Adult General Education

Standards and Curriculum Frameworks

2017-2018

Division of Career and Adult Education
Florida Department of Education
Rule 6A-6.0571

Florida Department of Education
Adult General Education
Curriculum Framework

APPLIED ACADEMICS FOR ADULT EDUCATION	
Program Title	Applied Academics for Adult Education (AAAE)
Program Number	S990001
Course Number	S990041-Comprehensive (includes instruction in all 3 subject areas-math, reading and language)
CIP Number	1532.010503
Grade Equivalent	9.0 and above
Grade Level	30, 31
Recommended Length	Varies (See Program Structure)

Purpose

The purpose of this program is to prepare students for college and future careers. The Applied Academics for Adult Education (AAAE) program is based upon the assessed needs of the individual and the academic and employability requirements related to Florida's Career and Technical Education (CTE) programs. There have been changes to requirements concerning basic skills remediation for students in career and technical programs. If the student is currently enrolled in a CTE program and meets one of the exemptions in Rule 6A-10.040, FAC, he/she would be able to opt out of the basic skills requirement. However, if the student needs remediation, he/she is eligible for this program.

The AAAE program is a non-graded system. This program is designed for students who have tested at the equivalent of 9th grade and above but lack the required level of basic skills for completion of the CTE program. It is the teacher's responsibility to decide and inform the student of the criteria for demonstrating proficiency in a standard and benchmark. It is not necessary for a student to master 100% of the standards to demonstrate proficiency for the course. This framework includes career planning, digital literacy and workforce preparation activities. These standards will allow for the teacher to contextualize the curriculum when appropriate.

No federal funds may be used to support this course. Data collected from this course (enrollment, and learning gains) are reported to the state but are not used for NRS reporting.

Program Structure

Course Number	Course Title	Recommended Length*	LCP Level
S990041	Comprehensive AAAE	Varies*	D

**Recommended Length: A maximum of 1300 hours may be fundable per each reporting year via state funding for this adult education course. However, this maximum should not prevent a student from*

receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.

One (1) LCP is earned when the student has completed all basic skills requirements for this program.

Program procedures encompass the following:

1. Basic skills assessment is performed for each student by trained personnel to identify needs in each of the instructional components. See Rule 6A-10.040, FAC. for basic skills requirements for postsecondary career and technical certificate education.

2. Prescribing individualized instruction to meet the needs of the student for the CTE program and/or future career and education goals.

3. Managing learning activities.

4. Evaluating student progress.

Special Notes:

Career and Education Planning

The following career development standards are designed to be integrated into the Applied Academics for Adult Education frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards

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

Digital Literacy (Technology)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards. (Example standards: Mathematics 4, Reading 7, Writing 6, and Speaking and Listening 5).

Standards

DL.AAAE.01 Develop basic keyboarding and numerical keypad skills.
DL.AAAE.02 Produce a variety of documents such as research papers, resumes, charts and tables using word processing programs.
DL.AAAE.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL.AAAE.04 Practice safe, legal and responsible sharing of information, data and opinions online.

Workforce Preparation Activities

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

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

ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in 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.

STANDARDS

After successfully completing this program, the student will be able to demonstrate skills in mathematics, reading, and language that are needed to meet the requirements of the CTE program and/or future career and education goals.

Florida Department of Education
Student Performance Standards

MATHEMATICS

M.01.00 Demonstrate Mathematics skills appropriate to the Career and Technical Program and/or future career and education goals:
NUMBER AND QUANTITY: The Real Number System
M.01.01 Extend the properties of exponents to rational exponents. • Rewrite expressions involving radicals and rational exponents using the properties of exponents.
NUMBER AND QUANTITY: Quantities
M.01.02 Reason quantitatively and use units to solve problems. • Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. • Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
ALGEBRA: Seeing Structure in Expressions
M.01.03 Interpret the structure of expressions. • Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
M.01.04 Write expressions in equivalent forms to solve problems. • Choose and produce an equivalent form of an expression to reveal and explain properties of the

quantity represented by the expression.

- Factor a quadratic expression to reveal the zeros of the function it defines.

ALGEBRA: Arithmetic with Polynomials and Rational Expressions

M.01.05 Perform arithmetic operations on polynomials.

- 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.

M.01.06 Rewrite rational expressions

- Rewrite simple rational expressions in different forms; write $^{a(x)}/_{b(x)}$ in the form $q(x) + {}^{r(x)}/_{b(x)}$, where a(x), b(x), q(x) and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.

ALGEBRA: Creating Equations

M.01.07 Create equations that describe numbers or relationships.

- Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions and simple rational and exponential functions.
- Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- Represent constraints by equations or inequalities and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

ALGEBRA: Reasoning With Equations and Inequalities

M.01.08 Understand solving equations as a process of reasoning and explain the reasoning.

- Explain each step in solving simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- Solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise.

M.01.09 Solve equations and inequalities in one equation.

- Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- Solve quadratic equations in one variable.

M.01.10 Solve systems of equations.

- Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

M.01.11 Represent and solve equations and inequalities graphically.

- Understand the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

FUNCTIONS: Interpreting Functions

M.01.12 Understand the concept of a function and use function notation.

- Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f(x)* denotes the output of f corresponding to the input *x*. The graph of *f* is the graph of the equation *y=f(x).*
- Use function notation, evaluate functions for inputs in their domains and interpret statements that use function notation in terms of a context.

M.01.13 Interpret functions that arise in applications in terms of the context.

- For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
- Relate the domain of a function to its graph and where applicable to the quantitative relationship it describes.
- Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

M.01.14 Analyze functions using different representations.

- Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- Use properties of exponents to interpret expressions for exponential functions.
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

FUNCTIONS: Building Functions

M.01.15 Build a function that models a relationship between two quantities.

- Write a function that describes a relationship between two quantities

FUNCTIONS: Linear, Quadratic, and Exponential Models

M.01.16 Construct and compare linear, quadratic, and exponential models and solve problems.

- Distinguish between situations that can be modeled with linear functions and with exponential functions.
- Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

M.01.17 Interpret expressions for functions in terms of the situation they model.

- Interpret the parameters in a linear or exponential function in terms of a context.

GEOMETRY: Congruence

M.01.18 Experiment with transformations in the plane.

- Know precise definitions of angle, circle, perpendicular line, and line segment, based on the undefined motions of point, line, distance along a line, and distance around a circular arc.

GEOMETRY: Similarity, Right Triangles, And Trigonometry

M.01.19 Prove theorems involving similarity.

- Use congruence and similarity criteria for triangles to solve problems and to prove relationships

in geometric figures.
GEOMETRY: Geometric Measurement And Dimension
M.01.20 Explain volume formulas and use them to solve problems. • Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
GEOMETRY: Modeling With Geometry
M.01.21 Apply geometric concepts in modeling situations. • Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
STATISTICS AND PROBABILITY: Interpreting Categorical and Quantitative Data
M.01.22 Summarize, represent and interpret data on a single count or measurable variable. • Represent data with plots on the real number line (dot plots, histograms, and box plots) • Interpret differences in shape, center, and spread in the context of the data sets accounting for possible effects of extreme data points (outliers).
M.01.23 Summarize, represent and interpret data on two categorical and quantitative variables. • Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the content of the data (including joint, marginal and conditional relative frequencies). Explain possible associations and trends in the data.
M.01.24 Interpret linear models. • Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. • Distinguish between correlation and causation.

Florida Department of Education
Student Performance Standards

READING

R.02.00 Demonstrate Reading skills appropriate to the Career and Technical Program and/or future career and education goals:
R.02.01 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text. • *Application:* Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • *Application:* Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
R.02.02 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

R.02.03 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- 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.

R.02.04 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

- Application: Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context.

R.02.05 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

R.02.06 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Application: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

R.02.07 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Translate quantitative or technical information expressed in words in a text into a visual form and translate information expressed visually or mathematically into words.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

R.02.08 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

R.02.09 Draw evidence from literary or informational texts to support analysis, reflection and research.

- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "letter from Birmingham Jail"), including how they address related themes and concepts.
- Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- *Application:* Compare and contrast treatments of the same topic in several primary and secondary sources.
- Analyze seventeenth, eighteenth and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln's Second Inaugural Address) for their themes, purposes and rhetorical features.

R.02.10 Read and comprehend complex literary and informational texts independently and proficiently.

Florida Department of Education
Student Performance Standards

Language

L.03.00 Demonstrate Language skills appropriate to the Career and Technical Program and/or future career and education goals.

L.03.01 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use parallel structure.
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.

L.03.02 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.
- Spell correctly.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.

L.03.03 Apply knowledge of language to understand how language functions in different contexts, to

make effective choices for meaning or style and to comprehend more fully when reading or listening.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- Vary syntax for effect, consulting references (e.g.,Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.03.04 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.03.05 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

L.03.06 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT BASIC EDUCATION-LANGUAGE ARTS	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	Adult Basic Education-Language Arts
Course Number	9900003
CIP Number	1532010200
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Recommended Length	Varies (See Program Lengths Section)

Purpose

The Adult Basic Education (ABE) Program includes content standards that describe what students should know and be able to do in Mathematics, Language Arts (language, speaking and listening, and writing), and Reading. The content standards serve several purposes:

- Provide a common language for ABE levels among programs
- Assist programs with ABE curriculum development
- Provide guidance for new ABE instructors
- Ensure quality instruction through professional development
- Provide basic skills instruction (0.0 – 8.9) and critical thinking skills to prepare students for GED preparation (9.0 – 12.9), postsecondary education, and employment.

The content standards should be used as a basis for curriculum design and also to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies. Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms.

The ABE content standards have been revised to include the College and Career Readiness (CCR) standards. The integration of CCR standards into ABE programs is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs with the goal of continuing on to postsecondary education.

Program Structure

ABE is a non-credit course designed to develop literacy skills necessary to be successful workers, citizens and family members. A student enrolled in the ABE program may be receiving instruction in one or more of the following courses: Mathematics, Language Arts, or Reading.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal reporting and Literacy Completion Points (LCPs) for state reporting. Progress through levels must be measured by approved validation methods in accordance with Rule 6A-6.014, FAC. It is the teacher's responsibility to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. It is not necessary for a student to master 100% of the benchmark skills to demonstrate proficiency in a standard.

Program Lengths

The following table illustrates the maximum number of instructional hours recommended for each level. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended for each ABE instructional level.

Course Number	Course Title	Recommended Length*	NRS Levels
9900003	Language Arts – ABE Level One (1)	Varies*	**1** (0.0– 1.9)
	Language Arts – ABE Level Two (2)	Varies*	**2** (2.0-3.9)
	Language Arts – ABE Level Three (3)	Varies*	**3** (4.0 – 5.9)
	Language Arts – ABE Level Four (4)	Varies*	**4** (6.0 – 8.9)

**Recommended Lengths: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

Special Notes

The standards are separated into four strands: Reading, Writing, Speaking and Listening, and Language. Each strand is headed by a strand-specific set of CCR Anchor Standards identical across all levels of learning. Each level-specific standard corresponds to the same-numbered CCR anchor standard. In other words, each anchor standard identifying broad college and career readiness skills has a corresponding level-specific standard illustrating specific level-appropriate expectations called a benchmark skill. The table below illustrates the numbering used to indicate strands, anchor standards, and skill standards.

Source	**Strand**	**Program Area**	**Anchor Standard**	**NRS Level**	**Benchmark Skill**
CCR.	WR.	ABE.	1.	2.	b)
CCR.WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 1.2. Write opinion pieces on topics or texts, supporting a point of view with reasons. b) Provide reasons that support the opinion.					

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered and/or project-based lessons that integrate standards from several strands.

Special Notes:

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS
As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

Accommodations
Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in 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.

Career and Education Planning
The following career development standards are designed to be integrated into the ABE frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

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

Digital Literacy (Technology)
Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards. (Example standards: Mathematics 4, Reading 7, Writing 6, and Speaking and Listening 5).

Standards:

DL. ABE.01	Develop basic keyboarding and numerical keypad skills.
DL. ABE.02	Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL. ABE.03	Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL. ABE.04	Practice safe, legal, and responsible sharing of information, data, and opinions online.

Workforce Preparation Activities

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

Writing Standards

The CCR Writing Standards cultivate the development of three mutually reinforcing writing capacities: crafting arguments, writing to inform and explain, and fashioning narratives about real or imagined experiences or from research. Writing Standard 9 is a standout because it stresses the importance of the writing-reading connection by requiring students to draw upon and use evidence from literary and informational texts as they write arguments or inform/explain.

Writing (WR) Anchor Standards

CCR.WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR.WR.ABE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.WR.ABE.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCR.WR.ABE. 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.WR.ABE 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.WR.ABE 6: Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.

CCR.WR.ABE 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.WR.ABE 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR.WR.ABE 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)

Writing (WR) Anchor Standards and Benchmark Skills			
CCR.WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
	1.2. Write opinion pieces on topics or texts, supporting a point of view with reasons. a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b) Provide reasons that support the opinion. c) Use linking words and phrases (e.g., *because, therefore*, *since*, *for example*) to connect opinion and reasons. d) Provide a concluding statement or section.	**1.3. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b) Provide logically ordered reasons that are supported by facts and details. c) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). d) Provide a concluding statement or section related to the opinion presented.	**1.4. Write arguments to support claims with clear reasons and relevant evidence.** a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from and supports the argument presented.
CCR.WR.ABE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
2.1 Write informative and explanatory texts in which they name a topic, supply some	**2.2 Write informative and explanatory texts to examine a topic and convey ideas and**	**2.3 Write informative and explanatory texts to examine a topic and convey ideas and information**	**2.4 Write informative and explanatory texts to examine a topic and convey ideas, concepts,**

facts about the topic, and provide some sense of closure.	**information clearly.** a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b) Develop the topic with facts, definitions, and details. c) Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d) Provide a concluding statement or section.	**clearly.** a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Provide a concluding statement or section related to the information or explanation presented.	**and information through the selection, organization, and analysis of relevant content. (This includes the narration of historical events, scientific procedures/ experiments, or technical processes.)** a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCR.WR.ABE.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.			

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
3.1 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**3.2 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**	**Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.**	**Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.**
CCR.WR.ABE. 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
	4.2 Produce writing in which the development and organization are appropriate to task and purpose.	**4.3 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**	**4.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
CCR.WR.ABE 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
5.1 With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**5.2 With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)**	**5.3 With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)**	**5.4 With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)**

CCR.WR.ABE 6: Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
6.1 With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. a) Discuss digital citizenship.	**6.2 With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.** a) Discuss how technology is used for communication, critical thinking, research, and innovation. b) Complete an electronic job application. c) Create simple data tables.	**6.3 With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.** a) Produce a one page resume. b) Insert a table or graph using drag and drop. c) Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.	**6.4 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.** a) Develop a career plan. b) Create original works using a variety of programs such as Word and Excel. c) Locate, organize, analyze, evaluate, synthesize, and ethically use electronic information from a variety of sources and media.
CCR.WR.ABE 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
7.1 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	**7.2 Conduct short research projects that build knowledge about a topic.**	**7.3 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**	**7.4 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**
CCR.WR.ABE 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**

8.1 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	**8.2 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**	**8.3 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**	**8.4 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**
CCR.WR.ABE 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
	9.2 Draw evidence from literary or informational texts to support analysis, reflection, and research. a) Apply reading standards from this level to literature (e.g., "Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text"). b) Apply reading standards from this level to informational text (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)").	**9.3 Draw evidence from literary or informational texts to support analysis, reflection, and research.** a) Apply reading standards from this level to literature (e.g., "Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments"). b) Apply reading standards from this level to literary nonfiction (e.g., "Analyze how a text makes connections among and distinctions between individuals' ideas or events").	**Note: Students continue to draw evidence from literary or informational texts to support analysis, reflection, and research.**

Speaking and Listening Standards

The Speaking and Listening Standards require students to develop a broad range of useful oral communication and interpersonal skills. The standards ask students to learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Speaking and Listening (SL) Anchor Standards

CCR.SL.ABE.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.ABE.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.ABE.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR.SL.ABE.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.ABE.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.ABE.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (Note: See language standards 1 and 3)

Speaking and Listening (SL) Anchor Standards and Benchmark Skills			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
CCR.SL.ABE.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
1.1 Participate in collaborative conversations with diverse partners in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c) Ask questions to clear up any confusion about the topics and texts under discussion.	**1.2 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.** a) Come to discussions prepared by having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in light of the discussion.	**1.3 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.** a) Come to discussions prepared by having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**1.4 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.** a) Come to discussions prepared by having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCR.SL.ABE.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
2.1 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	**2.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**	**2.3 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.** a) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**2.4 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**
CCR.SL.ABE.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
3.1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**3.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.**	**3.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**	**3.4 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**
CCR.SL.ABE.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
4.1 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**4.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.**	**4.3 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an**	**4.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and**

		understandable pace.	**clear pronunciation.**
CCR.SL.ABE.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
		5.3 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	**5.4 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.**
CCR.SL.ABE.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (Note: See Language Standards 1 and 3)			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
6.1 Speak audibly and express thoughts, feelings, and ideas clearly. a) Produce complete sentences when appropriate to task and situation.	**6.2 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**	**6.3 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.**	**6.4 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

Language Arts Standards

The Language Standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. 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.

Language Arts Anchor Standards

CCR.LA.ABE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.LA.ABE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.LA.ABE.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCR.LA.ABE.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR.LA.ABE.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR.LA.ABE.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Language Arts Standards (LA) **Anchor Standards and Benchmark Skills**			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
CCR.LA.ABE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Print all upper- and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d) Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*). e) Use verbs to convey a	**1.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** a) Use collective nouns (e.g., *group*). b) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c) Form and use regular and irregular plural nouns. d) Use reflexive pronouns (e.g., *myself*, *ourselves*). e) Form and use the past tense of frequently occurring irregular verbs	**1.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b) Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). c) Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.	**1.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** a) Ensure that pronouns are in the proper case (subjective, objective, and possessive). b) Use intensive pronouns. c) Recognize and correct inappropriate shifts in pronoun number and person. d) Recognize and correct vague or unclear pronouns. e) Recognize variations from standard English in their own and others' writing and speaking, and identify and

sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). f) Use frequently occurring adjectives. g) Use frequently occurring nouns and verbs. h) Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*). i) Use determiners (e.g., articles, demonstratives). j) Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*). k) Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). l) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	(e.g., *sat*, *hid*, *told*). f) Use abstract nouns (e.g., *childhood*). g) Form and use regular and irregular verbs. h) Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. i) Ensure subject-verb and pronoun-antecedent agreement. j) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. k) Use coordinating and subordinating conjunctions. l) Produce simple, compound, and complex sentences. m) Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).	d) Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. e) Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. f) Use verb tense to convey various times, sequences, states, and conditions. g) Recognize and correct inappropriate shifts in verb tense. h) Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). i) Form and use prepositional phrases. j) Use correlative conjunctions (e.g., *either/or*, *neither/nor*). k) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. l) Correctly use frequently confused words (e.g., *to*, *too*, *two; there*, *their*).	use strategies to improve expression in conventional language. f) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. g) Form and use verbs in the active and passive voice. h) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. i) Recognize and correct inappropriate shifts in verb voice and mood. j) Explain the function of phrases and clauses in general and their function in specific sentences. k) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. l) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CCR.LA.ABE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	**2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	**2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** a) Use punctuation

a) Capitalize the first word in a sentence and the pronoun *I*. b) Capitalize dates and names of people. c) Recognize and name end punctuation. d) Use end punctuation for sentences. e) Use commas in dates and to separate single words in a series. f) Write a letter or letters for most consonant and short-vowel sounds (phonemes). g) Spell simple words phonetically, drawing on knowledge of sound-letter relationships. h) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. i) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	a) Capitalize holidays, product names, and geographic names. b) Capitalize appropriate words in titles. c) Use commas in greetings and closings of letters. d) Use commas in addresses. e) Use commas and quotation marks in dialogue. f) Use an apostrophe to form contractions and frequently occurring possessives. g) Form and use possessives. h) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*). i) Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). j) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. k) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	a) Use correct capitalization. b) Use commas and quotation marks to mark direct speech and quotations from a text. c) Use punctuation to separate items in a series. d) Use a comma to separate an introductory element from the rest of the sentence. e) Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). f) Use underlining, quotation marks, or italics to indicate titles of works. g) Use a comma before a coordinating conjunction in a compound sentence. h) Spell grade-appropriate words correctly, consulting references as needed.	(commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. b) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). c) Use an ellipsis to indicate an omission. d) Spell correctly.
CCR.LA.ABE.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			

NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
	3.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases for effect. b) Recognize and observe differences between the conventions of spoken and written standard English.	**3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.** a) Choose words and phrases to convey ideas precisely. b) Choose punctuation for effect. c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). d) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. e) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**3.4 Use knowledge of language and its conventions when writing, speaking, reading, or listening.** a) Vary sentence patterns for meaning, reader/listener interest, and style. b) Maintain consistency in style and tone. c) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CCR.LA.ABE.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
4.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. a) Use sentence-level context as a clue to the	**4.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies**. a) Use sentence-level context as a clue to the	**4.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.** a) Use context (e.g., definitions, examples,	**4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.** a) Use context (e.g., the overall meaning of a

meaning of a word or phrase. b) Use frequently occurring affixes as a clue to the meaning of a word. c) Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).	meaning of a word or phrase. b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*). c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*). e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, autograph, photograph*, *photosynthesis*). c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCR.LA.ABE.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
5.1 With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	**5.2 Demonstrate understanding of word relationships and nuances in word meanings.** a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). b) Identify real-life connections between	**5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** a) Interpret figurative language, including similes and metaphors, in context. b) Recognize and explain	

b) Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c) Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d) Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.	words and their use (e.g., describe people who are *friendly* or *helpful*). c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	the meaning of common idioms, adages, and proverbs. c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
CCR.LA.ABE.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	**GE: 2.0-3.9**	**GE: 4.0-5.9**	**GE: 6.0-8.9**
6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	**6.2 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other people are happy that makes me happy*** a) Acquire and use accurately level-appropriate conversational, general academic, technology, and domain-specific words and phrases, including those	**6.3 Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:** • signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*). • are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal	**6.4 Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.** a) Build a vocabulary of terms and actions frequently used by computer-based testing; such as, drag and drop, drop-down, hot spot, short

	that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	preservation). • signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).	answer, and extended response.

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT BASIC EDUCATION-MATHEMATICS	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	Adult Basic Education-Mathematics
Course Number	9900001
CIP Number	1532010200
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Recommended Length	Varies (See Program Lengths Section)

Purpose

The Adult Basic Education (ABE) Program includes content standards that describe what students should know and be able to do in Mathematics, Language Arts (language, speaking and listening, and writing), and Reading. The content standards serve several purposes:

- Provide a common language for ABE levels among programs
- Assist programs with ABE curriculum development
- Provide guidance for new ABE instructors
- Ensure quality instruction through professional development
- Provide basic skills instruction (0.0 – 8.9) and critical thinking skills to prepare students for GED preparation (9.0 – 12.9), postsecondary education, and employment.

The content standards should be used as a basis for curriculum design and also to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies. Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms.

