2.M.1 Measure attributes of objects and solve problems involving measurement.	**MA.L2.M.1.1** Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature. **MA.L2.M.1.2** Solve real-world problems involving any of the four operations with whole number lengths, masses, weights, temperatures or liquid volumes.
MA.L2.M.2 Tell time and solve problems involving time and money.	**MA.L2.M.2.1** Find the value of combinations of pennies, nickels and dimes up to one dollar and the value of combinations of one, five and ten-dollar bills up to $100. Use the ¢ and $ symbols appropriately. **MA.L2.M.2.2** Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately. **MA.L2.M.2.3** Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half-past, quarter of an hour, quarter after and quarter til. **MA.L2.M.2.4** Solve one- and two-step real-world problems involving elapsed time.
Measurement **MA.L3.M (GE: 4.0 – 5.9)**	
MA.L3.M.1 Measure the length of objects and solve multi-step problems	**MA.L3.M.1.1** Select and use appropriate tools to measure attributes of objects. **MA.L3.M.1.2** Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms,

involving measurement and conversions between units.	grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds. **MA.L3.M.1.3** Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.
MA.L3.M.2 Solve problems involving time and money.	**MA.L3.M.2.1** Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations. **MA.L3.M.2.2** Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation. **MA.L3.M.2.3** Solve multi-step real-world problems involving money using decimal notation.
Measurement **MA.L4.M (GE: 6.0 – 8.9)**	
Not a focus standard at this level	
Geometric Reasoning **MA.L1.GR (GE: 0.0 – 1.9)**	
MA.L1.GR.1 Identify and analyze two- and three-dimensional figures based on their defining attributes.	**MA.L1.GR.1.1** Identify, compare and sort two- and three-dimensional figures based on their attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders. **MA.L1.GR.1.2** Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons. **MA.L1.GR.1.3** Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders. **MA.L1.GR.1.4** Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.
Geometric Reasoning **MA.L2.GR (GE: 2.0 – 3.9)**	
MA.L2.GR.1 Describe and identify relationships between lines and classify quadrilaterals.	**MA.L2.GR.1.1** Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures. **MA.L2.GR.1.2** Informally explore angles as an attribute of two-dimensional figures. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons. **MA.L2.GR.1.3** Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight. **MA.L2.GR.1.4** Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids. Draw line(s) of symmetry in a two-dimensional figure and identify line symmetric two-dimensional figures. Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids. **MA.L2.GR.1.5** Draw line(s) of symmetry in a two-dimensional figure and identify line symmetric two-dimensional figures.
MA.L2.GR.2 Solve problems involving the perimeter and	**MA.L2.GR.2.1** Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by

area of rectangles.	counting unit segments. **MA.L2.GR.2.2** Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons. **MA.L2.GR.2.3** Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares. **MA.L2.GR.2.4** Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula. **MA.L2.GR.2.5** Solve mathematical and real-world problems involving the perimeter and the area of rectangles with whole-number side lengths using a visual model and a formula. **MA.L2.GR.2.6** Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole number side lengths.
Geometric Reasoning **MA.L3.GR (GE: 4.0 – 5.9)**	
MA.L3.GR.1a Draw, classify and measure angles.	**MA.L3.GR.1a.1** Identify and classify angles as acute, right, obtuse, straight or reflex. **MA.L3.GR.1a.2** Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive. **MA.L3.GR.1a.3** Solve real-world and mathematical problems involving unknown whole number angle measures. Write an equation to represent the unknown.
MA.L3.GR.1b Classify two-dimensional figures and three-dimensional figures based on defining attributes.	**MA.L3.GR.1b.1** Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category. **MA.L3.GR.1b.2** Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.
MA.L3.GR.2 Solve problems involving the perimeter and area of rectangles.	**MA.L3.GR.2.1** Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths. **MA.L3.GR.2.2** Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters. **MA.L3.GR.2.3** Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.
MA.L3.GR.3 Solve problems involving the volume of right rectangular prisms.	**MA.L3.GR.3.1** Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes. **MA.L3.GR.3.2** Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula. **MA.L3.GR.3.3** Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.
MA.L3.GR.4 Plot points and represent problems on the coordinate plane.	**MA.L3.GR.4.1** Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane. **MA.L3.GR.4.2** Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.

	MA.L3.GR.4.3 Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.
Geometric Reasoning **MA.L4.GR (GE: 6.0 – 8.9)**	
MA.L4.GR.1a Model and solve problems involving two-dimensional figures including applying previous understandings of the coordinate plane.	**MA.L4.GR.1a.1** Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate. **MA.L4.GR.1a.2** Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane. **MA.L4.GR.1a.3** Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle. **MA.L4.GR.1a.4** Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.
MA.L4.GR.1b Solve problems involving two-dimensional figures, including circles.	**MA.L4.GR.1b.1** Apply formulas to find the areas of trapezoids, parallelograms and rhombi. **MA.L4.GR.1b.2** Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals. **MA.L4.GR.1b.3** Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems. **MA.L4.GR.1b.4** Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems. **MA.L4.GR.1b.5** Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.
MA.L4.GR.1c Develop an understanding of the Pythagorean Theorem and angle relationships involving triangles.	**MA.L4.GR.1c.1** Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles. **MA.L4.GR.1c.2** Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane. **MA.L4.GR.1c.3** Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. **MA.L4.GR.1c.4** Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles. **MA.L4.GR.1c.5** Solve problems involving the relationships of interior and exterior angles of a triangle. **MA.L4.GR.1c.6** Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.
MA.L4.GR.2a Model and solve problems involving three dimensional figures.	**MA.L4.GR.2a.1** Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula. **MA.L4.GR.2a.2** Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.
MA.L4.GR.2b Solve problems involving three-dimensional figures, including right circular cylinders.	**MA.L4.GR.2b.1** Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net. **MA.L4.GR.2b.2** Solve real-world problems involving surface area of right circular cylinders. **MA.L4.GR.2b.3** Solve mathematical and real-world problems involving volume of

	right circular cylinders.
MA.L4.GR.2c Understand similarity and congruence using models and transformations.	**MA.L4.GR.2c.1** Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship. **MA.L4.GR.2c.2** Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship. **MA.L4.GR.2c.3** Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. **MA.L4.GR.2c.4** Solve mathematical and real-world problems involving proportional relationships between similar triangles.
Data and Probability **MA.L1.DP (GE: 0.0 – 1.9)**	
MA.L1.DP.1 Collect, represent and interpret data using pictographs and tally marks.	**MA.L1.DP.1.1** Collect data into categories and represent the results using tally marks or pictographs. **MA.L1.DP.1.2** Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.
Data and Probability **MA.L2.DP (GE: 2.0 – 3.9)**	
MA.L2.DP.1 Collect, represent and interpret numerical and categorical data.	**MA.L2.DP.1.1** Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units. **MA.L2.DP.1.2** Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.
Data and Probability **MA.L3.DP (GE: 4.0 – 5.9)**	
MA.L3.DP.1 Collect and represent data and find the mean, mode, median or range of a data set.	**MA.L3.DP.1.1** Develop an understanding of statistics and determine measures of center and measures of variability. **MA.L3.DP.1.2** Recognize and formulate a statistical question that would generate numerical data. **MA.L3.DP.1 3** Discuss a set of data collected to answer a statistical questions as a distribution which can be described by its center, spread and overall shape **MA.L3.DP.1.4** Collect and represent numerical data, including fractional and decimal values, using tables, stem-and-leaf plots, line plots or line graphs **MA.L3.DP.1.5** Create box plots and histograms to represent sets of numerical data within real world contexts. **MA.L3.DP.1.6** Given a real-world scenario, solve problems involving numerical data and determine and describe how changes in data values impact measures of center and variation.
Data and Probability **MA.L4.DP (GE: 6.0 – 8.9)**	

MA.L4.DP.1a Summarize statistical distributions graphically and numerically.	**MA.L4.DP.1a.1** Given a numerical data set within a real-world context, find and interpret mean, median, mode and range. **MA.L4.DP.1a.2** Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data. **MA.L4.DP.1a.3** Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.
MA.L4.DP.1b Represent and interpret numerical and categorical data.	**MA.L4.DP.1b.1** Interpret data and find the mean, mode, median or range of a data set. **MA.L4.DP.1b.2** Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range. **MA.L4.DP.1b.3** Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers. **MA.L4.DP.1b.4** Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations. **MA.L4.DP.1b.5** Given categorical data from a random sample, use proportional relationships to make predictions about a population. **MA.L4.DP.1b.6** Use proportional reasoning to construct, display and interpret data in circle graphs. **MA.L4.DP.1b.6** Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.
MA.L4.DP.1c Represent and investigate numerical bivariate data.	**MA.L4.DP.1c.1** Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context. **MA.L4.DP.1c.2** Given a scatter plot within a real-world context, describe patterns of association. **MA.L4.DP.1c.3** Given a scatter plot with a linear association, informally fit a straight line.
MA.L4.DP.2a Develop an understanding of probability. Find and compare experimental and theoretical probabilities.	**MA.L4.DP.2a.1** Determine the sample space for a simple experiment. **MA.L4.DP.2a.2** Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events. **MA.L4.DP.2a.3** Find the theoretical probability of an event related to a simple experiment. **MA.L4.DP.2a.4** Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.
MA.L4.DP.2b Represent and find probabilities of repeated experiments.	**MA.L4.DP.2b.1** Determine the sample space for a repeated experiment. **MA.L4.DP.2b.2** Find the theoretical probability of an event related to a repeated experiment. **MA.L4.DP.2b.3** Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT BASIC EDUCATION REASONING THROUGH LANGUAGE ARTS	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	Adult Basic Education Reasoning through Language Arts (RLA)
Course Number	School Districts: 9900023 Florida College System: ABX0400-ABX0499
CIP Number	1532010200
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Standard Length	Varies (See Program Length section)

PURPOSE

Adult General Education Program: The Florida Department of Education (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02 Florida Statutes (F.S.),[1] s. 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the Adult Education and Family Literacy Act (AEFLA).[3]

As administered by the FDOE, the AGE Program encompasses the following programs, services and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- 2-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

Adult Basic Education Program: The ABE Program is a non-credit AGE program designed to maintain alignment and ensure educational continuity with Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. The ABE Program consists of two courses, ABE Reasoning through Language Arts (RLA) and ABE Mathematics. Students may enroll in each course independently or in both courses simultaneously.

In accordance with s. 1004.02, F.S.,[4] the ABE Program is guided by the following objectives:

- Provide educational services that will enable adults to acquire:
    - The basic skills necessary to attain basic and functional literacy.
    - A high school diploma by completing the AHS program or by passing a high school equivalency examination.
    - An educational foundation that will enable them to become more employable, productive and self-sufficient citizens.
- Provide educational opportunities for adults who have earned a diploma or high school equivalency diploma but who lack the basic skills necessary to function effectively in everyday situations, to enter the job market or to enter career certificate instruction.
- Provide academic services to students in the following priority:
    - Students who demonstrate skills at less than a fifth-grade level, as measured by tests approved for this purpose by the State Board of Education and who are studying to achieve basic literacy.
    - Students who demonstrate skills at the fifth-grade level or higher, but below the ninth-grade level, as measured by tests approved for this purpose by the State Board of Education and who are studying to achieve functional literacy.
    - Students who are earning credits that are required for a high school diploma or who are preparing for the high school equivalency examination.
    - Students who have earned high school diplomas and require specific improvement to:
        - Obtain or maintain employment or benefit from certificate career education programs.
        - Pursue a postsecondary degree.
        - Develop competence in the English language to qualify for employment.

In accordance with AEFLA, the ABE Program is guided by the following objectives:

- Provide academic instruction and education services below the postsecondary level that increase an individual's ability to:
    - Read, write and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent.
    - Progress to postsecondary education and training.
    - Obtain employment.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) General Requirements for Adult General Education [5], students eligible to enroll in the ABE RLA course are those who:

[4] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[5] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014

- Are 16 years of age or older.
- Are not enrolled in the K-12 educational system.
- May or may not have a high school diploma.
- Obtain pre-test scores that place them within National Reporting System (NRS) ABE Levels 1 – 4.

EDUCATIONAL FUNCTIONING LEVELS

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462) that refers to the literacy levels in the ABE RLA course.[6] The ABE RLA course has 4 EFLs, each representing a specific set of ABE RLA skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.[7]

Table 1: NRS EFLs for the ABE RLA Course in relation to the Grade Equivalent for each level.

NRS Educational Functioning Levels	Course Title and Levels	Grade Equivalent
ABE Level 1	ABE RLA Level 1	0.0 – 1.9
ABE Level 2	ABE RLA Level 2	2.0 – 3.9
ABE Level 3	ABE RLA Level 3	4.0 – 5.9
ABE Level 4	ABE RLA Level 4	6.0 – 8.9

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE is 450 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title and Number	NRS Educational Functioning Levels	Recommended Maximum Hours
ABE RLA • School Districts: 9900023 • Florida College System: ABX0400-ABX0499	ABE Level 1	450
	ABE Level 2	450
	ABE Level 3	300
	ABE Level 4	300

CURRICULUM AND INSTRUCTION

The ABE RLA curriculum framework provides instructors with the Anchor Standards in Reading, Writing and English Language Arts that the adult learner needs. Emphasizing the term "framework," it serves as the cornerstone for designing curriculum, aiding agencies and teachers in the selection or creation of instructional materials, techniques and continuous assessment. The FDOE disseminates the ABE RLA curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency's curriculum:

1. **Educational Outcomes:**

[6] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
[7] https://nrsweb.org/policy-data/nrs-ta-guide

- Clearly define the educational outcomes that students are expected to achieve upon completion of the course.

2. **Core Instructional Materials:**
    - Develop or select a set of core instructional materials (both print and digital) that are aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:**
    - Create a series of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.
4. **Supplementary Workbooks:**
    - Provide workbooks covering grammar, pronunciation and vocabulary within the context of academia, careers and the workforce.
5. **Pacing Guides and Matrices:**
    - Develop pacing guides and matrices that clearly outline the scope and sequence of the curriculum. This aids in organizing content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
    - Compile a list of recommended websites, films and digital learning tools that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.
7. **Overview of Content:**
    - Provide an overview of the content to be covered in the course, including reading standards and any additional content created or collected by instructors.
8. **Learning Activities:**
    - Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects and real-world application exercises.

It is recommended to continuously assess and update the agency's curriculum based on feedback, changes in educational standards and the evolving needs of learners. Regular collaboration with instructors and seeking input from the FDOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency's curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards and benchmarks.

ASSESSMENT

For guidance on the assessment guidelines and requirements for ABE RLA, see State Board Rule 6.A-6.014, F.A.C.[8]

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the FDOE Assessment Technical Assistance Paper.[9] For guidelines on the procedures for reporting data related to student test results, see the FDOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[10]

Pre-testing: Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The FDOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. New ABE RLA students are required to pre-test in the reading skill area. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the DCAE Office of Research and Evaluation.

[8] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[9] https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf
[10] https://www.fldoe.org/academics/career-adult-edu/research-evaluation/

Post-testing: Once a student completes the recommended instructional hours specified by the test publisher, the local agency will administer post-tests in reading. Subsequently, the agency is required to submit the post-test results to the FDOE in accordance with the guidelines established by the DCAE Office of Research and Evaluation.

Course Completion: For state and federal reporting purposes, completion of the ABE RLA course occurs when the student's post-test scores exceed NRS ABE level 4. The agency is responsible for reporting the post-test results to the FDOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

ACCOMMODATIONS

Both federal and state laws mandate the provision of accommodation(s) for students with disabilities to address individual needs and guarantee equal access. Adult students with disabilities are required to self-identify, submit documentation and request the necessary accommodation(s). Accommodation(s) for students with disabilities may be necessary in various areas, including instructional methods and materials, assignments and assessments, time constraints and schedules, learning environments, assistive technology and special communication systems. Documentation detailing the requested and provided accommodation(s) should be securely stored in a confidential file.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

As per s. 1012.39 (1)(b), F.S.,[11] each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

FDOE INTEGRATED EDUCATION AND TRAINING (IET) SERVICE APPROACH[12]

The FDOE promotes the planning, development and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Florida's IET service approach is well-suited for meeting the specific needs of ABE students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for ABE students.

The IET service approach provides students at all levels of adult education with the opportunity to acquire the skills needed to:

- Progress to and complete postsecondary education and training programs.
- Obtain employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[13]

- Adult education and literacy activities (WIOA Section 203(2)).
- Workforce preparation activities (WIOA Section 203(17)).

[11] https://www.flsenate.gov/laws/statutes/2011/1012.39
[12] https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml
[13] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

- Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA Section 134(c)(3)(D)).

To meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Activities are of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies and the program activities function cooperatively.

ABE STANDARDS BACKGROUND

In Program Year 2022-2023, the FDOE aligned its ABE RLA Standards to Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for RLA in accordance with Executive Order 19-32[14] dated January 31, 2019. This current version of the ABE RLA Standards is the result of that alignment. Professional curriculum writers developed the current set of standards with extensive input from a team of Florida Adult Education practitioners who thoroughly reviewed the standards. The current standards address the high-priority skills and content that students need to advance toward their postsecondary and career goals.

ABE RLA STANDARDS FOR ADULT EDUCATION

The ABE RLA curriculum framework has these components: Strands, Standards and Benchmarks. The Strands include Foundations, Reading, Communication and Vocabulary. Each Standard is associated with one or more Benchmarks. Instructors may present topic-centered and/or project-based lessons that integrate standards from multiple strands.

Table 3: The Coding Scheme used in the ABE RLA Curriculum Framework

Coding Scheme used in the ABE RLA Strands and Standards				
Subject	**NRS Level**	**Strand**	**Standard**	**Benchmark**
RLA	L1 = NRS Level 1	R = Reading	2 = Reading Informational Text	1 = Structure
Strands	F = Foundations Strand R = Reading Strand C = Communication Strand V = Vocabulary Strand			
Example: RLA.L1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.				

Table 4: Overarching Expectations found in each component of the ABE RLA Curriculum Framework.

[14] https://www.flgov.com/2019/01/31/governor-ron-desantis-issues-executive-order-19-32/

RLA EXPECTATIONS	
RLA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
RLA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
RLA.K12.EE.3.1	Make inferences to support comprehension.
RLA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
RLA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
RLA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

FOUNDATIONS STRAND (0.0 – 8.9)

Foundational skills are the building block skills for students functioning within NRS Levels 1-4. These skills increase a student's understanding and working knowledge of concepts of print, the alphabetic principle and other basic conventions of the English reading and writing systems. They are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Teachers can integrate these standards into instruction as needed for students that may not be proficient in these skills. The Foundations (F) Strand for ABE EFLs 1 – 4 includes 1 standard and 4 benchmarks.

STANDARD	BENCHMARK	CODE
Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
	Phonological Awareness	F.1.2
	Phonics and Word Analysis	F.1.3
	Fluency	F.1.4

Foundations (F) **Learning and Applying Foundational Reading Skills**		
Print Concepts F.1.1		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.F.1.1**	Demonstrate knowledge of the basic concepts of print. a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Locate the title, table of contents, names of author(s) and illustrator(s) and glossary of books. f. Move top to bottom and left to right on the printed page, returning to the beginning of the next line. g. Identify all upper- and lowercase letters of the alphabet. h. Recognize that print conveys specific meaning and pictures may support meaning.
NRS Level 2 **GE: 2.0–3.9**	N/A	None for this level
NRS Level 3 **GE: 4.0–5.9**	N/A	None for this level
NRS Level 4 **GE: 6.0–8.9**	N/A	None for this level

Phonological Awareness F.1.2		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.F.1.2**	Phonological Awareness: Demonstrate phonological awareness. a. Identify and produce alliterative and rhyming words. b. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. c. Segment spoken words into initial, medial and final phonemes, including words with digraphs, blends and trigraphs. d. Orally blend initial, medial and final phonemes together to produce a single-syllable word that includes digraphs, blends or trigraphs. e. Blend single-syllable spoken words with at least five phonemes. f. Segment single-syllable spoken words with at least five phonemes. g. Segment and blend phonemes in multi-syllable spoken words.
NRS Level 2 **GE: 2.0–3.9**	N/A	None for this level
NRS Level 3 **GE: 4.0–5.9**	N/A	None for this level
NRS Level 4 **GE: 6.0–8.9**	N/A	None for this level
Phonics and Word Analysis F.1.3		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.F.1.3**	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode and encode consonant-vowel-consonant (CVC) words. d. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends. e. Decode simple words with r-controlled vowels. f. Decode and encode regularly spelled one-syllable words. g. Decode words with inflectional endings. h. Decode two-syllable words with regular patterns by breaking the words into syllables. i. Decode words that use final –e and vowel teams to make long-vowel sounds.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.F.1.3**	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). f. Decode words with common Greek and Latin roots and affixes. g. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est). h. Decode multisyllabic words.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.F.1.3**	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

		a. Apply knowledge of all letter-sound correspondences, syllabication patterns and morphology to read, comprehend and write unfamiliar single-syllable and multisyllabic words in and out of context.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.F.1.3**	Know and apply phonics and word analysis skills in decoding and encoding words. a. Use an array of strategies to decode and encode single-syllable and multisyllabic words. b. Accurately read and comprehend multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.
Fluency F.1.4		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.F.1.4**	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.F.1.4**	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression to support comprehension.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.F.1.4**	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression to support comprehension.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.F.1.4**	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression to support comprehension.

READING STRAND (0.0 – 8.9)

To become college and career ready, students need to grapple with a variety of reading materials that span across genres, subject areas, cultures and centuries. By engaging students with increasingly complex readings, students gain the ability to evaluate, analyze and synthesize arguments and challenges posed by complex text.

STANDARD	BENCHMARK	CODE
Reading Informational Text	Structure	R.2.1
	Central Idea	R.2.2
	Purpose and Perspective	R.2.3
	Argument	R.2.4
	Connecting Ideas	R.2.5
Reading Across Genres	Interpreting Figurative Language	R.3.1
	Paraphrasing and Summarizing	R.3.2
	Comparative Reading	R.3.3
	Understanding Rhetoric	R.3.4

Reading (R) **Reading Informational Text**		
Structure R.2.1		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.2.1**	Use text features including titles, headings, captions, graphs, maps, glossaries and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L1.R.2.1**	Explain how text features (print and digital) contribute to meaning and identify the text structures of chronology, comparison and cause/effect in texts.
NRS Level 3	**RLA.L3.R.2.1**	Explain how text features (including charts, graphs, diagrams, time lines, animations or

GE: 4.0–5.9		interactive elements on Web pages) contribute to the overall meaning and identify the text structures of problem/solution, sequence and description in texts.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.2.1**	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
Central Idea R.2.2		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.2.2**	Identify the topic of and relevant details in a text.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.2.2**	Identify the central idea and explain how relevant details support that idea in a text.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.2.2**	Explain how relevant details support the central idea(s), implied or explicit.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.2.2**	Analyze two or more central ideas, implied or explicit and their development throughout a text.
Purpose and Perspective R.2.3		
NRS Level 1 **GE: 0.0–1.9**	N/A	None for this level
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.2.3**	Explain an author's purpose and its development in an informational text.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.2.3**	Analyze an author's purpose and/or perspective in an informational text. a. Analyze authors' purpose(s) in multiple accounts of the same event or topic.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.2.3**	Explain how an author establishes and achieves purpose(s) through diction, syntax, rhetorical appeals and/or figurative language.
Argument R.2.4		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.2.4**	Identify and explain an author's opinion(s) and supporting evidence.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.2.4**	Identify and explain an author's claim and the reasons and evidence used to support the claim.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.2.4**	Track the development of an argument, identifying the specific claim(s), evidence and reasoning.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.2.4**	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.
Connecting Ideas R.2.5		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.2.5**	Describe the connection between two individuals, events, ideas or pieces of information in a text.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.2.5**	Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.2.5**	Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.2.5**	Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).

Reading (R) Reading Across Genres		
Interpreting Figurative Language R.3.1		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.3.1**	Identify and explain descriptive words and phrases, in text(s) and how people use them to communicate.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.3.1**	Identify and explain similes, idioms, alliteration, metaphors, personification and hyperbole in text(s).
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.3.1**	Analyze and explain how figurative language contributes to meaning in text(s).
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.1**	Analyze how figurative language contributes to tone and meaning and explain examples of allusions and symbolism in text(s).
Paraphrasing and Summarizing R.3.2		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.3.2**	Retell a text in oral or written form to enhance comprehension (use topic and relevant details for an informational text).
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.3.2**	Retell a text to enhance comprehension (use the central idea and relevant details for an informational text).
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.3.2**	Summarize a text to enhance comprehension (include the central idea and relevant details for an informational text).
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.2**	Summarize a text to enhance comprehension; paraphrase content from grade-level texts.
Comparative Reading R.3.3		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.3.3**	Compare and contrast two texts on the same topic.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.3.3**	Compare and contrast how two authors present information on the same topic or theme. a. Compare and contrast how authors from different time periods address the same or related topics.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.3.3**	Compare and contrast primary and secondary sources related to the same topic or event.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.3**	Compare and contrast how authors with differing perspectives address the same or related topics or themes.
Understanding Rhetoric R.3.4		
NRS Level 1 **GE: 0.0–1.9**	N/A	None for this level
NRS Level 2 **GE: 2.0–3.9**	N/A	None for this level
NRS Level 3 **GE: 4.0–5.9**	N/A	None for this level
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.4**	Identify rhetorical appeals in a text; explain how an author uses rhetorical devices to support or advance an appeal.

COMMUNICATION STRAND (0.0 – 8.9)

The Communication standards cover the development of critical writing skills (including narrative, argumentative and expository writing) as well as skills in presentation, research and use of multimedia and technology. Interwoven in the standards are benchmarks that address the writing process as well as grammar and conventions. The Communication (C) strand includes 5 standards and 10 benchmarks.

STANDARD	BENCHMARK	CODE
Communicating Through Writing	Handwriting	C.1.1
	Narrative Writing	C.1.2
	Argumentative Writing	C.1.3
	Expository Writing	C.1.4
	Improving Writing	C.1.5
Communicating Orally	Oral Presentation	C.2.1
Following Conventions	Conventions	C.3.1
Researching	Researching and Using Information	C.4.1
Creating and Collaborating	Multimedia	C.5.1
	Technology in Communication	C.5.2

Communication (C) **Communicating Through Writing**		
Handwriting C.1.1		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.1.1**	Print all upper- and lowercase letters legibly.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.1.1**	Write in cursive all upper- and lowercase letters, including fluently joining letters to create words.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.1.1**	Demonstrate fluent and legible cursive writing skills.
NRS Level 4 **GE: 6.0–8.9**	N/A	None for this level
Narrative Writing C.1.2		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.1.2**	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.1.2**	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases and an ending.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.1.2**	Write personal or fictional narratives using a logical sequence of events and demonstrating effective use of techniques such as dialogue, description and transitional words and phrases.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.1.2**	Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language and a clearly established point of view.

Argumentative Writing C.1.3		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.1.3**	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.1.3**	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions and provide a conclusion.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.1.3**	Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration and an organizational structure with varied transitions.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.1.3**	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration and using a logical organizational structure with varied transitions.
Expository Writing C.1.4		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.1.4**	Write expository texts about a topic, using a source, providing facts and a sense of closure.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.1.4**	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions and a conclusion.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.1.4**	Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary and a conclusion.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.1.4**	Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style and a conclusion.
Improving Writing C.1.5		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.1.5**	With guidance and support from adults, improve writing, as needed, by planning, revising and editing.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.1.5**	Improve writing as needed by planning, revising and editing with guidance and support from adults and feedback from peers.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.1.5**	Improve writing by planning, revising and editing, with guidance and support from adults and feedback from peers.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.1.5**	Improve writing by planning, editing, considering feedback from adults and peers and revising for clarity, cohesiveness, purpose and audience.

Communication (C) **Communicating Orally**		
Oral Presentation C.2.1		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.2.1**	Present information orally using complete sentences and appropriate volume.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.2.1**	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume and clear pronunciation.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.2.1**	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.2.1**	Present information orally, in a logical sequence, supporting the central idea with credible evidence, using formal English, nonverbal cues, appropriate volume, clear

		pronunciation and appropriate pacing.

Communication (C) Following Conventions[15]		
Conventions C.3.1		
NRS Level 1 GE: 0.0–1.9	**RLA.L1.C.3.1**	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
NRS Level 2 GE: 2.0–3.9	**RLA.L2.C.3.1**	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
NRS Level 3 GE: 4.0–5.9	**RLA.L3.C.3.1**	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
NRS Level 4 GE: 6.0–8.9	**RLA.L4.C.3.1**	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.

Communication (C) Researching		
Researching and Using Information C.4.1		
NRS Level 1 GE: 0.0–1.9	**RLA.L1.C.4.1**	Recall information or participate in research to gather information to answer a question about a single topic.
NRS Level 2 GE: 2.0–3.9	**RLA.L2.C.4.1**	Conduct research to answer a question, organizing information about the topic from multiple print and digital sources.
NRS Level 3 GE: 4.0–5.9	**RLA.L3.C.4.1**	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid (print and digital) sources.
NRS Level 4 GE: 6.0–8.9	**RLA.L4.C.4.1**	Conduct research to answer a question, drawing on multiple reliable and valid (print and digital) sources, refocusing the inquiry when appropriate and generating additional questions for further research.

Communication (C) Creating and Collaborating		
Multimedia C.5.1		
NRS Level 1 GE: 0.0–1.9	**RLA.L1.C.5.1**	Use a multimedia element to enhance oral or written tasks.
NRS Level 2 GE: 2.0–3.9	**RLA.L2.C.5.1**	Use two or more multimedia elements to enhance oral or written tasks.
NRS Level 3 GE: 4.0–5.9	**RLA.L3.C.5.1**	Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.
NRS Level 4 GE: 6.0–8.9	**RLA.L4.C.5.1**	Integrate diverse digital media to enhance audience engagement, build cohesion and emphasize the relevance of a topic or idea in oral or written tasks.

[15] See Appendix A: Conventions Progression by NRS Level

Technology in Communication C.5.2		
NRS Level 1 GE: 0.0–1.9	**RLA.L1.C.5.2**	Identify and use a variety of technology and digital tools to produce and publish writing individually or with peers and with support from adults.
NRS Level 2 GE: 2.0–3.9	**RLA.L2.C.5.2**	Use digital writing tools individually or collaboratively to plan, draft and revise writing.
NRS Level 3 GE: 4.0–5.9	**RLA.L3.C.5.2**	Use digital writing tools individually or collaboratively to plan, draft and revise writing.
NRS Level 4 GE: 6.0–8.9	**RLA.L4.C.5.2**	Use a variety of digital tools to produce and collaborate with others to produce writing.

VOCABULARY STRAND (0.0 – 8.9)

The Vocabulary standards focus on understanding words and phrases and their nuances and relationships and on acquiring new vocabulary, particularly general academic words and phrases. The Vocabulary (V) strand has 1 standard and 3 benchmarks.