The ABE content standards have been revised to include the College and Career Readiness (CCR) standards. The integration of CCR standards into ABE programs is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs with the goal of continuing on to postsecondary education.

Program Structure
ABE is a non-credit course designed to develop literacy skills necessary to be successful workers, citizens and family members. A student enrolled in the ABE program may be receiving instruction in one or more of the following courses: Mathematics, Language Arts, or Reading.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal reporting and Literacy Completion Points (LCPs) for state reporting. Progress through levels must be measured by approved validation methods in accordance with Rule 6A-6.014, FAC. It is the teacher's responsibility to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. It is not necessary for a student to master 100% of the benchmark skills to demonstrate proficiency in a standard.

Program Lengths

The following table illustrates the recommended maximum number of instructional hours for each level. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended for each ABE instructional level.

Course Number	Course Title	Recommended Length*	NRS Levels
9900001	Mathematics – ABE Level One (1)	Varies*	**1** (0.0– 1.9)
	Mathematics – ABE Level Two (2)	Varies*	**2** (2.0-3.9)
	Mathematics – ABE Level Three (3)	Varies*	**3** (4.0 – 5.9)
	Mathematics – ABE Level Four (4)	Varies*	**4** (6.0 – 8.9)

**Recommended length*: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

Special Notes

The mathematic standards are separated into ten strands as shown in the chart below. Each strand is headed by a strand-specific set of CCR anchor standards identical across all levels of learning. Each level-specific standard corresponds to the same-numbered CCR anchor standard. In other words, each anchor standard identifying broad college and career readiness skills has a corresponding level-specific standard illustrating specific level-appropriate expectations call a benchmark skill. The table below illustrates the numbering used to indicate strands, anchor standards, and skill standards.

Source	Strand	Program Area	Mathematic Domain	NRS Level	Anchor Standard	Benchmark Skill
CCR.	MA.	ABE.	2.	1.	3.	a)

CCR.MA.ABE.2.
Operations and Algebraic Thinking
1.3 Add and subtract with 20.

a) Relate counting to addition and subtraction by counting by 2 to add or subtract by 2.

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered and/or project-based lessons that integrate standards from several academic strands.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS
As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

Accommodations
Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in 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.

Career and Education Planning
The following career development standards are designed to be integrated into the ABE frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

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

Digital Literacy (Technology)
Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards. (Example standards: Mathematics 4, Reading 7, Writing 6, and Speaking and Listening 5).

Standards:

DL. ABE.01	Develop basic keyboarding and numerical keypad skills.
DL. ABE.02	Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL. ABE.03	Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL. ABE.04	Practice safe, legal, and responsible sharing of information, data, and opinions online.

Workforce Preparation Activities
The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with

others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

ABE Mathematical Standards

The chart below provides an overview of the ten domains that comprise Florida's ABE mathematic standards across instruction levels. The mathematic standards are presented into two broad instructional groupings; 1) basic literacy and, 2) intermediate. Basic literacy includes NRS levels 1 and 2 (grade equivalent (GE: 0.0 – 3.9) and intermediate includes NRS levels 3 and 4 (GE: 4.0 – 8.9).

Each instructional level has a limited number of anchor 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 mathematical foundations, conceptual understandings, procedural skills, and fluency. The chart's shaded areas indicate that the domain does not have an anchor standard or primary focus for instruction at that particular instructional level. While the anchor standards by design guide instruction, teachers may introduce, practice, reinforce, and develop fluency at lower and/or higher instructional levels. Two domains, fractions and functions, have been noted (*) because the suggested instruction should begin at the mid-point of the NRS level.

ADULT BASIC EDUCATION MATHEMATIC DOMAINS					
Domain Number	**NRS Reporting Grade Equivalent (GE)**	**NRS Level 1 0.0 – 1.9**	**NRS Level 2 2.0 – 3.9**	**NRS Level 3 4.0 – 5.9**	**NRS Level 4 6.0 – 8.9**
1	Number and Operations: Base Ten	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	
2	Operations and Algebraic Thinking	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	
3	Measurement and Data	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	
4	Geometry	0.0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9
5	Number and Operations: Fractions		*3.0 – 3.9	4.0 – 5.9	
6	Expressions and Equations			4.0 – 5.9	6.0 – 8.9
7	The Number System			4.0 – 5.9	6.0 – 8.9
8	Ratios and Proportional Relationships			4.0 – 5.9	6.0 – 8.9
9	Statistics and Probability			4.0 – 5.9	6.0 – 8.9
10	Functions				*7.0 – 8.9

MATHEMATICS (MA) Basic Literacy, GE: 0.0 – 3.9

Mathematics Standards NRS Level 1
Beginning ABE Literacy, GE 0.0 – 1.9

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, linear measurement (length), two-digit place value, and strategies for addition and subtraction.

This level begins building a basic 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 describing and reasoning geometric shapes as a basis for understanding the properties of congruence, similarity, and symmetry.

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

NRS level 2 emphasizes understanding place value for whole numbers to 1000, developing fluency in addition and subtraction to 3 digits, understanding and exploring strategies for multiplication and

division within 100, and a crucial foundation for fractions. These skills prepare students for work with rational numbers, ratios, rates, and proportions in subsequent levels.

In the areas of measurement and geometry, using standard units of measure and developing understanding of the structure of rectangular arrays and areas are priorities, as well as analyzing two-dimensional shapes as a foundation for area, volume, congruence, similarity and symmetry.

MATHEMATICS (MA) Basic Literacy **GE: 0.0-3.9** **Anchor Standards and Benchmark Skills**	
NRS LEVEL 1 **GE: 0.0 – 1.9**	**NRS LEVEL 2** **GE: 2.0 – 3.9**
CCR.MA.ABE.1. **Number and Operations: Base Ten**	
1.1 Understand place value of two-digit numbers. a) Understand that the two digits of a two-digit number represent amounts of tens and ones. b) Compare two two-digit numbers recording the results of comparisons with the symbols greater than (>), equal to (=), and less than (<).	**2.1 Understand place value of three-digit numbers.** a) Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. b) Count within 1000 by 5s, 10s, and 100s. c) Read and write numbers to 1000 using numerals, number names, and expanded form. d) Compare two three-digit numbers using greater than (>), equal to (=), and less than (<) symbols to record the results of comparisons.
1.2 Use place value understanding and the properties of operations to add and subtract within 100. a) Add within 100, including adding a two digit number and a one-digit number, two-digit numbers, and multiples of 10. b) Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose (create) a ten. c) Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count. d) Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences). e) Use concrete models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.	**2.2 Use place value understanding and properties of operations to add and subtract within 1000.** a) Add within 1000 up to four two-digit numbers using strategies based on place value and properties of operations. b) Understand that in adding or subtracting three-digit numbers, sometimes it is necessary to compose (put together) or decompose (take apart) tens or hundreds. c) Mentally add or subtract 10 or 100 to a given number 100–900. d) Use concrete models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. e) Explain why addition and subtraction strategies work, such as using place value and the properties of operations.

	2.3 Use place value understanding and properties of operations to perform multi-digit arithmetic. a) Use place value to round whole numbers to the nearest 10 or 100. b) Fluently add and subtract within 1000 using strategies and algorithms (step-by-step procedure for calculation) based on place value, properties of operations, and/or the relationship between addition and subtraction. c) Multiply one-digit whole numbers by multiples of 10 in the range 10–90, using strategies based on place value and properties of operations.
NRS LEVEL 1 **GE: 0.0 – 1.9**	**NRS LEVEL 2** **GE: 2.0 – 3.9**
CCR.MA.ABE.2. **Operations and Algebraic Thinking**	
1.1 Represent and solve problems involving addition and subtraction within 20. a) Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations (statement that says two expressions are equal) with a symbol for the unknown number to represent the problem.	**2.1 Represent and solve problems involving addition and subtraction within 100.** a) Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.
1.2 Understand and apply properties of operations and the relationship between addition and subtraction. a) Apply properties of operations as strategies to add and subtract. • Commutative property of addition. • Associative property of addition. b) Understand subtraction as an unknown-addend problem.	**2.2 Fluently add and subtract within 20.** a) Fluently add and subtract within 20 using mental strategies. b) Know from memory sums of 2 one-digit numbers (math facts 0-9).
1.3 Add and subtract with 20. b) Relate counting to addition and subtraction by counting by 2 to add or subtract by 2. c) Add and subtract within 20 using strategies such as: • Counting on. • Making ten. • Decomposing (taking apart) a number leading to a ten. • Using the relationship between addition and subtraction. • Creating equivalent but easier known sums.	**2.3 Represent and solve problems involving multiplication and division.** a) Interpret products of numbers, such as 5x7 as the total number of objects in 5 groups of 7 objects each. b) Interpret quotients of numbers, such as, 56÷8 as the number of objects in a share. c) Use multiplication and division within 100 to solve word problems using drawings and equations with a symbol for the unknown number to represent the problem. d) Determine the unknown number in a multiplication or division equation relating three numbers.

1.4 Work with addition and subtraction equations. a) Understand the meaning of the equal sign and determine if equations are true or false. b) Determine the unknown number in an equation relating three whole numbers.	**2.4 Understand properties of multiplication and the relationship between multiplication and division.** a) Apply properties of operations as strategies to multiply and/or divide: • Commutative property of multiplication. • Associative property of multiplication. • Distributive property of multiplication. b) Understand division as an unknown-factor problem.
	2.5 Multiply and divide within 100. a) Fluently multiply and divide within 100. b) Use strategies such as the relationship between multiplication and division or properties of operations. c) Know from memory products of two one-digit numbers (math facts 0-9).
	2.6 Solve problems involving the four operations, and identify and explain patterns in arithmetic. a) Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. b) Identify arithmetic patterns, including patterns in the addition table or multiplication table, and explain them using properties of operations.
NRS LEVEL 1 **GE: 0.0 – 1.9**	**NRS LEVEL 2** **GE: 2.0 – 3.9**
CCR.MA.ABE.3. **Measurement and Data**	
1.1 Represent and interpret data. a) Organize, represent, and interpret data with up to three categories. • Ask and answer questions about the total number of data points. • How many are represented in each category. • How many more or less are represented in one category than in another.	**2.1 Represent and interpret data.** a) Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. • Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. b) Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. • Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. c) Create a line plot to represent data. • Generate measurement data by using measuring tools marked with halves and fourths of a unit of measure (ruler). • Show the data by making a line plot, where the

	horizontal scale is marked off in units (whole numbers, halves, or fourths).
1.2 Measure lengths indirectly and by iterating (repeating) length units. a) Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end. b) Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	**2.2 Measure and estimate lengths in standard units.** a) Compare and describe how using standard (ruler) and nonstandard (thumb) units of measure relate to the size of the unit chosen. b) Estimate lengths using units of inches, feet, centimeters, and meters. c) Measure to determine how much longer one object is than another, using a standard length unit.
	2.3 Relate addition and subtraction to length. a) Represent whole numbers as lengths from 0 on a number line diagram. b) Represent whole number sums and differences within 100 on a number line diagram.
	2.4 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. a) Measure, tell, and write time to the nearest minute. b) Solve word problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram. c) Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). d) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, by using drawings, such as a beaker with a measurement scale, to represent the problem.
	2.5 Understand concepts of area measurement and relate area to multiplication and addition. a) Recognize area as an attribute of plane figures and understand concepts of area measurement. • A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. • A plane figure which can be covered without gaps or overlaps by (*n)* unit squares is said to have an area of (*n)* square units. b) Measure areas by counting unit squares (square cm., square m., square in., square ft., and non-specific units). c) Relate area to the operations of multiplication and addition. • Use math tiles to find the area of a rectangle and show that the area is the same as by multiplying

	the side lengths. • Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems. • Use area models to represent the distributive property in mathematical reasoning. • Use math tiles to show that the area of a rectangle with whole number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. d) Recognize area as additive. Find areas of rectilinear figures (formed by straight lines) by decomposing them into non-overlapping rectangles and adding the areas.
	2.6 Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. a) Solve real world and mathematical problems involving perimeters of polygons. • Find the perimeter given the side lengths. • Find an unknown side length. • Exhibit rectangles with the same perimeter and different areas or with the same area and different perimeters.
NRS LEVEL 1 **GE: 0.0 – 1.9**	**NRS LEVEL 2** **GE: 2.0 – 3.9**
CCR.MA.ABE.4. **Geometry**	
1.1 Analyze, compare, and create (compose) shapes. a) Analyze and compare two- and three-dimensional shapes that are different sizes and orientations. b) Use informal language to describe: • Their similarities and differences. • Their parts such as the number of sides and vertices/corners. • Other attributes such as having sides of equal length.	**2.1 Analyze and compare angles within shapes.** a) Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. b) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
1.2 Reason with composite shapes and their attributes. a) Compose (create) two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape (the shape of a house is made from a square and triangle), and new shapes from the composite shape.	**2.2 Reason with shapes and their attributes.** a) Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., b) Recognize that equal shares of identical wholes need not have the same shape. b) Understand that shapes in different categories (rhombuses, rectangles, and others) may share attributes (having four sides), and that the shared attributes can define a larger category

	(quadrilaterals). • Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. c) Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
NRS LEVEL 1 **GE: 0.0 – 1.9**	**NRS LEVEL 2** **GE: 2.0 – 3.9**
CCR.ABE.MA.5. **Number and Operations: Fractions** **Note: Suggested instructional level begins at 3.0**	
Not a focus standard at this level.	**2.1 Develop understanding of fractions as numbers using denominators of 2, 3, 4, 6, or 8.** a) Understand a fraction as the quantity formed when a whole is partitioned into equal parts. b) Understand a fraction as a number on the number line; represent fractions on a number line diagram. • Represent a fraction on a number line diagram by defining the interval from 0 to 1 (endpoints) and partitioning it into equal parts. • Explain a fraction on a number line diagram has the interval size *a/b.*
	2.2 Develop understanding of equivalent fractions. a) Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. • Conclude two fractions as equivalent (equal) if they are the same size, or the same point on a number line. • Generate simple equivalent fractions, (1/2 = 2/4, 4/6 = 2/3) by using a visual fraction model. • Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. b) Compare two fractions with the same numerator or the same denominator. • Recognize that comparisons are valid only when the two fractions refer to the same whole. • Record the results of comparisons with the symbols >, =, or <, and justify the conclusions with a visual fraction model.

<u>MATHEMATICS (MA) Intermediate, GE: 4.0 – 8.9</u>

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

NRS level 3 provides the mathematical fundamentals for all higher mathematical studies. The focus standards for this instructional level provide a conceptual foundation for learning functions. The emphasis continues on standards for numbers and operations, however, attention to algebra and geometry increase considerably.

Fluency with multi-digit whole and decimal numbers as well as calculations with fractions and the relationships between them is critical at this level. This extends to working with the concept of ratio and rates, addition and subtraction of fractions, and understanding why the procedures for multiplying and dividing fractions make sense.

Students at level 3 generate patterns in numbers and shapes in addition to reading, writing, and interpreting expressions and equations. In addition, analyzing geometric properties, such as parallelism, perpendicularity, and symmetry, and developing and finding volumes of right rectangular prisms take precedence.

Measurement and data instruction shifts to sampling techniques and data collection through statistical questioning; to previous standards about data, it adds the understanding of measures of center and spread and display of collected data with line plots.

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 with all four operations with rational numbers—both negative and positive. The foundation for understanding of irrational numbers is built here, including calculation with square and cube roots and solving simple quadratic equations.

Another area of concentration is algebra and functions: formulating and reasoning about expressions, equations, and inequalities; solving linear equations and 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 using distance, angle, similarity, and congruence, and understanding basic right triangle trigonometry.

NRS level 4 is where understanding and applying ratios, rates, and proportional reasoning are developed and a bridge between rational number operations and algebraic relationships is created.

Having worked with measurement data in previous levels, students at this level develop notions of statistical variability and learn to understand summary statistics and distributions.
The concept of probability is introduced and developed at this level.

MATHEMATICS (MA) Intermediate GE: 4.0 – 8.9 Anchor Standards and Benchmark Skills	
NRS Level 3 **GE: 4.0 – 5.9**	**NRS Level 4** **GE: 6.0 – 8.9**
CCR.ABE.MA.1. **Number and Operations: Base Ten**	
3.1 Generalize place value understanding for multi-digit whole numbers. a) Explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. b) Read and write multi-digit whole numbers using numerals, names, and expanded form. c) Compare two multi-digit numbers based on the digits in each place, using greater than (>), equal to (=), and less than (<) symbols. d) Use place value to round multi-digit whole numbers to any place.	**Not a focus standard at this level.**
3.2 Use strategies based on place value understanding and properties of operations to perform multi-digit arithmetic. a) Fluently add and subtract multi-digit whole numbers using the standard algorithm (step-by-step procedure). b) Multiply a whole number of up to four digits by one-digit and two two-digit numbers. • Illustrate and explain the calculation by using equations (statement that says two expressions are equal), rectangular arrays (displays), and/or area models. c) Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. • Use the relationship between multiplication and division. • Illustrate and explain the calculation by using equations, and/or geometry.	
3.3 Use the place value system to understand decimals. a) Recognize that a digit represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. b) Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. c) Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.	

• Use whole-number exponents to denote powers of 10. d) Read, write, and compare decimals to thousandths. • Read and write decimals to thousandths using numerals, names, and expanded form. • Compare two decimals to thousandths based on the digits in each place, using >, =, and < symbols to record the results of comparisons. e) Use place value understanding to round decimals to any place.	
3.4 Perform operations with multi-digit whole numbers and with decimals to hundredths. a) Fluently multiply multi-digit whole numbers using the standard algorithm. b) Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors by using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. • Illustrate and explain the calculation by using equations, geometry, and/or models. c) Add, subtract, multiply, and divide decimals to hundredths by using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • Relate the strategy to a written method and explain the reasoning used. • Use financial literacy applications.	
NRS Level 3 **GE: 4.0 – 5.9**	**NRS Level 4** **GE: 6.0 – 8.9**
CCR.ABE.MA.2. **Operations and Algebraic Thinking**	
3.1 Use the four operations with whole numbers to solve problems. a) Interpret a multiplication equation as a comparison statement, interpret 35 = 5×7 as 35 is 5 times as many as 7 and 7 times as many as 5. • Represent verbal statements of multiplicative comparisons as multiplication equations. b) Multiply or divide to solve word problems involving multiplicative comparison by using drawings and equations with a symbol for the unknown number to represent the problem to distinguishing multiplicative comparison from additive comparison. c) Solve multi-step word problems using the four operations, including problems in which remainders	**Not a focus standard at this level.** **Refer to expressions and equations (page 21) and functions (page 29).**

must be interpreted. • Use equations with a letter standing for the unknown quantity. • Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
3.2 Determine factors and multiples. a) Find all factor pairs for a whole number in the range 1–100. b) Recognize that a whole number is a multiple of each of its factors. c) Determine whether a whole number in the range 1–100 is a multiple of a one-digit number. d) Determine whether a whole number in the range 1–100 is prime or composite.	
3.3 Generate and analyze patterns. a) Generate a number or shape pattern that follows a given rule. b) Identify apparent features of the pattern that were not explicit in the rule itself.	
3.4 Write and interpret numerical expressions. a) Use parentheses, brackets, or braces in expressions, and evaluate expressions with these symbols. b) Write simple expressions that record calculations with numbers, and interpret expressions without evaluating them.	
NRS Level 3 **GE: 4.0 – 5.9**	**NRS Level 4** **GE: 6.0 – 8.9**
CCR.MA.ABE.3. **Measurement and Data**	
3.1 Solve problems involving measurement and conversion from a larger unit to a smaller unit. a) Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. • Include problems involving simple fractions or decimals. • Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. b) Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	**Not a focus standard at this level.** **Refer to statistics and probability (page 26).**
3.2 Convert like measurement units within a given measurement system. a) Convert among different-sized standard measurement units (km., m., cm., kg., g., lb., oz., l.,	

ml., hr., min., sec.), within a measurement system, such as convert 5 cm to 0.05 m, and use these conversions in solving multi-step, real world problems.	
3.3 Represent and interpret data. a) Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). b) Solve problems involving information presented in line plots. c) Use plots of numbers other than measurements.	
3.4 Demonstrate concepts of angles and measure angles. a) Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. b) Understand concepts of angle measurement: • An angle is measured to a circle with its center the common endpoint of the rays and the fraction of the circular arc between the points where the two rays intersect the circle. • An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. • An angle that turns through (*n)* one-degree angles is said to have an angle measure of (*n)* degrees. c) Measure and sketch angles in whole-number degrees using a protractor. d) Recognize angle measure as additive. When an angle is decomposed (broken) into non-overlapping parts, the angle measure is the sum of the parts. e) Solve addition and subtraction problems to find unknown angles on a diagram by using an equation with a symbol for the unknown angle measure.	
3.5 Apply concepts of volume measurement and relate volume to multiplication and to addition of whole numbers. a) Recognize volume as an attribute of solid figures and understand concepts of volume measurement. • A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. • A solid figure which can be packed using (*n)* unit cubes is said to have a volume of (*n)* cubic units. b) Measure volumes by counting unit cubes, using cubic cm., cubic in., cubic ft., and improvised units. c) Relate volume to the operations of multiplication	

and addition and solve real world and mathematical problems involving volume. • Find the volume of a right rectangular prism by packing it with unit cubes, show that the same volume would be found by multiplying the edge lengths and by multiplying the height by the area of the base. • Represent threefold products as volumes such as the associative property of multiplication. • Apply the formulas $V = L \times W \times H$ and $V = B \times H$ for rectangular prisms to find volumes of right rectangular prisms edge lengths. • Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes; apply this technique to solve real world problems.	
NRS Level 3 **GE: 4.0 – 5.9**	**NRS Level 4** **GE: 6.0 – 8.9**
CCR.MA.ABE.4. **Geometry**	
3.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles. a) Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	**4.1 Draw, construct, and describe geometrical figures and describe the relationships between them.** a) Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
3.2 Graph points on the coordinate plane to solve mathematical and real-world problems. a) Use a pair of perpendicular number lines, (axis/axes), with the intersection of the lines (the origin) arranged at 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. • Demonstrate the first number indicates how far to move from the origin in the direction of one axis. • Demonstrate the second number indicates how far to move in the direction of the second axis. • Name and/or label the two axes and the coordinates correspond (*x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). b) Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	**4.2 Solve mathematical and real-world problems involving angle, measure, area, surface area, and volume.** a) Know the formulas for the area and circumference of a circle and use them to solve problems. • Give an informal derivation (example) of the relationship between the circumference and area of a circle. b) Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. c) Solve problems involving area, volume and surface area of two- dimensional and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
3.3 Classify two-dimensional figures into categories	**4.3 Produce congruence and similarity using physical**