STANDARD	BENCHMARK	CODE
Finding Meaning	Academic Vocabulary	V.1.1
	Morphology	V.1.2
	Context and Connotation	V.1.3

Vocabulary (V) Finding Meaning		
Academic Vocabulary V.1.1		
NRS Level 1 GE: 0.0–1.9	**RLA.L1.V.1.1**	Use grade-level academic vocabulary appropriately in speaking and writing.
NRS Level 2 GE: 2.0–3.9	**RLA.L2.V.1.1**	Use grade-level academic vocabulary appropriately in speaking and writing.
NRS Level 3 GE: 4.0–5.9	**RLA.L3.V.1.1**	Use grade-level academic vocabulary appropriately in speaking and writing.
NRS Level 4 GE: 6.0–8.9	**RLA.L4.V.1.1**	Integrate academic vocabulary appropriate to grade level in speaking and writing.
Morphology V.1.2		
NRS Level 1 GE: 0.0–1.9	**RLA.L1.V.1.2**	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
NRS Level 2 GE: 2.0–3.9	**RLA.L2.V.1.2**	Identify and apply knowledge of common Greek and Latin roots, base words and affixes to determine the meaning of unfamiliar words in grade-level content.
NRS Level 3 GE: 4.0–5.9	**RLA.L3.V.1.2**	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.
NRS Level 4 GE: 6.0–8.9	**RLA.L4.V.1.2**	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

Context and Connotation V.1.3		
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.V.1.3**	Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of unknown words.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.V.1.3**	Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.V.1.3**	Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.V.1.3**	Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

APPENDIX A: CONVENTIONS OF STANDARD AMERICAN ENGLISH – PROGRESSION BY NRS LEVEL

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	Level 1		Level 2		Level 3		Level 4			Levels 5-6			
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of theyear and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbsby adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	-	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	-	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	-	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	-	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verbtenses.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use simple modifiers.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use compound sentences.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and directquotations.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	I	M	R	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-	-	I	I	M	R	R	R	R	R	R	R	R

APPENDIX A: CONVENTIONS OF STANDARD AMERICAN ENGLISH – PROGRESSION BY NRS LEVEL (Cont.)

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	Level 1		Level 2		Level 3		Level 4			Levels 5-6			
Use conjunctions.	-	-	-	I	M	R	R	R	R	R	R	R	R
Use principal modals to indicate the mood of averb.	-	-	-	I	I	M	R	R	R	R	R	R	R
Use appositives, main clauses and subordinateclauses.	-	-	-	I	I	M	R	R	R	R	R	R	R
Recognize and correct inappropriate shifts in tense and number.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use conjunctions correctly to join words andphrases in a sentence.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use verbals including gerunds, infinitives and participle phrases.	-	-	-	-	I	I	M	R	R	R	R	R	R
Use comparative and superlative forms of adjectives.	-	-	-	-	-	I	M	R	R	R	R	R	R
Use pronouns correctly with regard to case, number and person, correcting for vague pronounreference.	-	-	-	-	I	I	M	R	R	R	R	R	R
Appropriately use colons.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use dangling modifiers.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use ellipses.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use hyphens.	-	-	-	-	-	-	I	M	R	R	R	R	R
Vary sentence structure.	-	-	-	-	-	I	I	M	R	R	R	R	R
Appropriately use passive and active voice.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use semicolons to form sentences.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use verbs with attention to voice and mood.	-	-	-	-	-	-	-	I	M	R	R	R	R
Add variety to writing or presentations by using parallel structure and various types of phrases andclauses.	-	-	-	-	-	-	-	I	I	I	M	R	R
Use knowledge of usage rules to create flow inwriting and presenting.	-	-	-	-	-	-	-	-	-	I	I	M	R

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES	
Program Title	Adult English for Speakers of Other Languages (ESOL)
Program Number	9900040
Course Title	Adult English for Speakers of Other Languages (ESOL)
Course Number	9900040
CIP Number	1532010900
Grade Level	30, 31
Program Length	Varies (See Program Length section)

PURPOSE

Adult General Education Program: The Florida Department of Education (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02 Florida Statutes (F.S.),[1] s. 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the Adult Education and Family Literacy Act (AEFLA).[3]

As administered by the Florida Department of Education, AGE encompasses the following programs, service approaches and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE)
- Two-Generation and Family Literacy Service Approach
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.
- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://aefla.ed.gov/laws-guidance and https://www.ed.gov/sites/ed/files/about/offices/list/ovae/pi/AdultEd/aefla-resource-guide.pdf

Adult ESOL Program: The Adult ESOL Program is structured to adhere to the FDOE Early Learning-20 Education Code on Articulation and Access as outlined in s. 1007.01, F.S.,[4] ensuring alignment and educational continuity with Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

Furthermore, in accordance with s. 1004.02, F.S.[5] and s. 1004.93, F.S.,[6] the Adult ESOL Program is guided by the following objectives:

- Provide noncredit English language courses designed to improve the employability of the state's workforce through acquisition of communication skills and cultural competencies that enhance ability to read, write, speak and listen in English.
- Deliver English language instruction to immigrants and other individuals who are English language learners in improving their reading, writing, speaking, listening and comprehension skills in English, mathematics.
- Lead to attainment of a secondary school diploma or its recognized equivalent and progress to postsecondary education and training; or employment.
- Provide an educational foundation that will enable them to become more employable, productive and self-sufficient citizens.

Adult English language learners enrolling in the Adult ESOL course may have varying skill levels in speaking and understanding English, as well as different degrees of formal education from their home countries. The Adult ESOL Program includes the following subsets of learners:

- Those who are in the pre-literate, non-literate or semi-literate phase in their native language or any other language, potentially hindering their ability to achieve a valid in-range score on a state-approved assessment.
- Those who are literate in their native language but have not attained a secondary degree from their home country or the U.S.
- Those who have a secondary (high school) degree from their home country or the U.S.
- Those who have a bachelor's, doctorate or a professional degree from their home country or the U.S.

Additional guidance is available to local agencies that have an Adult ESOL program and receive funding through AEFLA to implement IELCE services under s. 231 and/or the IELCE Program under s. 243. The following information is derived from Title 34, Code of Federal Regulations (CFR) Part 463.[7]

According to s. 231, IELCE services are designed to provide the following to Adult ESOL students who may have a high school diploma or professional degrees or credentials from their native countries and require specific improvement to:

- Achieve competence in reading, writing, speaking and comprehension of the English language.
- Attain a secondary school diploma or its recognized equivalent.
- Shift to certificate career education programs, postsecondary education and training.
- Acquire basic and advanced skills and develop competence in the English language to:
    - Obtain or maintain employment.
    - Function effectively as parents, workers and citizens in the United States.

The following guidance is provided to local agencies that choose to provide only IELCE services under the provisions in s. 231 of AEFLA:

[4] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1007/Sections/1007.01
[5] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[6] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[7] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463

- The local agency is expected to provide instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.
- The local agency may provide workforce training.

The following criteria are required by local agencies that choose to apply for funding to also provide an IELCE Program through s. 243 of AEFLA:

- The local agency will instruct Adult ESOL students, who may have a high school diploma or professional degrees or credentials from their native country, on the rights and responsibilities of citizenship and civic participation.
- The local agency will prepare Adult ESOL students for placement in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
- The local agency will integrate the Adult ESOL Program with the local workforce development system and its functions to carry out the activities of the IELCE Program.
- The local agency will co-enroll Adult ESOL students of any level in an integrated education and workforce training program.

Note: The main difference between s. 231 and s. 243 of AEFLA is that local agencies funded by s. 243 must offer an IELCE Program to Adult ESOL students of any level that provides them the opportunity to co-enroll in integrated education and workforce training. While Adult ESOL students are not required to participate in the IELCE Program and co-enroll in integrated education and workforce training, local agencies must ensure the IELCE Program provides Adult ESOL students the opportunity to do so.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) General Requirements for Adult General Education [8], students eligible to enroll in the Adult ESOL course are those who:

- Are 16 years of age or older.
- Are no longer enrolled in a K-12 school.
- Score within the National Reporting System (NRS) Adult ESOL Educational Functioning Levels (EFL) 1 – 6.

EDUCATIONAL FUNCTIONING LEVEL

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462)[9] that refers to the literacy levels in the Adult ESOL program. The Adult ESOL program has six EFLs, each representing a specific set of Adult ESOL English Language Proficiency skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.[10]

The NRS uses the term ESL, which stands for English as a Second Language. Per s. 1004.02, F.S.,[11] the Florida Department of Education uses the term ESOL, which stands for English for Speakers of Other Languages. The two terms are interchangeable.

Table 1: Correspondence of NRS ESL Educational Functioning Levels and ELP Standards Descriptor Levels

NRS Adult ESL Educational Functioning Levels	English Language Proficiency Standards Descriptor Levels

[8] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[9] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
[10] https://nrsweb.org/policy-data/nrs-ta-guide
[11] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html

Adult ESL 1 Beginning Literacy	Descriptor Level 1
Adult ESL 2 Low Beginning	Descriptor Level 1
Adult ESL 3 High Beginning	Descriptor Level 2
Adult ESL 4 Low Intermediate	Descriptor Level 3
Adult ESL 5 High Intermediate	Descriptor Level 4
Adult ESL 6 Advanced	Descriptor Level 5

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE is 450 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

FDOE Course Title and Number	NRS Adult ESL Educational Functioning Levels	Recommended Maximum Hours
Adult ESOL • School Districts: 9900023 • Florida College System: ABX0400-ABX0499	Adult ESL 1 Beginning Literacy	450
	Adult ESL 2 Low Beginning	450
	Adult ESL 3 High Beginning	450
	Adult ESL 4 Low Intermediate	450
	Adult ESL 5 High Intermediate	450
	Adult ESL 6 Advanced	450

CURRICULUM AND INSTRUCTION

Emphasizing the term “framework,” the Adult ESOL curriculum framework serves as the cornerstone for designing curriculum, aiding agencies and teachers in the selection or creation of instructional materials, techniques and continuous assessment.

The FDOE disseminates the Adult ESOL curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of ten elements to consider when developing an Adult ESOL curriculum at the local adult education agency.

1. **Educational Outcomes:** Clearly define the educational outcomes that students are expected to achieve upon completion of the course. This may include language proficiency levels, communication skills, cultural competencies and any other relevant goals.

2. **Core Instructional Materials:** Develop or select a set of core instructional materials (both print and digital) that are aligned with the defined educational outcomes. This may include textbooks, workbooks, online resources and multimedia materials.

3. **Needs Assessment Tools:** Create one or more needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.

4. **Supplementary Textbooks:** Provide supplementary textbooks focusing on grammar, pronunciation, vocabulary in the context of employment and life skills. These materials should support the core curriculum and enhance specific language skills relevant to real-world situations.

5. **Pacing Guides and Matrices:** Develop pacing guides and matrices that clearly outline the scope and sequence of the curriculum. This helps with organizing the content over the duration of the course and ensures a logical progression of skills.

6. **Recommended Resources:** Compile a list of recommended websites, videos and dictionaries that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.

7. **Overview of Content:** Provide an overview of the content to be covered in the course, including academic standards, English language proficiency standards, life and work skills and any additional content created or collected by instructors.

8. **Learning Activities:** Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects, discussions and real-world application exercises.

9. **Vocabulary Lists:** Compile vocabulary lists organized by relevance and proficiency levels, such as the Academic Word List (AWL)[12] and the New General Service List (NGSL).[13] These lists can serve as a foundation for language learning and application.

10. **Grammar Topics:** Provide a list of grammar topics by level for the six ESOL levels. This ensures a systematic and scaffolded approach to language development.

It is recommended to continuously assess and update the agency's curriculum based on the evolving needs of learners and changes in educational standards. Regular collaboration with instructors and seeking input from the FDOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency's curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards.

The Five Components of the Adult ESOL Curriculum Framework

The Adult ESOL Curriculum Framework consists of five interrelated components:

1. English Language Proficiency (ELP) Standards for Adult Education
2. Adult Basic Education (ABE) Reasoning Through Language Arts (RLA) Standards } Integrated into one table
3. Competencies

[12] https://www.wgtn.ac.nz/lals/resources/academicwordlist
[13] https://www.newgeneralservicelist.com/

4. ESOL Prerequisite Literacy Standards
5. Civics Standards

Component 1 – The ELP Standards for Adult Education: The ELP Standards serve as the primary guiding framework for placement, teaching and assessment. They also fulfill the following essential roles that are described in more detail in the publication titled "English Language Proficiency Standards for Adult Education" (2016).[14]

- Describe the specific English language skills that adult English Language Learners (ELL) need to access the rigorous content specified in the FDOE ABE RLA Standards.
- Through these descriptions, the ELP Standards for Adult Education provide guidance for effectively supporting adult ELLs of varying proficiency levels as they acquire English language skills and content knowledge.
- Offer recommendations regarding the grammar, vocabulary and linguistic supports that students may need.

When delivering the Adult ESOL course, instructors may find it beneficial to explore how the skills embedded in the ELP Standards can be interconnected throughout thematic units or projects. This approach enables students to interact with the same content at their proficiency level, offering an opportunity for continuous progress along the continuum.

Component 2 – The ABE RLA Standards for Adult Education: The ABE RLA Standards for Adult Education are adapted from Florida's K-12 B.E.S.T. Standards, an acronym for "Benchmarks for Excellent Student Thinking." These standards encompass the following four strands: Foundations, Reading, Communication and Vocabulary. The goal of the ABE RLA Standards is to prepare all adult learners, including Adult ESOL students, for success in both career advancement and postsecondary education.

Components 1 and 2 Integrated – The ELP Standards and the ABE RLA Standards: Components 1 and 2, the ELP Standards and the ABE RLA Standards, are integrated into one table. The ELP Standards are placed above and the RLA Standards below. The rationale for placing the ELP Standards above is to emphasize that English Language Learners need to first become proficient in the English language to engage effectively with the RLA Standards.

Each table then shows the correlated ABE RLA Standards, from Level 1 to 4. Where applicable, each ELP table also shows correlation to one or more of the ABE RLA Expectations, which are overarching skills that run through every component of language arts and should be taught throughout the ABE RLA Strands.

Component 3 – FDOE Life and Work Competencies: The third component is grounded in the FDOE Life and Work Competencies. The FDOE Life and Work Competencies cover the following subject areas: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics for ESOL, Learning and Thinking. Many of these life and work competencies can be taught across the full range of the Adult ESOL levels, while some are more applicable to beginning levels and others to advanced levels.

Component 4 – The FDOE Prerequisite ESOL Literacy Skills: The fourth component is firmly rooted in the Prerequisite ESOL Literacy Skills, which are directly replicated from the standards and competencies of the FDOE Literacy Skills for Adult ESOL course. This integration of the Literacy Skills for Adult ESOL course into the Adult ESOL course aims to provide a seamless shift for students who are pre-literate, non-literate or semi-literate in their native language. In working with such students, teachers should employ the Prerequisite ESOL Literacy Skills to facilitate language acquisition.

Component 5 – The US Civics Standards: The fifth component of the Adult ESOL curriculum framework is based on the civics standards established by the United States Citizenship and Immigration Services (USCIS). The civics standards provided this component align with the goals of s. 231, IELCE services, and s. 243, IELCE Program, of AEFLA, as detailed on page 2 above.

ASSESSMENT

For guidance on the assessment guidelines and requirements for Adult ESOL, see State Board Rule 6.A-6.014, F.A.C.[15]

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the FDOE Assessment Technical Assistance Paper.[16] For guidelines on the procedures for reporting data related to student test results, see the FDOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[17]

Pre-testing: Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The FDOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. New Adult ESOL students must undergo pre-testing in two skill areas: reading and listening. The agency is responsible for submitting the pre-test results for each skill area to the FDOE, following the guidelines outlined by the DCAE Office of Research and Evaluation.

Post-testing: Once a student completes the recommended instructional hours specified by the test publisher, the local agency will administer post-tests in reading and listening. Subsequently, the agency is required to submit the post-test results for each skill area to the FDOE in accordance with the guidelines established by the DCAE Office of Research and Evaluation.

Course Completion: Adult ESOL students are considered to have finished the program when their reading and listening scores surpass NRS ESOL level 6. However, it is not required by the FDOE or the NRS that students score above NRS ESOL level 6 in both skill areas before being withdrawn from the course. In instances where a student achieves a post-test score above NRS ESOL level 6 in only one of the two skill areas, the agency has the option to extend instruction until the student attains a score above the top score for NRS ESOL level 6 in the remaining skill area. Alternatively, the agency has the option to not continue post-testing the student in the other skill area, withdraw the student from the course and facilitate their progression to another program as deemed appropriate. The agency is responsible for reporting the post-test results for each skill area to the FDOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

ENROLLING AND TRANSITIONING LITERACY-LEVEL ADULT ESOL STUDENTS

Pre-testing Literacy Level Adult ESOL Students: New enrollees in the Adult ESOL program must undergo pre-testing in reading and listening within the initial 12 hours of enrollment. Refer to the FDOE Assessment Technical Assistance Paper[18] for resources and specific intake procedures to assess the likelihood of students being pre-literate, non-literate or semi-literate in their native language. The agency is then required to report the pre-test results to the FDOE following the guidelines provided by the DCAE Office of Research and Evaluation.

Post-testing Literacy Level Adult ESOL Students: The post-testing procedures for students identified as pre-literate, non-literate or semi-literate in their native language align with those applicable to other students. Upon completing the recommended instructional hours, the agency will administer the alternate form of the pre-test initially given to the student. Typically, students who took the lowest-level reading and listening tests during pre-testing should undergo post-testing with the corresponding alternate form, unless the locator designates a higher-level test form for post-

[15] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[16] https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf
[17] https://www.fldoe.org/academics/career-adult-edu/research-evaluation/

testing. For comprehensive guidance on post-testing these students, refer to the FDOE Assessment Technical Assistance Paper.

ACCOMMODATIONS

Both federal and state laws mandate the provision of accommodation(s) for students with disabilities to address individual needs and guarantee equal access. Adult students with disabilities are required to self-identify, submit documentation and request the necessary accommodation(s). Accommodation(s) for students with disabilities may be necessary in various areas, including instructional methods and materials, assignments and assessments, time constraints and schedules, learning environments, assistive technology and special communication systems. Documentation detailing the requested and provided accommodation(s) should be securely stored in a confidential file.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

As per s. 1012.39 (1)(b), F.S.,[19] each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

FDOE INTEGRATED EDUCATION AND TRAINING (IET) SERVICE APPROACH[20]

The FDOE promotes the planning, development and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The IET service approach provides students at all levels of adult education with the opportunity to acquire the skills needed to:

- Progress to and complete postsecondary education and training programs.
- Obtain and advance in employment that provides economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[21]

- Adult education and literacy activities (WIOA s. 203(2)).
- Workforce preparation activities (WIOA s. 203(17)).
- Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA s. 134(c)(3)(D)).

To meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Activities are of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

[19] https://www.flsenate.gov/laws/statutes/2011/1012.39
[20] https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml
[21] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies and the program activities function cooperatively.

COMPONENT 1: ENGLISH LANGUAGE PROFICIENCY ANCHOR STANDARDS FOR ADULT EDUCATION

There are 10 ELP Anchor Standards, each of them focusing on all four domains of English language acquisition, reading, writing, listening and speaking. The four domains are combined into Receptive, Interpretive, Productive and Interactive skills and Linguistic Features.

- **Receptive and Interpretive: ELP Anchor Standards 1 and 8**
  - Receptive and Interpretive skills combine listening and reading.
- **Productive: ELP Anchor Standards 3, 4, 7**
  - Productive skills combine speaking and writing.
- **Interactive (Receptive and Productive): ELP Anchor Standards 2, 5, 6:**
  - Interactive skills require the collaborative use of both receptive and productive skills.
- **Linguistic Features: ELP Anchor Standards 8, 9 and 10**:
  - Micro-linguistic features include vocabulary and grammar. These standards emphasize understanding the meaning of words, using appropriate language when speaking and writing and following the conventions of Standard English.

Table 3: Relationship of ELP Anchor Standards 1 – 7 to ELP Anchor Standards 8 – 10

ELP Anchor Standards		
1 – 7	Highlight the language skills required for ELLs to engage in content-specific practices necessary for full engagement in English language arts and literacy, mathematics and science.	
8–10	Highlight the linguistic skills needed to support ELP Anchor Standards 1–7.	
For example:		
ELP Anchor Standard 8 *An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.*	**provides support to students to engage with**	**ELP Anchor Standard 1** *An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.*

The foundation of instruction in the Adult ESOL classroom is built upon the ELP Standards. The Standards embody the essential language skills and knowledge that English Language Learners need to effectively navigate the academic content found in the ABE RLA Standards. Each ELP Anchor Standard exhibits the following characteristics:

1. Each ELP Standard is essential for advancing to subsequent studies, preparing students for the next higher level of increasingly rigorous academic engagement.

2. The significant pieces of knowledge and skills to be learned by the student in each ELP Standard extend beyond the current instructional period, providing long-term value to the student.

3. Each ELP Standard extends in scope beyond itself and is applicable to other content standards, aiding students to engage with various subject areas at higher academic levels.

Table 4: English Language Proficiency Standards for Adult Education

ELP Anchor Standard 1	An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.
ELP Anchor Standard 2	An ELL can participate in level-appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience or reader comments and questions.
ELP Anchor Standard 3	An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
ELP Anchor Standard 4	An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
ELP Anchor Standard 5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.
ELP Anchor Standard 6	An ELL can analyze and critique the arguments of others orally and in writing.
ELP Anchor Standard 7	An ELL can adapt language choices to purpose, task and audience when speaking and writing.
ELP Anchor Standard 8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.
ELP Anchor Standard 9	An ELL can create clear and coherent level-appropriate speech and text.
ELP Anchor Standard 10	An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

COMPONENT 2: ADULT BASIC EDUCATION REASONING THROUGH LANGUAGE ARTS STANDARDS

ABE RLA STANDARDS BACKGROUND

In Program Year 2022-2023, the FDOE aligned its ABE Standards to Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Reasoning through Language Arts in accordance with Executive Order 19-32[22] dated January 31, 2019. This current version of the ABE Mathematics Standards is the result of that alignment. Professional curriculum writers developed the current set of standards with extensive input from a team of Florida Adult Education practitioners who thoroughly reviewed the standards.

ABE RLA STANDARDS EXPECTAIONS, STRANDS, STANDARDS and BENCHMARKS

The ABE RLA Standards Framework encompasses the following elements: Strands, Standards and Benchmarks. An overarching set of Expectations runs through every component of the ABE RLA Curriculum Framework. The RLA Standards are separated into four Strands: Foundations, Reading, Communication and Vocabulary. Each Standard has one or more Benchmarks. The instructor may present topic-centered and/or project-based lessons that integrate standards from several strands.

Table 5: ABE RLA Standards Expectations

[22] https://www.flgov.com/2019/01/31/governor-ron-desantis-issues-executive-order-19-32/

RLA Standards Expectations (EE)	
RLA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
RLA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
RLA.K12.EE.3.1	Make inferences to support comprehension.
RLA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
RLA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
RLA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

Table 6: Coding Scheme used to indicate the Subject, NRS level, Strand, Standard and Benchmark in the ABE RLA Strands and Standards

Coding Scheme used in the ABE RLA Strands and Standards				
Subject	**NRS Level**	**Strand**	**Standard**	**Benchmark**
RLA	**L1**	**R**	**2**	**1**
Strands	F = Foundations Strand R = Reading Strand C = Communication Strand V = Vocabulary Strand			
Examples: RLA.L1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts. RLA.L1.R.2.2: Identify the topic of and relevant details in a text.				

Table 7: Alignment of English Language Proficiency Standards and ABE RLA Standards

Note: An X in parentheses (X) indicates that this ELP Standard serves as a stepping-stone the student can use to approach the ABE RLA Standard by doing the work of the ELP Standard. An X indicates that this ELP Standard is designed to aid the student in achieving the ABE RLA Standard by completing the tasks specified in the ELP Standard.

ABE RLA Standards		English Language Proficiency Standards									
		ELP Std. 1	ELP Std. 2	ELP Std. 3	ELP Std. 4	ELP Std. 5	ELP Std. 6	ELP Std. 7	ELP Std. 8	ELP Std. 9	ELP Std. 10
Reading	**Reading Informational Text**										
	Structure R.2.1										
	Central Idea R.2.2	X									
	Purpose and Perspective R.2.3										
	Argument R.2.4			(X)			X				
	Connecting Ideas R.2.5	(X)								X	
	Reading Across Genres										
	Interpreting Figurative Language R.3.1										
	Paraphrasing and Summarizing R.3.2	X									
	Comparative Reading R.3.3					(X)					
	Understanding Rhetoric R.3.4										
Communication	**Communicating Through Writing**										
	Handwriting C.1.1										
	Narrative Writing C.1.2			X							
	Argumentative Writing C.1.3				X		X				
	Expository Writing C.1.4			X						X	
	Improving Writing C.1.5							X			
	Communicating Orally										
	Oral Presentation C.2.1			X							
	Following Conventions										
	Conventions C.3.1										X
	Researching										
	Researching and Using Information C.4.1					X					
	Creating and Collaborating										
	Multimedia C.5.1			X		X					
	Technology in Communication C.5.2		(X)								
Vocabulary	**Finding Meaning**										
	Academic Vocabulary V.1.1							X			
	Morphology V.1.2								X		
	Context and Connotation V.1.3								X		

COMPONENTS 1 AND 2– THE ELP STANDARDS AND THE ABE RLA STANDARDS COMBINED

From this point forward, components 1 and 2 are integrated into a single table. The ELP Standards are positioned above the corresponding ABE RLA Standards.

The ELP Standards consist of 10 ELP Anchor Standards, each paired with 5 ELP level descriptors. These descriptors, when read from left to right, illustrate the progression through the 6 levels of the Adult ESOL course. As shown in the table below, ELP Level Descriptor 1 corresponds to the first two levels of the Adult ESOL course.

The RLA Standards are paired with 4 benchmark levels. As with the ELP level descriptors, the ABE RLA benchmark levels demonstrate progression across the 6 levels of the Adult ESOL course. However, as shown in the table below, the initial benchmark level of a particular ABE RLA Standard may sometimes span the first 2 or 3 levels of the Adult ESOL course.

Table 8: Coding Scheme for Components 1 and 2

Adult ESOL Levels	**ESOL Level 1**	**ESOL Level 2**	**ESOL Level 3**	**ESOL Level 4**	**ESOL Level 5**	**ESOL Level 6**
ELP Anchor Standard	**ELPS level 1 Descriptor**		**ELPS level 2 Descriptor**	**ELPS level 3 Descriptor**	**ELPS level 4 Descriptor**	**ELPS level 5 Descriptor**
RLA Reading Strand	**RLA Reading Benchmark Levels 1 through 4** (These levels vary.)					
RLA Communication Strand	**RLA Communication Benchmark Levels 1 through 4** (These levels vary.)					
RLA Vocabulary Strand	**RLA Vocabulary Benchmark Levels 1 through 4** (These levels vary.)					

ELP Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading and viewing.
RLA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
RLA.K12.EE.3.1 Make inferences to support comprehension.

ELP Anchor Standard 1	**ESOL Level 1**	**ESOL Level 2**	**ESOL Level 3**	**ESOL Level 4**	**ESOL Level 5**	**ESOL Level 6**
An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate	By the end of ELPS level 1, an ELL can use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.		By the end of ELPS level 2, an ELL can use an *emerging set of strategies* to ● identify the main topic in oral presentations and simple spoken	By the end of ELPS level 3, an ELL can use a *developing set of strategies* to ● determine a central idea or theme in oral presentations and	By the end of ELPS level 4, an ELL can use an *increasing range of strategies* to ● determine a central idea or theme in oral presentations and	By the end of ELPS level 5, an ELL can use a *wide range of strategies* to ● determine central ideas or themes in oral presentations

listening, reading and viewing.		and written texts ● retell a few key details.	spoken and written texts ● retell key details ● answer questions about key details ● explain how the theme is developed by specific details in texts ● summarize part of a text.	spoken and written texts ● analyze the development of the themes/ideas ● cite specific details and evidence from texts to support the analysis ● summarize a text.	and spoken and written texts ● analyze the development of the themes/ideas ● cite specific details and evidence from texts to support the analysis ● summarize a text.
Reading Central Idea R.2.2	RLA.L1.R.2.2: Identify the topic of and relevant details in a text.		RLA.L2.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.	RLA.L3.R.2.2: Explain how relevant details support the central idea(s), implied or explicit.	RLA.L4.R.2.2: Analyze two or more central ideas, implied or explicit and their development throughout a text.
Reading Connecting Ideas R.2.5	RLA.L1.R.2.5: Describe the connection between two individuals, events, ideas or pieces of information in a text.		RLA.L2.R.2.5: Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.	RLA.L3.R.2.5: Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.	RLA.L4.R.2.5: Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).
Reading Paraphrasing and Summarizing R.3.2	RLA.L1.R.3.2: Retell a text in oral or written form to enhance comprehension (use topic and relevant details for an informational text).		RLA.L2.R.3.2: Retell a text to enhance comprehension (use the central idea and relevant details for an informational	RLA.L3.R.3.2: Summarize a text to enhance comprehension (include the central idea and relevant	RLA.L4.R.3.2: Summarize a text to enhance comprehension; paraphrase content from grade-level

		text).	details for an informational text).	texts.

ELP Standard 2: An ELL can participate in level-appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience or reader comments and questions.
RLA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELP Anchor Standard 2	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can participate in level-appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience or reader comments and questions.	By the end of ELPS level 1, an ELL can ● actively listen to others ● participate in short conversations and written exchanges about familiar topics and in familiar contexts ● present simple information ● respond to simple yes/no questions and some wh-questions.		By the end of ELPS level 2, an ELL can ● participate in short conversations and written exchanges about familiar topics and texts, ● present information and ideas, ● appropriately take turns in interactions with others and ● respond to simple questions and wh-questions.	By the end of ELPS level 3, an ELL can ● participate in conversations, discussions and written exchanges about familiar topics, texts and issues; ● build on the ideas of others; ● express his or her own ideas; ● ask and answer relevant questions; ● add relevant information and evidence; ● restate some of the key ideas expressed; ● follow rules for discussion; and ● ask questions to gain information or clarify understanding.	By the end of ELPS level 4, an ELL can ● participate in conversations, discussions and written exchanges about a range of topics, texts and issues; ● build on the ideas of others; ● express his or her own ideas; ● clearly support points with specific and relevant evidence; ● ask and answer questions to clarify ideas and conclusions; and ● summarize the key points expressed.	By the end of ELPS level 5, an ELL can ● participate in conversations, extended discussions and written exchanges about a range of substantive topics, texts and issues; ● build on the ideas of others; ● express his or her own ideas clearly and persuasively; ● refer to specific and relevant evidence from texts or research to support his or her ideas; ● ask and answer questions that probe reasoning and claims; and ● summarize the key points and evidence discussed.
N/A	N/A					

ELP Standard 3: An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
RLA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
RLA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

ELP Anchor Standard 3	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	By the end of ELPS level 1, an ELL can, with support, ● communicate information and feelings about familiar texts, topics and experiences.		By the end of ELPS level 2, an ELL can, with support, ● deliver short oral presentations and ● compose simple written narratives or informational texts about familiar texts, topics, experiences or events.	By the end of ELPS level 3, an ELL can, with support, ● deliver short oral presentations, ● compose written informational texts and ● develop the topic with a few details about familiar texts, topics or events.	By the end of ELPS level 4, an ELL can ● deliver oral presentations; ● compose written informational texts; ● develop the topic with some relevant details, concepts, examples and information; and ● integrate graphics or multimedia when useful about a variety of texts, topics or events.	By the end of ELPS level 5, an ELL can ● deliver oral presentations; ● compose written informational texts; ● fully develop the topic with relevant details, concepts, examples and information; and ● integrate graphics or multimedia when useful about a variety of texts, topics or events.
Communication Narrative Writing C.1.2	RLA.L1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.		RLA.L2.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases and an	RLA.L3.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as	RLA.L4.C.1.2: Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language and a	

		ending.	dialogue, description and transitional words and phrases.	clearly established point of view.	
Communication Expository Writing C.1.4	RLA.L1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.	RLA.L2.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions and a conclusion.	RLA.L3.C.1.4: Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary and a conclusion.	RLA.L4.C.1.4: Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style and a conclusion.	
Communication Oral Presentation C.2.1	RLA.L1.C.2.1: Present information orally using complete sentences and appropriate volume.	RLA.L2.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume and clear pronunciation.	RLA.L3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing.	RLA.L4.C.2.1: Present information orally, in a logical sequence, supporting the central idea with credible evidence, using formal English, nonverbal cues, appropriate volume, clear pronunciation and	

				appropriate pacing.	
Communication Multimedia C.5.1	RLA.L1.C.5.1: Use a multimedia element to enhance oral or written tasks.	RLA.L2.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.	RLA.L3.C.5.1: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.	RLA.L4.C.5.1: Integrate diverse digital media to enhance audience engagement, build cohesion and emphasize the relevance of a topic or idea in oral or written tasks.	

ELP Standard 4 An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
RLA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELP Anchor Standard 4	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.	By the end of ELPS level 1, an ELL can ● express an opinion about a familiar topic, experience or event and ● give a reason for the opinion.		By the end of ELPS level 2, an ELL can ● construct a claim about familiar topics, experiences or events; ● introduce the topic, experience or event; ● give a reason to support the claim; and ● provide a concluding statement.	By the end of ELPS level 3, an ELL can ● construct a claim about familiar topics, ● introduce the topic, ● provide sufficient reasons or facts to support the claim and ● provide a concluding statement.	By the end of ELPS level 4, an ELL can ● construct a claim about a variety of topics, ● introduce the topic, ● provide logically ordered reasons or facts that effectively support the claim and ● provide a concluding statement.	By the end of ELPS level 5, an ELL can ● construct a substantive claim about a variety of topics, ● introduce the claim, ● distinguish it from a counter-claim, ● provide logically ordered and relevant reasons and evidence to support the

					claim and to refute the counter-claim and ● provide a conclusion that summarizes the argument presented.
Communication Argumentative Writing C.1.3	RLA.L1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.		RLA.L2.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions and provide a conclusion.	RLA.L3.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration and an organizational structure with varied transitions.	RLA.L4.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration and using a logical organizational structure with varied transitions.

ELP Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

ELP Anchor Standard 5	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	By the end of ELPS level 1, an ELL can, with support, ● carry out short, shared research projects; ● gather information from a few provided print and digital sources; ● label collected information, experiences		By the end of ELPS level 2, an ELL can, with support, ● carry out short individual or shared research projects;	By the end of ELPS level 3, an ELL can, with support, ● carry out short research projects to answer a question;	By the end of ELPS level 4, an ELL can ● carry out both short and more sustained research projects to answer a	By the end of ELPS level 5, an ELL can ● carry out both short and more sustained research projects to answer a

	or events; and ● recall information from experience or from a provided source.	● gather information from provided print and digital sources; ● record information in simple notes and ● summarize data and information.	● gather information from multiple provided print and digital sources; ● paraphrase key information in a short written or oral report; ● include illustrations, diagrams or other graphics as appropriate; and ● provide a list of sources.	question; ● gather information from multiple print and digital sources; ● evaluate the reliability of each source; ● use search terms effectively; ● synthesize information from multiple print and digital sources; ● integrate information into an organized oral or written report; and ● include illustrations, diagrams or other graphics as appropriate ● cite sources appropriately.	question or solve a problem; ● gather information from multiple print and digital sources; ● evaluate the reliability of each source; ● use advanced search terms effectively; ● synthesize information from multiple print and digital sources; ● analyze and integrate information into clearly organized spoken and written texts; ● include illustrations, diagrams or other graphics as appropriate; and ● cite sources appropriately.

Communication Researching and Using Information C.4.1	RLA.L1.C.4.1: Recall information or participate in research to gather information to answer a question about a single topic.	RLA.L2.C.4.1: Conduct research to answer a question, organizing information about the topic from multiple print and digital sources.	RLA.L3.C.4.1: Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid (print and digital) sources.	RLA.L4.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid (print and digital) sources, refocusing the inquiry when appropriate and generating additional questions for further research.	
Communication Multimedia C.5.1	RLA.L1.C.5.1: Use a multimedia element to enhance oral or written tasks.	RLA.L2.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.	RLA.L3.C.5.1: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.	RLA.L4.C.5.1: Integrate diverse digital media to enhance audience engagement, build cohesion and emphasize the relevance of a topic or idea in oral or written tasks.	

ELP Standard 6: An ELL can analyze and critique the arguments of others orally and in writing.
RLA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELP Anchor Standard 6	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can analyze and critique the arguments of others orally and	By the end of ELPS level 1, an ELL can with support, ● identify a point an author or a speaker makes.		By the end of ELPS level 2, an ELL can with support, ● identify the main argument an	By the end of ELPS level 3, an ELL can with support, ● explain the reasons an	By the end of ELPS level 4, an ELL can ● analyze the reasoning in persuasive	By the end of ELPS level 5, an ELL can ● analyze and evaluate the reasoning in

in writing.		author or speaker makes ● identify one reason an author or a speaker gives to support the argument.	author or a speaker gives to support a claim ● identify one or two reasons an author or a speaker gives to support the main point.	spoken and written texts ● determine whether the evidence is sufficient to support the claim ● cite textual evidence to support the analysis.	persuasive spoken and written texts ● determine whether the evidence is sufficient to support the claim ● cite specific textual evidence to thoroughly support the analysis.
Reading Argument R.2.4	RLA.L1.R.2.4: Identify and explain an author's opinion(s) and supporting evidence.		RLA.L2.R.2.4: Identify and explain an author's claim and the reasons and evidence used to support the claim.	RLA.L3.R.2.4: Track the development of an argument, identifying the specific claim(s), evidence and reasoning.	RLA.L4.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

Communication Argumentative Writing C.1.3	RLA.L1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.	RLA.L2.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions and provide a conclusion.	RLA.L3.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration and an organizational structure with varied transitions.	RLA.L4.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration and using a logical organizational structure with varied transitions.	

ELP Standard 7: An ELL can adapt language choices to purpose, task and audience when speaking and writing.
RLA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.

ELP Anchor Standard 7	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can adapt language choices to purpose, task and audience when speaking and writing.	By the end of ELPS level 1, an ELL can ● show emerging awareness of differences between informal and formal language use ● recognize the meaning of some words learned through conversations, reading and being read to.		By the end of ELPS level 2, an ELL can ● show increasing awareness of differences between informal and formal language use ● adapt language choices to task and audience with emerging control in various	By the end of ELPS level 3, an ELL can ● adapt language choices and style according to purpose, task and audience with developing ease in various social and academic contexts ● use an increasing number of	By the end of ELPS level 4, an ELL can ● adapt language choices and style according to purpose, task and audience in various social and academic contexts ● use a wider range of complex general academic and content-	By the end of ELPS level 5, an ELL can ● adapt language choices and style according to purpose, task and audience with ease in various social and academic contexts ● use a wide variety of complex general

		social and academic contexts ● begin to use some frequently occurring general academic and content-specific words.	general academic and content-specific words and expressions in spoken and written texts ● show developing control of style and tone in spoken and written texts.	specific words and phrases ● adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.	academic and content-specific words and phrases ● employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.
Communication Improving Writing C.1.5	RLA.L1.C.1.5: With guidance and support from adults, improve writing, as needed, by planning, revising and editing.		RLA.L2.C.1.5: Improve writing as needed by planning, revising and editing with guidance and support from adults and feedback from peers.	RLA.L3.C.1.5: Improve writing by planning, revising and editing, with guidance and support from adults and feedback from peers.	RLA.L4.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers and revising for clarity, cohesiveness, purpose and audience.
Vocabulary Academic Vocabulary V.1.1	RLA.L1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.		RLA.L2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.	RLA.L3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.	RLA.L4.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

ELP Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

ELP Anchor Standard 8	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	By the end of ELPS level 1, an ELL can, relying heavily on context, questioning and knowledge of morphology in their native language(s), ● recognize the meaning of a few frequently occurring words, simple phrases and formulaic expressions in spoken and written texts about familiar topics, experiences or events.	By the end of ELPS level 2, an ELL can, using context, questioning and knowledge of morphology in their native language(s), ● determine the meaning of frequently occurring words, phrases and expressions in spoken and written texts about familiar topics, experiences or events.	By the end of ELPS level 3, an ELL can, using context, questioning and a developing knowledge of English and their native language(s)' morphology, ● determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences or events.	By the end of ELPS level 4, an ELL can, using context, questioning and an increasing knowledge of English morphology, ● determine the meaning of general academic and content-specific words and phrases, figurative and connotative language and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences or events.	By the end of ELPS level 5, an ELL can, using context, questioning and consistent knowledge of English morphology, ● determine the meaning of general academic and content-specific words and phrases, figurative and connotative language and idiomatic expressions in spoken and written texts about a variety of topics, experiences or events.

Vocabulary Morphology V.1.2	RLA.L1.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.	RLA.L2.V.1.2: Identify and apply knowledge of common Greek and Latin roots, base words and affixes to determine the meaning of unfamiliar words in grade-level content.	RLA.L3.V.1.2: Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.	RLA.L4.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
Vocabulary Context and Connotation V.1.3	RLA.L1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of unknown words.	RLA.L2.V.1.3: Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	RLA.L3.V.1.3: Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	RLA.L4.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

ELP Standard 9: An ELL can create clear and coherent level-appropriate speech and text.
RLA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELP Anchor Standard 9	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6

An ELL can create clear and coherent level-appropriate speech and text.	By the end of ELPS level 1, an ELL can with support, ● communicate basic information about an event or topic ● use a narrow range of vocabulary and syntactically simple sentences.	By the end of ELPS level 2, an ELL can with support, ● recount a short sequence of events in order ● introduce an informational topic ● provide one or two facts about the topic ● use common linking words to connect events and ideas.	By the end of ELPS level 3, an ELL can with support, ● recount a sequence of events, with a beginning, middle and end ● introduce and develop an informational topic with facts and details ● use common transitional words and phrases to connect events, ideas and opinions ● provide a conclusion.	By the end of ELPS level 4, an ELL can ● recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure ● introduce and develop an informational topic with facts, details and evidence ● use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas ● provide a concluding section or statement.	By the end of ELPS level 5, an ELL can ● recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order ● introduce and effectively develop an informational topic with facts, details and evidence ● use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas ● provide a concluding section or statement.
Reading Connecting Ideas R.2.5	RLA.L1.R.2.5: Describe the connection between two individuals, events, ideas, or pieces of information in a text.		RLA.L2.R.2.5: Describe the relationship	RLA.L3.R.2.5: Explain events, procedures, ideas	RLA.L4.R.2.5: Analyze how a text makes connections

		between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.	or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.	among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).
Communication Expository Writing C.1.4	RLA.L1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.	RLA.L2.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions and a conclusion.	RLA.L3.C.1.4: Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary and a conclusion.	RLA.L4.C.1.4: Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style and a conclusion.

ELP Standard 10: An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

ELP Anchor Standard 10	ESOL Level 1	ESOL Level 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
An ELL can demonstrate command of the conventions of	By the end of ELPS level 1, an ELL can with support, ● recognize and use a small number of frequently occurring nouns, noun phrases,		By the end of ELPS level 2, an ELL can with support, ● use frequently	By the end of ELPS level 3, an ELL can with support, ● use simple phrases	By the end of ELPS level 4, an ELL can ● use increasingly complex phrases	By the end of ELPS level 5, an ELL can ● use complex phrases and

standard English to communicate in level-appropriate speech and writing.	verbs, conjunctions and prepositions ● understand and respond to simple questions.	occurring verbs, nouns, adjectives, adverbs, prepositions and conjunctions ● produce simple and compound sentences.	● use simple clauses ● produce and expand simple, compound and a few complex sentences.	● use increasingly complex clauses ● produce and expand simple, compound and complex sentences.	clauses ● produce and expand simple, compound and complex sentences.
Communication Conventions C.3.1	RLA.L1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.		RLA.L2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.	RLA.L3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.	RLA.L4.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.

	COMPETENCIES
0	**Communication**
1	**Consumer Economics**
2	**Community Resources**
3	**Health**
4	**Employment**
5	**Civics**
6	**Mathematics**
7	**Learning and Thinking Skills**
0	**COMMUNICATION**
0.1	Communicate in interpersonal interactions
0.2	Communicate regarding personal information
1	**CONSUMER ECONOMICS**
1.1	Use measurement and money
1.2	Use information to identify and purchase goods and services
1.3	Understand methods and procedures used to purchase goods and services
1.4	Understand methods and procedures to obtain housing and related services
1.5	Understand how to manage household finances
1.6	Understand consumer protection measures
1.7	Understand procedures for the care, maintenance and use of personal possessions
1.8	Demonstrate financial literacy skills
1.9	Understand how to purchase and maintain an automobile and interpret driving regulations
2	**COMMUNITY RESOURCES**
2.1	Use the telephone and similar communication systems
2.2	Understand how to locate and use different types of transportation and interpret travel-related information
2.3	Understand concepts of time and weather
2.4	Use mailing and shipping services
2.5	Use community agencies and services
2.6	Use leisure time resources and facilities
2.7	Understand aspects of society and culture
2.8	Understand aspects of society and culture
2.9	Understand how to access and use educational systems and services
3	**HEALTH**
3.1	Understand how to access and use the health care system
3.2	Understand forms related to health care
3.3	Understand how to select and use medications
3.4	Understand basic safety measures and health risks
3.5	Understand basic principles of health maintenance
3.6	Understand basic health and medical information
4	**EMPLOYMENT**
4.1	Understand basic principles of getting a job

4.2	Understand wages, benefits, employee rights and concepts of employee organizations
4.3	Understand work-related safety standards and procedures
4.4	Understand concepts and materials related to job performance and training
4.5	Effectively use common workplace tools and technology
4.6	Communicate effectively in the workplace
4.7	Effectively manage workplace resources
4.8	Demonstrate effectiveness in working with other people
4.9	Understand how organizational systems function and operate effectively within them
5	**CIVICS**
5.1	Understand voting and the political process
5.2	Understand historical and geographical information
5.3	Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice
5.4	Understand information about taxes and fees
5.5	Understand the functions of government
5.6	Understand civic responsibilities and activities
5.7	Understand issues related to science and ethics
5.8	Understand concepts of economics
6	**MATH**
6.1	Identify and classify numeric symbols
6.2	Tell and write time in hours and half-hours using analog and digital clocks
6.3	Compare two numbers between 1 and 10 presented as written numerals
6.4	Count and associate numbers with quantities, including recognizing correct number sequencing
6.5	Identify information needed to solve a given problem
6.6	Interpret diagrams, illustrations and scale drawings
6.7	Interpret data from graphs
6.8	Interpret statistical information used in news reports and articles
7	**LEARNING AND THINKING SKILLS**
7.1	Identify or demonstrate effective skills and practices in accomplishing goals
7.2	Demonstrate ability to use critical thinking skills
7.3	Demonstrate ability to use problem-solving skills
7.4	Demonstrate study skills
7.5	Understand aspects of and approaches to effective personal management
7.6	Demonstrate the ability to view the media critically
7.7	Demonstrate the ability to use information and communication technology

COMPONENT 4: PREREQUISITE ESOL LITERACY SKILLS

The Prerequisite ESOL Literacy Skills aim to support adult English language learners who are pre-literate, non-literate or semi-literate in their native language in enhancing their English reading, writing, speaking, listening and comprehension skills.

Aligned with the principles of literacy and language acquisition for adult English language learners, the Prerequisite ESOL Literacy Skills are designed to address the fact that individuals typically only need to acquire the skill of learning to read and write once. Research indicates that if a child has limited opportunities to fully develop these skills in their native language, they can still achieve proficiency as an adult if the need arises in another language. The Prerequisite ESOL Literacy Skills encompass three levels, A, B and C, with the initial level (A) positioned at the pre-Adult ESOL level and the concluding level (C) set at EFL level 1.

The Prerequisite ESOL Literacy Skills consist of two components: ESOL Literacy Standards and Life and Work Skills Competencies.

- **ESOL Literacy Standards**
    - Reading
    - Writing
    - Listening
    - Speaking

- **Life and Work Skills Competencies**
    - Communication
        - Personal Information
        - Social and Classroom Language
        - Time
    - Employment
    - Health and Nutrition
    - Transportation and Travel

The two components, ESOL Literacy Standards and Life and Work Skills Competencies, can be taught together through contextualized lessons, with the sequence adapted to meet student needs. Although students at this level are emerging readers, it is important to avoid using materials and texts designed for children learning to read. Instructors should plan activities that cater to varying learning styles and incorporate students' prior knowledge and experiences.

Guidance for Instructors: Teachers working with students at this level do not need to know the students' native language to teach them to read and write in English. Educators teaching both literacy skills and English to adults fluent in another language may benefit from additional professional development on effective teaching strategies. Suitable online materials at the appropriate language and literacy proficiency levels, as well as culturally sensitive resources, can be found on the following websites:

- **iTeach Beginning Literacy A-B-C**
  Developed by a team of Adult ESOL educators in the Palm Beach County School District Adult Education Program, this website supports instructors teaching emerging literacy ESOL students. It offers comprehensive lesson plans, teaching tips and classroom strategies tailored to this population. All resources are free.
- **Literacy Education and Second Language Learning for Adults (LESLLA)**
  LESLLA, established in 2006, is a group of educators dedicated to working with emerging literacy adult language learners. The organization hosts an annual conference, alternating between locations in the United States and other countries worldwide.
- **Bow Valley College, Calgary, Alberta, Canada**
  This college has developed a collection of English language reading books specifically for emerging literacy ESOL students. They also have a full curriculum, which is freely available to educators worldwide.
- **Adult and Community Educators (ACE) of Florida, Inc.**
  ACE organizes an annual conference and offers free in-person trainings and webinars to support Adult ESOL instructors, including those with emerging literacy Adult ESOL students. The ACE website also provides free resources for tutors and classroom teachers.
- **Florida Institute for Professional Development of Adult Educators (IPDAE)**
  Florida IPDAE offers free in-person trainings and webinars to support Adult ESOL instructors, including those with emerging literacy Adult ESOL students. Their website also provides free resources for tutors and classroom teachers.
- **Florida Literacy Coalition (FLC)**
  FLC organizes an annual conference and offers free in-person trainings and webinars to support Adult ESOL instructors, including those with emerging literacy Adult ESOL students. The FLC website also provides free resources for tutors and classroom teachers.
- **Literacy Information and Communication System (LINCS)**
  Funded by the USDOE Office of Career, Technical and Adult Education (OCTAE), this resource site offers tools for teachers of emerging literacy adult language learners. It also includes a discussion list for practitioners in the Literacy and ESOL communities.

PRE-REQUISITE ESOL LITERACY STANDARDS		
1. Literacy Skills **A. Sound Discrimination and Speaking and Listening**		
Literacy Level A	**Literacy Level B**	**Literacy Level C**
A1-1 Identify familiar sounds as same or different in short words (e.g., fine/mine, see/say)	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., ha**t**, zi**p**)	
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., The **phone** is on the **ta**ble.)

A1-3 Recognize rising intonation as a question (e.g., Are you married?)	B1-4 Recognize intonation used to communicate a choice (e.g., Are you married or single?)	C1-3 Repeat/reproduce rising and falling intonation in a short sentence
1. Literacy Skills **B. 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		
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., bread, drive, from, small)
	B1-10 Decode initial and final consonant sounds in CVC words using knowledge of sound/symbol correspondence	C1-7 Read digraphs (e.g., shoe, three, chair, phone) and final consonant combinations (e.g., call, class, sick)
		C1-8 Read diphthongs (e.g., boy, how)
		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)
		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		
1. Literacy Skills **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 vertical/horizontal lines (E, F, H, I, L, T)	B1-16 Write all uppercase letters	C1-20 Write short words dictated letter by letter (e.g., “Capital M, – a, – l, – 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)	C1-21 Capitalize the initial letter of the first word in a sentence
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	B1-18 Copy short sentences including spaces	C1-23 Given a familiar, written model (e.g.,

letters	between words	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)

Life and Work Competencies		
2. Communication Competencies **2. A. 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 (e.g., house, apartment)	B2-3 State address (e.g., number, street, apt. no., city, state, zip code) and orally spell street name	
A2-4 State own street address (e.g., 239 Fifth St, apartment B2)	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 What is your birth date? 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., What is your husband's name?)	B2-8 Respond to How old? and Who? questions regarding self and family	
	B2-9 Respond to questions about native language (e.g., What language do you	

	speak?)	
2. Communication Competencies **2. B. Social and Classroom Language**		
A2-9 Follow basic classroom instructions (e.g., point to, ask, repeat)		
A2-10 Recognize names of classroom objects (e.g., pen, paper, desk, door)	B2-10 Read names of classroom objects	C2-7 Write names of classroom objects
A2-11 Use greetings, simple introductions and farewells (e.g., Hello, Goodbye, I'm ____, Nice to meet you.)	B2-11 Use greetings, introductions and farewells (e.g., How are you? So long.)	C2-8 Express basic emotions (e.g., I'm worried/ tired/ happy)
A2-12 Thank someone and acknowledge thanks (e.g., You're welcome.)	B2-12 Introduce someone using first name, last name, plus relationship	C2-9 Talk about daily life events (e.g., I pick up my son at 3:00; I work from 4:00 p.m. to 8:00 p.m.)
A2-13 Apologize and respond to an apology (e.g., I'm sorry, It's OK.)		
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
2. Communication Competencies **2. C. 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., It's 11:45.)
A2-16 Respond to What day is today/ tomorrow?	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 What's today's date? and When questions	C2-15 Locate calendar dates with ordinal numbers (e.g., What day is the 21st?)
	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 Competencies		
	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., Are you working? What's your job?)	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., Can you work nights?)	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 Competencies		
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., drugstore, daycare)	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 Competencies		
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,	B5-5 Read common healthcare words	C5-5 Write common healthcare words

emergency)		
	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., Help! Call 911)		
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., accident, robbery)
6. Transportation and Travel Competencies		
A6-1 Identify types of transportation (e.g., walk, bus, taxi, car, bicycle, train, get a ride)	B6-1 Read types of transportation	C6-1 Write types of transportation
	B6-2 Respond to basic questions regarding transportation (e.g., How do you get to school/work?)	
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., turn left/right, go 2 blocks)	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., next to, across from, between, on the corner)	B6-6 Ask for local bus/train times and fare	C6-4 Use a simple local bus schedule to locate times and stops

COMPONENT 5: CIVICS STANDARDS

The fifth component of the Adult ESOL curriculum framework consists of a set of civics standards as a supplement to the Adult ESOL course. These civics standards are based on those established by the United States Citizenship and Immigration Services (USCIS). In addition to these standards, the U.S. Office of Citizenship and Immigration Services[23] provides free materials for instructors who wish to supplement classroom instruction: Lesson Plans, Civics-related Materials, Videos, Program Development Guides and Idea Boards.

While the standards provided here are not designed to fully prepare students for passing the U.S. Citizenship Exam, they are intended to give students with a broad understanding of the rights and responsibilities of citizenship and to promote active civic engagement. These standards also align with the goals of the Title II of WIOA (AEFLA) s. 231 (IELCE services) and s. 243 (IELCE Program) as detailed on page 2 above.

CIVICS STANDARDS
A. Identify and communicate information about the Principles of American government
1. The form of government of the United States
2. The Supreme Law of the Land of the United States
3. The U.S. Constitution, what it does and how changes are made to the Constitution
4. The amendments to the Constitution (10th, 14th, 19th)
5. The Bill of Rights
6. The Declaration of Independence
7. The economic system of the United States
8. The meaning of the rule of law
B. Identify and communicate information in relation to the American System of Government
9. The three branches of government, the names and what each branch does
10. The U.S. Congress, its powers, how many parts it has and what each part does
11. The U.S. Senate, the number and duties of senators, name of your senators
12. The U.S. House of Representatives, the number and duties of representatives, name of your representative
13. The U.S. President, the name, duties and powers of the president
14. The U.S. Vice-President, the name, duties and powers of the vice-president
15. The President's Cabinet, positions and duties
16. The Electoral College, role and importance
17. The Judicial branch, parts, role and importance
18. The Supreme Court, number of justices, duties, term of service
19. The Chief Justice of the Supreme Court, name and duties
20. The powers of the federal government
21. The powers of state governments
22. The governor and capital of your state
C. Identify and communicate information in relation to Rights and Responsibilities
23. The four amendments of the U.S. Constitution pertaining to who can vote
24. The three rights of everyone living in the United States
25. The two promises that new citizens make in the Oath of Allegiance
26. The Pledge of Allegiance
27. The steps to become a U.S. citizen

[23] https://www.uscis.gov/citizenship

28. The purpose and importance of taxes paid to the federal government
29. The U.S. Selective Service
D. Identify and communicate information in relation to American History
30. The Colonial Period, the Revolutionary War and Independence
31. The reasons the colonists came to America
32. The peoples who inhabited the land before Europeans arrived
33. The peoples who were enslaved
34. The Declaration of Independence, date of adoption, the author and the reasons for independence stated in it
35. The 13 original states
36. The Federalist Papers, purpose, impact and author
37. The role/impact of G. Washington, B. Franklin, T. Jefferson, J. Madison and A. Hamilton
38. The purchase of the Louisiana Territory, date and impact
39. The wars fought by the U.S. in the 1800s
40. The Civil War, at least one event that occurred during the war and one outcome that resulted from the war
41. The role/impact of President Abraham Lincoln with relation to the Civil War and the Emancipation Proclamation
42. The Women's Rights movement of the 1800s, leaders and outcomes of the movement
43. The wars fought by the U.S. in the 1900s
44. The World War I, reasons for U.S. engagement in the war and outcomes of the war
45. The World War II, reasons for U.S. engagement in the war and outcomes of the war
46. The Korean War, reasons for U.S. engagement in the war and outcomes of the war
47. The Vietnam War, reasons for U.S. engagement in the war and outcomes of the war
48. The Cold War, concerns of the U.S during the war
49. The wars and conflicts that resulted from the 9/11 attacks on the U.S.
50. The American Indian tribes in the United States, names and locations
51. The innovations of Americans, names of inventors and inventions
E. Identify and communicate information in relation to Symbols and Holidays of the United States
52. The capital of the United States
53. The Statue of Liberty
54. The flag of the United States, reason for 13 stripes and 50 stars
55. The national anthem of the United States
56. The nation's first motto, "E Pluribus Unum"
57. The national holidays of the United States
58. The Memorial Day holiday, purpose and meaning
59. The Veterans Day holiday, purpose and meaning

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT HIGH SCHOOL	
Program Title	Adult High School
Program Number	9900010
Course Number	9900010
CIP Number	1532010500
Grade Level	30, 31
Program Length	Maximum 1300 hours

PURPOSE

Adult General Education Program: The Florida Department of Education (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02, Florida Statutes (F.S.)[1] s. 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the federal Adult Education and Family Literacy Act (AEFLA).[3]

As administered by the Florida Department of Education, AGE encompasses the following programs, services and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Preparation Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- Two-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.
- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

Adult High School Program: The purpose of the FDOE AHS program is to provide eligible individuals with high school courses and assessments approved by the FDOE that lead to a Standard State of Florida High School Diploma. In

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

addition, the AHS program also serves to meet the intent of the Florida Legislature and Office of the Governor as formulated in Florida Statutes and the FDOE State Board Rules.

Two Florida Statutes provide the underlying basis of the AHS program:

- s. 1002.3105, F.S.– Challenging Curriculum to Enhance Learning (ACCEL) options[4]
- s. 1003.4282, F.S. – Requirements for a Standard High School Diploma[5]

The following Florida Statues and State Board Rules also support the AHS program:

- s. 1003.41, F.S. – State Academic Standards[6]
- s. 1003.433, F.S. – Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements[7]
- s. 1004.02, F.S. – Definitions[8]
- s. 1004.92, F.S. – Purpose and Responsibilities for Career Education[9]
- s. 1004.93, F.S. – Adult General Education[10]
- s. 1008.22, F.S. – Student Assessment Program for Public Schools[11]
- Rule 6A.020, F.A.C. – Granting High School Credits to Adults[12]
- Rule 6A.09941, F.A.C. – State Uniform Transfer of Students in Middle Grades and High School[13]
- Rule 6A-1.09422, F.A.C. – Statewide Standardized Assessment Program Requirements[14]
- Rule 6A-6.014, F.A.C. – General Requirements for Adult General Education Program[15]

STUDENTS

Individuals eligible to enroll in the AHS program are those who meet the following criteria:

- Are 16 years of age or older.
- Are not enrolled in the K12 system.
- Do not possess a Standard State of Florida High School Diploma.
- Do not possess a high school diploma from another state.
- Students with a Certificate of Completion from a Florida high school.

EDUCATIONAL FUNCTIONING LEVELS

The term "Educational Functioning Level," as used in this curriculum framework, refers to the Adult Secondary Education literacy levels utilized to place students in Florida's AHS Program. These levels are defined in the National Reporting

[4] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
[5] https://www.flsenate.gov/laws/statutes/2020/1003.4282
[6] http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.41&URL=1000-1099/1003/Sections/1003.41.html
[7] http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.433&URL=1000-1099/1003/Sections/1003.433.html
[8] http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1004.02&URL=1000-1099/1004/Sections/1004.02.html
[9] http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1004.92&URL=1000-1099/1004/Sections/1004.92.html
[10] http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1004.93&URL=1000-1099/1004/Sections/1004.93.html
[11] https://www.flsenate.gov/laws/statutes/2011/1008.22
[12] https://www.flrules.org/gateway/RuleNo.asp?title=SPECIAL%20PROGRAMS%20I&ID=6A-6.020
[13] https://www.flrules.org/gateway/RuleNo.asp?title=FINANCE%20AND%20ADMINISTRATION&ID=6A-1.09941
[14] https://www.flrules.org/gateway/RuleNo.asp?title=FINANCE%20AND%20ADMINISTRATION&ID=6A-1.09422
[15] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014

System (NRS) Technical Assistance Guide[16] and represent the skills students demonstrate in specific areas, as outlined by the NRS (Code of Federal Regulations, Title 34, Subtitle B, Chapter IV, Part 462). [17]

Table 1: NRS ABE levels, Grade Equivalents and Credit Options

NRS ABE Levels	Grade Equivalent	ACCEL 18 Credits	CTE Career Pathways 18 Credits	Standard Diploma 24 Credits
NRS ASE Level 5	11.0 – 11.9	0 – 9	0 – 9	0 – 12
NRS ASE Level 6	12.0 – 12.9	10 – 18	10 – 18	13 – 24
Completion	Above 12.9	More than 18	More than 18	More than 24

PROGRAM LENGTH

The Florida Legislature provides funding to local agencies to provide instruction for a maximum of 1300 hours of per student per program year. Although it is allowable for local agencies to provide more than 1300 hours of instruction per program year, the additional hours are not eligible for funding.