based on their properties. a) Observe that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	**models, transparencies, or geometry software.** a) Show that a two-dimensional figure is congruent (same shape and size) to another if the shapes can be obtained by a sequence of rotations (circular movement), reflections (mirror image), translations (slide). b) Given two congruent figures, describe a sequence that exhibits the congruence between them. c) Show that a two-dimensional figure is similar to another if the shapes can be obtained by a sequence of rotations, reflections, and translations and dilations (resize). d) Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. e) Discuss and establish facts about: • The angle sum and exterior angle of triangles. • The angles created when parallel lines are cut by a transversal (a line that crosses lines). • The angle-angle criterion for similarity of triangles.
3.4 Solve mathematical and real-world problems involving area, surface area, and volume. a) Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes. b) Draw polygons in the coordinate plane given coordinates for the vertices. • Use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. c) Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.	**4.4 Explain and apply the Pythagorean Theorem.** a) Apply the Pythagorean Theorem ($a^2 + b^2 = c^2$) to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. b) Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
NRS Level 3 **GE: 4.0 – 5.9**	**NRS Level 4** **GE: 6.0 – 8.9**
CCR.MA.ABE.5. **Number and Operations: Fractions**	
3.1 Extend understanding of fraction equivalence and ordering. a) Explain why a fraction *a*/*b* is equivalent to a fraction (*n* x *a*)/(*n* x *b*) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. • Use this principle to recognize and generate	**Not a focus standard at this level.**

equivalent fractions. b) Compare two fractions with different numerators and denominators by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. • Recognize that comparisons are valid only when the two fractions refer to the same whole. • Record the results of comparisons with symbols >, =, or <, and justify the conclusions, such as using a visual fraction model.	
3.2 Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. a) Construct a fraction a/b with $a>1$ as a sum of fractions $1/b$. • Add and subtract fractions by joining and separating parts referring to the same whole. • Decompose (take apart) a fraction into a sum of fractions with the same denominator in more than one way and record as an equation. Justify decompositions by using a visual fraction model. • Add and subtract mixed numbers with like denominators by replacing mixed numbers with equivalent fractions, and/or by using properties of operations and the relationship between addition and subtraction. • Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem. b) Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. • Demonstrate a fraction a/b as a multiple of $1/b$. • Generalize a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. • Solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem.	
3.3 Illustrate decimal notation for fractions and compare decimal fractions. a) Use decimal notation for fractions with denominators 10 or 100. b) Compare two decimals to hundredths by reasoning	

about their size. • Recognize comparisons are valid only when two decimals refer to the same whole. • Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, such as using a visual model.	
3.4 Use equivalent fractions as strategy to add and subtract fractions. a) Add and subtract fractions with unlike denominators, including mixed numbers. b) Solve word problems involving addition and subtraction of fractions, including unlike denominators using visual models or equations. • Use benchmark fractions (most common) and number sense (understanding) of fractions to estimate mentally and assess the reasonableness of answers.	
3.5 Apply and extend previous understanding of multiplication and division to multiply and divide fractions. a) Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). b) Solve problems using division of whole numbers resulting in fractions or mixed numbers by using visual fraction models or equations. c) Multiply a fraction or whole number by a fraction. d) Interpret multiplication as scaling (resizing) by: • Comparing the size of a product to the size of one factor based on the size of the other factor, without performing the indicated multiplication. • Explaining why multiplying a number by a fraction greater than 1 results in a product greater than the number. • Explaining why multiplying a number by a fraction less than 1 results in a product smaller than the number. • Relating the principle of fraction equivalence $a/b = n \times a)/ n \times b)$ to the effect of multiplying a/b by 1. e) Solve real world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations. f) Divide fractions by whole numbers and whole numbers by fractions. • Interpret division of a fraction by a whole number and compute. • Interpret division of a whole number by a	

fraction and compute. • Solve real world problems involving division of fractions by whole numbers and whole numbers by fractions by using visual models and equations.	
NRS Level 3 **GE: 4.0 – 5.9**	**NRS Level 4** **GE: 6.0 – 8.9**
CCR.MA.ABE.6. **Expressions and Equations**	
3.1 Utilize and extend previous understandings of arithmetic to algebraic expressions. a) Write and evaluate numerical expressions (mathematical phrase using numbers, letters and operations) involving whole-number exponents (power). b) Write, read, and evaluate expressions in which letters stand for numbers. • Write expressions that record operations with numbers and with letters standing for numbers. • Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient). • View one or more parts of an expression as a single entity. • Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. c) Perform arithmetic operations in the conventional order when there are no parentheses to specify a particular order (order of operations). d) Apply the properties of operations to generate equivalent expressions. e) Identify when two expressions are equivalent, regardless of which value is substituted into them.	**4.1 Use properties of operations to generate equivalent expressions.** a) Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. b) Describe how rewriting an expression in different forms in a problem can show how the quantities are related.
3.2 Reason and solve one-variable equations and inequalities. a) Solve an equation or inequality as a process of answering a question: • Which values, if any, make the equation or inequality true? • Use substitution to determine an equation or inequality true. b) Use variables to represent numbers and write expressions. • Conclude that a variable can represent an unknown number. c) Solve mathematical and real-world problems by	**4.2 Solve mathematical and real-life problems using numerical and algebraic expressions and equations**. a) Solve multi-step mathematical and real-life problems with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. • Apply properties of operations to calculate with numbers in any form. • Convert between forms as appropriate. • Assess the reasonableness of answers using mental computation and estimation strategies. b) Use variables to represent quantities in a problem, and construct simple equations and inequalities to

writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. d) Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition. • Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions on number line diagrams.	solve problems. • Solve word problems leading to equations of the form $px + q = r$ and $p(x + q)$ r, where p, q, and r are specific rational numbers. • Solve equations of these forms fluently. • Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. • Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. • Graph the solution set of the inequality and interpret it in the context of the problem.
3.3 Represent and analyze quantitative relationships between dependent and independent variables. a) Use variables to represent two quantities in a real-world problem that change in relationship to one another. b) Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. c) Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	**4.3 Work with integer exponents and radicals** (an expression that has a square root and/or cube root)**.** a) Know and apply the properties of integer **(**a number with no fractional part) exponents to generate equivalent numerical expressions. b) Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. • Evaluate square roots of small perfect squares and cube roots of small perfect cubes. • Know that $\sqrt{2}$ is irrational. c) Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. d) Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. • Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities such as using millimeters per year for seafloor spreading. • Interpret scientific notation that has been generated by technology.
	4.4 Build the connections between proportional relationships, lines, and linear equations. a) Graph proportional relationships, interpreting the unit rate as the slope of the graph. b) Compare two different proportional relationships represented in different ways.
	4.5 Analyze and solve linear equations and pairs of simultaneous linear equations. a) Solve linear equations (makes a straight line when graphed) with one variable.

	• Give examples of linear equations in one variable with one solution, many solutions, or no solutions. • Show these examples by successively transforming the equation into simpler forms, until an equivalent equation of the form x=a, a=a, or a=b results (where a and b are different numbers). • Solve linear equations with rational number coefficients (number used to multiply a variable), including equations that require expanding expressions, using the distributive property, and collecting like terms. b) Analyze and solve pairs of simultaneous linear equations. • Explain that solutions to a system of two linear equations with two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. • Solve systems of two linear equations with two variables algebraically, and estimate solutions by graphing the equations. • Solve simple cases by inspection. • Solve mathematical and real-world problems leading to two linear equations with two variables.
NRS Level 3 **GE: 4.0 – 5.9**	**NRS Level 4** **GE: 6.0 – 8.9**
CCR.MA.ABE.7. **The Number System**	
3.1 Compute fluently with multi-digit numbers and find common factors and multiples. a) Fluently divide multi-digit numbers. b) Fluently add, subtract, multiply, and divide multi-digit decimals. c) Find the greatest common factor of two numbers less than or equal to 100. d) Find the least common multiple of two numbers less than or equal to 12. e) Use the distributive property to express a sum of two numbers 1–100 with a common factor as a multiple of the two numbers with no common factor.	**4.1 Apply and extend previous understandings of numbers to the system of rational numbers.** a) Explain positive and negative numbers used to describe quantities having opposite directions or values (temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). • Use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. b) Illustrate a rational number as a point on the number line by extending number line diagrams and coordinate axis/axes to represent negative number coordinates. • Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the

	number line. • Recognize that the opposite of the opposite of a number is the number itself, such as, (– – 3 = 3), and that 0 is its own opposite. • Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane. • Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. • Find and position integers and other rational • numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. c) Explain ordering and absolute value of rational numbers. • Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. • Write, interpret, and explain statements of order for rational numbers in real-world contexts. • Understand the absolute value of a rational number as its distance from 0 on the number line. • Interpret absolute value for a positive or negative quantity in a real-world situation. • Distinguish comparisons of absolute value from statements about order. d) Solve mathematical and real-world problems by graphing points in all four quadrants of the coordinate plane. • Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
3.2 Utilize and extend previous understandings of multiplication and division to divide fractions by fractions. a) Interpret and compute quotients of fractions. b) Solve word problems involving division of fractions by fractions by using visual models and equations.	**4.2 Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.** a) Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers. • Represent addition and subtraction on a horizontal or vertical number line diagram. • Describe situations in which opposite quantities combine to make 0. • Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative

	direction depending on whether q is positive or negative. • Show that a number and its opposite have a sum of 0 (are additive inverses). • Interpret sums of rational numbers by describing real-world contexts. • Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (–q)$. • Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. • Apply properties of operations as strategies to add and subtract rational numbers. b) Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. • Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. • Interpret products of rational numbers by describing real-world contexts. • Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $–p/q) = (–p)/q = p/(–q)$. • Interpret quotients of rational numbers by describing real-world contexts. • Apply properties of operations as strategies to multiply and divide rational numbers. • Convert a rational number to a decimal using long division. • Know that the decimal form of a rational number terminates in 0s or eventually repeats. c) Solve mathematical and real-world problems involving the four operations with rational numbers.
	4.3 Know that there are numbers that are not rational, and approximate them by rational numbers. a. Use rational approximations of irrational numbers to compare the size of irrational numbers. b. Locate them approximately on a number line diagram, and estimate the value of expressions (π 2).

NRS Level 3 GE: 4.0 – 5.9	NRS Level 4 GE: 6.0 – 8.9
CCR.MA.ABE.8. **Ratios and Proportional Relationships**	
3.1 Develop an understanding of ratio concepts and use ratio reasoning to solve problems. a) Explain the concept of a ratio using ratio language to describe a relationship between two quantities. b) Explain the concept of a unit rate a/b associated with a ratio a:b with b≠0 using rate language in the context of a ratio relationship.	**4.1 Explain ratio concepts and use ratio reasoning to solve problems.** a) Use ratio and rate reasoning to solve mathematical and real-world problems by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. • Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. • Use tables to compare ratios. • Solve unit rate problems including those involving unit pricing and constant speed. • Find a percent of a quantity as a rate per 100, such as, 30 % of a quantity is 30/100 time the quantity. • Solve problems involving finding the whole, given a part and the percent. • Use ratio reasoning to convert measurement units. • Manipulate and transform units appropriately when multiplying or dividing quantities.
	4.2 Analyze proportional relationships and use them to solve mathematical and real-world problems. a) Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. b) Recognize and represent proportional relationships between quantities. • Decide whether two quantities are in a proportional relationship by testing for equivalent ratios in a table or graphing on a coordinate plane, and observing whether the graph is a straight line through the origin. • Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. • Represent proportional relationships by equations. • Explain what a point *(x,y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points

	(0,0) and (1,*r)* where *r* is the unit rate. c) Use proportional relationships to solve multistep ratio and percent problems, such as simple interest, tax, and gratuities.
NRS Level 3 **GE: 4.0 – 5.9**	**NRS Level 4** **GE: 6.0 – 8.9**
CCR.MA.ABE.9. **Statistics and Probability**	
3.1 Develop understanding of statistical variability. a) Discuss a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. b) Discuss a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. c) Discuss that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	**4.1 Summarize and describe distributions.** a) Summarize numerical data sets in relation to their context, such as by: • Reporting the number of observations. • Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. • Giving quantitative measures of center such as median and/or mean. • Giving quantitative measures variability such as interquartile range (data divided into quarters) and/or mean absolute deviation (average distance between data value and the mean). • Describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. b) Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
3.2 Summarize and describe distributions. a) Display numerical data in plots on a number line, including: • Dot plots (graph of data using dots). • Histograms (bar graph using ranges of data). • Box plots (graph uses rectangles with lines extending from the top and bottom).	**4.2 Use random sampling to draw inferences about a population.** a) Justify that statistics can be used to gain information about a population by examining a sample of the population. • Generalizations about a population from a sample are valid only if the sample is representative of that population. • Understand that random sampling tends to produce representative samples and support valid inferences. b) Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. c) Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
	4.3 Draw informal comparative inferences about two populations.

	a) Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities. • Measuring the difference between the centers by expressing it as a multiple of a measure of variability. b) Use measures of center (median and mode) and measures of variability (interquartile range and mean absolute deviation) for numerical data from random samples to draw informal comparative inferences about two populations.
	4.4 Investigate chance processes and develop, use, and evaluate probability models. a) Justify that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. • Larger numbers indicate greater likelihood. • A probability near 0 indicates an unlikely event. • A probability around 1/2 indicates an event that is neither unlikely nor likely. • A probability near 1 indicates a likely event. b) Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. • Predict the approximate relative frequency given the probability. c) Develop a probability model and use it to find probabilities of events. • Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. • Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. • Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. d) Illustrate that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. e) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. • For an event described in everyday language, such as “rolling double sixes”, identify the

	outcomes in the sample space which compose the event.
	4.5 Investigate patterns of association in data with two variables (bivariate). a. Construct and interpret scatter plots (a graph of plotted points that show the relationship between two sets of data) for bivariate measurement data to investigate patterns of association between two quantities. • Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. b. Know that straight lines are widely used to model relationships between two quantitative variables. • For scatter plots that suggest a linear association, informally fit a straight line, and assess the model fit by judging the closeness of the data points to the line. a. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. b. Verify that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. • Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. • Use relative frequencies calculated for rows or columns to describe possible association between the two variables.
NRS Level 3 **GE: 4.0 – 5.9**	**NRS Level 4** **GE: 6.0 – 8.9**
CCR.MA.ABE.10. **Functions** **Note: Suggested instruction level begins at 7.0 – 8.9**	
Not a focus standard at this level.	**4.1 Define, evaluate, and compare functions.** a) Explain that a function is a rule that assigns to each input exactly one output. • The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Function notation is not required at this level. b) Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line. • Give examples of functions that are not linear.

	4.2 Use functions to model relationships between quantities. a) Construct a function (each input has a single output) to model a linear relationship between two quantities. • Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. • Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. b) Describe qualitatively the functional relationship between two quantities by analyzing a graph where the function is increasing or decreasing and linear or nonlinear. • Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Florida Department Education
Adult General Education
Curriculum Framework

ADULT BASIC EDUCATION-READING	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	Adult Basic Education-Reading
Course Number	9900002
CIP Number	1532010200
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Recommended Length	Varies *(see Program Lengths section)*

Purpose

The Adult Basic Education (ABE) Program includes content standards that describe what students should know and be able to do in Mathematics, Language Arts (language, speaking and listening, and writing), and Reading. The content standards serve several purposes:

- Provide a common language for ABE levels among programs
- Assist programs with ABE curriculum development
- Provide guidance for new ABE instructors
- Ensure quality instruction through professional development
- Provide basic skills instruction (0.0 – 8.9) and critical thinking skills to prepare students for the GED® Preparation Program (9.0 – 12.9), postsecondary education, and employment.

The content standards should be used as a basis for curriculum design and also to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies. Standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms.

The ABE content standards have been revised to include the College and Career Readiness (CCR) standards. The integration of CCR standards into ABE programs is intended to provide the foundation of knowledge and skills that students will need to transition to adult secondary programs with the goal of continuing on to postsecondary education.

Program Structure
ABE is a non-credit course designed to develop literacy skills necessary to be successful workers, citizens, and family members. A student enrolled in the ABE program may be receiving instruction in one or more of the following courses: Mathematics, Language Arts, or Reading.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal reporting and Literacy Completion Points (LCPs) for state reporting. Progress through levels must be measured by approved validation methods in accordance with Rule 6A-6.014, FAC. It is the teacher's responsibility to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. It is not necessary for a student to master 100% of the benchmark skills to demonstrate proficiency in a standard.

Program Lengths

The following table illustrates the recommended maximum number of instructional hours for each level. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended for each ABE instructional level.

Course Number	Course Title	Recommended Length*	NRS Level/Grade Equivalent (GE)
9900002	Reading – ABE Level One (1)	Varies	**1** (0.0 – 1.9)
	Reading – ABE Level Two (2)	Varies	**2** (2.0 – 3.9)
	Reading – ABE Level Three (3)	Varies	**3** (4.0 – 5.9)
	Reading – ABE Level Four (4)	Varies	**4** (6.0 – 8.9)

**Recommended length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

Special Notes:

The standards are separated into four strands: Reading, Writing, Speaking and Listening, and Language. Each strand is headed by a strand-specific set of CCR anchor standards identical across all levels of learning. Each level-specific standard corresponds to the same-numbered CCR anchor standard. In other words, each anchor standard identifies broad college and career readiness skills and has a corresponding level-specific standard illustrating specific level-appropriate expectations called a benchmark skill. The table below illustrates the numbering used to indicate strands, anchor standards, and skill standards

Source	**Strand**	**Program Area**	**Anchor Standard**	**NRS Level**	**Benchmark Skill**
CCR.	RE.	ABE.	2.	3.	a)
CCR.RE.ABE.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)* **2.3: Determine the main idea of a text and explain how it is supported by key details; summarize the text.** a) Determine a theme of a story, drama, or poem from details in the text; summarize the text.					

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered and/or project-based lessons that integrate standards from several strands.

Adult Education Instructor Certification Requirements

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

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in 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.

Career and Education Planning

The following career development standards are designed to be integrated into the ABE frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

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

Digital Literacy (Technology)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards. (Example standards: Mathematics 4, Reading 7, Writing 6, and Speaking and Listening 5).

Standards:

DL. ABE.01	Develop basic keyboarding and numerical keypad skills.
DL. ABE.02	Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL. ABE.03	Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL. ABE.04	Practice safe, legal, and responsible sharing of information, data, and opinions online.

Workforce Preparation Activities

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

Reading Standards

To become college and career ready, students need to grapple with a variety of fiction, non-fiction, and informational 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.

The reading standards are divided into two sections; Reading Foundations and Reading Standards. Reading Foundations are the basic word decoding skills students need to learn to become proficient readers. The Reading Standards found below are skills students need to understand the structure of complex text required for reading comprehension. Standards 1 and 10 play a special role in complex readings since they operate whenever students are reading: Standard 1 outlines the command of

evidence required to support any analysis of text (e.g., analyzing structure, ideas, or the meaning of word as defined by Standards 2-9); Standard 10 defines the complexity of what students need to read.

Reading (RE) Anchor Standards

CCR.RE.ABE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

CCR.RE.ABE. 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

CCR.RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

CCR.R.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

CCR.RE.ABE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

CCR.R.ABE.6: Assess how point of view or purpose shapes the content and style of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

CCR.RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *(Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)*

CCR.RE.ABE.8: Delineate and evaluate the argument an specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. *(Apply this standard to texts of appropriate complexity as outline by Reading Standard 10.)*

CCR.RE.ABE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR.RE.ABE.10: Read and comprehend complex literary and informational text independently and proficiently

Reading (RE) Anchor Standards and Benchmark Skills			
CCR.RE.ABE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*			
NRS Level 1	**NRS Level 2**	**NRS Level 3**	**NRS Level 4**
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**	**GE: 6.0–8.9**
1. 1. Ask and answer questions about key details in a text.	**1.2. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.**	**1.3. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.** a) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**1.4. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** a) Cite specific textual evidence to support analysis of primary and secondary sources. b) Cite specific textual evidence to support analysis of science and technical texts.
CCR.RE.ABE. 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*			
NRS Level 1	**NRS Level 2**	**NRS Level 3**	**NRS Level 4**
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**	**GE: 6.0–8.9**
2.1. Identify the main topic and retell key details of a text.	**2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.**	**2.3. Determine the main idea of a text and explain how it is supported by key details; summarize the text.** a) Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**2.4. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.** a) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior

			knowledge or opinions.
CCR.RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ***(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)***			
NRS Level 1	**NRS Level 2**	**NRS Level 3**	**NRS Level 4**
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**	**GE: 6.0–8.9**
3.1. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**3.2. 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.**	**3.3. 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.**	**3.4. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).** a) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). b) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCR.R.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ***(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)***			
NRS Level 1	**NRS Level 2**	**NRS Level 3**	**NRS Level 4**
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**	**GE: 6.0–8.9**
4.1. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**4.2. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.**	**4.3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.** a) Determine the	**4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on**

		meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**meaning and tone.**

CCR.RE.ABE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. ***(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)***

NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**	**GE: 6.0–8.9**
5.1. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**5.2. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.** a) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**5.3. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, information in a text or part of a text.** a) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**5.4. 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.** a) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCR.R.ABE.6: Assess how point of view or purpose shapes the content and style of a text. ***(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)***

NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**	**GE: 6.0–8.9**
	6.2. Identify the main purpose of a text, including what the author wants to answer, explain, or	**6.3. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they**	**6.4. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting**

	describe. a) Distinguish their own point of view from that of the author of a text.	**represent.** a) Describe how a narrator's or speaker's point of view influences how events are described.	**evidence or viewpoints.** a) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCR.RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ***(Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)***			
NRS Level 1	**NRS Level 2**	**NRS Level 3**	**NRS Level 4**
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**	**GE: 6.0–8.9**
7.1. Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).	**7.2. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).** a) Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**7.3. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.** a) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**7.4. Integrate information presented in different media or formats, such as in charts, graphs, photographs, videos, or maps, as well as in words to develop a coherent understanding of a topic or issue.** a) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually, such as in a flowchart, diagram, model, graph, or table.

CCR.RE.ABE.8: Delineate and evaluate the argument a specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. ***(Apply this standard to texts of appropriate complexity as outline by Reading Standard 10.)***			
NRS Level 1	**NRS Level 2**	**NRS Level 3**	**NRS Level 4**
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**	**GE: 6.0–8.9**
8.1. Identify the reasons an author gives	**8.2. Describe how reasons support**	**8.3. Explain how an author uses reasons**	**8.4. Delineate and evaluate the argument**

to support points in a text.	**specific points the author makes in a text.**	**and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**	**and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.**

CCR.RE.ABE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS Level 1	**NRS Level 2**	**NRS Level 3**	**NRS Level 4**
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**	**GE: 6.0–8.9**
9.1. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**9.2. Compare and contrast the most important points and key details presented in two texts on the same topic.**	**9.3. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**	**9.4. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**

CCR.RE.ABE.10: Read and comprehend complex literary and informational text independently and proficiently.			
NRS Level 1	**NRS Level 2**	**NRS Level 3**	**NRS Level 4**
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**	**GE: 6.0–8.9**
10.1. Actively engage in group reading activities with purpose and understanding; with prompting and support, read prose and poetry of approximate complexity for NRS Level 1. a) Actively engage in group reading activities with purpose and understanding; with prompting and support, read informational text appropriate for NRS Level 1.	**10.2. Read and comprehend literature, including stories and poetry, of appropriate complexity for NRS Level 2 proficiently.)** a) Read and comprehend informational texts, including history/social studies, science and technical texts, of appropriate complexity for NRS Level 2.	**10.3. Read and comprehend literature, including stories, dramas, and poetry, of appropriate complexity for NRS Level 3, independently and proficiently.** a) Read and comprehend informational texts, including history/social studies, science and technical texts, of appropriate complexity for NRS Level 3.	**10.4. Read and comprehend literature, including stories, dramas, and poems, of appropriate complexity for NRS Level 4, independently and proficiently.** a) Read and comprehend literary non-fiction of appropriate complexity for NRS Level 4 complexity.