CURRICULUM AND INSTRUCTION

The AHS program provides the following three options to obtain a standard State of Florida High School Diploma:

- 18 Credits – Academically Challenging Curriculum to Enhance Learning High School Diploma
- 18 Credit – Career and Technical Pathway High School Diploma
- 24 Credit – Standard State of Florida High School Diploma

The Florida Benchmarks for Excellent Student Thinking (B.E.S.T) Standards serve as the curriculum guide for AHS instructors. The B.E.S.T. Standards are posted on the following websites:

- FDOE CPALMS[18]
- FDOE Course Code Directory[19]

PLACEMENT INTO THE AHS PROGRAM

Placement: Local adult education agencies have several options for placing students in the AHS program:

- Students who provide a transcript of high school credits that places them in ABE level 5 or 6 of the NRS may be placed into the program without taking a placement exam
- Students who have withdrawn from a K-12 program prior to earning any high school credits are required to be assessed and placed in accordance with Rule 6A-6.014, F.A.C.[20]
- Students who report having earned high school credits but lack a transcript showing evidence of credits earned should be assessed and placed in accordance with Rule 6A-6.014, F.A.C.

Progression: Students show progression in the AHS program by earning credits that move them from NRS ABE level 5 (11th grade) to NRS ABE level 6 (12th grade). Students must complete all required statewide exams in accordance with

[16] https://nrsweb.org/policy-data/nrs-ta-guide
[17] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
[18] https://www.cpalms.org/Public/
[19] https://www.fldoe.org/policy/articulation/ccd/
[20] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014

State of Florida guidelines. Depending on the course, students may be required to complete an End of Course (EOC) exam. Students may also earn concordant or comparative scores in certain courses.

Completion: Students complete the AHS program and obtain a standard State of Florida High School Diploma by fulfilling the following criteria:

1. Meet all state and local standards required for graduation.
2. Maintain a 2.0 Grade Point Average.
3. Complete state exams in accordance with FDOE guidelines (not required if the student has met criteria #1).

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, provide documentation and request such services. Students with disabilities may need accommodations in areas such 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.

CERTIFICATION REQUIREMENTS OF INSTRUCTORS IN ADULT HIGH SCHOOL PROGRAMS

Instructors of students enrolled in the AHS program are required to meet the certification requirements of the courses they teach. For certification requirements, see sections 3 and 5 of the Florida DOE Course Code Directory.[21]

[21] https://www.fldoe.org/policy/articulation/ccd/

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT HIGH SCHOOL CO-ENROLLED	
Program Title	Adult High School Co-Enrolled
Program Number	9900099
Course Number	9900099
CIP Number	1532019900
Grade Level	9.0 – 12.9
Program Length	Varies

PURPOSE

Adult General Education Program: The Florida Department of Education administers the Adult General Education (AGE)Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02, Florida Statutes (F.S.),[1] s. 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the federal Adult Education and Family Literacy Act (AEFLA).[3]

As administered by the Florida Department of Education, Adult General Education encompasses the following programs, services and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- General Education Development (GED®) Preparation Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- Two-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The Adult General Education Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.
- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

Adult High School (AHS) Co-Enrolled Program: The primary purpose of the AHS Co-Enrolled Program is to provide a pathway for high school students who need credits to graduate with their 9th grade cohort. This is achieved by enrolling these students concurrently in secondary core-curricula and credit-recovery courses through the Adult High School Co-

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

Enrolled Program. Access to the AHS Co-Enrolled Program is restricted and limited to a select number of students, as outlined in Florida Statutes and the Florida Department of Education State Board Rules. The AHS Co-Enrolled Program is guided by specific provisions detailed in s. 1011.80(10), F.S., which governs the funding of workforce education programs.[4]

Excerpt from s. 10011.80, F.S,:

> "A student who is co-enrolled in a K-12 education program and an adult education program may be reported for purposes of funding in an adult education program.
>
> If a student is co-enrolled in courses for credit recovery or dropout prevention purposes and does not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school, the student may be reported for funding for up to four courses per year.
>
> Such a student is exempt from the payment of the block tuition for adult general education programs provided in s. 1009.22(3)(c)."[5]

Students eligible to enroll in the AHS Co-Enrolled Program are those who meet the following criteria:

- Currently enrolled in grades 9-12.
- In need of core-curricula credits to graduate with their 9th-grade cohort.
- Do not have a pattern of excessive absenteeism, habitual truancy or a history of disruptive behavior in school.

CURRICULUM AND INSTRUCTION

Per s. 1003.4282, F.S.,[6] and s. 1002.3105, F.S.,[7] local adult education agencies that offer the AHS Co-Enrolled Program must provide the same core-curricula courses that are available to students in the secondary program. The core-curricula courses that are offered through the AHS Co-Enrolled Program must also be required for graduation.

Instruction may be provided through individualized, self-paced instructional modules or classroom instruction and performance-based evaluation. The Florida Benchmarks for Excellent Student Thinking (B.E.S.T) Standards serve as the curriculum guide for AHS instructors. The complete set of the B.E.S.T. Standards and additional instructional resources are available on the FDOE CPALMS website.[8]

PLACEMENT INTO THE AHS CO-ENROLLED PROGRAM

Students currently enrolled in high school may be placed in an AHS Co-Enrolled Program that is offered through an established school district or college AHS Program. No placement test is required to enroll students in the AHS Co-Enrolled Program. Placement is based on the number of core-curricula course credits needed for the student to graduate with their 9th-grade cohort. Documentation of the courses needed, as specified by the school district or college, shall be obtained prior to placement and throughout enrollment.

It is recommended that the local AHS Program create a registration form to be signed by the AHS Program administrator, high school counselor, principal, student and the student's parent(s) or guardian. Collaboration among all

[4] http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1011.80&URL=1000-1099/1011/Sections/1011.80.html
[5] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1009/Sections/1009.22.html
[6] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.4282.html
[7] https://flsenate.gov/Laws/Statutes/2021/1002.3105
[8] https://www.cpalms.org/Public/

parties can help ensure students successfully complete both programs and that earned credits are properly recorded in the student's permanent records maintained by the school district or college.

AHS CO-ENROLLED PROGRAM FUNDING MODEL

High school students participating in the AHS Co-Enrolled Program are exempt from the payment of block tuition for adult education programs as outlined in s. 1009.22(3)(c).[9] Funding provided under the district workforce funding model allows for the instructional hours of four core-curricula courses per year. If more than four core-curricula courses are reported, the four courses with the most instructional hours are used.

The AHS Co-Enrolled Program is funded by the Florida legislature. No AEFLA funds may be used to support instruction, or any activity, supplies or resources used in the delivery of the AHS Co-Enrolled Program. Enrollments and completions are not included in NRS reporting or AEFLA grant performance target estimates.

ACCOMODATIONS

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, provide documentation and request such services. Students with disabilities may need accommodations in areas such 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.

CERTIFICATION REQUIREMENTS OF INSTRUCTORS IN ADULT HIGH SCHOOL CO-ENROLLED PROGRAMS

Instructors of students enrolled in the AHS Co-Enrolled Program are required to meet the certification requirements of the courses they teach. Complete information on certification requirements can be found in sections 3 and 5 of the Florida DOE Course Code Directory.[10]

[9] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1009/Sections/1009.22.html
[10] https://www.fldoe.org/policy/articulation/ccd/

Florida Department of Education
Adult General Education
Curriculum Framework

ACADEMIC SKILLS BUILDING MATHEMATICS	
Program Title	Academic Skills Building (ASB)
Program Number	9900500
Course Title	Academic Skills Building Mathematics
Course Number	School Districts: 9900501 Florida College System: ASB0100-ASB0199
CIP Number	1532010101
Grade Equivalent	9.0 – 12.9
Grade Level	30, 31
Standard Length	Varies

PURPOSE

Adult General Education Program: The Florida Department of Education (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02 Florida Statutes (F.S.),[1] s. 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the Adult Education and Family Literacy Act (AEFLA).[3]

As administered by the FDOE, the AGE Program encompasses the following programs, services and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- 2-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

Academic Skills Building Program: The ASB Program is designed to maintain alignment and ensure educational continuity with Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. The ASB Program consists of two courses, ASB Reasoning through Language Arts (RLA) and ASB Mathematics. Students may enroll in each course independently or in both courses simultaneously.

In alignment with Florida Statute 1004.02, F.S.,[4] and the federal Adult Education and Family Literacy Act,[5] the primary objective of the ASB Program is to provide academic and workforce preparation services to individuals who have a high school diploma, but find themselves needing to enhance their educational skills to:

- Attain advanced proficiency in RLA and/or Mathematics.
- Pursue a secondary career and technical education certificate.
- Achieve or advance in employment.

Although the primary objective of the ASB Program is to provide academic and workforce preparation services to students who have attained a high school diploma, agencies may enroll individuals who have not attained a high school diploma in one or both courses of the program, ASB RLA and ASB Mathematics, if they meet the following criteria for enrollment:

- Have the goal to attain advanced proficiency in RLA and/or Mathematics.
- Obtain pre-test scores that place them within National Reporting System (NRS) ABE Level 5 or 6.
- Obtain or advance in employment.

The ASB Program is designed to function independently of other adult education programs, allowing students to concentrate on the specific educational skills they require in the skill areas of RLA and Mathematics. As a stand-alone program, ASB is intended to be offered independently from the ABE, AHS, Adult ESOL and GED® Programs.

- ABE ≠ ASB: It is not intended that students be enrolled simultaneously in ABE and ASB. The ASB Standards are written at a substantially higher level than the ABE Standards, demanding a greater level of rigor and cognitive effort. As a result, students testing at NRS ABE levels 1-4 are not suited for enrollment in the ASB Program, which is specifically tailored for students at NRS ABE Levels 5 and 6, equivalent to one and two levels above ABE NRS Level 4.
- AHS ≠ ASB: It is not intended that students be enrolled simultaneously in AHS and ASB. The ASB Standards are written at a comparable level of rigor and cognitive demand as those of the AHS Program. However, the ASB Program is not structured to prepare students to obtain a State of Florida high school diploma through concurrent or sequential enrollment in the AHS Program. There are noteworthy distinctions in the standards between the ASB Program and the AHS Program. The AHS program mirrors Florida's B.E.S.T K-12 high school standards precisely and teachers in the AHS Program must hold certification in the courses they teach. In contrast, the standards in ASB's RLA and Mathematics courses represent a subset derived from Florida's B.E.S.T. K-12 high school standards, designed to assist adult education learners in acquiring specific skills as outlined by state-approved adult education assessments.
- Adult ESOL ≠ ASB: It is not intended that students be enrolled simultaneously in Adult ESOL and ASB. The ASB Standards are written at a substantially higher level than the Adult ESOL Standards, demanding a greater level of rigor and cognitive effort. As a result, students operating at Adult ESOL NRS levels 1-6 are not suited for

[4] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[5] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

enrollment in the ASB Program. This program is specifically tailored for students at NRS ABE Levels 5 and 6, equivalent to one and two levels above Adult ESOL NRS level 6.

- GED® ≠ ASB: It is not intended that students be enrolled simultaneously in GED® and ASB. The ASB Program does not aim to facilitate obtaining a State of Florida high school equivalent through concurrent or sequential enrollment in the GED® Preparation Program. Furthermore, as a standalone program, ASB is not designed to prepare students to pass the GED® tests. The ASB Standards are written at a comparable level of rigor and cognitive demand as those of the GED® Program. However, the curriculum frameworks and standards of the GED® Preparation Program are based on the GED® Tests and their sole purpose is to prepare students to pass the full battery of the GED® Tests. The ASB RLA and Mathematics curriculum frameworks and standards are based on Florida's B.E.S.T. Standards. As such, they are designed to support the adult education learner in becoming proficient in the skills taught in the ASB RLA and the ASB Mathematics courses.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) - General Requirements for Adult General Education[6], students eligible to enroll in the ASB Program are those who:

- Are 16 years of age or older.
- Are not enrolled in the K-12 educational system.
- May or may not have a high school diploma.
- Obtain pre-test scores that place them within NRS ABE Level 5 or 6.

EDUCATIONAL FUNCTIONING LEVELS

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462)[7] that refers to the mathematics levels in the ASB Mathematics program. The ASB Mathematics course has 2 EFLs, each representing a specific set of ASB Mathematics skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.[8]

Table 1: NRS EFLs for ASB Mathematics Course showing the relation of levels to the Grade Equivalent for each EFL

NRS EFLS	COURSE TITLE AND LEVEL	GRADE EQUIVALENT
ABE Level 5	ASB Mathematics Level 5	9.0 – 10.9
ABE Level 6	ASB Mathematics Level 6	11.0 – 12.9

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE is 450 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title and Number	NRS Educational Functioning Levels	Recommended Maximum Hours

[6] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[7] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
[8] https://nrsweb.org/policy-data/nrs-ta-guide

ASB Mathematics • School Districts: 9900501 • Florida College System: ASB0100-ASB0199	ABE Level 5	450 Hours
	ABE Level 6	450 Hours

CURRICULUM AND INSTRUCTION

The ASB Mathematics curriculum framework opens by presenting instructors with the Anchor Standards encompassing seven strands: Number Sense and Operations, Fractions, Algebraic Reasoning, Function, Measurement, Geometric Reasoning and Data and Probability. Emphasizing the term "framework," it serves as the cornerstone for designing curriculum, aiding agencies and teachers in the selection or creation of instructional materials, techniques and continuous assessment. The FDOE disseminates the ASB Mathematics curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency's curriculum:

1. **Educational Outcomes:**
    - Clearly define the educational outcomes that students are expected to achieve upon completion of the course.
2. **Core Instructional Materials:**
    - Develop or select a set of core instructional materials (both print and digital) that are aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:**
    - Create a series of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.
4. **Supplementary Workbooks:**
    - Provide supplementary workbooks that provide exercises for skill-building on topics such as number sense and operations, fractions, algebraic reasoning, measurement, geometric reasoning and data and probability, within the context of academia, careers and the workforce.
5. **Pacing Guides and Matrices:**
    - Develop pacing guides and matrices that clearly outline the scope and sequence of the curriculum. This helps in organizing the content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
    - Compile a list of recommended websites, films and digital learning tools that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.
7. **Overview of Content:**
    - Provide an overview of the content to be covered in the course, including math standards and any additional content created or collected by instructors.
8. **Learning Activities:**
    - Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects and real-world application exercises.

It is recommended to continuously assess and update the agency's curriculum based on feedback, changes in educational standards and the evolving needs of learners. Regular collaboration with instructors and seeking input from the FDOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency's curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards and benchmarks.

ASSESSMENT

For guidance on the assessment guidelines and requirements for ASB Math, see State Board Rule 6.A-6.014, F.A.C.[9]

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the FDOE Assessment Technical Assistance Paper.[10] For guidelines on the procedures for reporting data related to student test results, see the FDOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[11]

Pre-testing: Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The FDOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. New ASB Mathematics students are required to pre-test in the Math skill area. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the DCAE Office of Research and Evaluation.

Post-testing: Once a student completes the recommended instructional hours specified by the test publisher, the local agency will administer post-tests in mathematics. Subsequently, the agency is required to submit the post-test results to the FDOE in accordance with the guidelines established by the DCAE Office of Research and Evaluation.

Course Completion: For state and federal reporting purposes, completion of the ASB Mathematics course occurs when the student's post-test scores exceed NRS ABE level 6. The agency is responsible for reporting the post-test results to the FDOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

Documentation of Progression of ASB Mathematics Students in IET Programs: Agencies are required to also submit documentation to FDOE when ASB Mathematics students, participating in a state approved IET program, make progress through one or more of the following methods:

- Enroll in a postsecondary program after exit and by the end of the program year.
- Earn an industry certification on the Master Credential List.
- Earn an industry certification on the Perkins Recognized Postsecondary Credential List.
- Complete one year of an apprenticeship program.

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, provide documentation and request such services. Students with disabilities may need accommodations in areas such 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.

ADULT EDUCATION INSTRUCTOR CERTIFICATION

As per Florida Statute 1012.39 (1)(b), F.S.,[12] each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

[9] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[10] https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf
[11] https://www.fldoe.org/academics/career-adult-edu/research-evaluation/

INTEGRATED EDUCATION AND TRAINING (IET)

The FDOE promotes the planning, development and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Florida's IET service approach is well-suited for meeting the specific needs of ASB students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for ASB students.

The IET service approach provides students at all levels of adult education with the opportunity to acquire the skills needed to:

- Progress to and complete postsecondary education and training programs.
- Obtain employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[13]

- Adult education and literacy activities (WIOA Section 203(2)).
- Workforce preparation activities (WIOA Section 203(17)).
- Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA Section 134(c)(3)(D)).

To meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Activities are of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities and workforce training competencies and the program activities function cooperatively.

ASB STANDARDS BACKGROUND

In Program Year 2022-2023, the FDOE aligned its ABE Standards to Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards in accordance with Executive Order 19-32[14] dated January 31, 2019. This current version of the ASB Standards is the result of that alignment. Professional curriculum writers developed the current set of

[12] https://www.flsenate.gov/laws/statutes/2011/1012.39
[13] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf
[14] https://www.flgov.com/2019/01/31/governor-ron-desantis-issues-executive-order-19-32/

standards with extensive input from a team of Florida Adult Education practitioners who thoroughly reviewed the standards. The current standards address the high-priority skills and content that students need to advance toward their postsecondary and career goals.

ASB MATHEMATICAL THINKING AND REASONING STANDARDS FOR ADULT EDUCATION

Students enrolled in the ASB Mathematics course are expected to engage with mathematics through the Mathematics Thinking and Reasoning (MTR) Standards. These standards are written in clear language so all stakeholders can understand them, and students can use them as self-monitoring tools. The MTR Standards promote deeper learning and understanding of mathematics. The clarifications are included to guide teachers in the integration of the MTR Standards within mathematics instruction.[15]

Mathematical Thinking and Reasoning Standards	
MA.ABE. MTR.1.1	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. *Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem-solve. Recognize students' effort when solving challenging problems.*
MA.ABE. MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. *Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.*
MA.ABE. MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. *Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve them*

[15] Language exact copy from the Florida K-12 B.E.S.T. Standards

	efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
MA.ABE.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. *Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.*
MA.ABE.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. *Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.*
MA.ABE.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context. *Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.*
MA.ABE.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency. *Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: Provide*

	opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.

ASB MATHEMATICS STANDARDS CODING SCHEME

The ASB Mathematics curriculum framework has these components: Strands, Standards and Benchmarks. The Strands include Number Sense and Operations, Fractions, Algebraic Reasoning, Function, Measurement, Geometric Reasoning and Data and Probability. Each Standard is associated with one or more Benchmarks. The instructor may present topic-centered and/or project-based lessons that integrate standards from multiple strands.

Table 3: Coding Scheme for the ASB Mathematics Standards

ASB MATHEMATICS CURRICULUM FRAMEWORK CODING SCHEME				
Domains/Strands:				
NSO = Number Sense and Operations **FR** = Fractions **AR** = Algebraic Reasoning **F** = Function **M** = Measurement **GR** = Geometric Reasoning **DP** = Data and Probability				
SUBJECT	**NRS LEVEL**	**STRAND**	**STANDARD**	**BENCHMARK**
Mathematics	L3	NSO	1a	1
Examples: **Standard: MA.L5.GR.2c Understand similarity and congruence using models and transformations** **Benchmark: MA.L5.GR.2c.1** Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. **Benchmark: MA.L5.GR.2c.2** Solve mathematical and real-world problems involving proportional relationships between similar triangles.				

ASB MATHEMATICAL STRANDS AND NRS LEVELS

Seven strands (also known as domains) comprise Florida's ASB Mathematic Standards in the top two NRS Educational Functioning Levels: NRS ABE EFLs 5 and 6. Each EFL of the ASB Mathematics course has a limited number of standards. This allows mathematical instruction at each NRS level to have a narrow and deep focus that allows the student to develop an understanding of the following areas:

- Mathematical Foundations
- Mathematical Concepts
- Mathematical Procedural skills
- Mathematical Fluency.

The shaded areas in Table 4 below indicate that the domain does not have a standard or primary focus for instruction at that instructional level. Instructors may introduce, practice, reinforce and develop fluency at lower and/or higher instructional levels.

Table 4: ASB Mathematics Strands/Domains across NRS Educational Functioning Levels and Grade Equivalents

MATHEMATICS STRANDS/ DOMAINS	NRS EDUCATIONAL FUNCTIONING LEVELS AND GRADE EQUIVALENTS					
	NRS ABE Level 1 0 – 1.9	NRS ABE Level 2 2.0 – 3.9	NRS ABE Level 3 4.0 – 5.9	NRS ABE Level 4 6.0 – 8.9	NRS ABE Level 5 9.0 – 10.9	NRS ABE Level 6 11.0 – 12.9
Number Sense and Operations (NSO)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9	9.0 – 10.9	11 – 12.9
Fractions (FR)		2.0 – 3.9	4.0 – 5.9			
Algebraic Reasoning (AR)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9	9.0 – 10.9	11 – 12.9
Function* (F)				*7.0 – 8.9	9.0 – 10.9	11 – 12.9
Measurement (M)	0 – 1.9	2.0 – 3.9	4.0 – 5.9			
Geometric Reasoning (GR)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9	9.0 – 10.9	11 – 12.9
Data and Probability (DP)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9	9.0 – 10.9	11 – 12.9

* In the Function Domain, the suggested instruction should begin at the midpoint of the NRS level.

ASB MATHEMEMATICS (MA) STANDARDS
Mathematics Standards NRS Level 5
High Intermediate Basic Education, GE: 9.0 – 10.9

NRS ABE Level 5 emphasizes solving real-world problems involving operations with rational numbers, linear equations volume and surface area, as well applications of proportional reasoning in geometry.

Mathematics instruction begins with emphasizing students' ability to reason about and solve real world and mathematical problems that involve the four operations with rational numbers (NRS L4). Students extend their number sense to include problem-solving irrational numbers. Instruction emphasizes the use of horizontal number lines and absolute value to addition and subtraction with negative and positive rational numbers.

Instruction includes extending the concept of proportions to recognizing real world and mathematical problems that can be modeled using linear functions as well as patterns in linear functions, graphs and tables.

This level begins to build a foundation for the use of algebraic and graphical representations to solve real world and mathematical problems, involving linear equations, inequalities and pairs of simultaneous linear equations. Instruction also emphasizes the use of linear functions to describe, analyze and model linear relationships between quantities.

Instruction emphasizes how to solve real world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures, such as prisms and pyramids. Students use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. Applications of the Pythagorean Theorem to determine lengths in real-world contexts and distances in the coordinate plane are also emphasized.

Lastly, instruction provides some attention to making comparisons using measures of center and measures of variability for numerical data. Students also develop, use and evaluate probability models. Students can use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or nonlinear association).

Mathematics Standards NRS Level 6
High Intermediate Basic Education, GE: 11.0 – 12.9

NRS Level 6 emphasizes extending understanding to real numbers, as well as other types of functions, such as quadratic and exponential.

Mathematics instruction begins with students simplifying algebraic expressions involving rational numbers and exponents. Students build toward working with numeric and algebraic expressions involving radicals. Students are able to assess the reasonableness of calculation results based on the limitations of technology and give results with the appropriate units.

Instruction emphasizes attention to basic understanding of polynomials as well as the four operations with polynomials. Students study the use of quadratic and exponential functions to represent and describe relationships between quantities. Students solve systems of linear equations and inequalities as well as one-variable quadratic and exponential equations.

Instruction emphasizes constructing graphs and comparing and interpreting functions (including, but not limited to, linear, quadratic and exponential). Students are able to sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions, each represented in a different way (algebraically, graphically, numerically in tables or by verbal description).

Instruction focuses on solving problems involving similarity and congruence criteria for triangles and use volume and surface area formulas for cylinders, pyramids, cones and spheres to solve problems. Concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot) are emphasized.

Lastly, instruction focuses on summarizing, representing and interpreting data based on two categorical and quantitative variables, including by using frequency tables and 2-way tables to interpret bivariate categorical data. Students compare data sets by looking at commonalities and differences in shape, distribution, center and spread with attention to outliers. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and nonlinear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

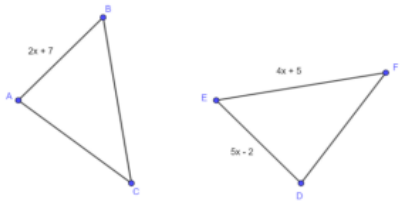
ASB MATHEMATICS (MA) **Standards and Benchmark Skills** **ASB Educational Functioning Levels 5 and 6**	
Number Sense and Operations **MA.L5.NSO (GE: 9.0 – 10.9)**	
MA.L5.NSO.1 Solve problems involving rational numbers and extend the understanding of rational numbers to irrational numbers.	**MA.L5.NSO.1.1** Plot, order and compare rational and irrational numbers, represented in various forms. **MA.L5.NSO.1.2** Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers, including exponents and radicals. As needed, represent problems using a horizontal number line and apply the concept of absolute value to assess the reasonableness of solutions.
Number Sense and Operations **MA.L6.NSO (GE: 11.0 – 12.9)**	

MA.L6.NSO.1 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	**MA.L6.NSO.1.1** Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, with rational exponents and/or number bases, with procedural fluency. **MA.L6. NSO.1.2** Generate equivalent algebraic expressions using the properties of exponents. **MA.L6.NSO.1.3** Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals. **MA.L6.NSO.1.4** Rewrite expressions involving radicals using the properties of exponents and understanding of operations with numerical radicals.
Fractions **MA.L5.FR (GE: 9.0 – 10.9)**	
Not a focus standard at this level	
Fractions **MA.L6.FR (GE: 11.0 – 12.9)**	
Not a focus standard at this level	
Algebraic Reasoning **MA.L5.AR (GE: 9.0 – 10.9)**	
MA.L5.AR.1 Rewrite and generate equivalent algebraic expressions and equations.	**MA.L5.AR.1.1** Rewrite and generate equivalent algebraic expressions. **MA.L5.AR.1.2** Solve one-variable exponential equations using the properties of exponents. Interpret solutions as viable in terms of the context and identify any extraneous solutions. **MA.L5.AR.1.3** Rearrange equations or formulas to isolate a quantity of interest. **MA.L5.AR.1.4** Choose and interpret units consistently in formulas.
MA.L5.AR.2 Write and graph two-variable linear equations and inequalities to represent relationships between quantities from a table or a written description within a mathematical or real-world context.	**MA.L5.AR.2.1** Write a linear two-variable equation to represent relationships between quantities from a graph, a written description or a table of values within a mathematical or real-world context. Determine if a linear relationship is also a proportional relationship. **MA.L5.AR.2.2** Given a table, equation or written description of a linear function, graph that function and determine and interpret its key features (includes slope intercept, point-slope and standard forms.) **MA.L5.AR.2.3** Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context. **MA.L5.AR.2.4** Given a mathematical or real-world context, graph the solution set to a two variable linear inequality.
MA.L5.AR.3 Solve mathematical and real-world problems that are modeled with linear functions and inequalities. Graph and interpret key features	**MA.L5.AR.3.1** Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. Key features are limited to domain, range, intercepts and rate of change. **MA.L5.AR.3.2** Given a real-world context, write and solve one-variable multi-step linear equations. **MA.L5.AR.3.3** Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically. *Example real-world contexts: Problems involving money, business, converting*

	between currencies using exchange rates and simple interest
MA.L5.AR.4 Develop an understanding of two-variable systems of equations.	**MA.L5.AR.4.1** Given a mathematical or real-world context, represent constraints as systems of two linear equations or inequalities and solve. Interpret solutions to problems as viable or nonviable options. **MA.L5.AR.4.2** Graph the solution set of a system of two-variable linear inequalities.
Algebraic Reasoning **MA.L6.AR (GE: 11.0 – 12.9)**	
MA.L6.AR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction and multiplication; add, subtract and multiply polynomials. Rewrite simple rational expressions in different forms.	**MA.L6.AR.1.1** Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction and multiplication. **MA.L6.AR.1.2** Add, subtract and multiply polynomial expressions with rational number coefficients. **MA.L6.AR.1.3** Divide a polynomial expression by a monomial expression with rational number coefficients. **MA.L6.AR.1.4** Rewrite a polynomial expression as a product of polynomials over the real number system.
MA.L6.AR.2 Given a table, equation or written description of a quadratic or exponential function, graph that function and determine its key features	**MA.L6.AR.2.1** Given a mathematical or real-world context, classify an exponential function as representing growth or decay. **MA.L6.AR.2.2** Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context. **MA.L6.AR.2.3** Write an exponential or quadratic function to represent a relationship between two quantities from a graph, a written **description** or a table of values within a mathematical or real-world context. **MA.L6.AR.2.4** Given a table, equation or written description of a quadratic or exponential function, graph that function and determine and interpret its key features. Key features are limited to domain, range, intercepts, positive or negative; end behavior; vertex; and symmetry. *Note - logarithmic functions are not included. Example real-world contexts: Problems involving money, business, simple interest, compound interest and continuously compounded interest*
MA.L6.AR.3 Solve and graph mathematical and real-world problems that are modeled with exponential and quadratic functions. Interpret key features and determine constraints in terms of the context. (e.g. problems involving simple interest)	**MA.L6.AR.3.1** Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. **MA.L6.AR.3.2** Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context. Key features are limited to domain, range, intercepts, positive or negative; end behavior; intervals where the function is increasing or decreasing; and symmetry. *Example: Problems involving simple interest* **MA.L6.AR.3.3** Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percentage rate of change in terms of a real-world context. **MA.L6.AR.3.4** Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context. Key features are limited to domain, range, intercepts, positive or negative; vertex; intervals where the function is increasing or decreasing; and

	symmetry. *Example: Problems involving simple interest* **MA.L6.AR.3.4** Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically
MA.L6.AR.4 Given a mathematical or real-world context, write and solve a system of two variable linear equations or inequalities algebraically or graphically. Graph the solution set and interpret solutions as viable or nonviable options and represent constraints.	**MA.L6.AR.4.1** Given a mathematical or real-world context, write and solve a system of two variable linear equations algebraically or graphically. **MA.L6.AR.4.2** Graph the solution set of a system of two-variable linear inequalities. **MA.L6.AR.4.3** Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or nonviable options
Functions **MA.L5.F (GE: 9.0 – 10.9)**	
MA.L5.F.1 Understand key features of linear functions and apply to solve and model real-world situations.	**MA.L5.F.1.1** Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation. **MA.L5.F.1.2** Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output. **MA.L5.F.1.3** Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. **MA.L5.F.1.4** Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions. Sketch a graph using key features such as rate of change, intercepts and intervals where the function is increasing or decreasing.
Functions **MA.L6.F (GE: 11.0 – 12.9)**	
MA.L6.F.1 Understand key features of linear, exponential and quadratic functions and apply them to solve and model real-world situations.	**MA.L6.F.1.1** Given an equation or graph that defines a function, classify the function type. Given an input-output table, determine a function type that could represent it**.** **MA.L6.F.1.2** Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions. Sketch a graph using key features such as rate of change, intercepts and intervals where the function is increasing or decreasing. **MA.L6.F.1.3** Determine whether a linear, quadratic or exponential function best models a given real-world situation. *Example: Explain the relationship between simple interest and linear growth in contrast to the relationship between compound interest and exponential growth.*
Measurement **MA.L5.M (GE: 9.0 – 10.9)**	
Not a focus standard at this level	
Measurement **MA.L6.M (GE: 11.0 – 12.9)**	
Not a focus standard at this level	

Geometric Reasoning **MA.L5.GR (GE: 9.0 – 10.9)**	
MA.L5.GR.1c Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles - including the Pythagorean Theorem and types of angle relationships specific to triangles. Apply precise definitions of geometric terms, as needed.	**MA.L5.GR.1c.1** Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles. **MA.L5.GR.1c.2** Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane. Apply precise definitions of points, lines and distance along a line, as needed. **MA.L5.GR.1c.3** Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles as well as the relationships of interior and exterior angles of a triangle. Apply precise definitions of angles, perpendicular lines, parallel lines and line segments, as needed.
MA.L5.GR.2a Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to right-rectangular pyramids and prisms.	**MA.L5.GR.2a.1** Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula. **MA.L5.GR.2a.2** Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net. **MA.L1.GR.2a.3** Use units as a way to understand problems and to guide the solution of multi-step problems.
MA.L5.GR.2c Understand similarity and congruence using models and transformations.	**MA.L5.GR.2c.1** Identify transformations that do or do not preserve distance. **MA.L5.GR.2c.2** Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure. **MA.L5.GR.2c.3** Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.
Geometric Reasoning **MA.L6.GR (GE: 11.0 – 12.9)**	
MA.L6.GR.1a Apply concepts of density based on modeling situations.	**MA.L6.GR.1a.1** Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors. *Example: Calculating persons per square mile.*
MA.L6.GR.1b Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	**MA.L6.GR.1b.1** Justify the criteria for triangle congruence using the definition of congruence in terms of rigid transformations. **MA.L6.GR.1b.2** Justify the criteria for triangle similarity using the definition of similarity in terms of non-rigid transformations. **MA.L6.GR.1b.3** Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg. **MA.L6.GR.1b.4** Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures. *Example:*

	Triangles ABC and DEF are shown where $\angle A \cong \angle D$, $\angle C \cong \angle F$ and $\overline{AC} \cong \overline{DF}$, Part A. Determine whether the triangles are congruent. Part B. If the triangles are congruent, find EF, in units. 
MA.L6.GR.2 Solve mathematical and real-world problems involving the volume and surface area of three-dimensional figures limited to cylinders, cones and spheres and apply concepts of density based on volume in modeling situations.	**MA.L6.GR.2.1** Given a mathematical or real-world context, find the surface area of a right circular cylinder and cones using the figure's net. Applying precise definitions of circles, as needed. **MA.L6.GR.2.2** Solve real-world problems involving surface area of right circular cylinders, cones and spheres. **MA.L6.GR.2.3** Solve mathematical and real-world problems involving volume of right circular cylinders, cones and spheres. *Example: Calculating BTUs per cubic foot*
Data and Probability **MA.L5.DP (GE: 9.0 – 10.9)**	
MA.L5.DP.1a Interpret the data distributions, scale, different components and quantities in the various displays.	**MA.L5.DP.1a.1** Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers. **MA.L5.DP.1a.2** Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.
MA.L5.DP.1b Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	**MA.L5.DP.1b.1** Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate. **MA.L5.DP.1b.2** Choose and interpret the scale and the origin in graphs and data displays.
MA.L5.DP.1c Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real world context.	**MA.L5.DP.1c.1** Given a scatter plot within a real-world context, describe patterns of association, strength and direction. **MA.L5.DP.1c.2** Given a scatter plot with a linear association, determine the strength and direction of the correlation using a line of fit and residuals.
MA.L5.DP.2 Develop an understanding of probability. Find and compare experimental and theoretical probabilities.	**MA.L5.DP.2.1** Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events. **MA.L5.DP.2.2** Find the theoretical probability of an event related to a simple experiment. **MA.L5.DP.2.3** Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.

Data and Probability **MA.L6.DP (GE: 11.0 – 12.9)**	
MA.L6.DP.1a Solve problems involving univariate and bivariate numerical data.	**MA.L6.DP.1a** For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution.
MA.L6.DP.1b Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context. Explain the difference between correlation and causation in the contexts of categorical data.	**MA.L6.DP.1b** Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context. Explain the difference between correlation and causation in the contexts of categorical data.
MA.L6.DP.1c Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	**MA.L6.DP.1c.1** Given a scatter plot with a linear association, informally fit a linear function. **MA.L6.DP.1c.2** Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context. **MA.L6.DP.1c.3** Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.

Florida Department of Education
Adult General Education
Curriculum Framework

ACADEMIC SKILLS BUILDING REASONING THROUGH LANGUAGE ARTS	
Program Title	Academic Skills Building (ASB)
Program Number	9900500
Course Title	Academic Skills Building Reasoning through Language Arts (RLA)
Course Number	School Districts: 9900502 Florida College System: ASB0200-ASB0299
CIP Number	1532010101
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Standard Length	Varies

PURPOSE

Adult General Education Program: The Florida Department of Education (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02, Florida Statutes (F.S.),[1] s. 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the federal Adult Education and Family Literacy Act (AEFLA).[3]

As administered by the FDOE, the AGE Program encompasses the following programs, services and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Preparation Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- Two-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

Academic Skills Building Program: The ASB Program is designed to maintain alignment and ensure educational continuity with Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. The ASB Program consists of two courses, ASB Reasoning through Language Arts (RLA) and ASB Mathematics. Students may enroll in each course independently or in both courses simultaneously.

In alignment with Florida Statute 1004.02, F.S.,[4] and AEFLA,[5] the primary objective of the ASB Program is to provide academic and workforce preparation services to individuals who have a high school diploma, but find themselves needing to enhance their educational skills to:

- Attain advanced proficiency in RLA and/or Mathematics.
- Pursue a secondary career and technical education certificate.
- Achieve or advance in employment.

Although the primary objective of the ASB Program is to provide academic and workforce preparation services to students who have attained a high school diploma, agencies may enroll individuals who have not attained a high school diploma in one or both courses of the program, ASB RLA and ASB Mathematics, if they meet the following criteria for enrollment:

- Have the goal to attain advanced proficiency in RLA and/or Mathematics.
- Obtain a pre-test score that places them within National Reporting System (NRS) ABE Level 5 or 6.
- Have a goal to obtain or advance in employment.

The ASB Program is designed to function independently of other adult education programs, allowing students to concentrate on the specific educational skills they require in the skill areas of RLA and Math. As a stand-alone program, ASB is intended to be offered independently from the ABE, AHS, Adult ESOL and GED® Programs.

- ABE ≠ ASB: It is not intended that students be enrolled simultaneously in ABE and ASB. The ASB Standards are written at a substantially higher level than the ABE Standards, demanding a greater level of rigor and cognitive effort. As a result, students testing at ABE NRS levels 1-4 are not suited for enrollment in the ASB Program, which is specifically tailored for students at ABE NRS Levels 5 and 6, equivalent to one and two levels above ABE NRS Level 4.
- AHS ≠ ASB: It is not intended that students be enrolled simultaneously in AHS and ASB. The ASB Standards are written at a comparable level of rigor and cognitive demand as those of the AHS Program. However, the ASB Program is not structured to prepare students to obtain a State of Florida high school diploma through concurrent or sequential enrollment in the AHS Program. There are noteworthy distinctions in the standards between the ASB Program and the AHS Program. The AHS program mirrors Florida's B.E.S.T K-12 high school standards precisely and teachers in the AHS Program must hold certification in the courses they teach. In contrast, the standards in ASB's RLA and Mathematics courses represent a subset derived from Florida's B.E.S.T. K-12 high school standards, designed to assist adult education learners in acquiring specific skills as outlined by state-approved adult education assessments.
- Adult ESOL ≠ ASB: It is not intended that students be enrolled simultaneously in Adult ESOL and ASB. The ASB Standards are written at a substantially higher level than the Adult ESOL Standards, demanding a greater level of

[4] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[5] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

rigor and cognitive effort. As a result, students operating at Adult ESOL NRS levels 1-6 are not suited for enrollment in the ASB Program. This program is specifically tailored for students at ABE NRS Levels 5 and 6, equivalent to one and two levels above Adult ESOL NRS level 6.

- GED® ≠ ASB: It is not intended that students be enrolled simultaneously in GED® and ASB. The ASB Program does not aim to facilitate obtaining a State of Florida high school equivalent through concurrent or sequential enrollment in the GED® Preparation Program. Furthermore, as a standalone program, ASB is not designed to prepare students to pass the GED® tests. The ASB Standards are written at a comparable level of rigor and cognitive demand as those of the GED® Program. However, the curriculum frameworks and standards of the GED® Preparation Program are based on the GED® Tests and their sole purpose is to prepare students to pass the full battery of the GED® Tests. The ASB RLA and Mathematics curriculum frameworks and standards are based on Florida's B.E.S.T. Standards. As such, they are designed to support the adult education learner in becoming proficient in the skills taught in the ASB RLA and the ASB Mathematics courses.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) - General Requirements for Adult General Education[6], students eligible to enroll in the ASB Program are those who:

- Are 16 years of age or older.
- Are not enrolled in the K-12 educational system.
- May or may not have a high school diploma.
- Obtain pre-test scores that place them within NRS ABE Level 5 or 6.

EDUCATIONAL FUNCTIONING LEVELS

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462)[7] that refers to the literacy levels in the ASB RLA program. The ASB RLA course has 2 EFLs, each representing a specific set of ASB RLA skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.[8]

Table 1: NRS Educational Functioning Levels for the ASB RLA Course in relation to the Grade Equivalent for each level

NRS Educational Functioning Levels	Course Title and Levels	Grade Equivalent
ABE Level 5	ASB RLA Level 5	9.0 – 10.9
ABE Level 6	ASB RLA Level 6	11.0 – 12.9

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE is 450 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

[6] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[7] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
[8] https://nrsweb.org/policy-data/nrs-ta-guide

Course Title and Number	NRS Educational Functioning Levels	Recommended Maximum Hours
ASB RLA • School Districts: 9900502 • Florida College System: ASB0200-ASB0299	ABE Level 5	450 Hours
	ABE Level 6	450 Hours

CURRICULUM AND INSTRUCTION

The ASB RLA curriculum framework provides instructors with the Anchor Standards in Reading, Writing and English Language Arts that the adult learner needs. Emphasizing the term "framework," it serves as the cornerstone for designing curriculum, aiding agencies and teachers in the selection or creation of instructional materials, techniques and continuous assessment. The FDOE disseminates the ASB RLA curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency's curriculum:

1. **Educational Outcomes:**
    - Clearly define the educational outcomes that students are expected to achieve upon completion of the course.
2. **Core Instructional Materials:**
    - Develop or select a set of core instructional materials (both print and digital) that are aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:**
    - Create a series of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.
4. **Supplementary Workbooks:**
    - Provide workbooks covering grammar, pronunciation and vocabulary within the context of academia, careers and the workforce.
5. **Pacing Guides and Matrices:**
    - Develop pacing guides and matrices that clearly outline the scope and sequence of the curriculum. This aids in organizing content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
    - Compile a list of recommended websites, films and digital learning tools that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.
7. **Overview of Content:**
    - Provide an overview of the content to be covered in the course, including RLA standards and any additional content created or collected by instructors.
8. **Learning Activities:**
    - Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects and real-world application exercises.

It is recommended to continuously assess and update the agency's curriculum based on feedback, changes in educational standards and the evolving needs of learners. Regular collaboration with instructors and seeking input from the FDOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency's curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards and benchmarks.

ASSESSMENT

For guidance on the assessment guidelines and requirements for ASB RLA, see State Board Rule 6.A-6.014, F.A.C.[9]

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the FDOE Assessment Technical Assistance Paper.[10] For guidelines on the procedures for reporting data related to student test results, see the FDOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[11]

Pre-testing: Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The FDOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. New ASB RLA students are required to pre-test in the RLA skill area. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the DCAE Office of Research and Evaluation.

Post-testing: Once a student completes the recommended instructional hours specified by the test publisher, the local agency will administer post-tests in reading and listening. Subsequently, the agency is required to submit the post-test results to the FDOE in accordance with the guidelines established by the DCAE Office of Research and Evaluation.

Course Completion: For state and federal reporting purposes, completion of the ASB RLA course occurs when the student's post-test scores exceed NRS ABE level 4. The agency is responsible for reporting the post-test results to the FDOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

Documentation of Progression of ASB RLA Students in IET Programs: Agencies are required to also submit documentation to FDOE when ASB RLA students, participating in a state approved IET program, make progress through one or more of the following methods:

- Enroll in a postsecondary program after exit and by end of the program year.
- Earn an industry certification on the Master Credential List.
- Earn an industry certification on the Perkins Recognized Postsecondary Credential List.
- Complete one year of an apprenticeship program.

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, provide documentation and request such services. Students with disabilities may need accommodations in areas such 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.

ADULT EDUCATION INSTRUCTOR CERTIFICATION

As per Florida Statute 1012.39 (1)(b), F.S.,[12] each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

[9] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[10] https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf
[11] https://www.fldoe.org/academics/career-adult-edu/research-evaluation/
[12] https://www.flsenate.gov/laws/statutes/2011/1012.39

FLORIDA DOE IET SERVICE APPROACH[13]

The FDOE promotes the planning, development and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Florida's IET service approach is well-suited for meeting the specific needs of ASB students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for ASB students.

The IET service approach provides students at all levels of adult education with the opportunity to acquire the skills needed to:

- Shift to and complete postsecondary education and training programs.
- Obtain employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[14]

- Adult education and literacy activities (WIOA Section 203(2)).
- Workforce preparation activities (WIOA Section 203(17)).
- Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA Section 134(c)(3)(D)).

To meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

The IET training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, workforce training competencies and the program activities function cooperatively.

ASB STANDARDS BACKGROUND

In Program Year 2022-2023, the FDOE aligned its ABE Standards to Florida's K-12 Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards in accordance with Executive Order 19-32[15] dated January 31, 2019. This current version of the ASB Standards is the result of that alignment. Professional curriculum writers developed the current set of standards with extensive input from a team of Florida Adult Education practitioners who thoroughly reviewed the standards. The current standards address the high-priority skills and content that students need to advance toward their postsecondary and career goals.

[13] https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml
[14] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf
[15] https://www.flgov.com/2019/01/31/governor-ron-desantis-issues-executive-order-19-32/

ASB RLA STANDARDS FOR ADULT EDUCATION

The ASB RLA curriculum framework has these components: Strands, Standards and Benchmarks. The Strands include Foundations, Reading, Communication and Vocabulary. Each Standard is associated with one or more Benchmarks. Instructors may present topic-centered and/or project-based lessons that integrate standards from multiple strands.

Table 3: The Coding Scheme used to indicate the Strands, Standards and Benchmarks in the ASB RLA Framework

ASB RLA CURRICULUM FRAMEWORK CODING SCHEME				
F = Foundations Strand R = Reading Strand C = Communication Strand V = Vocabulary Strand				
SUBJECT	**NRS LEVEL**	**STRAND**	**STANDARD**	**BENCHMARK**
RLA	L5	F	1	4
Example: **RLA.L5.F.1.4** Read grade-level texts with accuracy, automaticity and appropriate prosody or expression to support comprehension.				

Table 4: Overarching Expectations found in each component of the ASB RLA Curriculum Framework.

RLA EXPECTATIONS	
RLA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
RLA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
RLA.K12.EE.3.1	Make inferences to support comprehension.
RLA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
RLA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
RLA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

FOUNDATIONS STRAND (9.0–12.9)

Foundational skills are the building block skills for students functioning within NRS Levels 1–4. These skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. For students in NRS Levels 5–6, foundational reading standards are included for those students who need targeted instruction in these specific skills. Teachers can integrate these standards into instruction, if needed, specifically for ASB students who may not yet be proficient in all of these skills.

The Foundations (F) strand for Levels 5 and 6 includes 1 standard and 2 benchmarks.

STANDARD	BENCHMARK	CODE
Learning and Applying	Phonics and Word Analysis	F.1.3

Foundational Reading Skills	Fluency	F.1.4

Foundations (F) **Learning and Applying Foundational Reading Skills**		
Phonics and Word Analysis F.1.3		
NRS Level 5	**RLA.L5.F.1.3**	Know and apply phonics and word analysis skills in decoding and encoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns. c. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
NRS Level 6	**RLA.L6.F.1.3**	Know and apply phonics and word analysis skills in decoding and encoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns. c. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
Fluency F.1.4		
NRS Level 5	**RLA.L5.F.1.4**	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression to support comprehension.
NRS Level 6	**RLA.L6.F.1.4**	Read grade-level texts with accuracy, automaticity and appropriate prosody or expression to support comprehension.

READING STRAND (9.0–12.9)

To become college and career ready, students need to grapple with a variety of reading materials that span across genres, subject areas, cultures and centuries. By engaging with increasingly complex readings, students gain the ability to evaluate, analyze and synthesize arguments and challenges posed by complex text. In NRS Levels 5–6, students engage in deeper layers of analysis with more complex texts, examining and evaluating particular techniques an author uses to convey purpose and meaning.

The Reading (R) strand for Levels 5 and 6 includes 2 standards and 9 benchmarks.

STANDARD	BENCHMARK	CODE
Reading Informational Text	Structure	R.2.1
	Central Idea	R.2.2
	Purpose and Perspective	R.2.3
	Argument	R.2.4
	Connecting Ideas	R.2.5
Reading Across Genres	Interpreting Figurative Language	R.3.1
	Paraphrasing and Summarizing	R.3.2
	Comparative Reading	R.3.3
	Understanding Rhetoric	R.3.4

Reading (R) Reading Informational Text		
Structure R.2.1		
NRS Level 5	**RLA.L5.R.2.1**	Analyze the impact of multiple text structures and the use of features in text(s) to convey purpose and/or meaning in texts.
NRS Level 6	**RLA.L6.R.2.1**	Evaluate the structure(s) and features in text(s), identifying how the author could make the text(s) more effective.
Central Idea R.2.2		
NRS Level 5	**RLA.L5.R.2.2**	Analyze the central idea(s), implied or explicit, and their development throughout a text, particularly in historical American speeches and essays as well as those from the Classical Period.
NRS Level 6	**RLA.L6.R.2.2**	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.
Purpose and Perspective R.2.3		
NRS Level 5	**RLA.L5.R.2.3**	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language, particularly in historical American speeches and essays as well as those from the Classical Period.
NRS Level 6	**RLA.L6.R.2.3**	Evaluate an author's choices in establishing and achieving purpose(s).
Argument R.2.4		
NRS Level 5	**RLA.L5.R.2.4**	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.
NRS Level 6	**RLA.L6.R.2.4**	Compare the development of multiple arguments on the same topic or in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.
Connecting Ideas R.2.5		
NRS Level 5	**RLA.L5.R.2.5**	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
NRS Level 6	**RLA.L6.R.2.5**	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.

Reading (R) Reading Across Genres		
Interpreting Figurative Language R.3.1		
NRS Level 5	**RLA.L5.R.3.1**	Analyze how figurative language creates mood and tone in text(s).
NRS Level 6	**RLA.L6.R.3.1**	Analyze and evaluate the author's use of figurative language to create mood and tone in text(s).
Paraphrasing and Summarizing R.3.2		
NRS Level 5	**RLA.L5.R.3.2**	Summarize a text to enhance comprehension; paraphrase content from grade-level texts.
NRS Level 6	**RLA.L6.R.3.2**	Summarize a text to enhance comprehension; paraphrase content from grade-level texts.
Comparative Reading R.3.3		
NRS Level 5	**RLA.L5.R.3.3**	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time-period.
NRS Level 6	**RLA.L6.R.3.3**	Analyze seventeenth-, eighteenth- and nineteenth-century foundational U.S. documents of historical significance, including how they address related concepts.
Understanding Rhetoric R.3.4		
NRS Level 5	**RLA.L5.R.3.4**	Analyze an author's use of rhetoric in a text.
NRS Level 6	**RLA.L6.R.3.4**	Evaluate rhetorical choices across multiple texts.

COMMUNICATION STRAND (9.0–12.9)

The Communication standards cover the development of critical writing skills (including narrative, argumentative and expository writing), as well as skills in presentation, research and use of multimedia and technology. Interwoven in the standards are benchmarks that address the writing process as well as grammar and conventions. In NRS Levels 5–6, the benchmarks detail rigorous expectations regarding the intentional organization and development of ideas, strategic use of details and evidence and advanced utilization of technology.

The Communication (C) strand for Levels 5 and 6 includes 5 standards and 9 benchmarks.

STANDARD	BENCHMARK	CODE
Communicating Through Writing	Narrative Writing	C.1.2
	Argumentative Writing	C.1.3
	Expository Writing	C.1.4
	Improving Writing	C.1.5

Communicating Orally	Oral Presentation	C.2.1
Following Conventions	Conventions	C.3.1
Researching	Researching and Using Information	C.4.1
Creating and Collaborating	Multimedia	C.5.1
	Technology in Communication	C.5.2

Communication (C) **Communicating Through Writing**		
Narrative Writing C.1.2		
NRS Level 5	**RLA.L5.C.1.2**	Write narratives using narrative techniques, varied transitions and a clearly established point of view.
NRS Level 6	**RLA.L6.C.1.2**	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.
Argumentative Writing C.1.3		
NRS Level 5	**RLA.L5.C.1.3**	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions and maintaining a formal and objective tone.
NRS Level 6	**RLA.L6.C.1.3**	Write arguments to support claims based on an in-depth analysis of topics or texts, using valid reasoning and credible evidence from sources, elaboration and demonstrating a thorough understanding of the subject.
Expository Writing C.1.4		
NRS Level 5	**RLA.L5.C.1.4**	Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a tone and voice appropriate to the task and a conclusion.
NRS Level 6	**RLA.L6.C.1.4**	Write expository texts to explain and analyze information from multiple sources, demonstrating a thorough understanding of the subject and using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a tone and voice appropriate to the task and a conclusion.
Improving Writing C.1.5		
NRS Level 5	**RLA.L5.C.1.5**	Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools and revising for clarity, cohesiveness, purpose and audience.
NRS Level 6	**RLA.L6.C.1.5**	Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools and revising to enhance purpose, clarity, structure and style.

Communication (C) Communicating Orally		
Oral Presentation C.2.1		
NRS Level 5	**RLA.L5.C.2.1**	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, with substance and style that are appropriate to purpose, audience and task.
NRS Level 6	**RLA.L6.C.2.1**	Present information orally, with a logical organization, coherent focus and credible evidence while employing effective rhetorical devices where appropriate, with substance and style that are appropriate to purpose, audience and task.

Communication (C) Following Conventions[16]		
Conventions C.3.1		
NRS Level 5	**RLA.L5.C.3.1**	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
NRS Level 6	**RLA.L6.C.3.1**	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.

Communication (C) Researching		
Researching and Using Information C.4.1		
NRS Level 5	**RLA.L5.C.4.1**	Conduct research to answer a question, refining the scope of the question to align with findings and synthesizing information from multiple reliable and valid (print and digital) sources.
NRS Level 6	**RLA.L6.C.4.1**	Conduct research on a topical issue to answer a question and synthesize information from a variety of (print and digital) sources.

Communication (C) Creating and Collaborating		
Multimedia C.5.1		
NRS Level 5	**RLA.L5.C.5.1**	Create digital presentations with coherent ideas and a clear perspective, to improve understanding of findings, reasoning and evidence.
NRS Level 6	**RLA.L6.C.5.1**	Design and evaluate digital presentations for effectiveness.

[16] See Appendix A: Conventions Progression by NRS Level

Technology in Communication C.5.2		
NRS Level 5	**RLA.L5.C.5.2**	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
NRS Level 6	**RLA.L6.C.5.2**	Create, publish and share multimedia texts, tailored to a specific audience, through a variety of digital formats.

VOCABULARY STRAND (9.0-12.9)

The Vocabulary standards focus on understanding words and phrases and their nuances and relationships and on acquiring new vocabulary, particularly general academic words and phrases. In Levels 5–6, instruction should include increasingly complex academic and technical vocabulary.

The Vocabulary (V) strand for Levels 5 and 6 has 1 standard and 3 benchmarks.

STANDARD	BENCHMARK	CODE
Finding Meaning	Academic Vocabulary	V.1.1
	Morphology	V.1.2
	Context and Connotation	V.1.3

Vocabulary (V) Finding Meaning		
Academic Vocabulary V.1.1		
NRS Level 5	**RLA.L5.V.1.1**	Integrate academic vocabulary appropriate to grade level in speaking and writing.
NRS Level 6	**RLA.L6.V.1.1**	Integrate academic vocabulary appropriate to grade level in speaking and writing.
Morphology V.1.2		
NRS Level 5	**RLA.L5.V.1.2**	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
NRS Level 6	**RLA.L6.V.1.2**	Apply knowledge of etymology, derivations and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.
NRS Level 5	**RLA.L5.V.1.3**	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
NRS Level 6	**RLA.L6.V.1.3**	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

APPENDIX A: CONVENTIONS PROGRESSION BY NRS LEVEL

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	Level 1		Level 2		Level 3		Level 4			Levels 5-6			
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbsby adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	-	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	-	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	-	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	-	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verb tenses.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use simple modifiers.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use compound sentences.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and direct quotations.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	I	M	R	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-	-	I	I	M	R	R	R	R	R	R	R	R

APPENDIX A: CONVENTIONS OF STANDARD AMERICAN ENGLISH – PROGRESSION BY NRS LEVEL (Cont.)

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	Level 1		Level 2		Level 3		Level 4			Levels 5-6			
Use conjunctions.	-	-	-	I	M	R	R	R	R	R	R	R	R
Use principal modals to indicate the mood of a verb.	-	-	-	I	I	M	R	R	R	R	R	R	R
Use appositives, main clauses and subordinate clauses.	-	-	-	I	I	M	R	R	R	R	R	R	R
Recognize and correct inappropriate shifts in tense and number	-	-	-	-	I	M	R	R	R	R	R	R	R
Use conjunctions correctly to join words and phrases in a sentence.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use verbals including gerunds, infinitives and participle phrases.	-	-	-	-	I	I	M	R	R	R	R	R	R
Use comparative and superlative forms of adjectives	-	-	-	-	-	I	M	R	R	R	R	R	R
Use pronouns correctly with regard to case, number and person, correcting for vague pronounreference.	-	-	-	-	I	I	M	R	R	R	R	R	R
Appropriately use colons.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use dangling modifiers.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use ellipses.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use hyphens.	-	-	-	-	-	-	I	M	R	R	R	R	R
Vary sentence structure.	-	-	-	-	-	I	I	M	R	R	R	R	R
Appropriately use passive and active voice.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use semicolons to form sentences.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use verbs with attention to voice and mood.	-	-	-	-	-	-	-	I	M	R	R	R	R
Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.	-	-	-	-	-	-	-	I	I	I	M	R	R
Use knowledge of usage rules to create flow in writing and presenting.	-	-	-	-	-	-	-	-	-	I	I	M	R

Florida Department of Education
Adult General Education
Curriculum Framework

GED® PREPARATION COMPREHENSIVE	
Program Title	GED® Preparation
Program Number	9900130
Course Title	GED® Comprehensive
Course Number	9900135
CIP Number	1532020207
Grade Level	30, 31
Program Length	Varies

PURPOSE

Adult General Education Program: The Florida Department of Education (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Florida Statute 1004.02, F.S.,[1] 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the federal Adult Education and Family Literacy Act (AEFLA). [3]

As administered by FDOE, AGE encompasses the following programs, services and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- 2-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.
- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

GED® Preparation Program: The purpose of the GED® Preparation Program is to prepare students to pass the GED® Test and be awarded a State of Florida High School Diploma. The program prepares students in four content areas: Reasoning through Language Arts (RLA), Mathematical Reasoning, Science and Social Studies.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) - General Requirements for Adult General Education[4], students eligible to enroll in the GED® Comprehensive Preparation Program are those who:

- Are 16 years of age or older.
- Are not enrolled in the K12 educational system.
- Obtain pre-test scores that place them within National Reporting System (NRS) ABE Levels 5 or 6.

Per 1003.435(4), F.S.,[5] "A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16."

EDUCATIONAL FUNCTIONING LEVELS

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462)[6] that refers to the literacy levels in the GED® Preparation program. The GED® Preparation program has 2 EFLs, each representing a specific set of GED® Preparation skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.[7]

Table 1: NRS EFLs for the GED® Comprehensive course in relation to the Grade Equivalent for each level

Course Title	NRS Educational Functioning Levels	Grade Equivalent
GED® Preparation Comprehensive	ABE Level 5	9.0 – 10.9
GED® Preparation Comprehensive	ABE Level 6	11.0 – 12.9

PROGRAM LENGTH

The maximum number of instructional hours recommended by the Florida DOE is 450 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title	NRS Educational Functioning Levels	Recommended Maximum Hours
GED® Preparation Comprehensive	ABE Level 5	450
GED® Preparation Comprehensive	ABE Level 6	450

CURRICULUM AND INSTRUCTION

[4] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[5] https://www.flsenate.gov/laws/statutes/2012/1003.435
[6] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
[7] https://nrsweb.org/policy-data/nrs-ta-guide

The FDOE disseminates the GED® Comprehensive curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency's curriculum:

1. **Educational Outcomes:**
    - Clearly defined outcomes that students are expected to achieve upon completion of the course.
2. **Core Instructional Materials:**
    - A set of materials (both print and digital) aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:**
    - Create a set of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.
4. **Supplementary Textbooks:**
    - Provide workbooks covering the subjects of the four subtests of the GED® Test: Mathematical Reasoning, RLA, Social Studies and Science.
5. **Pacing Guides and Matrices:**
    - Develop pacing guides and matrices that outline the scope and sequence of the curriculum. This helps in organizing the content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
    - Compile a list of recommended websites, films and dictionaries that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.
7. **Overview of Content:**
    - Provide an overview of the content to be covered in the course based on the four subtests of the GED® Test: Mathematical Reasoning, RLA, Social Studies and Science.
8. **Learning Activities:**
    - Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects, discussions and real-world application exercises.
9. **Vocabulary Lists:**
    - Utilize widely available vocabulary lists[8] designed specifically for the GED® Test that focus on reading comprehension, grammar and usage, word knowledge, literary analysis, math terminology, American history, government, economics, geography, life science, earth science and physical science.
10. **Grammar and Language Skills:**
    - Provide instructors and students with widely available free educational products from the GED® Testing Service, including the GED® Assessment Guide for Educators.[9]

It is recommended to continuously assess and update the agency's curriculum based on feedback, changes in educational standards and the evolving needs of learners. Regular collaboration with instructors and seeking input from the FDOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency's curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards.