Reading Foundations-Foundational Skills (0.0 – 5.9)

Reading Foundational Skills are the building block skills for students functioning within NRS Levels 1-3. 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.

Reading Foundations (RF) Anchor Standards 0.0 – 5.9

CCR.RF.ABE.1: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)

CCR.RF.ABE.2: Know and apply grade-level phonics and word analysis skills in decoding words.

CCR.RF.ABE.3: Read with sufficient accuracy and fluency to support comprehension. (Fluency)

Reading Foundations (RF) Anchor Standards and Benchmark Skills		
CCR.RF.ABE.1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)		
NRS Level 1	**NRS Level 2**	**NRS Level 3**
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**
1.1. Demonstrate understanding of spoken words, syllables, and sounds. a) Recognize and produce rhyming words. b) Distinguish long from short vowel sounds in spoken single-syllable words. c) Count, pronounce, blend, and segment syllables in spoken words. d) Blend and segment onsets and rimes of single-syllable spoken words. e) Orally produce single-syllable words by blending sounds (phonemes), including		

consonant blends. f) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). g) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. h) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
CCR.RF.ABE.2. Know and apply grade-level phonics and word analysis skills in decoding words.		
NRS Level 1	**NRS Level 2**	**NRS Level 3**
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**
2.1. Know and apply NRS Level 1 phonics and word analysis skills in decoding words. a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c) Know the spelling-sound correspondences for common consonant digraphs. d) Decode regularly spelled one-syllable words. e) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. f) Know final *-e* and common vowel team conventions for representing long vowel sounds.	**2.2. Know and apply NRS Level 1 phonics and word analysis skills in decoding words.** a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b) Know spelling-sound correspondences for additional common vowel teams. c) Identify and know the meaning of the most common prefixes and derivational suffixes. d) Identify words with inconsistent but common spelling-sound correspondences. e) Identify words with inconsistent but common spelling-sound correspondences. f) Decode words with common Latin suffixes. g) Decode multi-syllable words.	**2.3. Know and apply NRS Level 1 phonics and word analysis skills in decoding words.** a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

g) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. h) Decode two-syllable words following basic patterns by breaking the words into syllables. i) Read words with inflectional endings. j) Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). k) Recognize and read grade-appropriate irregularly spelled words.	h) Recognize and read grade-appropriate irregularly spelled words.	
CCR.RF.ABE.3: Read with sufficient accuracy and fluency to support comprehension. (Fluency)		
NRS Level 1	**NRS Level 2**	**NRS Level 3**
GE: 0.0–1.9	**GE: 2.0–3.9**	**GE: 4.0–5.9**
3.1. Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**3.2. Read with sufficient accuracy and fluency to support comprehension.** a) Read grade-level text with purpose and understanding. b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**3.3. Read with sufficient accuracy and fluency to support comprehension.** a) Read grade-level text with purpose and understanding. b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Effective July, 2017

Florida Department of Education
Adult General Education-ESOL
Curriculum Framework

ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)	
Program/Course Title	Adult English for Speakers of Other Languages
Program/Course Number	9900040
CIP Number	1532.010300
Grade Level	30, 31
Recommended Length*	Varies

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

PURPOSE

The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, to transition to postsecondary education and training or employment and to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

PROGRAM STRUCTURE

The Adult ESOL Curriculum Framework has six levels which correlate to the Educational Functioning Levels (EFLs) of the National Reporting System (NRS). The first five levels provide a list of Life and Work Competencies in addition to the Conventions of Standard English Grammar. Both are presented in a matrix format to show the progression of levels. Level six (Advanced) is presented in a list format that integrates the Life and Work Competencies with the Adult Education College and Career Readiness Content Standards, Level D. The CCR Standards address the following skill areas: Reading, Listening, Speaking, Writing and Language.

FDOE Adult ESOL Levels	NRS EFLs
1 Foundations	1 Beginning Literacy
2 Low Beginning	2 Low Beginning
3 High Beginning	3 High Beginning
4 Low Intermediate	4 Low Intermediate
5 High Intermediate	5 High Intermediate
6 Advanced	6 Advanced

Completion of EFLs must be measured by approved assessments in accordance with Rule 6A-6.014, FAC. The following tests have been approved by the state for use with students enrolled in Adult ESOL: CASAS Life and Work Series 80 Reading and 980 Listening, TABE CLAS-E Reading and Writing.

The Curriculum Framework is meant to be a guide to teachers for planning daily lessons. The Language Standards and the Life and Work Competencies may be taught in any sequence. In preparing daily lesson plans, instructors will find it useful to integrate Academic Standards and Life and Work Competencies that complement each other. The Life and Work Competencies marked with an italicized "*C*" meet the requirements for English Literacy and Civics Education instruction.

Students at EFL 5 or 6 cannot be enrolled in Adult ESOL and ELCATE at the same time. Students who have a goal to enter a CTE program may be enrolled in ELCATE. Students who do not have a goal of enrolling in CTE may remain in Adult ESOL. Students who are new to the program and test into EFL 5 or 6 may be enrolled in Adult ESOL or ELCATE, depending on their goals.

ACCOMMODATIONS

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

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

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

CAREER AND EDUCATION PLANNING

The following career development standards are designed to be integrated into the ABE frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

CP Standards:

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

DIGITAL LITERACY (TECHNOLOGY)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated into the ESOL Frameworks.

DL Standards:

- DL.01 Develop basic keyboarding and numerical keypad skills.
- DL.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
- DL.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
- DL.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

WORKFORCE PREPARATION ACTIVITIES

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking

All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.

Teamwork

All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.

Employment

All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.

Self-Management

All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

Utilizing Resources

All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

Using Information

All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.

Understanding Systems

All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

1. Communication Standard				
Demonstrate the English skills necessary to communicate effectively.				
Communication Competencies				
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.01.01 Use greetings and farewells appropriate to audience.	2.01.01 Converse in general social situations to express joy, appreciation and/or satisfaction.	3.01.01 Converse in social situations to express sorrow, apology, and/or regret.	4.01.01 Participate in collaborative discussions with peers.	5.01.01 Engage in a range of collaborative discussions with diverse partners.
1.01.02 Engage in a simple dialog with another person about daily and/or leisure activities.	2.01.02 Engage in a conversation with another person about daily and/or leisure activities.	3.01.02 Participate in short discussions with peers.	4.01.02 Engage in conversation with another person about interests and/or hobbies.	5.01.02 Express personal opinions, satisfaction and dissatisfaction.
1.01.03 Respond to yes/no questions about personal likes and dislikes.	2.01.03 Identify a persons, places and objects.	3.01.03 Identify daily activities and/or leisure activities that you like/dislike.	4.01.03 Interpret personal likes and dislikes with those of someone else.	5.01.03 Interpret future outcomes based upon information shared.
1.01.04 Introduce yourself to others.	2.01.04 Ask others for their name.	3.01.04 Ask about a common everyday topic, such as the weather.	4.01.04 Conduct and interview with someone and restate the information they provide.	5.01.04 Interpret biases, prejudices and stereotypes in oral and written messages.
1.01.05 Identify days of the week and months of the year using words, abbreviations and numeric form.	2.01.05 Write dates in number and/or word formats.	3.01.05 Interpret information about weather and seasons.	4.01.05 Create a calendar/agenda for school, home and/or work purposes.	5.01.05 Interpret holidays celebrated in the United States.
1.01.06 Identify emergencies when 911 should be called.	2.01.06 Identify information needed by dispatchers when calling 911.			
2. Civics, Environment, and Family in the U.S. Standard				
Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.				
Civics, Environment, and Family in the U.S. Competencies				
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.02.01 Identify major U.S. holidays. *C*	2.02.01 Identify supportive service agencies in the local	3.02.01Identify public recreational, entertainment	4.02.01 Interpret services available in the community for	5.02.01 interpret current events that impact on the local

	area. *C*	facilities in the community. *C*	immigrants and refugees. *C*	community. *C*
1.02.02 Identify the current U.S. President. *C*	2.02.02 Identify holidays in the U.S. and another country. *C*	3.02.02 Identify historical origins of US holidays. *C*	4.02.02 Interpret traditional holidays from your country of origin or another country. *C*	5.02.02 Compare US holidays with those of other nations. *C*
1.02.03 Identify local government officials. *C*	2.02.03 Identify the current U.S. President, Vice President and Florida Governor. *C*	3.02.03 Identify basic steps of the US election process. *C*	4.02.03 Interpret civic duties, such as voting, jury duty, and taxes. *C*	5.02.03 Interpret legal rights and responsibilities of U.S. residents and citizens. *C*
1.02.04 Identify the four seasons and common weather conditions. *C*	2.02.04 Access information about weather conditions. *C*	3.02.04 Identify temperatures in Fahrenheit to Celsius.	4.02.04 Interpret methods of preparation for weather emergencies. *C*	5.02.04 Interpret maps and map key for evacuation procedures. *C*
1.02.05 Identify ways to keep a clean environment. *C*	2.02.05 Identify ways to conserve water and energy. *C*	3.02.05 Identify environmental regulations in the community. *C*	4.02.05 Interpret procedures for basic disposal of trash (regular items/large items) and items to be recycled. *C*	5.02.05 Interpret regulations for recycling and dumping of toxic wastes. *C*
1.02.06 Identify immediate family members.	2.02.06 Identify family members beyond the immediate family.	3.02.06 Compare the roles of family members in the U.S. and another country	4.02.06 Explain various ways to communicate with child's school. *C*	5.02.06 Interpret the role of the parents in a child's education. *C*
1.02.07Identify child care services in the community.	2.02.07Identify educational opportunities for children. *C*	3.02.07 Identify ways parents can participate in their child's education. *C*	4.02.07 Identify educational services, facilities, and enrollment procedures for children. *C*	5.02.07 Interpret State of Florida laws and policies regarding education such as compulsory education for children ages 5 to 16. *C*
1.02.08 Identify the city or locale of Florida you now live in.	2.02.08 Identify the government officials in the community. *C*	3.02.08 Identify the elected officials in the state and federal government. *C*	4.02.08 Interpret the political structure of the local government entities in the community. *C*	5.02.08. Interpret the political structure of the state and federal governments in the U.S. *C*
1.02.09 Identify steps to put the address on an item for mailing. *C*	2.02.09 Identify common methods for sending letters and packages. *C*	3.02.09 Identify the cost of common methods for sending packages. *C*	4.02.09 Interpret procedures for tracking packages. *C*	

1.02.10 Identify local service agencies. *C*	2.02.10 Identify the location of service agencies in the community. *C*	3.02.10 Identify ways to access services provided in the community. *C*		
3. Employability Standard				
Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.				
Employability Competencies				
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.03.01 Identify a desired career.	2.03.01 Identify educational goals for short and/or long term career goals.	3.03.01 Match personal goals and educational backgrounds to job opportunities and promotions.	4.03.01 Evaluate educational options for acquiring the skills needed to enter a desired career.	5.03.01 Set educational goals for short and/or long term career goals and develop a career plan.
1.03.02 Identify procedures to apply for a job in the community.	2.03.02 Match job ads to occupations and careers.	3.03.02 Identify information in ads for various jobs and occupations.	4.03.02 Complete a job application form.	5.03.02 Prepare a resume for a desired position.
1.03.03 Identify basic interview questions.	2.03.03 Identify responses to basic interview questions.	3.03.03 Match responses to interview questions.	4.03.03 Interpret complex and multipart interview questions.	5.03.03 Interpret responses to complex and multipart interview questions.
1.03.04 Identify required forms of identification for employment.	2.03.04 Identify required qualifications for employment.	3.03.04 Identify training opportunities available in the community.	4.03.04 Interpret the advantages and disadvantages of training opportunities in the community.	5.03.04 Interpret levels of education and experience needed for various occupations.
1.03.05 Identify opportunities for job promotions.	2.03.05 Identify skills needed for getting a promotion.	3.03.05 Identify levels of education and degrees needed for a promotion.	4.03.05 Interpret levels of education and degrees needed for a promotion.	5.03.05 Negotiate a promotion or raise.
1.03.06 Identify time using analog and digital clocks.	2.03.06 Distinguish between A.M. and P.M. time.	3.03.06 Fill out a schedule with activities and/or tasks.	4.03.06 Prioritize and set tasks on a schedule.	5.03.06 Interpret how employees are expected to manage their time in the U.S. *C*
1.03.07 Identify behaviors that are not conducive to a positive work environment.	2.03.07 Identify behaviors that promote a positive work environment.	3.03.07 Identify employer policies in an employee handbook.	4.03.07 Interpret employer policies on workplace behavior standards and rules of conduct.	5.03.07 Interpret communication styles and behaviors that foster a positive work environment in a multicultural

				workplace.
1.03.08 Ask for assistance in the workplace.	2.03.08 Convey information to supervisors and co-workers in the workplace.	3.03.08 Ask for clarification of assigned tasks in the workplace.	4.03.08 Interpret problem-solving skills for the workplace.	5.03.08 Respond to positive/negative feedback in the workplace.
1.03.09 Identify common safety signs found in the workplace.	2.03.09 Identify images and signs related to work safety.	3.03.09 Interpret ways to keep safe in the workplace.	4.03.09 Interpret procedures to report accidents on the job.	5.03.09 Complete a form used to report an accident on the job.
1.03.10 Identify elements of a work schedule.	2.03.10 Ask questions about a work schedule.	3.03.10 Request modifications to a work schedule.	4.03.10 Compare the work schedules of several types of employees.	5.03.10 Interpret the work schedules for various shifts.
1.01.11 Identify common labor rights in the U.S. (minimum wage, overtime pay). *C*	2.03.11 Identify provisions for employees in the Fair Labor Standards Act (FLSA). *C*	3.03.11 Identify practices that constitute employment discrimination in the workplace. *C*	4.03.11 Interpret labor laws and employee rights in the Fair Labor Standards Act (FLSA). *C*	5.03.11 Interpret labor laws and employee rights in the FLSA compared to other countries. *C*
1.03.12 Identify pay statements and timekeeping forms.	2.03.12 Identify components of a pay statement.	3.03.12 Compare the pay statements of various types of employees.		
1.03.13 Identify various types of tools, equipment and devices used in the workplace.	2.03.13 Identify the purpose for various types of tools, equipment, and devices.	3.03.13 Match various types of tools, equipment, and devices.		
4. Consumer Education Standard				
Demonstrate the English skills necessary to understand consumer education issues.				
Consumer Education Competencies				
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.04.01 Identify cardinal numbers.	2.04.01 Identify ordinal numbers.	3.04.01 Read cardinal and ordinal numbers.	4.04.01 Write cardinal and ordinal numbers.	5.04.01 Use numbers to perform various computational procedures.

1.04.02 Identify types of housing.	2.04.02 Interpret classified ads for housing.	3.04.02 Identify documents required for purchasing a home. *C*	4.04.02 Compare costs of renting or purchasing a home. *C*	5.04.02 Interpret tenant and landlord rights. *C*
1.04.03 Identify common banking terms. *C*	2.04.03 Identify common banking services. *C*	3.04.03 Interpret banking terms and services. *C*	4.04.03 Compare the fees charged by credit unions and banks. *C*	5.04.03 Interpret procedures for borrowing money from a bank. *C*
1.04.04 Identify US clothing sizes.	2.04.04 Identify clothing labels.	3.04.04 Identify best buys in sales ads.	4.04.04 Interpret procedures to return goods.	5.04.04 Interpret guarantees and warranties.
1.04.05 Identify the symbols used for denominations of U.S. currency.	2.04.05 Count money in U.S. currency.	3.04.05 Read and write the amounts for denominations of in U.S. currency.	4.04.05 Calculate change from various amounts of money.	5.04.05 Interpret methods for determining if a bill or coin is counterfeit.
1.04.06 Identify common goods sold at various stores.	2.04.07 Identify prices, measures and sizes of various types of goods.	2.04.06 Identify methods to shop for and purchase items.	5.04.06 Identify strategies for saving money when shopping.	5.04.06 Calculate savings from using coupons.
5. Health and Nutrition Standard				
Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.				
Health and Nutrition Competencies				
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.05.01 Identify parts of the body.	2.05.01 Identify the body parts that make up the limbs, head and trunk.	3.05.01 Identify the functions of different parts of the body.	2.05.01 Identify the organs and functions of the major systems of the body.	5.05.01 Interpret various types of accidents and the injuries they may cause.
1.05.02 Identify symptoms of common illnesses.	2.05.02 Identify remedies for common illnesses.	3.05.02 Identify healthful habits that prevent illness.	4.05.02 Identify of health care providers for various types of illnesses.	5.05.02 Interpret health care practices and their effects on various types of illnesses and diseases.
1.05.03 Identify ways to maintain good health.	3.05.03 Identify physical exercises that promote good health.	3.05.03 Identify nutrition practices that promote good health.	4.05.03 Compare healthful and unhealthful behaviors and practices.	5.05.03 Interpret medical problems associated with substance abuse.
1.05.04 Identify health care providers in the community.	2.05.04 Identify health care facilities in the community for	3.05.04 Identify steps to schedule an appointment with a	4.05.04 Interpret reasons to cancel an appointment with a	5.05.04 Interpret intake and medical history forms used

	different groups (children, pregnant women, elders).	health care provider.	health care provider and consequences for late cancellations.	by health care providers.
1.05.05 Identify common medications.	2.05.05 Identify prescription medicines and over-the-counter medications.	3.05.05 Interpret prescription medicines compared to over-the-counter medications.	4.05.05 Interpret instructions on medication labels.	5.05.05 Interpret side effects of medications and warnings on medication information sheets.
1.05.06 Identify various items needed for a first aid kit.	2.05.06 Identify items in a first aid kit and their purposes.	3.05.06 Identify procedures for administering first aid.	4.05.06 Identify types of immunizations.	5.05.06 Interpret immunization requirements in the U.S. *C*
1.05.07 Identify basic foods.	2.05.07 Identify foods found in meals listed in menus.	3.05.07 Identify food groups according to current US Department of Agriculture guidelines. *C*	4.05.07 Interpret nutritional and related information listed on food labels.	5.05.07 Interpret the components of various types of balanced meals.
6. Transportation and Travel Standard				
Demonstrate the English skills necessary to access transportation and travel effectively.				
Transportation and Travel Competencies				
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.06.01 Identify common modes of transportation.	2.06.01 Identify the cost for various types of transportation in the community.	3.06.01 Identify transportation schedules for various types of transportation.	4.06.01 Interpret transportation schedules.	5.06.01 Interpret methods for planning a trip.
1.06.02 Identify common transportation signs using sight words and symbols.	2.06.02 Interpret traffic signs.	3.06.02 Identify personnel responsible for traffic safety.	4.06.02 Interpret consequences of not obeying posted traffic signs. *C*	5.06.02 Interpret procedures to follow in road emergencies.
1.06.03 Identify common questions for asking directions.	2.06.03 Identify the four main cardinal directions.	3.06.03 Identify places on maps.	4.06.03 Interpret information related to giving directions.	5.06.03 Interpret travel plans using various forms of transportation.
1.06.04 Identify documents needed to apply for a Driver's License or Identification Card. *C*	2.06.04 Identify common safe driving practices.	3.06.04 Identify responses to questions police in a traffic stop. *C*	4.06.04 Interpret behaviors that promote a positive interaction with police during a traffic stop. *C*	5.06.04 Interpret behaviors that promote a positive interaction with police officers in various settings. *C*

1.06.05 Identify methods for purchasing a car.	2.06.05 Identify common tasks related to car maintenance.	5.06.05 Identify common car problems.		
7. Safety and Security Standard				
Demonstrate the English skills necessary to understand safety and security issues.				
Safety and Security Competencies				
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.07.01 Identify safety equipment for home and work.	2.07.01 Identify warning signs in the community.	3.07.01 Identify unsafe conditions and ways to accidents	4.07.01 Interpret safety measures that can prevent accidents.	5.07.01 Report unsafe conditions in private and public places.
1.07.02 Identify various types of crimes.	2.07.02 Identify procedures for reporting a crime. *C*	3.07.02 Identify safety measures that can prevent crimes. *C*	4.07.02 Interpret various types of consequences of crimes. *C*	5.07.02 Interpret various types of legal support for crime victims. *C*
1.07.02 Identify various types of emergencies.	2.07.03 Identify procedures for reporting emergencies.	3.07.03 Identify common types of poison and their antidotes.	4.07.03 Identify procedures to follow in cases of poisoning for various types of poison.	

Language Standards (grammar, capitalization, punctuation, spelling, and usage)

Note: Prior to entering a level, students should demonstrate command of grammar, capitalization, punctuation, spelling, and usage for the previous levels. However, some students may benefit from a review of specific topics. Instructors may present the topics in any sequence they consider to be appropriate for their class.

Foundations (Level 1)

- Nouns (basic)
- Verbs (basic)
- Numerals
- Capitalization
- Punctuation: period/question mark
- Subject Pronouns
- Yes/No questions
- Imperatives

Low Beginning (Level 2)

- Verb tenses:
  - Simple Present
  - Present Progressive
  - Simple Past
- Modals: can/can't
- Verb + to
- Would + like
- Punctuation: exclamation point/comma
- Abbreviations
- Possessives
- Adjectives: descriptive/possessive
- Contractions
- Prepositions: time/place/ location/direction
- "Wh" questions
- Countable/non-countable nouns
- Adverbs: frequency/time
- Articles
- Politeness markers

High Beginning (Level 3)	

• Verb tenses:
  o Simple Future
  o Future with *going to*
• Modal verbs:
  o Could
  o Should
  o Would
• Verbs: want/need
• Have to + verb
• Punctuation: semicolon/hyphen/dash
• Objects: direct/indirect
	• Indicative
	• Comparatives
	• Superlatives
	• Intensifiers
	• Sequence words
	• Interjections
	• Conjunctions:
	  o Coordinating
	  o Correlative
	  o Subordinating

Low Intermediate (Level 4)	

• Verb tenses:
  o Past Progressive
  o Future Progressive
• Future with *will*
• Modals: may/must
• Ask + infinitive
• Punctuation: parentheses/ brackets
• Conditionals: if/then
• Prepositional phrases
• Infinitives
	• Gerunds
	• Subjunctive
	• Dependent clauses
	• When clauses
	• While clauses
	• Questions:
	  o How far?
	  o How long?
	  o How many?
	  o How much?

High Intermediate (Level 5)	

• Verb tenses:
  o Present Perfect
  o Past Perfect
  o Future Perfect
	• Verb phrases
	• Punctuation: ellipsis/apostrophe
	• Participles: present/past
	• Questions: What about? What if?