ASSESSMENT

For guidance on the assessment guidelines and requirements for GED® Preparation, see State Board Rule 6.A-6.014, F.A.C.[10]

[8] https://www.vocabulary.com/lists/sqwixtkp/ged
[9] https://ged.com/educators_admins/teaching/teaching_resources/

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the FDOE Assessment Technical Assistance Paper.[11] For guidelines on the procedures for reporting data related to student test results, see the FDOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[12]

Pre-testing: Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The Florida DOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. GED® Comprehensive Preparation course students are required to pre-test and obtain a score at or above NRS EFL 5 in reading and math. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the DCAE Office of Research and Evaluation.

Students who pass the GED® RLA subtest but not the GED® Social Studies and/or Science subtest(s) should pre-test in reading on one of the assessments noted above. The student should obtain a level 5 or higher in reading and be enrolled in GED® Comprehensive Social Studies and/or Science course(s).

Students who pass the GED® Social Studies and or Science test(s) but not the GED® RLA test should pre-test in reading on one of the assessments noted above. The student should obtain a level 5 or higher in reading and be enrolled in GED® Comprehensive course.

Post-testing: Agencies are not required to post-test students enrolled in the GED® Comprehensive Preparation course for NRS reporting purposes, however, students will benefit from a variety of assessments to gauge their knowledge and skills. The GED® Ready Test[13] is an appropriate tool for determining when the student is likely to be able to pass the GED® Test.

Course Completion: Students complete the GED® Comprehensive course when they pass the complete set of GED® subtests. Upon passing all subtests of the GED®, the agency is responsible for reporting the course completion date as reflected by the date on the student's diploma. The agency is responsible for reporting the post-test results to the FDOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

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, provide documentation and request such services. Students with disabilities may need accommodations in areas such 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.

ADULT EDUCATION INSTRUCTOR CERTIFICATION

As per 1012.39 (1)(b), F.S.,[14] each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

FDOE IET SERVICE APPROACH[15]

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[10] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[11] https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf
[12] https://www.fldoe.org/academics/career-adult-edu/research-evaluation/
[13] https://ged.com/study/ged_ready/
[14] https://www.flsenate.gov/laws/statutes/2011/1012.39
[15] https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml

The FDOE promotes the planning, development and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Florida's IET service approach is well-suited for meeting the specific needs of GED® Comprehensive Preparation students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for GED® Comprehensive Preparation students.

The IET service approach provides students at all levels of adult education with the opportunity to acquire the skills needed to:

- Shift to and complete postsecondary education and training programs.
- Obtain employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[16]

- Adult education and literacy activities (WIOA Section 203(2)).
- Workforce preparation activities (WIOA Section 203(17)).
- Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA Section 134(c)(3)(D)).

To meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, workforce training competencies and that the program activities function cooperatively.

GED® COMPREHENSIVE PREPARATION STANDARDS

The GED® Comprehensive Preparation Standards are based on the four content areas of the GED® Test, namely: RLA, Mathematical Reasoning, Science and Social Studies.

GED® Comprehensive RLA Standards

The GED® RLA Standards focus on the fundamentals in three major content areas: Reading, Language Arts and Writing. Students will achieve the ability to read closely, the ability to write clearly and the ability to edit and understand the use of standard written English in context. The most significant predictor of readiness for career and college lies in the proficiency to read and comprehend intricate texts, particularly nonfiction.

[16] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

Reading Standards	
R.1	**Determine central ideas or themes of texts, analyze their development and summarize the key supporting details and ideas.**
R.1.a	Comprehend explicit details and main ideas in text.
R.1.b	Summarize details and ideas in text.
R.1.c	Make sentence-level inferences about details that support main ideas.
R.1.d	Infer implied main ideas in paragraphs or whole texts.
R.1.e	Determine which detail(s) support(s) a main idea.
R.1.f	Identify a theme or identify which element(s) in a text support a theme.
R.1.g	Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions or applications of main ideas to new situations.
R.1.h	Draw conclusions or make generalizations that require mixing several main ideas in text.
R.2	**Analyze how individuals, events and ideas develop and interact over the course of a text.**
R.2.a	Order sequences of events in texts.
R.2.b	Make inferences about plot/sequence of events, characters/people, settings or ideas in texts.
R.2.c	Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas or events are connected, developed or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.
R.2.d	Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel or contrasting relationship).
R.2.e	Analyze the roles that details play in complex literary or informational texts.
R.3.2; L.4.2	**Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.**
R.3.1/L.4.1	Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.
R.3.2/L.4.2	Analyze how meaning or tone is affected when one word is replaced with another.
R.4.3/L.4.3	Analyze the impact of specific words, phrases or figurative language in text, with a focus on an author's intent to convey information or construct an argument.
R.4	**Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.**
R.4.a	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
R.4.b	Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or distinguishing one idea from another).
R.4.c	Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas or reinforce an author's purpose.
R.4.d	Analyze how the structure of a paragraph, section or passage shapes meaning, emphasizes key ideas or supports an author's purpose.
R.5	**Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.**

R.5.a	Determine an author's point of view or purpose of a text.
R.5.b	Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.
R.5.c	Infer an author's implicit and explicit purposes based on details in text.
R.5.d	Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).
R.6	**Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.**
R.7.1	Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.
R.8.a	Identify specific pieces of evidence an author uses in support of claims or conclusions.
R.8.b	Evaluate the relevance and sufficiency of evidence offered in support of a claim.
R.8.c	Distinguish claims that are supported by reason and evidence from claims that are not.
R.8.d	Assess whether the reasoning is valid; identify false reasoning in an argument and evaluate its impact.
R.8.e	Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.
R.9 & R.7	**Analyze how two or more texts address similar themes or topics.**
R.9.a/R.7.a	Draw specific comparisons between two texts that address similar themes or topics, or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).
R.9.b	Compare two passages in a similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose or overall impact.
R.9.c	Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.
R.7.b	Analyze how data or quantitative and/or visual information extends, clarifies or contradicts information in text or determines how data supports an author's argument.
R.7.c	Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience or overall impact when comparing.
R.7.d	Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions or apply information to new situations.
Language Standards	
L.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
L.1.a	Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's, its).
L.1.b	Edit to correct errors in straightforward subject-verb agreement.
L.1.c	Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references and pronoun case.
L.1.d	Edit to eliminate nonstandard or informal usage (e.g., correctly use tries to win the game instead of try and win the game).
L.1.e	Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements).

L.1.f	Edit to ensure parallelism and proper subordination and coordination.
L.1.g	Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases or collective nouns).
L.1.h	Edit to eliminate wordiness or awkward sentence construction.
L.1.i	Edit to ensure effective use of transitional words, conjunctive adverbs and other words and phrases that support logic and clarity.
L.2	**Demonstrate command of the conventions of standard English capitalization and punctuation when writing.**
L.2.a	Edit to ensure correct use of capitalization (e.g., proper nouns, titles and beginnings of sentences).
L.2.b	Edit to eliminate run-on sentences, fused sentences or sentence fragments.
L.2.c	Edit to ensure correct use of apostrophes with possessive nouns.
L.2.d	Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other nonessential elements, end marks and appropriate punctuation for clause separation).
Writing Standards	
W.1	Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence
W.2	Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts or details from the text; and maintains a coherent focus.
W.3	Write clearly and demonstrate sufficient command of standard English conventions

GED® Comprehensive Mathematical Reasoning Standards

The Mathematical Reasoning Standards focus on the fundamentals of mathematics in two major content areas: quantitative problem solving and algebraic problem solving. The Mathematical Practices provide specifications for assessing real-world problem-solving skills in a mathematical context.

Range of Depth of Knowledge (DOK)	Mathematical Practices
1-2 1-3 2-3 1-2 1-3	**MP.1 Building Solution Pathways and Lines of Reasoning** a. Search for and recognize entry points for solving a problem. b. Plan a solution pathway or outline a line of reasoning. c. Select the best solution pathway, according to given criteria. d. Recognize and identify missing information that is required to solve a problem. e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.
1-2 1-2 2-3	**MP2. Abstracting Problems** a. Represent real world problems algebraically. b. Represent real world problems visually. c. Recognize the important and salient attributes of a problem.
1-3 1-3 2-3	**MP.3 Furthering Lines of Reasoning** a. Build steps of a line reasoning or solution pathway, based on previous step or givens. b. Complete the lines of reasoning of others. c. Improve or correct a flawed line of reasoning.
	MP.4 Mathematical Fluency

1-2 1-2 1-2	a. Manipulate and solve arithmetic expressions. b. Transform and solve algebraic expressions. c. Display data or algebraic expressions graphically**.**
	MP.5 Evaluating Reasoning and Solution Pathways
2-3 2-3 2-3	a. Recognize flaws in others' reasoning. b. Recognize and use counterexamples. c. Identify the information required to evaluate a line of reasoning.

Quantitative Problem-Solving Standards and Content Indicators	
Q.1	**Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors and exponents**
Q.1.a	Order fractions and decimals, including on a number line.
Q.1.b	Apply number properties involving multiples and factors, such as using the least common multiple, greatest common factor or distributive property to rewrite numeric expressions.
Q.1.c	Apply rules of exponents in numerical expressions with rational exponents to write equivalent expressions with rational exponents.
Q.1.d	Identify absolute value or a rational number as its distance from zero on the number line and determine the distance between two rational numbers on the number line, including using the absolute value of their difference.
Q.2	**Add, subtract, multiply, divide and use exponents and roots of rational, fraction and decimal numbers**
Q.2.a	Perform addition, subtraction, multiplication and division on rational numbers.
Q.2.b	Perform computations and write numerical expressions with squares and square roots of rational numbers.
Q.2.c	Perform computations and write numerical expressions with cubes and cube roots of rational numbers.
Q.2.d	Determine when a numerical expression is undefined.
Q.2.e	Solve single-step or multistep real-world arithmetic problems involving the four operations with rational numbers, including those involving scientific notation.
Q.3	**Calculate and use ratios, percent and scale factors**
Q.3.a	Compute unit rates. Examples include but are not limited to: unit pricing, constant speed, persons per square mile, BTUs (British thermal units) per cubic foot.
Q.3.b	Use scale factors to determine the magnitude of a size change. Convert between actual drawings and scale drawings.
Q.3.c	Solve multistep, real-world arithmetic problems using ratios or proportions including those that require converting units of measure.
Q.3.d	Solve two-step, real-world arithmetic problems involving percentages. Examples include but are not limited to: simple interest, tax, markups and markdowns, gratuities and commissions, percent increase and decrease.
Q.4	**Calculate dimensions, perimeter, circumference and area of two-dimensional figures**
Q.4.a	Compute the area and perimeter of triangles and rectangles. Determine side lengths of triangles and rectangles when given area or perimeter.
Q.4.b	Compute the area and circumference of circles. Determine the radius or diameter when given area or circumference.
Q.4.c	Compute the perimeter of a polygon. Given a geometric formula, compute the area of a polygon. Determine side lengths of the figure when given the perimeter or area.

Q.4.d	Compute perimeter and area of 2-D composite geometric figures, which could include circles, given geometric formulas as needed.
Q.4.e	Use the Pythagorean theorem to determine unknown side lengths in a right triangle.
Q.5	**Calculate dimensions, surface area and volume of three-dimensional figures**
Q.5.a	When given geometric formulas, compute volume and surface area of rectangular prisms. Solve for side lengths or height, when given volume or surface areas.
Q.5.b	When given geometric formulas, compute volume and surface area of cylinders. Solve for height, radius or diameter when given volume or surface area.
Q.5.c	Use geometric formulas to compute volume and surface area of right prisms. Solve for side lengths or height, when given volume or surface area.
Q.5.d	When given geometric formulas, compute volume and surface area of right pyramids and cones. Solve for side lengths, height, radius or diameter when given volume or surface area.
Q.5.e	When given geometric formulas, compute volume and surface area of spheres. Solve for radius or diameter when given the surface area.
Q.5.f	Compute surface area and volume of composite 3-D geometric figures, given geometric formulas as needed.
Q.6	**Interpret and create data displays**
Q.6.a	Represent, display and interpret categorical data in bar graphs or circle graphs.
Q.6.b	Represent, display and interpret data involving one variable plots on the real number line including dot plots, histograms and box plots.
Q.6.c	Represent, display and interpret data involving two variables in tables and the coordinate plane including scatter plots and grants.
Q.7	**Calculate and use mean, median, mode and weighted average**
Q.7.a	Calculate the mean, median, mode and range. Calculate a missing data value, given the average and all the missing data values but one, as well as calculating the average, given the frequency counts of all the data values, and calculating a weighted average.
Q.8	**Utilize counting techniques and determine probabilities**
Q.8.a	Use counting techniques to solve problems and determine combinations and permutations.
Q.8.b	Determine the probability of simple and compound events.
Algebraic Problem Solving Standards and Content Indicators	
A.1	**Write, evaluate and compute with expressions and polynomials**
A.1.a	Add, subtract, factor, multiply and expand linear expressions with rational coefficients.
A.1.b	Evaluate linear expressions by substituting integers for unknown quantities.
A.1.c	Write linear expressions as part of word-to-symbol translations or to represent common settings.
A.1.d	Add, subtract, multiply polynomials, including multiplying two binomials, or divide factorable polynomials.
A.1.e	Evaluate polynomial expressions by substituting integers for unknown quantities.
A.1.f	Factor polynomial expressions.
A.1.g	Write polynomial expressions as part of word-to-symbol translations or to represent common settings.
A.1.h	Add, subtract, multiply and divide rational expressions.
A.1.i	Evaluate rational expressions by substituting integers for unknown quantities.
A.1.j	Write rational expressions as part of word-to-symbol translations or to represent common settings.

A.2	**Write, manipulate, solve and graph linear equations**
A.2.a	Solve one-variable linear equations with rational number coefficients, including equations for which solutions require expanding expressions using the distributive property and collecting like terms or equations with coefficients represented by letters.
A.2.b	Solve real-world problems involving linear equations.
A.2.c	Write one-variable and multi-variable linear equations to represent context.
A.2.d	Solve a system of two simultaneous linear equations by graphing, substitution or linear combination. Solve real-world problems leading to a system of linear equations.
A.3	**Write, manipulate, solve and graph linear inequalities**
A.3.a	Solve linear inequalities in one variable with rational number coefficients.
A.3.b	Identify or graph the solution to a one variable linear inequality on a number line.
A.3.c	Solve real-world problems involving inequalities.
A.3.d	Write linear inequalities in one variable to represent context.
A.4	**Write, manipulate and solve quadratic equations**
A.4.a	Solve quadratic equations in one variable with rational coefficients and real solutions, using appropriate methods (e.g., quadratic formula, completing the square, factoring and inspection).
A.4.b	Write one-variable quadratic equations to represent context.
A.5	**Connect and interpret graphs and functions**
A.5.a	Locate points in the coordinate plane.
A.5.b	Determine the slope of a line from a graph, equation or table.
A.5.c	Interpret unit rate as the slope in a proportional relationship.
A.5.d	Graph two-variable linear equations.
A.5.e	For a function that models a linear or nonlinear relationship between two quantities, interpret key features of graphs and tables in terms of quantities, and sketch graphs showing key features of graphs and tables in terms of quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries, end behavior and periodicity.
A.6	**Connect coordinates, lines and equations**
A.6.a	Write the equation of a line with a given slope through a given point.
A.6.b	Write the equation of a line passing through two given distinct points.
A.6.c	Use slope to identify parallel and perpendicular lines and to solve geometric problems.
A.7	**Compare, represent and evaluate functions**
A.7.a	Compare two different proportional relationships represented in different ways. Examples include but are not limited to: compare a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed.
A.7.b	Represent or identify a function in a table or graph as having exactly one output (one element in the range) for each input (each element in the domain).
A.7.c.	Evaluate linear and quadratic functions for values in their domain when represented using function notation.
A.7.d.	Compare properties of two linear or quadratic functions each represented in a different way (algebraically, numerically in tables, graphically or by verbal descriptions). Examples include but are not limited to: given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

GED® Comprehensive Social Studies Standards

The GED® Comprehensive Social Studies Standards focus on the fundamentals of social studies reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Four major content domains are addressed: civics and government, United States history, economics and geography and the world. The GED® Comprehensive Social Standards are divided into two sections: the practices and the content topics. Each content topic has been translated into a standard including sub-content areas.

Social Studies Content Topics

The Social Studies Content Topics are designed to provide context for measuring the skills defined in the Social Studies Practices. The matrix below summarizes the Social Studies content topics.

Social Studies Themes	Social Studies Content Topics			
	Civics & Government 50%*	U.S. History 20%*	Economics 15%*	Geography and the World 15%*
I. Development of Modern Liberties and Democracy	1. Types of modern & historical governments 2. Principles that have contributed to development of American constitutional democracy 3. Structure and design of United States Government 4. Individual rights and civic responsibilities	1. Key historical documents that have shaped American constitutional government 2. Revolutionary and Early Republic Periods 3. Civil War & Reconstruction 4. Civil Rights Movement	1. Key economic events that have shaped American government and policies 2. Relationship between political and economic freedoms	1. Development of classical civilizations
II. Dynamic Responses in Societal Systems	1. Political parties, campaigns and elections in American politics 2. Contemporary public policy	1. European population of the Americas 2. World War I & II The Cold War 3. American foreign policy since 9/11	1. Fundamental economic concepts 2. Microeconomics & macroeconomics 5. Consumer economics Economic causes & impacts of wars 3. Economic drivers of exploration and colonization	1. Relationships between the environment and societal development 2. Borders between peoples and nations 3. Human migration

Social Studies Practices
SSP.1 Draw Conclusions and Make Inferences

SSP.1.a.	Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.
SSP.1.b.	Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event or concept.
SSP.2 Determine Central Ideas, Hypotheses and Conclusions	
SSP.2.a.	Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.
SSP2.b.	Describe people, places, environments, processes and events and the connections between and among them.
SSP.3 Analyze Events and Ideas	
SSP.3.a.	Identify the chronological structure of a historical narrative and sequence steps in a process.
SSP.3.b.	Analyze in detail how events, processes and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
SSP.3.c.	Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes and the influence of ideas.
SSP3.d.	Compare differing sets of ideas related to political, historical, economic, geographic or societal contexts; evaluate the assumptions and implications inherent in differing positions.
SSP.4 Analyze Meanings of Words and Phrases	
SSP.4.a.	Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic and economic aspects of social studies.
SSP.5 Analyze Purpose and Point of View	
SSP.5.a.	Identify aspects of a historical document that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) SSP.5.b. Identify instances of bias or propagandizing.
SSP.5.c.	Analyze how a historical context shapes an author's point of view.
SSP.5.d.	Evaluate the credibility of an author in historical and contemporary political discourse.
SSP.6 Integrate Content Presented in Different Ways	
SSP.6.a.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
SSP.6.b.	Analyze information presented in a variety of maps, graphic organizers, tables and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.
SSP.6.c.	Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.
SSP.7 Evaluate Reasoning and Evidence	
SSP.7.a.	Distinguish among fact, opinion and reasoned judgment in a primary or secondary source document
SSP.7.b.	Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.
SSP.8 Analyze Relationships between Texts	
SSP.8.a.	Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.
SSP.9 Write Analytic Response to Source Texts	
SSP.9.a.	Produce writing that develops the idea(s), claim(s) and/or argument(s) thoroughly and logically, with well-chosen examples, facts or details from primary and secondary source documents.
SSP.9.b.	Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus.

SSP.9.c. Write clearly and demonstrate sufficient command of standard English conventions.
SSP.10 Read and Interpret Graphs, Charts and Other Data Representation
SSP.10.a. Interpret, use and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit). SSP.10.b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related. SSP.10.c. Distinguish between correlation and causation.
SSP.11 Measure the Center of a Statistical Dataset
SSP.11.a. Calculate the mean, median, mode and range of a dataset.

Social Studies Standards	
Civics and Government	
CG.1	**Describe types of modern and historical governments that contributed to the development of American constitutional democracy.** CG.1.a. **d**irect democracy CG.1.b. representative democracy CG.1.c. parliamentary democracy CG.1.d. presidential democracy CG.1.e. monarchy and other types
CG.2	**Describe the principles that have contributed to the development of American constitutional democracy.** CG.2.a. natural rights philosophy CG.2.b. popular sovereignty and consent of the governed CG.2.c. constitutionalism CG.2.d. majority rule and minority rights CG.2.e. checks and balances CG.2.f. separation of powers CG.2.g. rule of law CG.2.h. individual rights CG.2.I. federalism
CG.3	**Analyze the structure and design of United States Government.** CG.3.a. Structure, powers and authority of the federal executive, judicial and legislative branches CG.3.b. Individual governmental positions (e.g., president, speaker of the house, cabinet secretary, etc.) CG.3.c. Major powers and responsibilities of the federal and state governments CG.3.d. Shared powers CG.3.e. Amendment process CG.3.f. Governmental Departments and Agencies
CG.4	**Describe individual rights and civic responsibilities.** CG.4.a. The Bill of Rights CG.4.b. Personal and civil liberties of citizens
CG.5	**Describe political parties, campaigns and elections in American politics.** CG.5.a. Political parties CG.5.b. Interest groups CG.5.c. Political campaigns, elections and the electoral process
CG.6	**Define contemporary public policy**

United States History

USH.1	**Explain the ideas and significance of key historical documents that have shaped American constitutional government.** USH.1.a. Magna Carta USH.1.b. Mayflower Compact USH.1.c. Declaration of Independence USH.1.d. United States Constitution USH.1.e. Martin Luther King's Letter from the Birmingham Jail USH.1.f. Landmark decisions of the United States Supreme Court and other Key documents)
USH.2	**Describe the causes and consequences of the wars during the Revolutionary and Early Republic Periods.** USH.2.a. Revolutionary War USH.2.b. War of 1812 USH.2.c. George Washington USH.2.d. Thomas Jefferson USH.2.e. Articles of Confederation USH.2.f. Manifest Destiny USH.2.g. U.S. Indian Policy
USH.3	**Examine causes and consequences of the Civil War and Reconstruction and its effects on the American people.** USH.3.a. Slavery USH.3.b. Sectionalism USH.3.c. Civil War Amendments USH.3.d. Reconstruction policies
USH.4	**Identify the expansion of civil rights by examining the principles contained in primary documents and events.** USH.4.a. Jim Crow laws USH.4.b. Women's suffrage USH.4.c. Civil Rights Movement USH.4.d. Plessy vs. Ferguson and Brown vs. Board of Education USH.4.e. Warren court decisions
USH.5	**Describe the impact of European settlement on population of the Americas.**
USH.6	**Explain the significant causes, events, figures and consequences of World Wars I & II.** USH.6.a. Alliance system USH.6.b. Imperialism, nationalism and militarism USH.6.c. Russian Revolution USH.6.d. Woodrow Wilson USH.6.e. Treaty of Versailles and League of Nations USH.6.f. Neutrality Acts USH.6.g. Isolationism USH.6.h. Allied and Axis Powers USH.6.i. Fascism, Nazism and totalitarianism USH.6.j. The Holocaust USH.6.k. Japanese-American internment USH.6.l. Decolonization USH.6.m. GI Bill
USH.7	**Describe the significant events and people from the Cold War era.** USH.7.a Communism and capitalism USH.7.b. NATO and the Warsaw Pact USH.7.c. U.S. maturation as an international power USH.7.d. Division of Germany, Berlin Blockade and Airlift USH.7.e. Truman Doctrine

	USH.7.f. Marshall Plan USH.7.g. Lyndon B. Johnson and The Great Society USH.7.h. Richard Nixon and the Watergate scandal USH.7.i. Collapse of U.S.S.R. and democratization of Eastern Europe
USH.8	**Analyze the impact of the September 11, 2001 attacks on the United States foreign policy.**

Economics	
E.1	**Describe key economic events that have shaped American government and policies.**
E.2	**Explain the relationship between political and economic freedoms**
E.3	**Describe common economic terms and concepts.** E.3.a. Markets E.3.b. Incentives E.3.c. Monopoly and competition E.3.d. Labor and capital E.3.e. Opportunity cost E.3.f. Profit E.3.g. Entrepreneurship E.3.h. Comparative advantage E.3.i. Specialization E.3.j. Productivity E.3.k. interdependence
E.4	**Describe the principles of Microeconomics and Macroeconomics.** E.4.a. Supply, demand and price E.4.b. Individual choice E.4.c. Institutions E.4.d. Fiscal and monetary policy E.4.e. Regulation and costs of government policies E.4.f. Investment E.4.g. Government and market failures E.4.h. Inflation and deflation E.4.i. Gross domestic product (GDP) E.4.j. Unemployment E.4.k. Tariffs
E.5	**Describe consumer economics** E.5.a. Types of credit E.5.b. Savings and banking E.5.c. Consumer credit laws
E.6	**Examine the economic causes and impact on wars.**
E.7	**Describe the economic drivers of exploration and colonization in the Americas.**
E.8	**Explain the relationship between the Scientific and Industrial Revolutions.**

Geography	
G.1	**Describe how geography affected the development of classical civilizations.**
G.2	**Describe the relationships between the environment and societal development.** G.2.a. Nationhood and statehood G.2.b. Sustainability G.2.c. Technology

	G.2.d. Natural resources G.2.e. Human changes to the environment
G.3	**Describe the concept of borders between peoples and nations.** G.3.a. Concepts of region and place G.3.b. Natural and cultural diversity G.3.c. Geographic tools and skills
G.4	**Describe the forms of human migration.** G.4.a. Immigration, Emigration and Diaspora G.4.b. Culture, cultural diffusion and assimilation G.4.c. Population trends and issues G.4.d. Rural and urban settlement

GED® Comprehensive Science Standards

The GED® Science Standards include Science Content Standards and Science Practices. Science Content Topics are designed to provide context for measuring the skills defined in the science practices listed in this framework. The Science Practices are closely related to the Science Content Topics. Science Practices are skills important to scientific reasoning in both textual and quantitative contexts.

Science Content Topics Matrix

The Science Content Topics Matrix below identifies the major topics in science and shows the relationship between each content topic and each focusing theme. The percentage of test questions on each content topic is listed.

Science Content Topics			
Focusing Themes	**Life Science (L) 40%**	**Physical Science (P) 40%**	**Earth & Space Science (ES) 20%**
Human and Health Living Systems	a. Human body and health b. Organization of life (structure and function of life) c. Molecular basis for heredity d. Evolution	a. Chemical properties and reactions related to human systems	a. Interactions between Earth's systems and living things
Energy & Related Systems	a. Relationships between life functions and energy intake b. Energy flows in ecologic networks (ecosystems)	a. conservation, transformation and flow of energy b. Work, motion and forces	a. Earth and its system components and interactions b. Structure and organization of the cosmos

Science Practices
SP.1 Comprehending Scientific Presentations SP.1.a Understand and explain textual scientific presentations Sp.1.b Determine the meaning of symbols, terms and phrases as they are used in scientific presentations. SP.1.c Understand and explain a non-textual scientific presentations
SP.2 Investigation Design (Experimental and Observational) SP.2.a. Identify possible sources of error and alter the design of an investigation to ameliorate that error SP.2.b. Identify and refine hypotheses for scientific investigations SP.2.c. Identify the strength and weaknesses of one or more scientific investigation (i.e., experimental or observational) designs SP.2.d. Design a scientific investigation SP.2.e. Identify and interpret independent and dependent variables in scientific investigations

SP.3 Reasoning from Data SP.3.a. Cite specific textual evidence to support a finding or conclusion. SP.3.b. Reason from data or evidence to a conclusion. SP.3.c. Make a prediction based upon data or evidence. SP.3.d. Using sampling techniques to answer scientific questions.
SP.4 Evaluating Conclusions with Evidence SP.4.a. Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.
SP.5 Working with Findings SP.5.a. Reconcile multiple findings, conclusions or theories.
SP.6 Expressing Scientific Information SP.6.a. Express scientific information or findings visually. SP.6.b. Express scientific information or findings numerically or symbolically. SP.6.c. Express scientific information or findings verbally.
SP.7 Scientific Theories SP.7.a. Understand and apply scientific models, theories and processes. SP.7.b. Apply formulas from scientific theories.
SP.8 Probability & Statistics SP.8.a. Describe a data set statistically. SP.8.b. Use counting and permutations to solve scientific problems. SP.8.c. Determine the probability of events.

Science Standards and Content Topics – Life Science, Physical Science, Earth and Space

Listed below are the Science Standards and Content Topics. The content topics are designed to provide context for measuring the skills defined in the science practices listed in the preceding table.

Life Science Standards and Content Topics	
L.1	**Standard: Describe systems and functions of the human body systems and how to keep healthy.** Content Topics: L.1.a. Body systems (e.g., muscular, endocrine, nervous systems) and how they work together to perform a function (e.g., muscular and skeletal work to move the body). L.1.b. Homeostasis feedback methods that maintain homeostasis (e.g., sweating to maintain internal temperature) and effects of changes in the external environment on living things (e.g., hypothermia, injury). L.1.c. Sources of nutrients (e.g., foods, symbiotic organisms) and concepts in nutrition (e.g., calories, vitamins, minerals). L.1.d. Transmission of disease and pathogens (e.g., airborne, blood borne), the effects of disease or pathogens on populations (e.g., demographics change, extinction) and disease prevention methods (e.g., vaccination, sanitation).
L.2	**Standard: Explain the relationship between life functions and energy intake.** Content Topic: L.2.a. Energy for life functions (e.g., photosynthesis, respiration, fermentation).