Advanced (Level 6)	
LANGUAGE STANDARDS:	
6.01.00 Reading	
6.02.00 Listening and Speaking	
6.03.00 Writing	
6.04.00 Language (grammar, capitalization, punctuation, spelling, and usage)	
LIFE AND WORK SKILLS STANDARDS:	
6.05.00 Employability	Demonstrate English skills necessary to obtain and maintain employment, and advance in a career.
6.06.00 Career Planning	Demonstrate the English skills necessary to develop a career plan.
6.07.00 Civics, Environment, & Family	Demonstrate the English skills necessary to understand issues related to civics, environment, and family in the U.S.
6.08.00 Consumer Education	Demonstrate the English skills necessary to understand consumer education issues.
6.09.00 Health and Nutrition	Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.
6.10.00 Transportation and Travel	Demonstrate the English skills necessary to access transportation and travel effectively.
6.11.00 Safety and Security	Demonstrate the English skills necessary to understand safety and security issues.
6.12.00 Technology	Demonstrate the English skills necessary to use technology effectively.
Reading Standards	
6.01.01 Interpret unknown and multiple-meaning words as used in the text, choosing flexibly from an array of strategies (e.g., sentence-level context, known affix, root words)**.**	
6.01.02 Interpret idioms (e.g., *out of the blue*) and collocations (e.g., make progress, come prepared) as used in the text.	
6.01.03 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
6.01.04 Interpret word relationships, nuances, connotative meaning of words, and figurative language including analogies, similes and metaphors as used in the text**.**	
6.01.05 Interpret common roots, prefixes and suffixes (e.g., unhappy, worker) and less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, employee)**.**	
6.01.06 Interpret meaning from word forms (e.g., abstract nouns, regular and irregular verbs, adjectives, plurals, possessives, comparative forms)**.**	
6.01.07 Interpret signal words in a variety of contexts such as organization and content (e.g., first… then…next, it's important that…); simple relationships (e.g., because, and); spatial and temporal relationships (e.g., before, after); contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
6.01.08 Interpret and evaluate measurement scales and diagrams**.**	

6.01.09 Integrate, and evaluate content presented in diverse media or formats and from multiple sources (e.g., digital images, videos, charts, maps, graphs, email, interactive elements on web pages).
6.01.10 Use, interpret, integrate, and evaluate information presented in diverse media or formats (e.g., illustrations, cartoons, photographs, digital images, videos, charts, maps, graphs)**.**
6.01.11 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.01.12 Determine how individuals, events and ideas develop and interact in simple and complex texts.
6.01.13 Make connections between related ideas across different sections of a text, and analyze how the individuals, events, and ideas develop and interact**.**
6.01.14 Determine an author's point of view or purpose in a text. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6.01.15 Identify and analyze how the author's point of view, purpose, and voice shape the content and style of a text**.**
6.01.16 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.01.17 Delineate, analyze, and evaluate the truthfulness, validity, relevance, and sufficiency of arguments, specific claims and supporting evidence in a text, including differentiating fact from opinion (e.g., advertising claims, news reports)**.**
6.01.18 Identify and analyze how the content from two or more texts addresses similar themes or topics in order to build knowledge or to compare the approaches the author(s) take**.**
6.01.19 Interpret a work of literature (e.g., relate the theme and central ideas to contemporary life)**.**
6.01.20 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations) and explain how the interactions of specific individuals, ideas, and events affect the plot**.**
6.01.21 Determine characters' traits by what the characters convey about themselves in narration, dialogue, dramatic monologue, and soliloquy**.**
6.01.22 Determine how the characters and the sequence of events interact in narratives**.**
6.01.23 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. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6.01.24 Trace an author's development of time and sequence, including the use of complex devices (e.g., foreshadowing, flashbacks); analyze the effectiveness of the structure used by the author**.**
6.01.25 Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism), and analyze the cumulative impact of specific word choices on meaning and tone**.**
6.01.26 Analyze recognized works of literature from a variety of authors, genres, cultures, and traditions**.**
6.01.27 Identify story elements including theme, setting, plot, character, conflict, and resolution in simple and complex literary texts**.**
Speaking and Listening Standards
6.02.01 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
6.02.02 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6.02.03 Recognize location of stress in multi-syllable words (e.g., *My **á**ddress is 312 Date Street.* vs*. Please addr**é**ss this envelope.).*
6.02.04 Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change *I don't believe it!* from an expression of skepticism to an exclamation of surprise).
6.02.05 Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., *to be late* vs. *running behind schedule*) on a variety of topics.
6.02.06 Comprehend specialized vocabulary (e.g., technical, academic).
6.02.07 Recognize signal words and cohesive devices that give clues to organization and content of message (e.g*., first, then, however, it's important that, well, anyway, that being said, etc.).*
6.02.08 Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences).
6.02.09 Recognize a range of question types (e.g., embedded questions, tag questions).
6.02.10 Comprehend communicative function of speech (e.g., polite disagreement: *Do you really think so?).*
6.02.11 Comprehend media messages with visual support (e.g., TV news, weather reports, and movies).
6.02.12 Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts).
6.02.13 Comprehend instructions or requests given tentatively or indirectly (e.g., *Why don't you ...? You may want to…).*
6.02.14 Identify the topic, main idea, or gist of brief discourse or information.
6.02.15 Listen for simple specific details of brief discourse (e.g., *What time will the train leave?).*
6.02.16 Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.).
6.02.17 Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions).
6.02.18 Demonstrate understanding of hypothetical situations (e.g., *You are a patient. What do you say to the doctor?*).
6.02.19 Determine when clarification is necessary.
6.02.20 Identify the main idea or topic of extended discourse.
6.02.21 Listen for complex detail or several details in extended discourse (e.g., *What are the reasons for the company's new policy?*).
6.02.22 Make inferences and predictions and draw conclusions from lengthy or complex information.
6.02.23 Differentiate fact from opinion.
6.02.24 Detect a speaker's direct or indirect purpose or bias (e.g., advertisements, persuasive arguments, political speeches).
Writing Standards
6.03.01 Write routinely for longer and shorter times on a range of topics. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6.03.02 Write arguments to support claims with clear reasons and relevant evidence.
6.03.03 Write an informative text on a topic to convey ideas, concepts. Select and organize relevant facts, use transitions, domain specific vocabulary, a concluding statement, and maintain a formal style throughout the text.

6.03.04 Write narratives of an event or sequence of events. Incorporate narrative into arguments and/or informative texts.

6.03.05 Plan, revise, edit, and rewrite texts to develop and strengthen writing.

6.03.06 Include citations and links to sources in writing for an academic purpose.

Language Arts Standards (grammar, capitalization, punctuation, spelling, and usage)

6.04.00 Demonstrate command of standard English grammar, capitalization, punctuation, spelling, and usage upon exit of the Advanced Level.

Note: Students should have a firm grasp of the following language standards of the previous levels before entering the Advanced level, however, some students may benefit from a review of specific topics. Instructors may present the topics in any sequence they consider to be appropriate for their class.

Verb Tenses:
- Present Perfect Progressive
- Past Perfect Progressive
- Future Perfect Progressive

Verb Moods:
- Indicative
- Imperative
- Interrogative
- Conditional
- Subjunctive

Future with *Probably*

Active/Passive Voice

Adverbial Clauses

Verbals
- Gerunds
- Participles
- Infinitives

Pronouns:
- Reflexive
- Intensive
- Subjective, objective, and possessive case

Sentence Structures:
- Simple
- Compound
- Complex
- Compound-complex

Punctuation:
- Comma
- Parenthesis
- Quotation marks
- Ellipsis
- Dash
- Colon
- Semicolon

6.04.01 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by consulting references, using context, affixes, and roots of words.

6.04.02 Interpret figurative language, idioms, proverbs, similes, metaphors, word relationships, and nuances in word meanings, common idioms.

6.04.03 Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expressions.

LIFE AND WORK SKILLS STANDARDS

Employability Standard

6.05.00 Demonstrate English skills necessary to obtain and maintain employment, and advance in a career.

Employability Competencies

6.05.01 Create a personal job-search portfolio.

6.05.02 Develop a list of available job opportunities in the local area and the skills and education required for them.

6.05.03 Interpret information about employee benefits provided by jobs available in the regional market.

6.05.04 Interpret employment rights and protections provided by law to employees in Florida and/or the U.S. *C*
6.05.05 Develop a list of questions that may be asked in an interview for jobs available in the regional market, with appropriate responses.
6.05.06 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, and checklists.
6.05.07 Interpret effective communication strategies, including situation-appropriate body language, for the work place.
6.05.08 Follow, clarify, give, or provide feedback to instructions; give and respond to criticism.
6.05.09 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail.
6.05.10 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing.
6.05.11 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.
6.05.12 Work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals.
6.05.13 Learn from others and help others learn job-related concepts and skills.
6.05.14 Interpret and analyze different types of communication skills that are effective and/or not effective in communicating with other employees.
6.05.15 Identify and analyze behaviors appropriate for communicating with customers and clients to meet their needs and solve problems.
6.05.16 Identify and analyze negotiation skills useful for resolving differences.
6.05.17 Identify and analyze effective approaches to working within a multicultural workforce.
6.05.18 Use online sources of information on admissions requirements of colleges and/or post-secondary career education programs. *C*
6.05.19 Identify and list documents and related pieces of information required for the FAFSA (Free Application for Federal Student Aid). *C*
6.05.20 Identify and analyze sources of financial assistance for covering the costs of college and/or post-secondary career education programs. *C*
7. Civics, Environment and Family in the U.S. Standard
Demonstrate the English skills necessary to understand issues related to civics, environment, and family in the U.S.
Civics, Environment and Family in the U.S. Competencies
6.07.01 Interpret information about the system of government established by the U.S. Constitution. *C*
6.07.02 Interpret information about the legislative, judicial, and executive branches and their respective activities. *C*
6.07.03 Identify and analyze current events happening in the local community or elsewhere. *C*
6.07.04 Compare holidays of the U.S. and other countries. *C*
6.07.05 Interpret basic court procedures and the concept of “trial by jury” used in U.S. *C*
6.07.06 Interpret information about law enforcement. *C*

6.07.07 Interpret common laws and ordinances, and legal forms and documents. *C*
6.07.08 Identify individual legal and civil rights and procedures for obtaining legal advice. *C*
6.07.09 Interpret information or identify requirements for establishing residency and/or obtaining citizenship. *C*
6.07.10 Identify common infractions and crimes, legal consequences, and procedures for reporting a crime. *C*
6.07.11 Identify rights, responsibilities, and legal obligations in domestic relationships and how to report problems. *C*
6.07.12 Interpret a topic related to the environment in the local community or elsewhere. *C*
6.07.13 Interpret information about the educational system, from early childhood to postsecondary. *C*
6.07.14 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc. *C*
6.07.15 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc. *C*
6.07.16 Interpret information from schools and communicate with school personnel. *C*
6.07.17 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them. *C*
6.07.18 Interpret information related to student and school performance, and identify ways to promote change. *C*
6.07.19 Identify ways to get involved or volunteer in an educational setting. *C*
8. Consumer Education Standard
Demonstrate the English skills necessary to understand consumer education issues.
Consumer Education Competencies
6.08.01 Interpret letters, articles, and information about consumer-related topics.
6.08.02 Develop a personal finance budget showing income, expenditures, and savings.
6.08.03 Solve math problems based on real-life, showing computational steps.
6.08.04 Analyze clothing, food, or other product labels to aid in making a purchase decision.
6.08.05 Compare two or more merchandise items in deciding which to purchase.
6.08.06 Evaluate manufacturer and/or extended warranties and service plans for consumer products.
6.08.07 Identify or compute sales tax. *C*
6.08.08 Interpret tax information from articles and publications. *C*
6.08.09 Report unsatisfactory service or a defective product.
6.08.10 Market a product and/or conduct a business transaction.
6.08.11 Identify and analyze methods for obtaining a credit report.
6.08.12 Interpret credit card offers and applications.
6.08.13 Interpret insurance products for auto, home, and/or life.
6.08.14 Use online sources of information on homes and apartments available in the local market.
6.08.15 Interpret the advantages and disadvantages of a variety of options to locate and acquire housing.
6.08.16 Interpret lease and rental documents.
6.08.17 Interpret information to obtain, maintain, or cancel housing utilities.
6.08.18 Interpret information about tenant and landlord rights and obligations. *C*

6.08.19 Interpret debt assistance programs. *C*
6.08.20 Interpret consumer protection programs concerning business practices and solicitations. *C*
9. Health and Nutrition Standard
Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.
Health and Nutrition Competencies
6.09.01 Compare medical providers, the services they offer and costs. *C*
6.09.02 Access health literacy information and ways to communicate effectively with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions.
6.09.03 Interpret information related to the proper usage of medications and consequences of improper usage.
6.09.04 Access information on alcoholism, drug abuse, and/or addiction.
6.09.05 Interpret immunization requirements. *C*
6.09.06 Interpret information about mental health, including psychological problems and conditions, and stress management.
6.09.07 Interpret information on the development, care, and health and safety concerns of children.
6.09.08 Interpret information about health issues related to aging.
6.09.09 Interpret information about medical procedures and risks involved.
10. Transportation and Travel Standard
Demonstrate the English skills necessary to access transportation and travel effectively.
Transportation and Travel Competencies
6.10.01 Use online map systems to develop a detailed trip plan.
6.10.02 Interpret visa documentation and customs requirements for travel. *C*
6.10.03 Interpret behaviors and communication strategies to follow in a traffic stop. *C*
6.10.04 Interpret driving laws and related fines and/or penalties for traffic tickets. *C*
6.10.05 Interpret preventative car maintenance tasks.
11. Safety and Security Standard
Demonstrate the English skills necessary to understand safety and security issues.
Safety and Security Competencies
6.11.01 Interpret information about protecting the home from theft and fire. *C*
6.11.02 Interpret information about first aid procedures.
6.11.03 Access information about the emergency broadcast system in the community. *C*

Effective July, 2017

Florida Department of Education
Adult General Education-ESOL
Curriculum Frameworks

ADULT ESOL COLLEGE AND CAREER READINESS	
Program/Course Title	Adult ESOL College and Career Readiness
Program/Course Number	9900051
CIP Number	1532.010302
Grade Level	30,31
Recommended Length*	Varies

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

PURPOSE
Prepare Adult English language learners who have completed the Adult ESOL course to enter and succeed in college-level courses of study by providing English language skills in the following areas:

- Read and Comprehend Complex Text
- Acquire Academic Vocabulary
- Speak and Listen with Understanding
- Convey Information in Writing
- Apply Conventions of Standard English Grammar and Usage
- Digital Literacy (Technology)
- Career and Education Planning
- Workforce Preparation

PROGRAM STRUCTURE
Adult ESOL College and Career Readiness is a non-credit course. The course is not separated into levels, but the academic rigor of the course is above Educational Functioning Level 6 of the National Reporting System. Progress through the course is measured by attainment of the competencies, and one Literacy Completion Point (LCP) is awarded upon completion. To document completion of the course and the corresponding LCP, the instructor and program administrator complete and sign a Course Progress Report, which programs may create in–house. Completed Progress Reports must be noted in the program's data reporting system and be made available for review upon request for FDOE monitoring purposes.

Students must be tested in reading and listening on a state-approved assessment prior to enrollment in the course. It is recommended that students obtain scores in reading and listening that are above the exit score for Adult ESOL before being allowed to enroll in the course. While all students are required to be tested on a state-approved assessment, it is not an absolute requirement that students obtain a

score above the exit score for Adult ESOL. However, caution is advised in making the decision to enroll students with scores lower than recommended. The scores should be within a few points of the exit score for Adult ESOL. Programs are advised to carefully examine additional evidence that strongly indicates the student has the academic preparation to enroll in the course. Once enrolled in the CCR course, it is not required to continue testing students on a state-approved assessment, as the educational learning gains are reported with an LCP, not test scores. However, programs may choose to test students with standardized assessments for college and career planning purposes. Instructors may also choose to use alternative assessments to guide instruction and gauge academic progress.

ACCOMMODATIONS

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

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

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

CAREER AND EDUCATION PLANNING

The following career development standards are designed to be integrated into the ESOL frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

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

DIGITAL LITERACY (TECHNOLOGY)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated in the instruction.

Standards:

DL.01 Develop basic keyboarding and numerical keypad skills.
DL.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

WORKFORCE PREPARATION ACTIVITIES

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking

All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.

Teamwork

All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.

Employment

All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.

Self-Management

All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

Utilizing Resources

All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

Using Information

All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.

Understanding Systems

All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

STANDARDS	
R 01.00	**READ AND COMPREHEND COMPLEX TEXT**
V 02.00	**ACQUIRE ACADEMIC VOCABULARY**
SL 03.00	**SPEAK AND LISTEN WITH UNDERSTANDING**
W 04.00	**CONVEY INFORMATION IN WRITING**
G 05.00	**APPLY THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE**
COMPETENCIES	
R 01.00	**READ AND COMPREHEND COMPLEX TEXT**
R 01.01	Use reading strategies to identify key facts, information, purpose and organization of a reading passage to aid in reading comprehension (preview, skim, scan, and take notice of text features).
R 01.02	Read and comprehend complex literary and informational texts independently and proficiently (newspaper/magazine articles, technical materials, literature). Recognize APA and MLA formats.
R 01.03	Verify, clarify, and differentiate fact from opinion in informational texts. Express a personal opinion on the text and distinguish it from the author.
R 01.04	Identify the main purpose and tone of a text, including the author's point of view, and the question the author set out to answer, explain or describe.
R 01.05	Determine the central theme of an informational academic text and explain how it is supported by information drawn from the text. Provide an objective summary of the text distinct from personal opinions or judgments.
R 01.06	Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.
R 01.07	Compare and contrast the most important points and key details presented in two informational texts on the same topic.
R 01.08	Analyze how an informational text makes connections and distinguishes among /between individuals, ideas or events through comparisons, analogies, or categories**.**
R 01.09	Analyze a sequence of events and how specific individuals, ideas, or events interact and develop over the course of an informational text.
R 01.10	Analyze information presented visually (charts, graphs, diagrams, time lines, blueprints, flowcharts, and schematics, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text.
R 01.11	Draw on information from multiple print or digital sources, and demonstrate the ability to locate an answer to a question quickly or to solve a problem efficiently.
R 01.12	Make assertions about an author's argument, providing evidence from the text. Recognize irrelevant evidence.
R 01.13	Make comparisons within an informational academic text or between two different texts. Differentiate, sort, and classify information and ideas found in a text.
R 01.14	Apply knowledge of how grammar functions in different contexts to comprehend the text.
V 02.00	**ACQUIRE ACADEMIC VOCABULARY**
V 02.01	Use print and digital dictionaries to find the pronunciation of a word, part of speech, and distinguish between multiple meanings of a word.

V 02.02	Use Latin/Greek affixes and roots as clues to determine the meaning of complex words for inclusion in a list of vocabulary words relevant to a specific area of study.
V 02.03	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example, conceive=verb, conception=noun, conceivable=adjective, conceivably=adverb).
V 02.04	Use the index and table of contents to locate information in a postsecondary textbook.
V 02.05	Use various resources and strategies to determine the meaning of specialized technical and academic words used in postsecondary texts, including figurative and connotative meanings.
V 02.06	Locate and use print and digital information in almanacs, atlases, bibliographies, biographical resources, concordances, encyclopedias, genealogies, government documents, manuals, and thesauruses.
V 02.07	Acquire and use general academic and domain-specific words and phrases important to comprehending the meaning and uses of the words. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
V 02.08	Manage and develop a technical and academic vocabulary word bank.
SL 03.00	**SPEAK AND LISTEN WITH UNDERSTANDING**
SL 03.01	Use the International Phonetic Alphabet (IPA) system to: • Identify the phonemes of the English language represented by IPA symbols. • Orally produce voiced/voiceless sounds, consonant blends, diphthongs, and digraphs.
SL 03.02	Engage effectively in a range of collaborative conversations and/or discussions. Employ the following communication skills to participate actively in conversations: • Utilize speaking strategies such as volume control, stress, pacing, enunciation, non-verbal cues, facial expressions and eye contact. • Use common idioms, phrasal expressions, adages and proverbs. • Respond appropriately to questions posed by other participants in the conversation.
SL 03.03	Initiate and participate actively and effectively in a range of collaborative discussions (one-on-one, in groups, dialogues and teacher-led) or in a presentation/lecture by a guest speaker.
SL 03.04	Prepare and deliver a report on a topic or text; present an opinion if applicable. When available and appropriate, make use of digital support to enhance understanding of the presentation.
SL 03.05	Pose and respond to questions of various types (embedded, tag, direct, implied, referential, and inferential) in conversations. Respond to comments that contribute to the conversation with evidence and observations, and relate the conversation to broader themes or larger ideas.
SL 03.06	Take notes from a speaker presenting on an informational topic. Determine the central ideas or conclusions of a presentation. Summarize or paraphrase the notes.
SL 03.07	Listen to two media messages and identify their sources and content. Using evidence from the messages, summarize points made in the messages and evaluate the content.
W 04.00	**CONVEY INFORMATION IN WRITING**
W 04.01	Use pre-writing strategies (brainstorming, graphic organizing, and outlining) to organize ideas for a composition including main ideas, specific ideas and details.

W 04.02	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas**.**
W 04.03	Acquire vocabulary knowledge independently when considering a word or phrase important to written expression.
W 04.04	Write a paragraph that includes a topic sentence with controlling ideas, major points, support and a concluding sentence. Optional: Relate the paragraph to information in a text.
W 04.05	Write two or more paragraphs that are focused, organized and have supporting statements, making connections between related information across different sections of a text.
W 04.06	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W 04.07	With guidance and support from peers, instructor and others, develop and strengthen writing as needed by planning, revising, editing or rewriting drafts in digital or print formats.
W 04.08	Draw evidence from two or more literary or informational texts to support analysis, reflection and research.
W 04.09	Take notes from a speaker presenting on an informational topic. Write a summary or outline of the presentation.
W 04.10	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • Use a semicolon or a conjunctive adverb to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation.
W 04.11	Apply knowledge of grammar to understand how grammar functions in different contexts, to make effective choices for meaning or style and to make a piece of writing comprehensible to potential readers.
W 04.12	Use appropriate general academic, technical, and domain-specific words and phrases for writing at a college level.
W 04.13	Write an opinion, informational or research paper on topics or texts, supporting a point of view with reasons and information. • Introduce and develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. • Link ideas or opinions using words and phrases (another, for example, also, because). • Group related information in paragraphs and sections. Include formatting such as headings, illustrations and multimedia when useful to aiding comprehension. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information, opinion or explanation presented. • Format the paper using an online format/citation generator.
G 05.00	**APPLY THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE**
Note Prior to enrollment in the CCR course, students should be able to apply grammar conventions and usage listed below for all six educational functioning levels of the Adult ESOL course. However, some students	

may benefit from a review. The grammar topics do not need to be taught in the sequence listed.
• Direct speech/indirect speech • Moods: indicative/imperative/subjunctive mood • Sentence parts: subject, predicate, and/or object and • Agreement of subject and predicate. • Sentence structure: word order and syntax of simple, compound, and complex sentences • Sequence of tenses • Subjunctive mood in conditional sentences: real/unreal condition • Verbals: non-finite forms of the verb: participle/gerund/infinitive

Effective July, 2017

Florida Department of Education
Adult General Education- ESOL
Curriculum Frameworks

ADULT ESOL LITERACY SKILLS	
Program Title	Adult English for Speakers of Other Languages Literacy Skills
Program/Course Number	9900300
CIP Number	1532.010303
Grade Level	30, 31
Recommended Length*	Varies

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

PURPOSE
Provide English language and literacy instruction for adult English language learner (ELLs) and who are non-literate or semi-literate in their home language or any other language. Students who complete this course are expected to be able to enroll in the first level (Foundations) of the Adult ESOL course (9900040).