L.3	**Standard: Explain the flow of energy in ecological networks (ecosystems).** Content Topics: L.3.a. Flow of energy in ecosystems (e.g., energy pyramids), conversation of energy in an ecosystem (e.g., energy lost as heat, energy passed on to other organisms) and sources of energy (e.g., sunlight, producers, lower-level consumer). L.3.b. Flow of matter in ecosystems (e.g., food webs and chains, positions of organisms in the web or chain) and the effects of change in communities or environment on food webs. L.3.c. Carrying capacity, changes in carrying capacity based on changes in populations and environmental effects and limiting resources necessary for growth. L.3.d. Symbiosis (e.g., mutualism, parasitism, commensalism) and predator/prey relationships (e.g., changes in one population affecting another population). L.3.e. Disruption of ecosystems (e.g., invasive species, flooding, habitat destruction and desertification) and extinction (e.g., causes [human and natural] and effects).
L.4	**Standard: Explain organization of life by structure and function of life.** Content Topics: L.4.a. Essential functions of life (e.g., chemical reactions, reproduction and metabolism) and cellular components that assist the functions of life (e.g., cell membranes, enzymes, energy). L.4.b. Cell theory (e.g., cells come from cells, cells are the smallest unit of living things), specialized cells and tissues (e.g., muscles, nerve, etc.) and cellular levels of organization (e.g., cells, tissues, organs, systems). L.4.c. Mitosis, meiosis (e.g. process and purpose).
L.5	**Standard: Describe the molecular basis for heredity.** Content Topics: L.5.a. Relationship of DNA, genes and chromosomes (e.g. description, chromosome splitting during meiosis) in heredity. L.5.b. Genotypes, phenotypes and the probability of traits in close relatives (e.g., Punnett squares, pedigree charts). L.5.c. New alleles, assortment of alleles (e.g., mutations, crossing over), environmental altering of traits and expression of traits (e.g., epigenetics, color points of Siamese cats).
L.6	**Standard: Describe the scientific theories of evolution.** Content Topics: L.6.a. Common ancestry (e.g., evidence) and cladograms (e.g., drawing, creating, interpreting). L.6.b. Selection (e.g., natural selection, artificial selection, evidence) and the requirements for selection (e.g., variation in traits, differential survivability). L.6.c. Adaptation, selection pressure and speciation.
Physical Science Standards and Content Topics	
P.1	**Standard: Explain conservation, transformation and flow of energy.** Content Topics: P.1.a. Heat, temperature, the flow of heat results in work and the transfer of heat (e.g., conduction, convection). P.1.b. Endothermic and exothermic reactions. P.1.c. Types of energy (e.g., kinetic, chemical, mechanical) and transformations between types of energy (e.g., chemical energy [sugar] to kinetic energy [motion of a body]). P.1.d. Sources of energy (e.g., sun, fossil fuels, nuclear) and the relationships between different sources (e.g., levels of pollutions, amount of energy produced). P.1.e. Types of waves, parts of waves (e.g. frequency, wavelength), types of electromagnetic radiation, transfer of energy by waves and the uses and dangers of electromagnetic radiation (e.g. radio transmission, UV light and sunburns).
P.2	**Standard: Explain the relationship of work, motion and forces.** Content Topics: P.2.a. Speed, velocity, acceleration, momentum and collisions (e.g., inertia in a car accident, momentum transfer between two objects). P.2.b. Force, Newton's Laws, gravity, acceleration due to Gravity (e.g., freefall, law of gravitational

	attraction), mass and weight. P.2.c. Work, simple machines (types and functions), mechanical advantages (forces, distance and simple machines) and power.
P.3	**Standard: Describe the chemical properties and reactions related to living systems.** Content Topics: P.3.a. Structure of matter. P.3.b. Physical and chemical properties, changes of state and density. P.3.c. Balancing chemical equations and different types of chemical equations, conservation of mass in balanced chemical equations and limiting reactants. P.3.c. Parts in solutions, general rules of solubility (e.g., hotter solvents allow more solute to dissolve), saturation and the differences between weak and strong solutions.
Earth and Space Science Standards and Content Topics	
ES.1	**Standard: Describe Interactions between earth's systems and living things.** Content Topics: ES.1.a. Interactions of matter between living and nonliving things (e.g., cycles of matter) and the location, uses and dangers of fossil fuels. ES.1.b. Natural Hazards (e.g., earthquakes, hurricanes, etc.) their effects (e.g., frequency, severity and short- and long-term effects) and mitigation thereof (e.g., dikes, storm shelters, building practices). ES.1c. Extraction and use of natural resources, renewable vs. nonrenewable resources and sustainability.
ES.2	**Standard: Describe Earth and its System Components and Interactions.** Content Topics: ES.2.a. Characteristics of the atmosphere, including its layers, gases and their effects on the Earth and its organisms, include climate change. ES.2.b. Characteristics of the oceans (e.g., salt water, currents, coral reefs) and their effects on Earth and organisms. ES.2.c. Interactions between Earth's systems (e.g., weathering caused by wind or water on rock, wind caused by high/low pressure and Earth rotation, etc.). ES.2.d. Interior structure of the Earth (e.g., core, mantle, crust, tectonic plates) and its effects (e.g., volcanoes, earth quakes, etc.) and major landforms of the Earth (e.g., mountains, ocean basins, continental shelves, etc.).
ES.3	**Standard: Describe the structures and organization of the Cosmos.** Content Topics: ES.3.a. Structures in the universe (e.g., galaxies, stars, constellations, solar systems), the age and development of the universe and the age and development of Stars (e.g., main sequence, stellar development, deaths of stars [black hole, white dwarf]). ES.3.b. Sun, planets and moons (e.g., types of planets, comets, asteroids), the motion of the Earth's motion and the interactions within the Earth's solar system (e.g., tides, eclipses). ES.3.c. The age of the Earth, including radiometrics, fossils and landforms.

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® PREPARATION MATHEMATICAL REASONING	
Program Title	GED® Preparation
Program Number	9900130
Course Title	GED® Mathematical Reasoning
Course Number	9900134
CIP Number	1532020207
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Program Length	Varies (See Program Length Section)

PURPOSE

Adult General Education Program: The Florida Department of Education (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02 Florida Statutes (F.S.),[1] s. 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the Adult Education and Family Literacy Act (AEFLA).[3]

As administered by FDOE, AGE encompasses the following programs, services and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- 2-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.
- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

GED® Preparation Program: The purpose of the GED® Comprehensive Preparation Program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma. The program prepares students in four content-area assessments: Reasoning through Language Arts, Mathematical Reasoning, Science and Social Studies.

GED® Mathematical Reasoning course: The purpose of the GED® Mathematical Reasoning course is to prepare students to pass the GED® Mathematical Reasoning subtest. This test focuses on quantitative problem solving and algebraic problem solving. Students acquire a deeper conceptual understanding, procedural skill and fluency and the ability to apply these fundamentals in context.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) - General Requirements for Adult General Education[4], students eligible to enroll in the GED® Mathematical Reasoning Course are those who:

- Are 16 years of age or older.
- Are not enrolled in the K12 educational system.
- Obtain pre-test scores that place them within National Reporting System (NRS) ABE Levels 5 or 6 on a state-approved math test.

Per 1003.435(4), F.S.,[5] "A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16."

EDUCATIONAL FUNCTIONING LEVELS

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462)[6] that refers to the literacy levels in the GED® Math program. The GED® Mathematical Reasoning program has two EFLs, each representing a specific set of GED® Mathematical Reasoning skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.[7]

Table 1: NRS EFLs for the GED® Mathematical Reasoning course in relation to the Grade Equivalent for each level

Course Title	NRS Educational Functioning Levels	Grade Equivalent
GED® Mathematical Reasoning	ABE Level 5	9.0 – 10.9
GED® Mathematical Reasoning	ABE Level 6	11.0 – 12.9

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE for the GED® Mathematical Reasoning course is 250 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

[4] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[5] https://www.flsenate.gov/laws/statutes/2012/1003.435
[6] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
[7] https://nrsweb.org/policy-data/nrs-ta-guide

Course Title	NRS Educational Functioning Levels	Recommended Maximum Hours
GED® Mathematical Reasoning	ABE Level 5	250
GED® Mathematical Reasoning	ABE Level 6	250

CURRICULUM AND INSTRUCTION

The FDOE disseminates the GED® Mathematical Reasoning curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency's curriculum:

1. **Educational Outcomes:**
   - Clearly defined outcomes that students are expected to achieve upon completion of the course.
2. **Core Instructional Materials:**
   - A set of materials (both print and digital) aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:**
   - Create a set of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.
4. **Supplementary Textbooks:**
   - Provide workbooks covering the content of the GED® Mathematical Reasoning course.
5. **Pacing Guides and Matrices:**
   - Develop pacing guides and matrices that outline the scope and sequence of the curriculum. This helps in organizing the content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
   - Compile a list of recommended websites, films and dictionaries that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.
7. **Overview of Content:**
   - Provide an overview of the content to be covered in the course based on the four subtests of the GED® Mathematical Reasoning Test.
8. **Learning Activities:**
   - Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects, discussions and real-world application exercises.
9. **Vocabulary Lists:**
   - Utilize widely available vocabulary lists[8] designed specifically for the GED® Mathematical Reasoning course that focus on math terminology, such as "real numbers" and "imaginary numbers."
10. **Grammar and Language Skills:**
    - Provide instructors and students with widely available free educational products, such as the GED® Assessment Guide for Educators [9] designed specifically to enhance skills in grammar and language relevant to the GED® Mathematical Reasoning course, such as use of common words for math functions and symbols for arithmetical operations and algebraic equations.

It is recommended to continuously assess and update the agency's curriculum based on feedback, changes in educational standards and the evolving needs of learners. Regular collaboration with instructors and seeking input from the FDOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency's curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards.

[8] https://www.vocabulary.com/lists/sqwixtkp/ged
[9] https://ged.com/educators_admins/teaching/teaching_resources/

ASSESSMENT

For guidance on the assessment guidelines and requirements for GED® Mathematical Reasoning, see State Board Rule 6.A-6.014, F.A.C.[10]

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the FDOE Assessment Technical Assistance Paper.[11] For guidelines on the procedures for reporting data related to student test results, see the Florida DOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[12]

Pre-testing: Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The FDOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. GED® Mathematical Reasoning students are required to pre-test in math and obtain a score at or above NRS EFL 5. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the DCAE Office of Research and Evaluation.

Post-testing: Agencies are not required to post-test students enrolled in the GED® Mathematical Reasoning course for NRS reporting purposes, however, students will benefit from a variety of assessments to gauge their knowledge and skills. The GED® Ready Test[13] is an appropriate tool for determining when the student is likely to be able to pass the GED® Test.

Course Completion: Students complete the GED® Mathematical Reasoning course when they pass the GED® Mathematical Reasoning subtest. Upon passing all subtests of the GED®, the agency is responsible for reporting the course completion date as reflected by the date on the student's diploma. The agency is responsible for reporting the post-test results to the FDOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

2014 GED® Assessment: For additional information on the GED® 2014 Assessment and the performance targets and content topics, see the GED® Comprehensive Testing Service Assessment Guide for Educators.[14]

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, provide documentation and request such services. Students with disabilities may need accommodations in areas such 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.

ADULT EDUCATION INSTRUCTOR CERTIFICATION

As per 1012.39 (1)(b), F.S.,[15] each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

FLORIDA DOE IET SERVICE APPROACH[16]

[10] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[11] https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf
[12] https://www.fldoe.org/academics/career-adult-edu/research-evaluation/
[13] https://ged.com/study/ged_ready/
[14] https://ged.com/educators_admins/teaching/teaching_resources/
[15] https://www.flsenate.gov/laws/statutes/2011/1012.39
[16] https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml

The FDOE promotes the planning, development and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Florida's IET service approach is well-suited for meeting the specific needs of GED® Mathematical Reasoning students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for GED® Mathematical Reasoning students.

The IET service approach provides students at all levels of adult education with the opportunity to acquire the skills needed to:

- Shift to and complete postsecondary education and training programs.
- Obtain employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[17]

- Adult education and literacy activities (WIOA Section 203(2)).
- Workforce preparation activities (WIOA Section 203(17)).
- Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA Section 134(c)(3)(D)).

To meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

The IET program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, workforce training competencies and that the program activities function cooperatively.

GED® MATHEMATICAL REASONING STANDARDS

The GED® Mathematical Reasoning Standards focus on the fundamentals of mathematics in two areas: quantitative problem-solving and algebraic problem-solving. Students acquire a deeper conceptual understanding, procedural skills and mathematical fluency in realistic situations. In addition to the Mathematical Reasoning Standards and Indicators, students also focuses on the GED® Mathematical Practices that are based on real-world problem-solving skills in a mathematical context.

Table 3: The GED Mathematical Practices in relation to Webb's Depth of Knowledge

[17] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

DOK Ranges	Mathematical Practices
	MP.1 Building Solution Pathways and Lines of Reasoning
1-2	a. Search for and recognize entry points for solving a problem.
1-3	b. Plan a solution pathway or outline a line of reasoning.
2-3	c. Select the best solution pathway, according to given criteria.
1-2	d. Recognize and identify missing information that is required to solve a problem.
1-3	e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.
	MP2. Abstracting Problems
1-2	a. Represent real world problems algebraically.
1-2	b. Represent real world problems visually.
2-3	c. Recognize the important and salient attributes of a problem.
	MP.3 Furthering Lines of Reasoning
1-3	a. Build steps of a line reasoning or solution pathway, based on previous step or givens.
1-3	b. Complete the lines of reasoning of others.
2-3	c. Improve or correct a flawed line of reasoning.
	MP.4 Mathematical Fluency
1-2	a. Manipulate and solve arithmetic expressions.
1-2	b. Transform and solve algebraic expressions.
1-2	c. Display data or algebraic expressions graphically**.**
	MP.5 Evaluating Reasoning and Solution Pathways
2-3	a. Recognize flaws in others' reasoning.
2-3	b. Recognize and use counterexamples.
2-3	c. Identify the information required to evaluate a line of reasoning.

Quantitative Problem-Solving Standards and Content Indicators	
Q.1	**Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors and exponents**
Q.1.a	Order fractions and decimals, including on a number line.
Q.1.b	Apply number properties involving multiples and factors, such as using the least common multiple, greatest common factor or distributive property to rewrite numeric expressions.
Q.1.c	Apply rules of exponents in numerical expressions with rational exponents to write equivalent expressions with rational exponents.
Q.1.d	Identify absolute value or a rational number as its distance from zero on the number line and determine the distance between two rational numbers on the number line, including using the absolute value of their difference.
Q.2	**Add, subtract, multiply, divide and use exponents and roots of rational, fraction and decimal numbers**
Q.2.a	Perform addition, subtraction, multiplication and division on rational numbers.
Q.2.b	Perform computations and write numerical expressions with squares and square roots of rational numbers.
Q.2.c	Perform computations and write numerical expressions with cubes and cube roots of rational numbers.
Q.2.d	Determine when a numerical expression is undefined.

Q.2.e	Solve single-step or multistep real-world arithmetic problems involving the four operations with rational numbers, including those involving scientific notation.
Q.3	**Calculate and use ratios, percent and scale factors**
Q.3.a	Compute unit rates. Examples include but are not limited to: unit pricing, constant speed, persons per square mile, BTUs (British thermal units) per cubic foot.
Q.3.b	Use scale factors to determine the magnitude of a size change. Convert between actual drawings and scale drawings.
Q.3.c	Solve multistep, real-world arithmetic problems using ratios or proportions including those that require converting units of measure.
Q.3.d	Solve two-step, real-world arithmetic problems involving percentages. Examples include but are not limited to: simple interest, tax, markups and markdowns, gratuities and commissions, percent increase and decrease.
Q.4	**Calculate dimensions, perimeter, circumference and area of two-dimensional figures**
Q.4.a	Compute the area and perimeter of triangles and rectangles. Determine side lengths of triangles and rectangles when given area or perimeter.
Q.4.b	Compute the area and circumference of circles. Determine the radius or diameter when given area or circumference.
Q.4.c	Compute the perimeter of a polygon. Given a geometric formula, compute the area of a polygon. Determine side lengths of the figure when given the perimeter or area.
Q.4.d	Compute perimeter and area of 2-D composite geometric figures, which could include circles, given geometric formulas as needed.
Q.4.e	Use the Pythagorean theorem to determine unknown side lengths in a right triangle.
Q.5	**Calculate dimensions, surface area and volume of three-dimensional figures**
Q.5.a	When given geometric formulas, compute volume and surface area of rectangular prisms. Solve for side lengths or height, when given volume or surface areas.
Q.5.b	When given geometric formulas, compute volume and surface area of cylinders. Solve for height, radius or diameter when given volume or surface area.
Q.5.c	Use geometric formulas to compute volume and surface area of right prisms. Solve for side lengths or height, when given volume or surface area.
Q.5.d	When given geometric formulas, compute volume and surface area of right pyramids and cones. Solve for side lengths, height, radius or diameter when given volume or surface area.
Q.5.e	When given geometric formulas, compute volume and surface area of spheres. Solve for radius or diameter when given the surface area.
Q.5.f	Compute surface area and volume of composite 3-D geometric figures, given geometric formulas as needed.
Q.6	**Interpret and create data displays**
Q.6.a	Represent, display and interpret categorical data in bar graphs or circle graphs.
Q.6.b	Represent, display and interpret data involving one variable plots on the real number line including dot plots, histograms and box plots.
Q.6.c	Represent, display and interpret data involving two variables in tables and the coordinate plane including scatter plots and grants.
Q.7	**Calculate and use mean, median, mode and weighted average**

Q.7.a	Calculate the mean, median, mode and range. Calculate a missing data value, given the average and all the missing data values but one, as well as calculating the average, given the frequency counts of all the data values, and calculating a weighted average.
Q.8	**Utilize counting techniques and determine probabilities**
Q.8.a	Use counting techniques to solve problems and determine combinations and permutations.
Q.8.b	Determine the probability of simple and compound events.
Algebraic Problem-Solving Standards and Content Indicators	
A.1	**Write, evaluate and compute with expressions and polynomials**
A.1.a	Add, subtract, factor, multiply and expand linear expressions with rational coefficients.
A.1.b	Evaluate linear expressions by substituting integers for unknown quantities.
A.1.c	Write linear expressions as part of word-to-symbol translations or to represent common settings.
A.1.d	Add, subtract, multiply polynomials, including multiplying two binomials, or divide factorable polynomials.
A.1.e	Evaluate polynomial expressions by substituting integers for unknown quantities.
A.1.f	Factor polynomial expressions.
A.1.g	Write polynomial expressions as part of word-to-symbol translations or to represent common settings.
A.1.h	Add, subtract, multiply and divide rational expressions.
A.1.i	Evaluate rational expressions by substituting integers for unknown quantities.
A.1.j	Write rational expressions as part of word-to-symbol translations or to represent common settings.
A.2	**Write, manipulate, solve and graph linear equations**
A.2.a	Solve one-variable linear equations with rational number coefficients, including equations for which solutions require expanding expressions using the distributive property and collecting like terms or equations with coefficients represented by letters.
A.2.b	Solve real-world problems involving linear equations.
A.2.c	Write one-variable and multi-variable linear equations to represent context.
A.2.d	Solve a system of two simultaneous linear equations by graphing, substitution or linear combination. Solve real-world problems leading to a system of linear equations.
A.3	**Write, manipulate, solve and graph linear inequalities**
A.3.a	Solve linear inequalities in one variable with rational number coefficients.
A.3.b	Identify or graph the solution to a one variable linear inequality on a number line.
A.3.c	Solve real-world problems involving inequalities.
A.3.d	Write linear inequalities in one variable to represent context.
A.4	**Write, manipulate and solve quadratic equations**
A.4.a	Solve quadratic equations in one variable with rational coefficients and real solutions, using appropriate methods (e.g., quadratic formula, completing the square, factoring and inspection).
A.4.b	Write one-variable quadratic equations to represent context.
A.5	**Connect and interpret graphs and functions**
A.5.a	Locate points in the coordinate plane.
A.5.b	Determine the slope of a line from a graph, equation or table.
A.5.c	Interpret unit rate as the slope in a proportional relationship.

A.5.d	Graph two-variable linear equations.
A.5.e	For a function that models a linear or nonlinear relationship between two quantities, interpret key features of graphs and tables in terms of quantities and sketch graphs showing key features of graphs and tables in terms of quantities and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries, end behavior and periodicity.
A.6	**Connect coordinates, lines and equations**
A.6.a	Write the equation of a line with a given slope through a given point.
A.6.b	Write the equation of a line passing through two given distinct points.
A.6.c	Use slope to identify parallel and perpendicular lines and to solve geometric problems.
A.7	**Compare, represent and evaluate functions**
A.7.a	Compare two different proportional relationships represented in different ways. Examples include but are not limited to: compare a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed.
A.7.b	Represent or identify a function in a table or graph as having exactly one output (one element in the range) for each input (each element in the domain).
A.7.c.	Evaluate linear and quadratic functions for values in their domain when represented using function notation.
A.7.d.	Compare properties of two linear or quadratic functions each represented in a different way (algebraically, numerically in tables, graphically or by verbal descriptions). Examples include but are not limited to: given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

Florida Department of Education
Adult General Education
Curriculum Framework

GED® PREPARATION REASONING THROUGH LANGUAGE ARTS	
Program Title	GED® Preparation
Program Number	9900130
Course Title	GED® Reasoning Through Language Arts (RLA)
Course Number	9900131
CIP Number	1532020207
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Program Length	Varies (See Program Length Section)

PURPOSE

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- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- 2-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.
- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

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STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) - General Requirements for Adult General Education [4], students eligible to enroll in the GED® Comprehensive Preparation Program are those who:

- Are 16 years of age or older.
- Are not enrolled in the K12 educational system.
- Obtain pre-test scores that place them within National Reporting System (NRS) ABE 5 or 6.

Per 1003.435(4), F.S.,[5] "A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16."

EDUCATIONAL FUNCTIONING LEVELS

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462)[6] that refers to the literacy levels in the GED® RLA Program. The GED® RLA Program has 2 EFLs, each representing a specific set of GED® RLA skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.[7]

Table 1: NRS EFLs for the GED® Reasoning Through Language Arts Course in relation to the Grade Equivalent for each level

Course Title	NRS Educational Functioning Levels	Grade Equivalent
GED® Reasoning through Language Arts	ABE Level 5	9.0 – 10.9
GED® Reasoning through Language Arts	ABE Level 6	11.0 – 12.9

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE for the GED® RLA course is 250 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title	NRS Educational Functioning Levels	Recommended Maximum Hours
GED® Reasoning through Language Arts	ABE Level 5	250
GED® Reasoning through Language Arts	ABE Level 6	250

[4] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[5] https://www.flsenate.gov/laws/statutes/2012/1003.435
[6] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
[7] https://nrsweb.org/policy-data/nrs-ta-guide

CURRICULUM AND INSTRUCTION

The FDOE disseminates the GED® Comprehensive curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency's curriculum:

1. **Educational Outcomes:**
   - Clearly defined outcomes that students are expected to achieve upon completion of the course.
2. **Core Instructional Materials:**
   - A set of materials (both print and digital) aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:**
   - Create a set of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.
4. **Supplementary Textbooks:**
   - Provide workbooks covering the content of the GED® RLA course.
5. **Pacing Guides and Matrices:**
   - Develop pacing guides and matrices that outline the scope and sequence of the curriculum. This helps in organizing the content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
   - Compile a list of recommended websites, films and dictionaries that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.
7. **Overview of Content:**
   - Provide an overview of the content of the GED® RLA course.
8. **Learning Activities:**
   - Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects, discussions and real-world application exercises.
9. **Vocabulary Lists:**
   - Utilize widely available vocabulary lists[8] designed specifically for the GED® RLA course such as word usage, sentence structure, transition words, capitalization, punctuation and apostrophes.
10. **Grammar and Language Skills:**
    - Provide instructors and students with widely available free educational products from the GED® Assessment Guide for Educators[9] designed specifically to enhance skills in grammar and language relevant to the Reasoning Through Language Arts course, such as word usage, sentence structure, transition words, capitalization, punctuation and apostrophes.

It is recommended to continuously assess and update the agency's curriculum based on feedback, changes in educational standards and the evolving needs of learners. Regular collaboration with instructors and seeking input from the FDOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency's curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards.

ASSESSMENT

[8] https://www.vocabulary.com/lists/sqwixtkp/ged
[9] https://ged.com/educators_admins/teaching/teaching_resources/

For guidance on the assessment guidelines and requirements for GED® RLA, see State Board Rule 6.A-6.014, F.A.C.[10]

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the FDOE Assessment Technical Assistance Paper.[11] For guidelines on the procedures for reporting data related to student test results, see the FDOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[12]

Pre-testing: Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The FDOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. GED® RLA course students are required to pre-test and obtain a score at or above NRS EFL 5 in reading and math. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the DCAE Office of Research and Evaluation.

Post-testing: Agencies are not required to post-test students enrolled in the GED® RLA course for NRS reporting purposes, however, students will benefit from a variety of assessments to gauge their knowledge and skills. The GED® Ready Test[13] is an appropriate tool for determining when the student is likely to be able to pass the GED® Test.

Course Completion: Students complete the GED® RLA course when they pass the GED® RLA subtest. Upon passing all subtests of the GED®, the agency is responsible for reporting the course completion date as reflected by the date on the student's diploma. The agency is responsible for reporting the post-test results to the FDOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

GED® 2014 Assessment: For additional information on the GED® Comprehensive 2014 Assessment and the performance targets and content topics see the GED® Comprehensive Testing Service Assessment Guide for Educators.[14]

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, provide documentation and request such services. Students with disabilities may need accommodations in areas such 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.

ADULT EDUCATION INSTRUCTOR CERTIFICATION

Per 1012.39 (1)(b), F.S.,[15] each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

FDOE IET SERVICE APPROACH[16]

The FDOE promotes the planning, development and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and

[10] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[11] https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf
[12] https://www.fldoe.org/academics/career-adult-edu/research-evaluation/
[13] https://ged.com/study/ged_ready/
[14] https://ged.com/educators_admins/teaching/teaching_resources/
[15] https://www.flsenate.gov/laws/statutes/2011/1012.39
[16] https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml

workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Florida's IET service approach is well-suited for meeting the specific needs of GED® RLA students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for GED® RLA students.

The IET service approach provides students at all levels of adult education with the opportunity to acquire the skills needed to:

- Progress to and complete postsecondary education and training programs.
- Obtain employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[17]

- Adult education and literacy activities (WIOA Section 203(2)).
- Workforce preparation activities (WIOA Section 203(17)).
- Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA Section 134(c)(3)(D)).

To meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Activities are of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

The IET program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, workforce training competencies and that the program activities function cooperatively.

GED® REASONING THROUGH LANGUAGE ARTS STANDARDS

The GED® RLA Standards focus on the fundamentals in three major content areas: Reading, Language Arts and Writing. Students will achieve the ability to read closely, the ability to write clearly and the ability to edit and understand the use of standard written English in context. The most significant predictor of readiness for career and college lies in the proficiency to read and comprehend intricate texts, particularly nonfiction.

GED® REASONING THROUGH LANGUAGE ARTS READING STANDARDS	
R.1	**Determine central ideas or themes of texts, analyze their development and summarize the key supporting details and ideas.**
R.1.a	Comprehend explicit details and main ideas in text.
R.1.b	Summarize details and ideas in text.
R.1.c	Make sentence-level inferences about details that support main ideas.

[17] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

R.1.d	Infer implied main ideas in paragraphs or whole texts.
R.1.e	Determine which detail(s) support(s) a main idea.
R.1.f	Identify a theme, or identify which element(s) in a text support a theme.
R.1.g	Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions or applications of main ideas to new situations.
R.1.h	Draw conclusions or make generalizations that require mixing several main ideas in text.
R.2	**Analyze how individuals, events and ideas develop and interact over the course of a text.**
R.2.a	Order sequences of events in texts.
R.2.b	Make inferences about plot/sequence of events, characters/people, settings or ideas in texts.
R.2.c	Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas or events are connected, developed or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.
R.2.d	Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel or contrasting relationship).
R.2.e	Analyze the roles that details play in complex literary or informational texts.
R.3.2 L.4.2	**Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.**
R.3.1 L.4.1	Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.
R.3.2 L.4.2	Analyze how meaning or tone is affected when one word is replaced with another.
R.4.3 L.4.3	Analyze the impact of specific words, phrases or figurative language in text, with a focus on an author's intent to convey information or construct an argument.
R.4	**Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.**
R.4.a	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
R.4.b	Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or distinguishing one idea from another).
R.4.c	Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas or reinforce an author's purpose.
R.4.d	Analyze how the structure of a paragraph, section or passage shapes meaning, emphasizes key ideas or supports an author's purpose.
R.5	**Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.**
R.5.a	Determine an author's point of view or purpose of a text.
R.5.b	Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.
R.5.c	Infer an author's implicit and explicit purposes based on details in text.
R.5.d	Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).

R.6	**Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.**
R.7.1	Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.
R.8.a	Identify specific pieces of evidence an author uses in support of claims or conclusions.
R.8.b	Evaluate the relevance and sufficiency of evidence offered in support of a claim.
R.8.c	Distinguish claims that are supported by reason and evidence from claims that are not.
R.8.d	Assess whether the reasoning is valid; identify false reasoning in an argument and evaluate its impact.
R.8.e	Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.
R.9 & 7	**Analyze how two or more texts address similar themes or topics.**
R.9.a R.7.a	Draw specific comparisons between two texts that address similar themes or topics, or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).
R.9.b	Compare two passages in a similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose or overall impact.
R.9.c	Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.
R.7.b	Analyze how data or quantitative and/or visual information extends, clarifies or contradicts information in text or determines how data supports an author's argument.
R.7.c	Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience or overall impact when comparing.
R.7.d	Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions or apply information to new situations.
LANGUAGE STANDARDS	
L.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
L.1.a	Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's, its).
L.1.b	Edit to correct errors in straightforward subject-verb agreement.
L.1.c	Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references and pronoun case.
L.1.d	Edit to eliminate nonstandard or informal usage (e.g., correctly use tries to win the game instead of try and win the game).
L.1.e	Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements).
L.1.f	Edit to ensure parallelism and proper subordination and coordination.
L.1.g	Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases or collective nouns).
L.1.h	Edit to eliminate wordiness or awkward sentence construction.
L.1.i	Edit to ensure effective use of transitional words, conjunctive adverbs and other words and phrases that support logic and clarity.
L.2	**Demonstrate command of the conventions of standard English capitalization and punctuation when**

	writing.
L.2.a	Edit to ensure correct use of capitalization (e.g., proper nouns, titles and beginnings of sentences).
L.2.b	Edit to eliminate run-on sentences, fused sentences or sentence fragments.
L.2.c	Edit to ensure correct use of apostrophes with possessive nouns.
L.2.d	Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other nonessential elements, end marks and appropriate punctuation for clause separation).
WRITING STANDARDS	
W.1	Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence
W.2	Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts or details from the text; and maintains a coherent focus.
W.3	Write clearly and demonstrate sufficient command of standard English conventions

Florida Department of Education
Adult General Education
Curriculum Framework

GED® PREPARATION SCIENCE	
Program Title	GED® Preparation
Program Number	9900130
Course Title	GED® Science
Course Number	9900133
CIP Number	1532020207
Grade Level	30, 31
Program Length	Varies

PURPOSE

Adult General Education Program: The Florida Department of Education (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02 Florida Statutes (F.S.),[1] s. 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the Adult Education and Family Literacy Act (AEFLA).[3]

As administered by the FDOE, AGE encompasses the following programs, services and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- 2-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.
- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

GED® Preparation Program: The purpose of the GED® Preparation Program is to prepare students to pass the GED® Test and be awarded a State of Florida High School Diploma. The program prepares students in four content-areas: Reasoning through Language Arts (RLA), Mathematical Reasoning, Science and Social Studies.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) - General Requirements for Adult General Education[4], students eligible to enroll in the GED® Preparation Program are those who:

- Are 16 years of age or older.
- Are not enrolled in the K12 educational system.
- Score into National Reporting System (NRS) ABE Levels 5 or 6 on a state-approved reading test.

Per 1003.435(4), F.S.,[5] "A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16."

EDUCATIONAL FUNCTIONING LEVELS

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462)[6] that refers to the literacy levels in the GED® Science program. The GED® Science program has two EFLs, each representing a specific set of GED® Science skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.[7]

Table 1: NRS EFLs for the GED® Science course in relation to the Grade Equivalent for each level

Course Title	NRS Educational Functioning Levels	Grade Equivalent
GED® Science	ABE Level 5	9.0 – 10.9
GED® Science	ABE Level 6	11.0 – 12.9

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE for the GED® Science course is 250 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title	NRS Educational Functioning Levels	Recommended Maximum Hours
GED® Science	ABE Level 5	250
GED® Science	ABE Level 6	250

CURRICULUM AND INSTRUCTION

[4] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[5] https://www.flsenate.gov/laws/statutes/2012/1003.435
[6] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
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The FDOE disseminates the GED® Science curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency's curriculum:

1. **Educational Outcomes:**
    - Clearly defined outcomes that students are expected to achieve upon completion of the course.
2. **Core Instructional Materials:**
    - A set of materials (both print and digital) aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:**
    - Create a set of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.
4. **Supplementary Textbooks:**
    - Provide workbooks covering the content of the GED® Science course.
5. **Pacing Guides and Matrices:**
    - Develop pacing guides and matrices that outline the scope and sequence of the curriculum. This helps in organizing the content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
    - Compile a list of recommended websites, films and dictionaries that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.
7. **Overview of Content:**
    - Provide an overview of the content of the GED® Science course.
8. **Learning Activities:**
    - Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects, discussions and real-world application exercises.
9. **Vocabulary Lists:**
    - Utilize widely available vocabulary lists[8] designed specifically for the GED® Science course.
10. **Grammar and Language Skills:**
    - Provide instructors and students with widely available free educational products from the GED® Assessment Guide for Educators[9] designed specifically to enhance skills in grammar and language relevant to the GED® Science course.