PROGRAM STRUCTURE
The course is a non-credit and is divided into three levels. Progress through levels is measured by completion of the competencies in each level. One Literacy Completion Point (LCP) is awarded for each level completed. To document completion of the course and the corresponding LCP, the instructor and program administrator complete and sign a Course Progress Report, which programs may create in–house. Completed Progress Reports must be noted in the program's data reporting system and be made available for review upon request for FDOE monitoring purposes.

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

SPECIAL NOTES
The content of the curriculum framework is compatible with principles of literacy and language acquisition for adult ELLs and includes life and work skills. With the exception of the basic literacy skills competencies listed in the curriculum framework, it is not intended for students to progress through the life and work skills sequentially. The instructor may present contextualized lessons that integrate life and work competencies and the basic literacy skills of reading, writing, speaking and listening. Curriculum materials chosen for this course should be adult oriented, at the appropriate language and literacy proficiency level, current, and culturally sensitive. It is recommended that classroom activities be

delivered in ways that address the different types of learning styles of students and incorporate their prior knowledge and experience.

ACCOMMODATIONS

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

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

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

CAREER AND EDUCATION PLANNING

The following career development standards are designed to be integrated into the ESOL frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

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

DIGITAL LITERACY (TECHNOLOGY)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated in the ESOL frameworks.

Standards:

DL.01	Develop basic keyboarding and numerical keypad skills.
DL.02	Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL.03	Use Internet search engines such as Google, Bing, or Yahoo to collect data information.
DL.04	Practice safe, legal, and responsible sharing of information, data, and opinions online.

WORKFORCE PREPARATION ACTIVITIES

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and

completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking
All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.

Teamwork
All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.

Employment
All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.

Self-Management
All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

Utilizing Resources
All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

Using Information
All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.

Understanding Systems
All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

	1. Basic Literacy Skill Anchors	
	1. Basic Literacy Skill Anchors **A. Sound Discrimination**	
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<u>t</u>, zi<u>p</u>)	
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. Basic Literacy Skill Anchors **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. Basic Literacy Skill Anchors: 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 – i – n")
A1-20 Copy letter forms with diagonal lines (A, K, M, N, V, W, X, Y, Z)	B1-17 Copy all lowercase letters with tails below the line using correct vertical placement (e.g., g, j, p, q, y)	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 letters	B1-18 Copy short sentences including spaces between words	C1-23 Given a familiar, written model (e.g., man), write words in same simple word family (e.g. can, fan)
		C1-24 Given a familiar, written model (e.g., Marie is from Haiti.), write a short sentence (e.g., I am from Haiti.)
	B1-19 Use phonics to write missing initial consonants in words (e.g., __ick)	C1-25 Use phonics to write missing medial short-vowel sounds (e.g., h,_t)

	2. Communication	
	2. Communication: **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 (house or apartment)	B2-3 State address (number, street, apt. no., city, state, zip code) and orally spell street name	
A2-4 State own street address (e.g., *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 first language (e.g., *What language do you speak?)*	
	2. Communication: **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 Tell 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: 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	
	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	
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	
A5-1 Identify common foods (e.. g., dairy, produce, fruits, meat)	B5-1 Read food names	C5-1 Write food names
	B5-2 Ask for location of foods in a supermarket and identify aisles in a store by number	C5-2 Read simple food ads with abbreviations (e.g., lb., ea., doz., gal.)
A5-2 Identify basic names for parts of the body	B5-3 Read basic names for parts of the body	C5-3 Write basic names for parts of the body
	B5-4 Identify and read common symptoms and illnesses (e.g., fever, headache)	C5-4 Write common symptoms and illnesses
A5-3 Identify common healthcare words (e.g., doctor, nurse, dentist, clinic, hospital, emergency)	B5-5 Read common healthcare words	C5-5 Write common healthcare words
	B5-6 Read an appointment card	C5-6 Read simple medicine labels
		C5-7 Make a doctor's appointment and note the time on a calendar
A5-4 Read basic safety symbols (e.g., No Swimming, Poison)	B5-7 Read basic safety signs (e.g., DANGER, CAUTION)	
A5-5 Ask for emergency assistance (e.g., *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	
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

Effective July, 2017

Florida Department of Education
Adult General Education
Program Description

ADULT HIGH SCHOOL	
Program Title	Adult High School
Program Number	9900010
Course Number	*Use Appropriate Secondary Course Number from Course Code Directory (CCD)*
CIP Number	1532.010202
Grade Equivalent	9.0-12.9
Recommended Length*	Varies

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

Purpose
The Adult High School (AHS) program enables an adult no longer enrolled in public high school to complete the required courses and state assessments to earn a standard high school diploma. Program requirements are in accordance with standards established by the state. A program of instruction for AHS students shall be based on the State of Florida adult education course description and the Florida Standards included in the secondary course description. Students in the AHS program must meet all state and local requirements for graduation unless otherwise noted in section 1003.4282 (7)(b), F.S.

Program Structure
Instructional methodologies may include, but are not limited to, traditional lecture instruction, competency and performance-based adult education, distance learning and computer-assisted instruction.

Program procedures include the following:

A. Determining eligibility for enrollment:
1. Is 16 years or older
2. Official withdrawal from elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC for co-enrolled students.

B. Diagnosing learning difficulties as necessary.
C. Prescribing individualized instruction.
D. Managing learning activities.
E. Evaluating student progress.

Standard Diploma
To obtain a standard adult education diploma, a student must earn either the standard 24 credits or 18 credits under the ACCEL option, maintain a minimum 2.0 GPA and successfully complete all required statewide exams (or earn concordant or comparative scores in respective courses) in accordance with State of Florida guidelines.

Special Notes:

Use of 9900010 Program Number:
Rule 6A-6.011, Florida Administrative Code (FAC), provides that a student enrolled in an adult education course required for high school credit is an adult education student. The instruction should be consistent with the secondary curriculum frameworks. The adult education program number (9900010) for Adult High School must be used in conjunction with the appropriate secondary course number(s**).**

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

Adult Education Instructor Certification Requirements
As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

Career and Education Planning
The following career development standards are designed to be integrated into the Adult High School program to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

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

Digital Literacy (Technology)
Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated in the instruction.

Standards:

DL.AHS.01 Develop basic keyboarding and numerical keypad skills.

DL. AHS.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.

DL.AHS.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.

DL.AHS.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

Workforce Preparation Activities

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

Effective July, 2017

Florida Department of Education
Adult General Education
Program Description

ADULT HIGH SCHOOL-CO-ENROLLED	
Program Title	Adult High School-Co-Enrolled
Program Number	9900099
Course Number	*Use Appropriate Secondary Course Number from Course Code Directory (CCD*)
CIP Number	1532.019900
Grade Level	9.0-12.9
Recommended Length*	Varies

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

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

Program Structure
Adult High School Co-Enrolled instruction is graded and characterized by individualized, self-paced instructional modules, classroom instruction and performance based evaluation. Placement into the program is based on an individual's need for credit recovery. A variety of resources may be used in AHS Co-Enrolled courses. Modifications to equipment and curriculum or special accommodations may be required based on student needs. Students are limited to two courses per year and they may only be core curricula courses required for graduation.

Program Procedures include the following:

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

Special Notes:

Accommodations
Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

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

Standards
Students entering high school in 2007-2008 and beyond must adhere to all provisions of F.S. 1003.4282 or 1002.3105. Programs must use the same benchmarks and standards as required for courses offered through the 9-12 program.

Use of 9900099 Program Number
Students who are co-enrolled must be reported with both the adult education program number of 9900099 and the appropriate secondary course number.

Effective July, 2017

Florida Department of Education
Adult General Education
Curriculum Frameworks

ADULT GENERAL EDUCATION for ADULTS WITH DISABILITIES	
Program/Course Title	Adult General Education for Adults with Disabilities
Program/Course Number	9900100
CIP Number	1532.010204
Grade Level	30,31
Recommended Length*	Variable based on student program of study

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation*

Purpose
The purpose of this program is to provide specialized adult general education for adult students with disabilities. Instruction is designed to assist students to develop literacy, employability, and work related skills so that they may obtain entry-level employment.

Program Structure
Instruction in literacy, work-related skills, employability skills, and life skills are provided that will enable the students to participate in work and community activities. Student performance standards are designed to meet the individual needs of students with a wide range of functioning ability.

The particular outcomes and student performance standards which the student must master for the LCP must be specified in the student's plan of study based on the standards included in this framework. Documentation of mastery of student performance standards must be recorded in the student's educational plan. The educational plan must be maintained for audit purposes. When the student masters these individually determined outcomes and student performance standards, the student is reported as a completer of LCP A. It is expected that upon completion of LCP A, the student will transition to employment or another program that will lead to the individual's desired outcomes.

Special Notes:

<u>Adult Education Instructor Certification Requirements</u>
As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

Accommodations

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

Florida Department of Education
Student Performance Standards

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

Adult General Education for Adults with Disabilities

02.0 Demonstrate Basic Literacy Skills:

- 02.01 Demonstrate basic reading skills.
- 02.02 Demonstrate basic language arts skills.
- 02.03 Demonstrate basic mathematics skills.
- 02.04 Demonstrate ability to apply literacy skills to meet individual needs.
- 02.05 Demonstrate verbal and written communication skills

03.0 Demonstrate Work-Related Skills:

- 03.01 Identify interests, skills, and personal preferences to determine realistic career goals
- 03.02 Develop and manage a career and education plan
- 03.03 Demonstrate the ability to follow directions.
- 03.04 Demonstrate behaviors related to task completion.
- 03.05 Participate effectively in group settings/on a team.
- 03.06 Demonstrate awareness of jobs and job responsibilities.
- 03.07 Respond appropriately to constructive criticism.
- 03.08 Perform required work tasks to specifications.
- 03.09 Demonstrate punctuality and attendance.
- 03.10 Demonstrate communication skills necessary for success in the workplace.
- 03.11 Develop basic keyboarding and numerical keypad skills
- 03.12 Use community resources to enhance the quality of life

04.0 Demonstrate Acceptable Job Acquisition/Job Retention Skills--The instruction in employability skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 04.01 Prepare a personal data sheet.
- 04.02 Prepare a resume.
- 04.03 Identify job announcement sources.
- 04.04 Prepare a cover letter.

04.05 Demonstrate the ability to correctly complete an employment application.
04.06 Demonstrate appropriate interviewing techniques.
04.07 Prepare for applicable employment tests.
04.08 Demonstrate the ability to complete work-related documents.
04.09 Demonstrate an understanding of appropriate job behaviors.
04.10 Interpret company policies and procedures.
04.11 Demonstrate knowledge of resignation procedures.

05.0 Demonstrate Self-Advocacy and Self-Determination Skills:

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

06.0 Manage Interpersonal Relationships:

06.01 Demonstrate appropriate social skills in a variety of settings.
06.02 Initiate communication and respond effectively in a variety of situations.
06.03 Demonstrate strategies for problem solving/resolving conflicts.
06.04 Maintain a positive relationship with others.

Effective July, 2017

Florida Department of Education
Adult General Education-ESOL
Curriculum Framework

CITIZENSHIP	
Program/Course Title	**Citizenship**
Program/Course Number	**9900090**
CIP Number	1533.010200
Grade Level	30, 31
Recommended Length*	Varies

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

PURPOSE
Prepare eligible permanent residents to successfully complete the process of becoming a naturalized U.S. citizen. It is designed for adult English language learner (ELL) students or Native or Fluent English–speaking students.

PROGRAM STRUCTURE
The course is a non-credit and is not separated into levels. Progress through the course is measured by attainment of the competencies listed in each level. One Literacy Completion Point (LCP) is awarded for completion of the course. To document completion of the course and the corresponding LCP, the instructor and program administrator complete and sign a Course Progress Report, which programs may create in–house. Completed Progress Reports must be noted in the program's data reporting system and be made available for review upon request for FDOE monitoring purposes.

A state-approved assessment must be administered to all students prior to enrollment in the course. It is recommended that students obtain the scores indicated below. Although it is required to test all students on a state-approved assessment, it is not required that all students obtain the recommended scores noted below. Programs may consider other evidence to determine the student's ability to take the course. Adult ELL students taking the Citizenship course are required to be tested in both listening and reading. Native or Fluent English-speaking students are not required to be tested in listening. Once enrolled in the course, it is not required to continue testing students on a state-approved assessment, as educational learning gains are reported with an LCP, not test scores. Programs may choose to test students on standardized and/or alternative assessments for guiding instruction and gauging progress.

Tests and scores used for enrollment in the Citizenship course:			
Type of Student	**State-Approved Assessments**	**NRS EFL**	**Scores**
ELL Student	CASAS Life and Work Series 80 Reading and 980 Listening (Test in both skill areas)	4 – Low Intermediate	LW 80 R ≥201 LW 980 L ≥200
	TABE CLAS-E (Test in listening and reading.)	4 – Low Intermediate ESL	R ≥477 L ≥469
Native or Fluent English–speaking Student	CASAS Life and Work (Test in reading only.)	2 –Beginning Basic ABE	R ≥201
	TABE 9/10 (Test in reading only.)	2 –Beginning Basic ABE	R ≥368

The course has three parts:

Part I: The Naturalization Pre-Interview

Part II: The Naturalization Interview and the Civics, Speaking, Reading, and Writing components of the Naturalization Test

Part III: The Naturalization Post-Interview

Instruction may be provided in classroom settings, online, or distance learning.

ACCOMMODATIONS

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

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

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

Part I: The Naturalization Pre-Interview

Naturalization is the legal process through which an eligible permanent resident can become a citizen of the United States. Because the process often begins months before the actual naturalization interview, this content area contains the content and progress standards stating what naturalization applicants need to know (or in some cases, would be helpful to know) to navigate the naturalization process successfully—from understanding eligibility requirements to attending the naturalization ceremony.

Content Standard 1: Students know the eligibility requirements for naturalization.

Progress Standards – Students know:

a. The age requirements for naturalization.
b. The permanent residency requirements for naturalization.
c. The continuous residency requirements for naturalization.
d. The physical presence requirements for naturalization.
e. The length of time they are required to live in a state or USCIS district for naturalization.

f. That good moral character is a requirement for naturalization.
g. That attachment to the Constitution is a requirement for naturalization.
h. That the ability to speak, read, and write the English language is required for naturalization.
i. That knowledge of U.S. history and government (civics) is a requirement for naturalization.

Content Standard 2: Students know how to apply for naturalization.
Progress Standards – Students:

a. Know the relevant USCIS forms to use, including Form N-400, Application for Naturalization.
b. Know the application fees (and other applicable fees) and how to send in the fees.
c. Know the biometrics requirements for naturalization.
d. Know that they will be notified to appear for their naturalization interview.
e. Are able to read words and sentences in all parts of Form N-400.
f. Are able to write words and sentences in all parts of Form N-400 in order to complete the application.

Content Standard 3: Students know basic information about the naturalization pre-interview and interview process.
Progress Standards – Students are able to:

a. Plan for and arrive at their interviews (logistics).
b. Act on basic commands given by security guards at the USCIS facility. [Examples: remove, place, walk through, go back]
c. Respond orally to a variety of possible questions asked by and directions given by security guards. [Examples: Should I remove my belt? Should I walk through again?]
d. Ask for directions inside the USCIS building and follow directional signs.
e. Recognize words and sentences possibly used by USCIS staff in the waiting room. [Examples: What time is your interview? Please wait until your name is called.]
f. Respond orally to a variety of possible questions asked by USCIS staff in the waiting room. [Examples: Yes, that's me. Can my friend wait with me?]
g. Engage in small talk with the USCIS Officer.
h. Know the format of the naturalization interview and test.

Part II: The Naturalization Interview and Test

At the students' interview, a USCIS Officer will explain the purpose of the interview, ask students to show identification, and place them under oath. The Officer will ask about the students' background, for evidence supporting their eligibility for naturalization, for their place and length of residence, about their character, about their attachment to the Constitution, and about their willingness to take an Oath of Allegiance to the United States. In addition, the Officer will ask other questions to make sure they meet all the eligibility requirements. Students should be prepared to explain any differences between their application and the other documents they provided to USCIS.

During the interview, students, unless exempt, will take the civics test, and an Officer will test their ability to read, write, and speak English (unless they are exempt from the English requirements.)* After their interview, the Officer will give them a Form N-652 that provides information about the results of the interview. Based on all the information they have provided, USCIS will either grant, continue, or deny their naturalization application.

* Note: Certain applicants, because of age and time as a permanent resident, are exempt from the English requirements for naturalization.

Speaking Test Component
Students' ability to speak English is determined by their answers to questions asked by USCIS Officers during the naturalization eligibility interview on Form N-400. The Officer is required to repeat and rephrase questions until the Officer is satisfied that the applicant either fully understands the question or does not understand English. If the applicant generally understands and can respond meaningfully to questions relevant to the determination of eligibility, the applicant has demonstrated the ability to speak English.

Content Standard 4: Students can respond appropriately during the review of Form N-400.
Progress Standards – Students are able to:

General Interview Skills

- 4a: Respond to possible commands used by Officers prior to, during, and after the naturalization interview. [Examples: Please be seated, Raise your right hand, Wait here.
- 4b: Swear in.
- 4c: Respond orally and correctly to a variety of possible questions posed by Officers prior to, during, and after the naturalization interview. [Examples: Yes, I have it. Here it is. I didn't bring it.]
- 4d: Respond to oral questions posed by the Officer on Form N-400, Application for Naturalization, and other relevant USCIS forms.
- 4e: Respond to clarification questions possibly posed by USCIS staff. [Examples: Did you say…? Would you like me to repeat that?]

Part 1 of Form N-400:

- 4f: Understand the vocabulary and meaning of possible questions posed by Officers in Part 1 regarding general eligibility requirements.
- 4g: Respond orally and correctly to a variety of possible questions posed by Officers in Part 1 regarding general eligibility requirements. [Question wording will vary.]

Part 2 of Form N-400:

- 4h: Understand the vocabulary and meaning of possible questions posed by Officers in Part 2 regarding the applicant's personal information. [Examples: names, date of birth, etc.]
- 4i: Respond orally and correctly to a variety of possible questions posed by Officers in Part 2 regarding the applicant's personal information. [Question wording will vary.]

Part 3 of Form N-400:

- 4j: Understand the vocabulary and meaning of possible questions posed by Officers in Part 3 regarding the applicant's contact information. [Examples: phone numbers and email addresses.]
- 4k: Respond orally and correctly to a variety of possible questions posed by Officers in Part 3 regarding the applicant's contact information. [Question wording will vary.]

Part 4 of Form N-400:

4l: Understand the vocabulary and meaning of possible questions posed by Officers in Part 4 regarding information about the applicant's residence. [Examples: date of residence (from and to), mailing address, etc.]

4m: Respond orally and correctly to a variety of possible questions posed by Officers in Part 4 regarding information about the applicant's residence. [Question wording will vary.]

Part 5 of Form N-400:

4n: Understand the vocabulary and meaning of possible questions posed by Officers in Part 5 regarding information about the applicant's parents. [Examples: mother's country of birth, father's middle name, etc.]

4o: Respond orally and correctly to a variety of possible questions posed by Officers in Part 5 regarding information about the applicant's parents. [Question wording will vary.]

Part 6 of Form N-400:

4p: Understand the vocabulary and meaning of possible questions posed by Officers in Part 6 regarding physical characteristics. [Examples: height, weight, etc.]

4q: Respond orally and correctly to a variety of possible questions posed by Officers in Part 6 regarding physical characteristics. [Question wording will vary.]

Part 7 of Form N-400:

4r: Understand the vocabulary and meaning of possible questions posed by Officers in Part 7 regarding information about the applicant's employment and schools attended. [Examples: employer or school name, occupation, etc.]

4s: Respond orally and correctly to a variety of possible questions posed by Officers in Part 7 regarding information about the applicant's employment and schools attended. [Question wording will vary.]

Part 8 of Form N-400:

4t: Understand the vocabulary and meaning of possible questions posed by Officers in Part 8 regarding information about the applicant's time outside the United States. [Examples: date you left the United States, total days outside the United States.]

4u: Respond orally and correctly to a variety of possible questions posed by Officers in Part 8 regarding information about the applicant's time outside the United States. [Question wording will vary.]

Part 9 of Form N-400:

4v: Understand the vocabulary and meaning of possible questions posed by Officers in Part 9 regarding information about the applicant's marital history. [Examples: current spouse's country of birth, prior spouse's family name.]

4w: Respond orally and correctly to a variety of possible questions posed by Officers in Part 9 regarding information about an applicant's marital history. [Question wording will vary.]

Part 10 of Form N-400:

4x: Understand the vocabulary and meaning of possible questions posed by Officers in Part 10 regarding information about the applicant's children. [Examples: child's current legal name, child's date of birth, etc.]

4y: Respond orally and correctly to a variety of possible questions posed by Officers in Part 10 regarding information about an applicant's children. [Question wording will vary.]

Part 11 of Form N-400:

Note: Part 11 contains a significant amount of information on a variety of themes and sub-themes. Instructors will need to deconstruct this part into these themes to create a longer list of progress standards.

4z: Understand the vocabulary and meaning of possible questions posed by Officers in Part 11 regarding additional information requested of the applicant. [Examples: voting, hereditary titles, memberships in groups, arrests, serving in the U.S. Armed Forces, etc.]

4aa: Respond orally and correctly to a variety of possible questions posed by Officers in Part 11 regarding additional information requested of the applicant. [Question wording will vary.]

Part 12 of Form N-400:

4bb: Understand the vocabulary and meaning of possible questions posed by Officers in Part 12 regarding the applicant's signature. [Examples: I certify, I authorize, etc.]

4cc: Respond orally and correctly to a variety of possible questions posed by Officers in Part 12 regarding the applicant's signature. [Question wording will vary.]

Part 13 of Form N-400:

Note: No action is required by the applicant.

4dd: Demonstrate knowledge that this part is the responsibility of the person who prepares the N-400, if someone prepares it for the applicant.

Part 14 of Form N-400:

4ee: Understand the vocabulary and meaning of possible questions posed by Officers in Part 14 regarding the statement of applicants who used an interpreter. [Examples: if you answered "yes," language used, etc.]

4ff: Respond orally and correctly to a variety of possible questions posed by Officers in Part 14 regarding the statement of applicants who used an interpreter. [Question wording will vary.]

Part 15 of Form N-400:

4gg: Understand the vocabulary and meaning of possible questions posed by Officers in Part 15 regarding the applicant's signature at the interview. [Examples: I know the content of, is true and correct, subscribed to and sworn to, etc.]

4hh: Respond orally and correctly to a variety of possible questions posed by Officers in Part 15 regarding the applicant's signature at the interview. [Question wording will vary.]

Part 16 of Form N-400:

4ii: Understand the vocabulary and meaning of possible questions posed by Officers in Part 16 regarding the renunciation of foreign titles. [Examples: I further renounce the title of, list order of nobility, etc.]

4jj: Respond orally and correctly to a variety of possible questions posed by Officers in Part 16 regarding the renunciation of foreign titles. [Question wording will vary.]

Part 17 of Form N-400:

4kk: Understand the vocabulary and meaning of possible questions posed by the USCIS staff person as he or she reads the Oath of Allegiance. (See Part 17, Oath of Allegiance)

Civics Test Component

The civics portion of the naturalization test is oral. There are 100 civics questions to study. During the students' interview, students will be asked up to ten questions from the list of 100 questions. Students must answer correctly six of the ten questions to pass the civics test.

Content Standard 5: Students can respond orally and correctly to civics test items about Principles of American Democracy.

Progress Standards – Students are able to:

5a: Respond orally and correctly to civics test items related to the Declaration of Independence.
5b: Respond orally and correctly to civics test items related to the U.S. Constitution.
5c: Respond orally and correctly to civics test items related to the Bill of Rights.
5d: Respond orally and correctly to the civics test item related to the United States economic system.
5e: Respond orally and correctly to the civics test item related to the "rule of law."

Content Standard 6: Students can respond orally and correctly to civics test items about the System of Government in the United States.

Progress standards – Students are able to:

6a: Respond orally and correctly to the civics test item related to the three branches of government.
6b: Respond orally and correctly to the civics test item related to the separation of power/checks and balances.
6c: Respond orally and correctly to civics test items related to the President.
6d: Respond orally and correctly to civics test items related to the Vice President.
6e: Respond orally and correctly to civics test items related to the President's Cabinet.
6f: Respond orally and correctly to civics test items related to Congress.
6g: Respond orally and correctly to civics test items related to U.S. Senators.
6h: Respond orally and correctly to civics test items related to U.S. Representatives.
6i: Respond orally and correctly to civics test items related to the Speaker of the House.
6j: Respond orally and correctly to civics test items related to bills and laws.
6k: Respond orally and correctly to civics test items related to the Supreme Court and the judicial branch.
6l: Respond orally and correctly to the civics test item related to the Chief Justice of the United States.
6m: Respond orally and correctly to civics test items related to political parties.
6n: Respond orally and correctly to civics test items related to elections/voting.
6o: Respond orally and correctly to the civics test item related to federal powers.
6p: Respond orally and correctly to the civics test item related to state powers.
6q: Respond orally and correctly to the civics test item related to state governors.
6r: Respond orally and correctly to the civics test item related to state capitals.

Content Standard 7: Students can respond orally and correctly to civics test items about Rights and Responsibilities.

Progress Standards – Students are able to:

- 7a: Respond orally and correctly to civics test items related to voting rights.
- 7b: Respond orally and correctly to the civics test item related to the responsibilities of citizens.
- 7c: Respond orally and correctly to civics test items related to the rights of citizens.
- 7d: Respond orally and correctly to the civics test item related to the rights of everyone living in the United States.
- 7e: Respond orally and correctly to the civics test item related to the Pledge of Allegiance.
- 7f: Respond orally and correctly to the civics test item related to promises that naturalized citizens make.
- 7g: Respond orally and correctly to the civics test item related to participating in democracy.
- 7h: Respond orally and correctly to the civics test item related to the federal income tax.
- 7i: Respond orally and correctly to the civics test item related to the Selective Service.

Content Standard 8: Students can respond orally and correctly to civics test items about American History during the Colonial Period and Independence.

Progress Standards – Students are able to:

- 8a: Respond orally and correctly to civics test items related to the colonists in early America.
- 8b: Respond orally and correctly to civics test items related to the American Indians.
- 8c: Respond orally and correctly to civics test items related to slaves and slavery.
- 8d: Respond orally and correctly to civics test items related to Thomas Jefferson and the Declaration of Independence.
- 8e: Respond orally and correctly to the civics test item related to the 13 original states.
- 8f: Respond orally and correctly to the civics test item related to the Constitutional Convention.
- 8g: Respond orally and correctly to the civics test item related to the Federalist Papers.
- 8h: Respond orally and correctly to the civics test item related to Benjamin Franklin.
- 8i: Respond orally and correctly to civics test items related to George Washington.

Content Standard 9: Students can respond orally and correctly to civics test items about American History during the 1800s.

Progress Standards – Students are able to:

- 9a: Respond orally and correctly to the civics test item related to the Louisiana Purchase.
- 9b: Respond orally and correctly to the civics test item related to the U.S. wars of the 1800s.
- 9c: Respond orally and correctly to civics test items related to the Civil War.
- 9d: Respond orally and correctly to the civics test item related to Abraham Lincoln.
- 9e: Respond orally and correctly to the civics test item related to the Emancipation Proclamation.
- 9f: Respond orally and correctly to the civics test item related to Susan B. Anthony.

Content Standard 10: Students can respond orally and correctly to civics test items about Recent American History and Other Important Historical Information.

Progress Standards – Students are able to:

- 10a: Respond orally and correctly to the civics test item related to the U.S. wars of the 1900s.
- 10b: Respond orally and correctly to the civics test item related to Woodrow Wilson.

10c: Respond orally and correctly to the civics test item related to Franklin Roosevelt.
10d: Respond orally and correctly to the civics test item related to Dwight Eisenhower.
10e: Students can respond orally and correctly to civics test items related to World War II.
10f: Respond orally and correctly to the civics test item related to the Cold War and communism.
10g: Respond orally and correctly to civics test items related to the civil rights movement and Martin Luther King, Jr.
10h: Respond orally and correctly to the civics test item related to September 11, 2001.
10i: Respond orally and correctly to civics test items related to American Indian tribes.

Content Standard 11: Students can respond orally and correctly to civics test items about U.S. Geography.
Progress Standards – Students are able to:

11a: Respond orally and correctly to the civics test item related to rivers in the United States.
11b: Respond orally and correctly to civics test items related to coasts of the United States.
11c: Respond orally and correctly to the civics test item related to U.S. territories.
11d: Respond orally and correctly to the civics test item related to states that border Canada.
11e: Respond orally and correctly to the civics test item related to states that border Mexico.
11f: Respond orally and correctly to the civics test item related to Washington, DC.
11g: Respond orally and correctly to the civics test item related to the Statue of Liberty.

Content Standard 12: Students can respond orally and correctly to civics test items about U.S. Symbols and Holidays.
Progress Standards – Students are able to:

12a: Respond orally and correctly to civics test items related to the U.S. flag.
12b: Respond orally and correctly to the civics test item related to the national anthem.
12c: Respond orally and correctly to civics test items related to Independence Day.
12d: Respond orally and correctly to the civics test item related to national U.S. holidays.

Reading Test Component
To demonstrate the ability to read in English, students must read one sentence, out of three sentences, in a manner suggesting to the USCIS Officer that they appear to understand the meaning of the sentence. Once the student reads one of the three sentences correctly, USCIS procedures require that the Officer stop administering the reading test. The list of reading vocabulary words is available to the public, but the actual sentences are not.

Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.
Progress Standards – Students are able to:

13a: Correctly read aloud people's names within written interrogative sentences: *Abraham Lincoln, George Washington*.
13b: Correctly read aloud civic words within written interrogative sentences*: American flag, Bill of Rights, capital, citizen, city, Congress, country, Father of Our Country, government, President, right, Senators, state/states, White House.*
13c: Correctly read aloud place names within written interrogative sentences: *America, United States, and U.S.*

13d: Correctly read aloud holidays within written interrogative sentences: *Presidents' Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, and Thanksgiving*.

13e: Correctly read aloud question words within written interrogative sentences: *How, What, When, Where, Who, Why*.

13f: Correctly read aloud verbs within written interrogative sentences: c*an, come, do/does, elects, have/has, is/are/was/be, lives/lived, meet, name, pay, vote, and want*.

13g: Correctly read aloud other function words within written interrogative sentences: *a, for, here, in, of, on, the, to, we*.

13h: Correctly read aloud other content words within written interrogative sentences: *colors, dollar bill, first, largest, many, most, north, one, people, second, south*.

Writing Test Component

To demonstrate the ability to write in English, students must write one sentence, out of three sentences, in a manner that is understandable as written to the USCIS Officer. Once the student writes one of the three sentences correctly, USCIS procedures require that the Officer stop administering the writing test. The list of writing vocabulary words is available to the public, but the actual sentences are not.

Content Standard 14: Students can correctly write dictated declarative sentences derived from the Writing Vocabulary List.

Progress Standards – Students are able to:

14a: Correctly write people's names within dictated declarative sentences: *Adams, Lincoln, and Washington.*

14b: Correctly write civic words within dictated declarative sentences: *American Indians, capital, citizens, Civil War, Congress, Father of Our Country, flag, free, freedom of speech, President, right, Senators, state/states, and White House.*

14c: Correctly write place words within dictated declarative sentences: *Alaska, California, Canada, Delaware, Mexico, New York City, United States, Washington, and Washington, D.C.*

14d: Correctly write months within dictated declarative sentences: *February, May, June, July, September, October, and November.*

14e: Correctly write holidays within dictated declarative sentences: *Presidents' Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, and Thanksgiving.*

14f: Correctly write verbs within dictated declarative sentences: *can, come, elect, have/has, is/was/be, lives/lived, meets, pay, vote, and want.*

14g: Correctly write other function words within dictated declarative sentences: *and, during, for, here, in, of, on, the, to, and we.*

14h: Correctly write other content words within dictated declarative sentences: *blue, dollar bill, fifty/50, first, largest, most, north, one, one hundred/100, people, red, second, south, taxes, and white.*

Part III: The Naturalization Post-Interview

If USCIS approves the students' application for naturalization, they must attend a ceremony and take an Oath of Allegiance to the United States. The content and progress standards for the Naturalization Post-Interview Components are:

Content Standard 15: Students know the basic information about the naturalization post-interview process.

Progress Standards – Students are able to:

- 15a: Understand the vocabulary and meaning of sentences used by Officers regarding post-interview instructions.
- 15b: Demonstrate their knowledge of the logistics and requirements for the naturalization ceremony.
- 15c: Recognize words and sentences of the Oath of Allegiance, and know that they will recite it at the naturalization ceremony.
- 15d: Check in at the naturalization ceremony.
- 15e: State the Oath of Allegiance at the naturalization ceremony.

Effective July, 2017

Florida Department of Education
Adult General Education-ESOL
Curriculum Frameworks

ENGLISH LITERACY FOR CAREER AND TECNHNICAL EDUCATION	
Program Title	English Literacy for Career and Technical Education (ELCATE)
Program/Course Number	9900050
CIP Number	1532.010301
Grade Level	30, 31
Recommended Length*	Varies

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation*

PURPOSE
ELCATE is an integrated education and training program which provides English language instruction to adult English language learners (ELLs) who simultaneously enroll in ELCATE and a career and technical certificate program. Students that meet the language and academic requirements may enroll in ELCATE as an integrated education and training program for Florida's Integrated Career and Academic Preparation System (FICAPS).

PROGRAM STRUCTURE
ELCATE is comprised of two levels that correspond to National Reporting System (NRS) EFLs 5 and 6. One Literacy Completion Point (LCP) is awarded for each EFL completed. Completion of EFLs must be measured by approved assessments in accordance with Rule 6A-6.014, FAC.

Students cannot be enrolled in Adult ESOL and ELCATE at the same time. Only students who meet the language and academic requirements to enter a Career and Technical (CTE) program should be enrolled in ELCATE. Students who are continuing their enrollment in Adult ESOL and are at level 5 or 6 but do not have a goal of enrolling in CTE should remain in Adult ESOL. Students who are new to the program and test into level 5 or 6 but do not have a goal of enrolling in CTE should be enrolled in Adult ESOL.

The ELCATE course contextualizes English language instruction with career content, employment skills, and postsecondary academic success strategies that provide additional support to the student while enrolled in the CTE program. Programs use different approaches to present the occupational content standards of ELCATE. Programs may focus on a specific career cluster such as health, manufacturing, or construction. Or they may provide broad introductory information on various career clusters.

ACCOMMODATIONS
Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as

instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology, and special communication systems.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

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

NUMBERING SYSTEM

The table below describes the numbering system used in the ELCATE course to indicate the different levels of the College and Career Readiness Standards, particularly the Anchor Standards, the Level-Specific Standards, and the Benchmark Skills.

Sample: CCR.R.ELCATE.2		
CCR	**Source**	"CCR" indicates that the ELCATE curriculum frameworks address the college and career readiness adult education standards.
R	**Strand**	"Strand" indicates the language skill the standard is focused on. **R**: Reading, **SL**: Speaking/Listening, **W**: Writing, **L**: Language Arts.
ELCATE	**Program**	"ELCATE" is the name of the Program.
2: *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*	**Anchor Standard**	"Anchor Standards" are overarching standards deemed essential for students to know, because they: • Prepare learners for subsequent levels or courses • Provide knowledge/skills students need on an ongoing basis • Apply to other disciplines of study and areas of knowledge
2.5. *Determine the main idea of a text and explain how it is supported by key details; summarize the text.*	**Level-Specific Standard**	"Level-Specific Standards" derive from the Anchor Standards and correspond to the EFLs. • Describe a specific behavior, action, or competency a student can demonstrate based on the underlying instruction • Guide alignment of curricula, instruction, assessment, accountability, and professional development
5	**NRS EFLs**	The number "5" indicates the EFL. ELCATE has two EFLs, which correspond to levels C and D of the CCR Standards.
a. *Determine a theme of a story, drama, or poem from details in the text; summarize the text.*	**Benchmark Skill**	"Benchmark Skills" derive from the Level-Specific Standards and have following function: • Describe specific knowledge/skills students should acquire • Provide concrete, observable reference points for each stage • Guide alignment of standards with measurable performance indicators

CAREER AND EDUCATION PLANNING

The following career development standards are designed to be integrated into the ESOL frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

CP Standards:

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

DIGITAL LITERACY (TECHNOLOGY)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated in the instruction.

DL Standards:

- DL.01 Develop basic keyboarding and numerical keypad skills.
- DL.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
- DL.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
- DL.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

WORKFORCE PREPARATION ACTIVITIES

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking

All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.

Teamwork

All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.

Employment

All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.

Self-Management

All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

Utilizing Resources
All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

Using Information
All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.

Understanding Systems
All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

Utilizing Resources
All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

Using Information
All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.

Understanding Systems
All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

ELCATE COURSE OCCUPATIONAL CONTENT
The following standards will help to prepare students for success in CTE programs. Language instruction activities should be contextualized with targeted career clusters and postsecondary education success strategies.
OCC.ELCATE.1 Demonstrate learning objectives in occupational content as determined by the instructor.
OCC.ELCATE.2 Develop workplace readiness skills such as being on time, attendance, communication, how to dress, how to problem-solve, teamwork, and following instructions
OCC.ELCATE.3 Articulate personal and educational goals.
OCC.ELCATE.4 Apply effective note-taking techniques.
OCC.ELCATE.5 Apply effective test-taking techniques.
OCC.ELCATE.6 Select career cluster and identify program of study and specific occupations for each pathway.
OCC.ELCATE.7 Identify workplace skills required in chosen career cluster.
OCC.ELCATE.8 Identify financial aid options for postsecondary education.
OCC.ELCATE.9 Use vocabulary in chosen career cluster.
OCC.ELCATE.10 Demonstrate ability to complete financial aid applications.
OCC.ELCATE.11 Demonstrate ability to complete a postsecondary application.
Anchor Standards
Reading (R)
CCR.R.ELCATE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *(Apply this standard to*

texts of appropriate complexity as outlined by Standard 10).
CCR.R.ELCATE.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10).*
CCR.R.ELCATE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10).*
CCR.R.ELCATE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10).*
CCR.R.ELCATE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10).*
CCR.R.ELCATE.6: Assess how point of view or purpose shapes the content and style of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10).*
CCR.R.ELCATE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *(Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10).*
CCR.R.ELCATE.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. *(Apply this standard to texts of appropriate complexity as outline by Reading Standard 10).*
CCR.R.ELCATE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10).*
CCR.R.ELCATE.10: Read and comprehend complex literary and informational text independently and proficiently.
Speaking and Listening (SL)
CCR.SL.ELCATE.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCR.SL.ELCATE.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCR.SL.ELCATE.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCR.SL.ELCATE.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
CCR.SL.ELCATE.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCR.SL.ELCATE.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Writing (W)
CCR.W.ELCATE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
CCR.W.ELCATE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR.W.ELCATE.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCR.W.ELCATE.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR.W.ELCATE.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCR.W.ELCATE.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCR.W.ELCATE.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCR.W.ELCATE.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCR.W.ELCATE.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
Language Arts (L)
CCR.L.ELCATE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCR.L.ELCATE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCR.L.ELCATE.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCR.L.ELCATE.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCR.L.ELCATE.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Anchor Standards, Level-Specific Standards, and Benchmark Skills
Reading (R)
CCR.R.ELCATE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ***(Apply this standard to texts of appropriate complexity as outlined by Standard 10).***

NRS ESOL Level 5	NRS ESOL Level 6
1.5. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. a. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**1.6. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** a. Cite specific textual evidence to support analysis of primary and secondary sources. b. Cite specific textual evidence to support analysis of science and technical texts.
CCR.R.ELCATE.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ***(Apply this standard to texts of appropriate complexity as outlined by Standard 10).***	

NRS ESOL Level 5	NRS ESOL Level 6
2.5. Determine the main idea of a text and explain how it is supported by key details; summarize the text. a. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**2.6. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.** a. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCR.R.ELCATE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10).*	
NRS ESOL Level 5	**NRS ESOL Level 6**
3.5. 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.	**3.6. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).** a. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). b. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

CCR.R.ELCATE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10).*	
NRS ESOL Level 5	**NRS ESOL Level 6**
4.5. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**4.6. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**

CCR.R.ELCATE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10).*	
NRS ESOL Level 5	**NRS ESOL Level 6**
5.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, information in a text or part of a text. a. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect,	**5.6. 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.** a. Analyze the structure an author uses to organize a text, including how the major sections contribute to

problem/solution) of events, ideas, concepts, or information in two or more texts.	the whole and to the development of the ideas.
CCR.R.ELCATE.6: Assess how point of view or purpose shapes the content and style of a text. ***(Apply this standard to texts of appropriate complexity as outlined by Standard 10).***	
NRS ESOL Level 5	**NRS ESOL Level 6**
6.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. a. Describe how a narrator's or speaker's point of view influences how events are described.	**6.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.** a. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCR.R.ELCATE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ***(Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10).***	
NRS ESOL Level 5	**NRS ESOL Level 6**
7.5. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. a. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**7.6. Integrate information presented in different media or formats, such as in charts, graphs, photographs, videos, or maps, as well as in words to develop a coherent understanding of a topic or issue.** a. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually, such as in a flowchart, diagram, model, graph, or table.
CCR.R.ELCATE.8: Delineate and evaluate the argument a specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. ***(Apply this standard to texts of appropriate complexity as outline by Reading Standard 10).***	
NRS ESOL Level 5	**NRS ESOL Level 6**
8.5. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**8.6. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.**
CCR.R.ELCATE.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10).	

NRS ESOL Level 5	NRS ESOL Level 6
9.5. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**9.6. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**
CCR.R.ELCATE.10: Read and comprehend complex literary and informational text independently and proficiently.	
NRS ESOL Level 5	**NRS ESOL Level 6**
10.5. Read and comprehend literature, including stories, dramas, and poetry, of appropriate complexity for NRS ESL Level 5, independently and proficiently. a. Read and comprehend informational texts, including history/social studies, science and technical texts, of appropriate complexity for NRS ESL Level 5.	**10.6. Read and comprehend literature, including stories, dramas, and poems, of appropriate complexity for NRS ESL Level 6, independently and proficiently.** a. Read and comprehend literary non-fiction of appropriate complexity for NRS ESL Level 6 complexity.
Speaking and Listening	
CCR.SL.ELCATE.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
NRS ESOL Level 5	**NRS ESOL Level 6**
1.5 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. b. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. c. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**1.6** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led. with diverse partners, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCR.SL.ELCATE.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	

NRS ESOL Level 5	NRS ESOL Level 6
2.5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**2.6** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CCR.SL.ELCATE.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
NRS ESOL Level 5	**NRS ESOL Level 6**
3.5 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**3.6** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
CCR.SL.ELCATE.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
NRS ESOL Level 5	**NRS ESOL Level 6**
4.5 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**4.6** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CCR.SL.ELCATE.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
NRS ESOL Level 5	**NRS ESOL Level 6**
5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	**5.6** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCR.SL.ELCATE.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
NRS ESOL Level 5	**NRS ESOL Level 6**
6.5 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	**6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Writing	

CCR.W.ELCATE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
NRS ESOL Level 5	**NRS ESOL Level 6**
1.5 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	**1.6** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
CCR.W.ELCATE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
NRS ESOL Level 5	**NRS ESOL Level 6**
2.5 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**2.6** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.] a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCR.W.ELCATE.3: Write narratives to develop real or imagined experiences or events using effective technique,	

well-chosen details and well-structured event sequences.	
NRS ESOL Level 5	**NRS ESOL Level 6**
3.5 Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.	**3.6** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CCR.W.ELCATE.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
NRS ESOL Level 5	**NRS ESOL Level 6**
4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	**4.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CCR.W.ELCATE.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
NRS ESOL Level 5	**NRS ESOL Level 6**
5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**5.6** With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCR.W.ELCATE.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
NRS ESOL Level 5	**NRS ESOL Level 6**
6.5 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**6.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CCR.W.ELCATE.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
NRS ESOL Level 5	**NRS ESOL Level 6**
7.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**7.6** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCR.W.ELCATE.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
NRS ESOL Level 5	**NRS ESOL Level 6**
8.5 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	**8.6** Collect relevant information from multiple print and digital sources, using search terms. Assess the credibility and accuracy of each source. Quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.
CCR.W.ELCATE.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
NRS ESOL Level 5	**NRS ESOL Level 6**
9.5 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to informational text (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).")	**9.6** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Reading standards from this level to literary nonfiction (e.g., "Analyze how a text makes connections among and distinctions between individuals' ideas or events").
CCR.W.ELCATE.10: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
NRS ESOL Level 5	**NRS ESOL Level 6**
10.5 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**10.6** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
Language	
CCR.L.ELCATE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or	

speaking.	
NRS ESOL Level 5	**NRS ESOL Level 6**
1.5 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). c. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses. d. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. e. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. f. Use verb tense to convey various times, sequences, states, and conditions. g. Correct inappropriate shifts in verb tense. h. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). i. Form and use prepositional phrases. j. Use correlative conjunctions (e.g., *either/or*, *neither/nor*). k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. l. Correctly use frequently confused words (e.g., *to*, *too*, *two; there*, *their*).	**1.6** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns. c. Identify and correct inappropriate shifts in pronoun number and person. d. Identify and correct vague or unclear pronouns. e. Identify variations from Standard English in writing and speaking, using strategies to improve expression in conventional language. f. Explain the function of the verbal (gerund, participle, infinitive) in general and in particular sentences. g. Form and use verbs in the active and passive voice. h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. i. Identify and correct inappropriate shifts in verb voice and mood. j. Explain the function of phrases and clauses in general and in specific sentences. k. Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CCR.L.ELCATE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
NRS ESOL Level 5	**NRS ESOL Level 6**
2.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use punctuation to separate items in a series. d. Use a comma to separate an introductory element from the rest of the sentence. e. Use a comma to set off the words *yes* and *no*	**2.6** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements. b. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*). c. Use an ellipsis to indicate an omission.