It is recommended to continuously assess and update the agency's curriculum based on feedback, changes in educational standards and the evolving needs of learners. Regular collaboration with instructors and seeking input from the FDOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency's curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards.

ASSESSMENT

For guidance on the assessment guidelines and requirements for GED® Science, see State Board Rule 6.A-6.014, F.A.C.[10]

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Pre-testing: Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The Florida DOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. GED® Science students are required to pre-test and obtain a score at or above NRS EFL 5 in reading. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the DCAE Office of Research and Evaluation.

Post-testing: Agencies are not required to post-test students enrolled in the GED® Science course for NRS reporting purposes, however, students will benefit from a variety of assessments to gauge their knowledge and skills. The GED® Ready Test[13] is an appropriate tool for determining when the student is likely to be able to pass the GED® Test.

Course Completion: Students complete the GED® Science course when they pass the GED® Science subtest. Upon passing all subtests of the GED®, the agency is responsible for reporting the course completion date as reflected by the date on the student's diploma. The agency is responsible for reporting the post-test results to the FDOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

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FLORIDA DOE IET SERVICE APPROACH[15]

The FDOE promotes the planning, development and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Florida's IET service approach is well-suited for meeting the specific needs of GED® Science students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for GED® Science students.

The IET service approach provides students at all levels of adult education with the opportunity to acquire the skills needed to:

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[11] https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf
[12] https://www.fldoe.org/academics/career-adult-edu/research-evaluation/
[13] https://ged.com/study/ged_ready/
[14] https://www.flsenate.gov/laws/statutes/2011/1012.39
[15] https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml

- Progress to and complete postsecondary education and training programs.
- Obtain employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[16]

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To meet the "integrated" requirement of IET, all services must include the following:

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- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

The IET program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, workforce training competencies and that the program activities function cooperatively.

GED® Science Practices

The GED® Science course includes Science Practices, which delineate the skills essential to scientific reasoning in text and quantitative contexts.

Table 3: GED® Science Practices

GED® Science Practices
SP.1 Comprehending Scientific Presentations SP.1.a. Understand and explain textual scientific presentations Sp.1.b. Determine the meaning of symbols, terms and phrases as they are used in scientific presentations. SP.l.c. Understand and explain a non-textual scientific presentations
SP.2 Investigation Design (Experimental and Observational) SP.2.a. Identify possible sources of error and alter the design of an investigation to ameliorate that error SP.2.b. Identify and refine hypotheses for scientific investigations SP.2.c. Identify the strength and weaknesses of one or more scientific investigation (i, e, experimental or observational) designs SP.2.d. Design a scientific investigation SP.2.e. Identify and interpret independent and dependent variables in scientific investigations
SP.3 Reasoning from Data SP.3.a. Cite specific textual evidence to support a finding or conclusion. SP.3.b. Reason from data or evidence to a conclusion. SP.3.c. Make a prediction based upon data or evidence.

[16] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

SP.3.d. Using sampling techniques to answer scientific questions.
SP.4 Evaluating Conclusions with Evidence SP.4.a. Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.
SP.5 Working with Findings SP.5.a. Reconcile multiple findings, conclusions or theories.
SP.6 Expressing Scientific Information SP.6.a. Express scientific information or findings visually. SP.6.b. Express scientific information or findings numerically or symbolically. SP.6.c. Express scientific information or findings verbally.
SP.7 Scientific Theories SP.7.a. Understand and apply scientific models, theories and processes. SP.7.b. Apply formulas from scientific theories.
SP.8 Probability & Statistics SP.8.a. Describe a data set statistically. SP.8.b. Use counting and permutations to solve scientific problems. SP.8.c. Determine the probability of events.

GED® Science Content Topics

The Science Content Topics identify the major topics in science and show the relationship between each Content Topic and the corresponding Theme.

Table 4: Science Content Topics Matrix:

Science Thems and Content Topics			
Theme	**Life Science (L)** **40%**	**Physical Science (P)** **40%**	**Earth & Space Science (ES) 20%**
Human and Health Living Systems	a. Human body and health b. Organization of life (structure and function of life) c. Molecular basis for heredity d. Evolution	a. Chemical properties and reactions related to human systems	a. Interactions between Earth's systems and living things
Energy & Related Systems	a. Relationships between life functions and energy intake b. Energy flows in ecologic networks (ecosystems)	a. conservation, transformation and flow of energy b. Work, motion and forces	a. Earth and its system components and interactions b. Structure and organization of the cosmos

GED® SCIENCE STANDARDS

LIFE SCIENCE STANDARDS

L.1	**Describe systems and functions of the human body systems and how to keep healthy.** L.1.a. Body systems (e.g., muscular, endocrine, nervous systems) and how they work together to perform a function (e.g., muscular and skeletal work to move the body). L.1.b. Homeostasis feedback methods that maintain homeostasis (e.g., sweating to maintain internal temperature) and effects of changes in the external environment on living things (e.g., hypothermia, injury). L.1.c. Sources of nutrients (e.g., foods, symbiotic organisms) and concepts in nutrition (e.g., calories, vitamins, minerals). L.1.d. Transmission of disease and pathogens (e.g., airborne, blood borne), the effects of disease or pathogens on populations (e.g., demographics change, extinction) and disease prevention methods (e.g., vaccination, sanitation).
L.2	**Explain the relationship between life functions and energy intake.** L.2.a. Energy for life functions (e.g., photosynthesis, respiration, fermentation).
L.3	**Explain the flow of energy in ecological networks (ecosystems).** L.3.a. Flow of energy in ecosystems (e.g., energy pyramids), conversation of energy in an ecosystem (e.g., energy lost as heat, energy passed on to other organisms) and sources of energy (e.g., sunlight, producers, lower-level consumer). L.3.b. Flow of matter in ecosystems (e.g., food webs and chains, positions of organisms in the web or chain) and the effects of change in communities or environment on food webs. L.3.c. Carrying capacity, changes in carrying capacity based on changes in populations and environmental effects and limiting resources necessary for growth. L.3.d. Symbiosis (e.g., mutualism, parasitism, commensalism) and predator/prey relationships (e.g., changes in one population affecting another population). L.3.e. Disruption of ecosystems (e.g., invasive species, flooding, habitat destruction and desertification) and extinction (e.g., causes [human and natural] and effects).
L.4	**Explain organization of life by structure and function of life.** L.4.a. Essential functions of life (e.g., chemical reactions, reproduction and metabolism) and cellular components that assist the functions of life (e.g., cell membranes, enzymes, energy). L.4.b. Cell theory (e.g., cells come from cells, cells are the smallest unit of living things), specialized cells and tissues (e.g., muscles, nerve, etc.) and cellular levels of organization (e.g., cells, tissues, organs, systems). L.4.c. Mitosis, meiosis (e.g. process and purpose).
L.5	**Describe the molecular basis for heredity.** L.5.a. Relationship of DNA, genes and chromosomes (e.g., description, chromosome splitting during meiosis) in heredity. L.5.b. Genotypes, phenotypes and the probability of traits in close relatives (e.g., Punnett squares, pedigree charts). L.5.c. New alleles, assortment of alleles (e.g., mutations, crossing over), environmental altering of traits and expression of traits (e.g., epigenetics, color points of Siamese cats).
L.6	**Describe the scientific theories of evolution.** L.6.a. Common ancestry (e.g., evidence) and cladograms (e.g., drawing, creating, interpreting). L.6.b. Selection (e.g., natural selection, artificial selection, evidence) and the requirements for selection (e.g., variation in traits, differential survivability). L.6.c. Adaptation, selection pressure and speciation.
PHYSICAL SCIENCE STANDARDS	

P.1	**Explain conservation, transformation and flow of energy.** P.1.a. Heat, temperature, the flow of heat results in work and the transfer of heat (e.g., conduction, convection). P.1.b. Endothermic and exothermic reactions. P.1.c. Types of energy (e.g., kinetic, chemical, mechanical) and transformations between types of energy (e.g., chemical energy [sugar] to kinetic energy [motion of a body]). P.1.d. Sources of energy (e.g., sun, fossil fuels, nuclear) and the relationships between different sources (e.g., levels of pollutions, amount of energy produced). P.1.e. Types of waves, parts of waves (e.g., frequency, wavelength), types of electromagnetic radiation, transfer of energy by waves and the uses and dangers of electromagnetic radiation (e.g. radio transmission, UV light and sunburns).
P.2	**Explain the relationship of work, motion and forces.** P.2.a. Speed, velocity, acceleration, momentum and collisions (e.g., inertia in a car accident, momentum transfer between two objects). P.2.b. Force, Newton's Laws, gravity, acceleration due to Gravity (e.g., freefall, law of gravitational attraction), mass and weight. P.2.c. Work, simple machines (types and functions), mechanical advantages (forces, distance and simple machines) and power.
P.3	**Describe the chemical properties and reactions related to living systems.** P.3.a. Structure of matter. P.3.b. Physical and chemical properties, changes of state and density. P.3.c. Balancing chemical equations and different types of chemical equations, conservation of mass in balanced chemical equations and limiting reactants. P.3.c. Parts in solutions, general rules of solubility (e.g., hotter solvents allow more solute to dissolve), saturation and the differences between weak and strong solutions.
EARTH AND SPACE SCIENCE STANDARDS	
ES.1	**Describe Interactions between earth's systems and living things.** ES.1.a. Interactions of matter between living and non-living things (e.g., cycles of matter) and the location, uses and dangers of fossil fuels. ES.1.b. Natural Hazards (e.g., earthquakes, hurricanes, etc.) their effects (e.g., frequency, severity and short- and long-term effects) and mitigation thereof (e.g., dikes, storm shelters, building practices). ES.1c. Extraction and use of natural resources, renewable vs. nonrenewable resources and sustainability.
ES.2	**Describe Earth and its System Components and Interactions.** ES.2.a. Characteristics of the atmosphere, including its layers, gases and their effects on the Earth and its organisms, include climate change. ES.2.b. Characteristics of the oceans (e.g., salt water, currents, coral reefs) and their effects on Earth and organisms. ES.2.c. Interactions between Earth's systems (e.g., weathering caused by wind or water on rock, wind caused by high/low pressure and Earth rotation, etc.). ES.2.d. Interior structure of the Earth (e.g., core, mantle, crust, tectonic plates) and its effects (e.g., volcanoes, earth quakes, etc.) and major landforms of the Earth (e.g., mountains, ocean basins, continental shelves, etc.).
ES.3	**Describe the structures and organization of the Cosmos.** ES.3.a. Structures in the universe (e.g., galaxies, stars, constellations, solar systems), the age and development of the universe and the age and development of Stars (e.g., main sequence, stellar development, deaths of stars [black hole, white dwarf]). ES.3.b. Sun, planets and moons (e.g., types of planets, comets, asteroids), the motion of the Earth's motion and the interactions within the Earth's solar system (e.g., tides, eclipses). ES.3.c. The age of the Earth, including radiometrics, fossils and landforms.

Florida Department of Education
Adult General Education
Curriculum Framework

GED® PREPARATION SOCIAL STUDIES	
Program Title	GED® Preparation
Program Number	9900130
Course Title	GED® Social Studies
Course Number	9900132
CIP Number	1532020207
Grade Level	30, 31
Program Length	Varies

PURPOSE

Adult General Education Program: The Florida Department of Education (FDOE) administers the Adult General Education (AGE) Program in accordance with the statutory framework outlined in the following state and federal laws: Section (s.) 1004.02 Florida Statutes (F.S.),[1] s. 1004.93, F.S.,[2] and Title II of the Workforce Investment and Opportunity Act (WIOA), also known as the Adult Education and Family Literacy Act (AEFLA).[3]

As administered by the FDOE, AGE encompasses the following programs, services and activities:

- Academic Skills Building (ASB) Program
- Adult Basic Education (ABE) Program
- Adult High School (AHS) Program
- Adult English for Speakers of Other Languages (ESOL) Program
- GED® Program
- Integrated Education and Training (IET) Service Approach
- Integrated English Literacy and Civics Education (IELCE) Service Approach
- 2-Generation and Family Literacy Service Approaches
- Workforce Preparation Activities

The AGE Program is designed to serve the following objectives:

- Provide literacy instruction to adults to obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Facilitate adult learners to attain a secondary school diploma and progress to postsecondary education and training, including career pathways.
- Empower parents to obtain the education and skills that are necessary to participate as full partners in the educational development of their children and to achieve sustainable economic opportunities for their families.
- Deliver English language instruction to adult English language learners whose native language is other than English or who live in a family or community environment where a language other than English is the dominant language, to achieve competence in reading, writing, speaking and comprehension of the English language.

[1] http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.02.html
[2] http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.93.html
[3] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

GED® Preparation Program: The purpose of the GED® Preparation Program is to prepare students to pass the GED® Test and be awarded a State of Florida High School Diploma. The program prepares students in four content-areas: Reasoning through Language Arts (RLA), Mathematical Reasoning, Science and Social Studies.

STUDENTS

Per State Board Rule 6A-6.014, Florida Administrative Code (F.A.C.) - General Requirements for Adult General Education[4], students eligible to enroll in the GED® Preparation Program are those who:

- Are 16 years of age or older.
- Are not enrolled in the K12 educational system.
- Obtain pre-test scores that place them within National Reporting System (NRS) ABE Levels 5 or 6.

Per 1003.435(4), F.S.,[5] "A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16."

EDUCATIONAL FUNCTIONING LEVELS

Educational Functioning Level (EFL) is a term found in WIOA (Code of Federal Regulations Title 34 Subtitle B Chapter IV Part 462)[6] that refers to the literacy levels in the GED® Social Studies program. The GED® Social Studies program has two EFLs, each representing a specific set of GED® Social Studies skills. Additional information on the term EFL is available in the official NRS Technical Assistance Guide.[7]

Table 1: NRS EFLs for the GED® Social Studies course in relation to the Grade Equivalent for each level

Course Title	NRS Educational Functioning Levels	Grade Equivalent
GED® Social Studies	ABE Level 5	9.0 – 10.9
GED® Social Studies	ABE Level 6	11.0 – 12.9

PROGRAM LENGTH

The maximum number of instructional hours recommended by the FDOE for the GED® Social Studies course is 250 hours per EFL. Acknowledging the individualized nature of learning, some students may finish an EFL in fewer (or more) hours than the recommended maximum duration indicated.

Table 2: Recommended Maximum Number of Hours by Educational Functioning Level

Course Title	NRS Educational Functioning Levels	Recommended Maximum Hours
GED® Social Studies	ABE Level 5	250
GED® Social Studies	ABE Level 6	250

CURRICULUM AND INSTRUCTION

[4] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014
[5] https://www.flsenate.gov/laws/statutes/2012/1003.435
[6] https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-462
[7] https://nrsweb.org/policy-data/nrs-ta-guide

The FDOE disseminates the GED® curriculum framework to agencies statewide, empowering local agency personnel to craft a curriculum relevant to the objectives of their students and instructors. Below is a structured outline of elements to consider when creating the local agency's curriculum:

1. **Educational Outcomes:**
    - Clearly defined outcomes that students are expected to achieve upon completion of the course.
2. **Core Instructional Materials:**
    - A set of materials (both print and digital) aligned with the defined educational outcomes. This can include textbooks, workbooks, online resources and multimedia materials.
3. **Needs Assessment Tools:**
    - Create a set of needs assessment tools to help teachers identify the specific learning needs and educational goals of individual students. This will aid in prioritizing standards and tailoring instruction to meet the varying needs of learners.
4. **Supplementary Textbooks:**
    - Provide workbooks covering the content of the GED® Social Studies course.
5. **Pacing Guides and Matrices:**
    - Develop pacing guides and matrices that outline the scope and sequence of the curriculum. This helps in organizing the content over the duration of the course and ensures a logical progression of skills.
6. **Recommended Resources:**
    - Compile a list of recommended websites, films and dictionaries that can be utilized by teachers to supplement the curriculum. Ensure that these resources are relevant, up-to-date and support the varying needs of adult learners.
7. **Overview of Content:**
    - Provide an overview of the content of the GED® Social Studies course.
8. **Learning Activities:**
    - Describe a variety of learning activities that can be used regularly for reinforcement. Include a mix of individual and group activities, hands-on projects, discussions and real-world application exercises.
9. **Vocabulary Lists:**
    - Utilize widely available vocabulary lists[8] designed specifically for the GED® Social Studies course.
10. **Grammar and Language Skills:**
    - Provide instructors and students with widely available free educational products from the GED® Assessment Guide for Educators[9] designed specifically to enhance skills in grammar and language relevant to the Social Studies course.

It is recommended to continuously assess and update the agency's curriculum based on feedback, changes in educational standards and the evolving needs of learners. Regular collaboration with instructors and seeking input from the FDOE Bureau of Adult Education can further enhance the quality and effectiveness of the agency's curriculum.

Instructors are not obligated to follow the standards sequentially. The distinct needs of each group of students can guide instruction, empowering instructors to modify the sequence of teaching the standards.

ASSESSMENT

For guidance on the assessment guidelines and requirements for GED® Social Studies, see State Board Rule 6.A-6.014, F.A.C.[10]

References for Assessment and Reporting: For complete information regarding assessment procedures and policies, see the Florida DOE Assessment Technical Assessment Paper.[11] For guidelines on the procedures for reporting data related

[8] https://www.vocabulary.com/lists/sqwixtkp/ged
[9] https://ged.com/educators_admins/teaching/teaching_resources/
[10] https://www.flrules.org/gateway/ruleno.asp?id=6A-6.014

to student test results, see the Florida DOE Division of Career and Adult Education (DCAE) Office of Research and Evaluation.[12]

Pre-testing: Federal and state regulations mandate that local adult education agencies conduct pre-tests for all new students within the initial 12 hours of enrollment activity. The Florida DOE defines a new student as someone not previously enrolled in the local agency during the current or preceding program year. GED® Social Studies students are required to pre-test and obtain a score at or above NRS EFL 5 in reading. The agency is responsible for submitting the pre-test results to the FDOE in accordance with the guidelines outlined by the DCAE Office of Research and Evaluation.

Post-testing: Agencies are not required to post-test students enrolled in the GED® Social Studies course for NRS reporting purposes, however, students will benefit from a variety of assessments to gauge their knowledge and skills. The GED® Ready Test[13] is an appropriate tool for determining when the student is likely to be able to pass the GED® Test.

Course Completion: Students complete the GED® Social Studies course when they pass the GED® Social Studies subtest. Upon passing all subtests of the GED®, the agency is responsible for reporting the course completion date as reflected by the date on the student's diploma. The agency is responsible for reporting the post-test results to the Florida DOE following the guidelines outlined by the DCAE Office of Research and Evaluation.

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, provide documentation and request such services. Students with disabilities may need accommodations in areas such 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.

ADULT EDUCATION INSTRUCTOR CERTIFICATION

Per 1012.39 (1)(b), F.S.,[14] each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education agencies.

FLORIDA DOE IET SERVICE APPROACH[15]

The Florida DOE promotes the planning, development and implementation of an IET service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Florida's IET service approach is well-suited for meeting the specific needs of GED® Social Studies students. Agencies are encouraged to create opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training for GED® Social Studies students.

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[11] https://www.fldoe.org/core/fileparse.php/5398/urlt/2024FLAssessmentPolicy.pdf
[12] https://www.fldoe.org/academics/career-adult-edu/research-evaluation/
[13] https://ged.com/study/ged_ready/
[14] https://www.flsenate.gov/laws/statutes/2011/1012.39
[15] https://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml

The IET service approach provides students at all levels of adult education with the opportunity to acquire the skills needed to:

- Progress to and complete postsecondary education and training programs.
- Obtain employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

All IET Programs must include the following three components as noted in the following sections of WIOA.[16]

- Adult education and literacy activities (WIOA Section 203(2)).
- Workforce preparation activities (WIOA Section 203(17)).
- Workforce training services (one or more) for a specific occupation or occupation cluster (WIOA Section 134(c)(3)(D)).

To meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Activities are of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals.
- Occur simultaneously.
- Use occupationally relevant instructional materials.

The IET program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, workforce training competencies and that the program activities function cooperatively.

The GED® Social Studies Standards Practices and Themes

The GED® Social Studies course is structured around two parts, the Social Studies Practices and the Social Studies Themes. The Social Studies Practices delineate the major skills that are essential for students to successfully pass the GED® Social Studies subtest.

Table 3: The Social Studies Practices

SSP.1	**Draw Conclusions and Make Inferences**
SSP.1.a.	Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.
SSP.1.b.	Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event or concept.
SSP.2	**Determine Central Ideas, Hypotheses and Conclusions**
SSP.2.a.	Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.
SSP2.b.	Describe people, places, environments, processes and events and connections between and among them.
SSP.3	**Analyze Events and Ideas**

[16] https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

SSP.3.a.	Identify the chronological structure of a historical narrative and sequence steps in a process.
SSP.3.b.	Analyze in detail how events, processes and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
SSP.3.c.	Analyze cause-and-effect relationships and multiple causations, including action by individuals, natural and societal processes and the influence of ideas.
SSP3.d.	Compare differing sets of ideas related to political, historical, economic, geographic or societal contexts; evaluate the assumptions and implications inherent in differing positions.
SSP.4	**Analyze Meanings of Words and Phrases**
SSP.4.a.	Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic and economic aspects of social studies.
SSP.5	**Analyze Purpose and Point of View**
SSP.5.a.	Identify aspects of a historical document that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
SSP.5.b.	Identify instances of bias or propagandizing.
SSP.5.c.	Analyze how a historical context shapes an author's point of view.
SSP.5.d.	Evaluate the credibility of an author in historical and contemporary political discourse.
SSP.6	**Integrate Content Presented in Different Ways**
SSP.6.a.	Integrate quantitative or technical analysis with qualitative analysis in print or digital text.
SSP.6.b.	Analyze information presented in a variety of maps, graphic organizers, tables and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.
SSP.6.c.	Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.
SSP.7	**Evaluate Reasoning and Evidence**
SSP.7.a.	Distinguish among fact, opinion and reasoned judgment in a primary or secondary source document.
SSP.7.b.	Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.
SSP.8	**Analyze Relationships between Texts**
SSP.8.a.	Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.
SSP.9	**Write Analytic Response to Source Texts**
SSP.9.a.	Produce writing that develops the idea(s), claim(s) and/or argument(s) thoroughly and logically, with well-chosen examples, facts or details from primary and secondary source documents.
SSP.9.b.	Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus.
SSP.9.c.	Write clearly and demonstrate sufficient command of standard English conventions.
SSP.10	**Read and Interpret Graphs, Charts and Other Data Representation**
SSP.10.a.	Interpret, use and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).
SSP.10.b.	Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
SSP.10.c.	Distinguish between correlation and causation.
SSP.11	**Measure the Center of a Statistical Dataset**
SSP.11.a.	Calculate the mean, median, mode and range of a dataset.

The two Social Studies Themes encompass four Content Topics which provide the basis for measuring the skills defined in the Social Studies Practices.

- **Theme I – Development of Modern Liberties and Democracy**
  - Civics and Government.
  - United States History
  - Economics
  - Geography and the World
- **Theme II – Dynamic Responses in Societal Systems**
  - Civics and Government.
  - United States History
  - Economics
  - Geography and the World

Table 4: The GED® Social Studies Themes and Content Topics

Themes	Content Topics	Sub-Content Areas
Development of Modern Liberties and Democracy	**Civics & Government 50%**	1. Types of modern & historical government.
		2. Principles that contributed to development of American constitutional democracy.
		3. Structure and design of US Government.
		4. Individual rights and civic responsibilities.
	U.S. History 20%	1. Key historical documents that shaped American constitutional government.
		2. Revolutionary and Early Republic Periods.
		3. Civil War & Reconstruction.
		4. Civil Rights Movement
	Economics 15%	1. Economic events shaping U.S. government and policies.
		2. Relationship between political and economic freedoms.
	Geography and the World 15%	1. Development of classical civilizations.
Dynamic Responses in Societal Systems	**Civics & Government 50%**	1. Political parties, campaigns and elections in U.S. politics.
		2. Contemporary public policy.
	U.S. History 20%	1. European population of the Americas.
		2. World Wars I & II and The Cold War.
		3. American foreign policy since 9/11.
	Economics 15%	1. Fundamental economic concepts.
		2. Microeconomics & macroeconomics.
		3. Consumer economics.
		4. Economic causes & impacts of wars.
		5. Economic drivers of exploration and colonization.
	Geography and the World 15%	1. Relationship between environment & social development.
		2. Borders between peoples and nations.
		3. Human migration.

GED® SOCIAL STUDIES STANDARDS

The GED® Social Studies course primarily emphasizes guiding students in acquiring essential reasoning skills within a social studies context. The GED® Social Studies Standards emphasize essential social reasoning, balancing conceptual understanding, procedural skill and fluency for practical application.

Social Studies Standards	
	Civics and Government
CG.1	**Describe types of modern and historical governments that contributed to the development of American constitutional democracy.** CG.1.a. Direct democracy CG.1.b. Representative democracy CG.1.c. Parliamentary democracy CG.1.d. Presidential democracy CG.1.e. Monarchy and other types
CG.2	**Describe the principles that have contributed to the development of American constitutional democracy.** CG.2.a. Natural rights philosophy CG.2.b. Popular sovereignty and consent of the governed CG.2.c. Constitutionalism CG.2.d. Majority rule and minority rights CG.2.e. Checks and balances CG.2.f. Separation of powers CG.2.g. Rule of law CG.2.h. Individual rights CG.2.I. Federalism
CG.3	**Analyze the structure and design of United States Government.** CG.3.a. Structure, powers and authority of the federal executive, judicial and legislative branches CG.3.b. Individual governmental positions (e.g., president, speaker of the house, cabinet secretary, etc.) CG.3.c. Major powers and responsibilities of the federal and state governments CG.3.d. Shared powers CG.3.e. Amendment process CG.3.f. Governmental Departments and Agencies
CG.4	**Describe individual rights and civic responsibilities.** CG.4.a. The Bill of Rights CG.4.b. Personal and civil liberties of citizens
CG.5	**Describe political parties, campaigns and elections in American politics.** CG.5.a. Political parties CG.5.b. Interest groups CG.5.c. Political campaigns, elections and the electoral process
CG.6	**Define contemporary public policy**

	United States History
USH.1	**Explain the ideas and significance of key historical documents that have shaped American constitutional government.** USH.1.a. Magna Carta USH.1.b. Mayflower Compact USH.1.c. Declaration of Independence USH.1.d. United States Constitution USH.1.e. Martin Luther King's Letter from the Birmingham Jail USH.1.f. Landmark decisions of the United States Supreme Court and other Key documents)

USH.2	**Describe the causes and consequences of the wars during the Revolutionary and Early Republic Periods.** USH.2.a. Revolutionary War USH.2.b. War of 1812 USH.2.c. George Washington USH.2.d. Thomas Jefferson USH.2.e. Articles of Confederation USH.2.f. Manifest Destiny USH.2.g. U.S. Indian Policy
USH.3	**Examine causes and consequences of the Civil War and Reconstruction and effects on Americans.** USH.3.a. Slavery USH.3.b. Sectionalism USH.3.c. Civil War Amendments USH.3.d. Reconstruction policies
USH.4	**Identify the expansion of civil rights by examining the principles found in primary documents and events.** USH.4.a. Jim Crow laws USH.4.b. Women's suffrage USH.4.c. Civil Rights Movement USH.4.d. Plessy vs. Ferguson and Brown vs. Board of Education USH.4.e. Warren court decisions
USH.5	**Describe the impact of European settlement on population of the Americas.**
USH.6	**Explain the significant causes, events, figures and consequences of World Wars I & II.** USH.6.a. Alliance system USH.6.b. Imperialism, nationalism and militarism USH.6.c. Russian Revolution USH.6.d. Woodrow Wilson USH.6.e. Treaty of Versailles and League of Nations USH.6.f. Neutrality Acts USH.6.g. Isolationism USH.6.h. Allied and Axis Powers USH.6.i. Fascism, Nazism and totalitarianism USH.6.j. The Holocaust USH.6.k. Japanese-American internment USH.6.l. Decolonization USH.6.m. GI Bill
USH.7	**Describe the significant events and people from the Cold War era.** USH.7.a Communism and capitalism USH.7.b. NATO and the Warsaw Pact USH.7.c. U.S. maturation as an international power USH.7.d. Division of Germany, Berlin Blockade and Airlift USH.7.e. Truman Doctrine USH.7.f. Marshall Plan USH.7.g. Lyndon B. Johnson and The Great Society USH.7.h. Richard Nixon and the Watergate scandal USH.7.i. Collapse of U.S.S.R. and democratization of Eastern Europe
USH.8	**Analyze the impact of the September 11, 2001 attacks on the United States foreign policy.**

Economics	
E.1	**Describe key economic events that have shaped American government and policies.**
E.2	**Explain the relationship between political and economic freedoms**

E.3	**Describe common economic terms and concepts.** E.3.a. Markets E.3.b. Incentives E.3.c. Monopoly and competition E.3.d. Labor and capital E.3.e. Opportunity cost E.3.f. Profit E.3.g. Entrepreneurship E.3.h. Comparative advantage E.3.i. Specialization E.3.j. Productivity E.3.k. Interdependence
E.4	**Describe the principles of Microeconomics and Macroeconomics.** E.4.a. Supply, demand and price E.4.b. Individual choice E.4.c. Institutions E.4.d. Fiscal and monetary policy E.4.e. Regulation and costs of government policies E.4.f. Investment E.4.g. Government and market failures E.4.h. Inflation and deflation E.4.i. Gross domestic product (GDP) E.4.j. Unemployment E.4.k. Tariffs
E.5	**Describe consumer economics.** E.5.a. Types of credit E.5.b. Savings and banking E.5.c. Consumer credit laws
E.6	**Examine the economic causes and impact on wars.**
E.7	**Describe the economic drivers of exploration and colonization in the Americas.**
E.8	**Explain the relationship between the Scientific and Industrial Revolutions.**

Geography	
G.1	**Describe how geography affected the development of classical civilizations.**
G.2	**Describe the relationships between the environment and societal development.** G.2.a. Nationhood and statehood G.2.b. Sustainability G.2.c. Technology
	G.2.d. Natural resources G.2.e. Human changes to the environment
G.3	**Describe the concept of borders between peoples and nations.** G.3.a. Concepts of region and place G.3.b. Natural and cultural diversity G.3.c. Geographic tools and skills
G.4	**Describe the forms of human migration.** G.4.a. Immigration, Emigration and Diaspora G.4.b. Culture, cultural diffusion and assimilation G.4.c. Population trends and issues

	G.4.d. Rural and urban settlement