(e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). f. Use underlining, quotation marks, or italics to indicate titles of works. g. Use a comma before a coordinating conjunction in a compound sentence. h. Spell words correctly, consulting references as needed.	d. Spell correctly.
CCR.L.ELCATE.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
NRS ESOL Level 5	**NRS ESOL Level 6**
3.5 Apply knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**3.6** Apply knowledge of language and its conventions to understand how language functions in different contexts to make effective choices for meaning or style when writing or speaking, and to comprehend more fully when reading or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. c. Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.
CCR.L.ELCATE.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
NRS ESOL Level 5	**NRS ESOL Level 6**
4.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies. a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, autograph, photograph*, *photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or	**4.6** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence. as a clue to the meaning of a word or phrase. b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

clarify the precise meaning of key words and phrases.	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCR.L.ELCATE.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
NRS ESOL Level 5	**NRS ESOL Level 6**
5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Identify and explain the meaning of common idioms, adages, and proverbs. c. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**5.6** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Identify and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [Note: This benchmark is the same as the benchmark for level 5. The CCR Standards do not provide a benchmark for level 6.]
CCR.L.ELCATE.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.	
NRS ESOL Level 5	**NRS ESOL Level 6**
6.5 Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that: a. Signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*). b. Are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). c. Signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).	**6.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Florida Department of Education
Adult General Education
Curriculum Framework

GED® COMPREHENSIVE	
Program Title	GED® Preparation Program
Program Number	9900130
Program Length	Varies
Course Title	GED® Comprehensive
Course Number	9900135
CIP Number	1532.010207
Grade Level	30, 31
Recommended Length	Varies (See Program Structure)

PURPOSE

The GED® Comprehensive Preparation Program consists of four content-area assessments: Reasoning through Language Arts, Mathematics Reasoning, Science, and Social Studies. The purpose of the program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma and be better prepared for postsecondary education. An additional performance level will certify that the adult student is career and college ready. This program strives to motivate students not only to obtain a GED® diploma, but to continue their education to earn a postsecondary degree, certificate, or industry certification. In order to be enrolled in the Comprehensive course number, students must be receiving concurrent instruction in at least two of the above subject areas and be at the 9th grade level or above in each of the courses.

THE GED® ASSESSMENT

Information on the GED® Assessment and the performance targets and content topics are derived from the Assessment Guide for Educators provided by GED® Testing Service.

Webb's Depth of Knowledge (DOK) Model

Bloom's Taxonomy was used to guide the development of test items for the GED® 2002 series. The GED® Testing Service is using Webb's Depth of Knowledge model to guide test item development for the GED® assessment. In Bloom's Taxonomy, different verbs represent six levels of cognitive processes. However, unlike Bloom's system, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions. The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

PROGRAM STRUCTURE

The GED® Preparation Program consist of four courses: Reasoning through Language Arts, Mathematics Reasoning, Social Studies, and Science. The courses are non-graded and characterized by open-entry,

open-exit, and/or managed enrollment; self-paced instructional modules; differentiated instruction; flexible schedules; and performance-based evaluation. Agencies are awarded one LCP (V-Y) per test passed by the student. While course lengths can vary, the recommended total length of all four subject areas is 900 hours.

Course Number	Course Title	Recommended Length*	LCP
9900135	**GED® Preparation Comprehensive**	**Varies***	**V-Y**
9900131	*GED® Preparation- Reasoning Through LA*		*V*
9900132	*GED® Preparation Social Studies*		*W*
9900133	*GED® Preparation Science*		*X*
9900134	*GED® Preparation- Mathematical Reasoning*		*Y*

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation*

Program procedures include the following:

A. Determining eligibility for enrollment:
    1. Must be 16 years of age or older.
    2. Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
    3. Student does not have a State of Florida diploma.
    4. Student must be functioning at or above a 9.0 grade level.
B. Diagnosing learning difficulties as necessary.
C. Prescribing individualized instruction.
D. Managing learning activities.
E. Evaluating student progress.

Note: F.S. 1003.435 (4) states that " 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."

SPECIAL NOTES:

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and**

request such services. Students with disabilities may need accommodations in 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 Certification Requirements

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

Career and Adult Education Planning

The following career development standards are designed to be integrated into the GED® frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

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

Digital Literacy (Technology)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated in the GED® instructions.

Standards:

DL.GED.01	Develop basic keyboarding and numerical keypad skills.
DL.GED.02	Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL.GED.03	Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL.GED.04	Practice safe, legal, and responsible sharing of information, data, and opinions online.

Workforce Preparation Activities

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

Florida Department of Education
Adult General Education
Curriculum Framework

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

GED® Comprehensive- Reasoning through Language Arts (RLA) (LCP V)

The GED® RLA test items are based on assessment targets derived from the Florida State Standards and similar career-and-college readiness standards.

Because the strongest predictor of career and college readiness is the ability to read and comprehend complex texts, especially nonfiction, the RLA Test will include texts from both academic and workplace contexts. These texts reflect a range of complexity levels in terms of ideas, syntax, and style. The writing tasks, or Extended Response (ER) items, requires test-takers to analyze given source texts and use evidence drawn from the text(s) to support their answers. The RLA Test includes the following:

Florida Department of Education
Adult General Education
Curriculum Framework

- Seventy-five percent of the texts in the exam will be informational texts (including nonfiction drawn from the science and the social studies as well as a range of texts from workplace contexts); 25 percent will be literature.

- For texts in which comprehension hinges on vocabulary, the focus will be on understanding words that appear frequently in texts from a wide variety of disciplines and, by their definition, are not unique to a particular discipline.

- U.S. founding documents and the "Great American Conversation" that followed are the required texts for study and assessment.

- The length of the texts included in the reading comprehension component will vary between 450 and 900 words.

- Reading and writing standards will also be measured in the GED® Social Studies Test, and the reading standards will be measured in the GED® Science Test.

The GED® RLA test will 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.

	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.**
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® 2014 Comprehensive-Mathematical Reasoning (LCP Y)

The Mathematical Reasoning test will focus on the fundamentals of mathematics in two major content areas: quantitative problem solving and algebraic problem solving. Students will achieve a deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations.

The standards in this framework are based on the knowledge and skills that will be measured on the GED® assessment. In addition to the content-based indicators listed with each performance target, the GED® mathematics test will also focus on reasoning skills, as embodied by the GED® Mathematical Practices. The practices and standards in this framework are based on Florida State Standards for Mathematics, the Process Standards found in the Principles and Standards for School Mathematics, published by the National Council of Teachers of Mathematics and similar career-and-college readiness standards. The mathematical practices provide specifications for assessing real-world problem-solving skills in a mathematical context rather than requiring students only to memorize, recognize and apply a long list of mathematical algorithms.

Florida Department of Education
Adult General Education
Curriculum Framework

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.
1-2 1-2 1-2	**MP.4 Mathematical Fluency** a. Manipulate and solve arithmetic expressions. b. Transform and solve algebraic expressions. **c.** Display data or algebraic expressions graphically**.**
2-3 2-3 2-3	**MP.5 Evaluating Reasoning and Solution Pathways** 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, percents, 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 percents. 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, 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® 2014 Comprehensive-Social Studies (LCP W)

The purpose of the Social Studies component of the GED® program is to prepare students to pass the GED® Social Studies Test. This test will 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 will be addressed: civics and government, United States history, economics, and geography and the world.

The GED® Social Studies test items are based on assessment targets identified by GED® Testing Service and are divided into two sections: the practices and the content topics. Each content topic has been translated into a standard including sub-content areas.
Each item on the Social Studies Test will be aligned to one social studies practice and one content topic/subtopic.

Instruction on Social Studies Content Topics

The content topics are designed to provide context for measuring the skills defined in the social studies practices listed in this framework.

As in the previous version of the GED® Social Studies Assessment Targets, the social studies practices maintain a close relationship with the social studies content topics. More specifically, the primary focus of the GED® Social Studies Test continues to be the measurement of essential reasoning skills applied in social studies context. However, test-takers should be familiar with each of the basic concepts enumerated in the social studies content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

Social Studies Content Topics Matrix

The Matrix below gives a condensed summary of the Social Studies content topics. The tables on the following pages will include the content topics written into student standards along with sub-topics for each standard. The social studies content topics, which are drawn from these four domains, will provide context for measuring a test-taker's ability to apply the reasoning skills described in the practices.

Florida Department of Education
Adult General Education
Curriculum Framework

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	e. Political parties, campaigns, and elections in American politics 6. Contemporary public policy	5. European population of the Americas 6. World War I & II 7. The Cold War 8. American foreign policy since 9/11	3. Fundamental economic concepts 4. Microeconomics & macroeconomics 5. Consumer economics 6. Economic causes & impacts of wars 7. Economic drivers of exploration and colonization	2. Relationships between the environment and societal development 3. Borders between peoples and nations 4. 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.

Florida Department of Education
Adult General Education
Curriculum Framework

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 Interpret Meaning of Symbols, 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.

*The GED® social studies practices are derived from the National Curriculum Standards for Social Studies: A Framework for Teaching Learning, and Assessment (2010), and National Standards for History Revised Edition (1996).
**The Extended Response writing task will require test-takers to apply a range of Social Studies Practices; however, the practices under SSP.9 will be of primary importance in the writing task, and these practices will only be assessed through the writing task.

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

Florida Department of Education
Adult General Education
Curriculum Framework

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

Florida Department of Education
Adult General Education
Curriculum Framework

	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 America's.**
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 (LCP X)

The purpose of the Science course of the GED® program is to prepare students to pass the GED® Science test. The framework includes science practices and content standards. Science practices are described as skills that are important to scientific reasoning in both textual and quantitative contexts.

This test will focus on the fundamentals of science reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Three major content domains will be addressed: life science, physical science and Earth and space science. The test will include items that test textual analysis and understanding, data representation and inference skills, as well as problem solving with science content. Approximately 50 percent of the items will be presented in item scenarios, in which a single stimulus (which may be textual, graphic or a combination of both) serves to inform two to three items. The rest of the items will be discrete.

Instruction on Science Content Topics

The content topics are designed to provide context for measuring the skills defined in the science practices listed in this framework.

As in the previous version of the GED® Science Assessment Targets, the science practices maintain a close relationship with the science content topics. More specifically, the primary focus of the GED® Science Test continues to be the measurement of essential reasoning skills applied in scientific context. However, test-takers should still be broadly and generally familiar with each of the basic concepts enumerated in the science content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. The stimuli about which each question pertains will provide necessary details about scientific figures, formulas, and other key principles. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

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	**a.** Human body and health	a. Chemical properties and reactions related to human	a. Interactions between Earth's systems and living

Florida Department of Education
Adult General Education
Curriculum Framework

Living Systems	**b.** Organization of life (structure and function of life) **c.** Molecular basis for heredity **d.** Evolution	systems	things
Energy & Related Systems	**e.** Relationships between life functions and energy intake **f.** Energy flows in ecologic networks (ecosystems)	b. conservation, transformation, and flow of energy c. Work, motion, and forces	b. Earth and its system components and interactions c. Structure and organization of the cosmos

The Science Practices are derived from the Florida State Standards and/or practices from the National Research Council's *A Framework for K-12 Science Education* which identifies eight key practices that students should learn, such as asking questions and defining problems, analyzing and interpreting data, and constructing explanations and designing solutions. These practices should be integrated with study of the content topics included in this framework. Each item on the Science Test will be aligned to one science practice and one content topic.

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. 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.

Florida Department of Education
Adult General Education
Curriculum Framework

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.

Practices 1-8 are drawn from the scientific practices in *A Framework for K-12 Science Education*.

STANDARDS AND CONTENT TOPICS

Listed below are the standards and content topics for the GED® Preparation Program. The content topics are designed to provide context for measuring the skills defined in the science practices listed in the preceding table. Each item on the science test will be aligned to one science practice and one content topic.

LIFE SCIENCE STANDARDS	**LCP – X**
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, 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, 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 alleses (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	**LCP**
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).

Florida Department of Education
Adult General Education
Curriculum Framework

	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 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	**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.).

Florida Department of Education
Adult General Education
Curriculum Framework

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.

Notes:

- Information on the GED® tests is based on the *Assessment Guide for Educators*, GED® Testing Service
- The GED® Science Content Topics are informed by the National Research Council's *A Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core Ideas*, 2011.

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® Integrated Comprehensive	
Program Title	GED® Integrated Preparation Program
Program Number	9900130
Program Length	Varies
Course Title	GED® Integrated Comprehensive
Course Number	9900136
CIP Number	1532.010207
Grade Level	30, 31
Recommended Length	Varies (See Program Structure)

PURPOSE

The GED® Integrated course number should only be used for those students enrolled in GED® Integrated and a career and technical course simultaneously. Initially, this course was developed for those programs that were recipients of the FICAPS grant for 2015-2016 and 2017-2018. However, if you are not a recipient of the grant and would like to implement this program in your agency, please contact the FDOE for more information at 850-245-0450**.**

The GED® Integrated Comprehensive Preparation Program consists of four content-area assessments: Reasoning through Language Arts, Mathematics Reasoning, Science, and Social Studies. The purpose of the program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma. An additional performance level will certify that the adult student is career and college ready. This program strives to motivate students not only to obtain a GED® diploma, but to enroll in a career and technical course simultaneously and continue their education to earn a postsecondary degree, certificate, or industry certification. In order to be enrolled in the GED® Integrated Comprehensive course number, students must pretest at or above the 9th grade level in at least two of the content areas (reading, language arts, or math).

The GED® Integrated curriculum framework was developed for Florida's Integrated Career and Academic Preparation System (FICAPS). Students meeting the eligibility requirements listed above may be simultaneously enrolled in GED® Integrated and a career and technical certificate program offered at a technical center/college or state college. This approach combines the GED® instruction with technical training leading to an initial certificate. The standards in this framework are the same as those listed in the GED® Comprehensive course #9900135.

Florida Department of Education
Adult General Education
Curriculum Frameworks

The FICAPS includes programs/courses that provide a combination of academic and occupational instruction, career guidance, and support services. Integrated programs accelerate students' progress and make the basic skills component more relevant to their interests and career goals. This model has been shown to help adult learners obtain postsecondary certificates and achieve basic skill gains more quickly than when they are enrolled in traditional adult education programs. The goal of the FICAPS is to increase the number of students that earn their high school equivalency diploma and begin the pathway to earn credentials that have labor market value.

PROGRAM COMPONENTS

When implementing the GED® integrated course and the career and technical course the following components are considered essential:

☐ **Team Teaching**

Identify co-instructors for the GED® I Preparation course and a career and technical clock hour certificate program at district technical centers/colleges or state colleges with at least 50 percent overlap of the instructional time to support both literacy and workforce skills gains. Both instructors work as a collaborative team to design and deliver the program. Both instructors collaborate together prior to entering the classroom for the first time to work on joint learning outcomes and assessments for the students. Both instructors present in the classroom including lecturing, leading group discussions, and managing student projects. The 50% instructional overlap does not need to take place on a daily basis, but cumulatively over the course of the term; for example, if the course material requires more instructional overlap in the beginning of the quarter, but less at the end, the overlap can be "frontloaded" to meet the need.

☐ **Career and Technical Course Selection**

Review program offerings at local career and technical center/college or state college and determine the career pathway for the FICAPS program that meets the interests and needs of students and the local workforce needs. Career and technical program offerings are aligned with industry needs through a statewide process that identifies targeted occupations meeting high skill, high wage, or high demand criteria. Collaborate with CareerSource regional boards to ensure that there is a strong job demand in the local area for the career pathway chosen.

☐ **Partnerships**

Adult education in career pathways is part of a larger system and needs to be developed in partnership with other local educational institutions and stakeholders. Community and business partnership arrangements include services such as childcare,

transportation, case management, job shadowing, and internships. Partnerships must include CareerSource Workforce Regional Boards and One-Stops, technical center/college and/or state college, employers, and others.

☐ **Acceleration Strategies**

Contextualized learning and the use of blended (online and classroom-based) course designs.

☐ **Student Support Services**

Comprehensive academic and social student supports (e.g., tutoring, child care, transportation, access to public benefits, financial aid, application process for CTE program, etc.)

☐ **Integrated Learning Outcomes**

Development of integrated learning outcomes with GED® teacher and the CTE teacher. Student progress is reviewed and program effectiveness evaluated by all faculty and administrators involved.

THE GED® ASSESSMENT

Information on the GED® Assessment and the performance targets and content topics are derived from the Assessment Guide for Educators provided by GED® Testing Service.

Webb's Depth of Knowledge (DOK) Model

Bloom's Taxonomy was used to guide the development of test items for the GED® 2002 series. The GED® Testing Service is using Webb's Depth of Knowledge model to guide test item development for the GED® assessment. In Bloom's Taxonomy, different verbs represent six levels of cognitive processes. However, unlike Bloom's system, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions. The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

Florida Department of Education
Adult General Education
Curriculum Frameworks

PROGRAM STRUCTURE

The GED® Integrated Preparation Program (comprehensive) consists of four courses: Reasoning through Language Arts, Mathematical Reasoning, Social Studies, and Science. The courses are non-graded and characterized by open-entry, open-exit, and/or managed enrollment; self-paced instructional modules; differentiated instruction; flexible schedules; and performance based evaluation. Agencies are awarded one LCP (V-Y) per test passed by the student. While course lengths can vary, the recommended total length of all four subject areas is 900 hours.

Course Number	Course Title	Recommended Length*	LCP
9900136	GED® Integrated Comprehensive	Varies*	V-Y
9900135	GED® Preparation Comprehensive	Varies*	V-Y
9900131	GED® Preparation-Reasoning Through LA	Varies*	V
9900132	GED® Preparation Social Studies	Varies*	W
9900133	GED® Preparation Science	Varies*	X
9900134	GED® Preparation-Mathematical Reasoning	Varies*	Y

**Recommended Lengths: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation*

Program procedures include the following:

A. Determining eligibility for enrollment:
1. Must be 16 years of age or older.
2. Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
3. Student does not have a State of Florida diploma.
4. Student must pretest at or above the 9th grade level in at least two of the content areas (reading, language arts, or mathematics). B. Diagnosing learning difficulties as necessary.

C. Prescribing individualized instruction.
D. Managing learning activities.
E. Evaluating student progress.

Note: F.S. 1003.435 (4) states that " 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."

SPECIAL NOTES:

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in 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 Requirements

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

Career and Adult Education Planning

The following career development standards are designed to be integrated into the GED® frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

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

Florida Department of Education
Adult General Education
Curriculum Frameworks

Digital Literacy (Technology)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated in the GED® instruction.

DL.GED.01 Develop basic keyboarding and numerical keypad skills.
DL.GED.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL.GED.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

Workforce Preparation Activities

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

Florida Department of Education
Adult General Education
Curriculum Frameworks

Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

GED® Integrated Comprehensive- Reasoning through Language Arts (RLA) (LCP V)

The GED® RLA test items are based on assessment targets derived from the Florida State Standards and similar career-and-college readiness standards.

Because the strongest predictor of career and college readiness is the ability to read and comprehend complex texts, especially nonfiction, the RLA Test will include texts from both academic and workplace contexts. These texts reflect a range of complexity levels in terms of ideas, syntax, and style. The writing tasks, or Extended Response (ER) items, requires test takers to analyze given source texts and use evidence drawn from the text(s) to support their answers. The RLA Test includes the following:

- Seventy-five percent of the texts in the exam will be informational texts (including nonfiction drawn from the science and the social studies as well as a range of texts from workplace contexts); 25 percent will be literature.

- For texts in which comprehension hinges on vocabulary, the focus will be on understanding words that appear frequently in texts from a wide variety of disciplines and, by their definition, are not unique to a particular discipline.

- U.S. founding documents and the "Great American Conversation" that followed are the required texts for study and assessment.

- The length of the texts included in the reading comprehension component will vary between 450 and 900 words.

- Reading and writing standards will also be measured in the GED® Social Studies Test, and the reading standards will be measured in the GED® Science Test.

Florida Department of Education
Adult General Education
Curriculum Frameworks

The GED® RLA test will 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.

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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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

Notes:

- Information provided on the GED® tests is based on the *Assessment Guide for Educators*, GED® Testing Service.

GED® Integrated Comprehensive-Mathematical Reasoning (LCP Y)

The Mathematical Reasoning test will focus on the fundamentals of mathematics in two major content areas: quantitative problem solving and algebraic problem solving. Students will

achieve a deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations.

The standards in this framework are based on the knowledge and skills that will be measured on the GED® assessment. In addition to the content-based indicators listed with each performance target, the GED® mathematics test will also focus on reasoning skills, as embodied by the GED® Mathematical Practices. The practices and standards in this framework are based on Florida State Standards for Mathematics, the Process Standards found in the Principles and Standards for School Mathematics, published by the National Council of Teachers of Mathematics and similar career-and-college readiness standards. The mathematical practices provide specifications for assessing real-world problem-solving skills in a mathematical context rather than requiring students only to memorize, recognize and apply a long list of mathematical algorithms.

Range of Depth of Knowledge (DOK)	Mathematical Practices
	MP.1 Building Solution Pathways and Lines of Reasoning
1-2 1-3 2-3 1-2 1-3	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.
	MP2. Abstracting Problems
1-2 1-2 2-3	a. Represent real world problems algebraically. b. Represent real world problems visually. c. Recognize the important and salient attributes of a problem.
	MP.3 Furthering Lines of Reasoning
1-3 1-3 2-3	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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

	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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.

Notes:

- ☐ Information on the GED® tests is based on the *Assessment Guide for Educators*, GED® Testing Service

GED® Integrated Comprehensive-Social Studies (LCP W)

The purpose of the Social Studies component of the GED® program is to prepare students to pass the GED® Social Studies Test. This test will 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 will be addressed: civics and government, United States history, economics, and geography and the world.

The GED® Social Studies test items are based on assessment targets identified by GED® Testing Service and are divided into two sections: the practices and the content topics. Each content topic has been translated into a standard including sub-content areas.
Each item on the Social Studies Test will be aligned to one social studies practice and one content topic/subtopic.

Instruction on Social Studies Content Topic

The content topics are designed to provide context for measuring the skills defined in the social studies practices listed in this framework.

As in the previous version of the GED® Social Studies Assessment Targets, the social studies practices maintain a close relationship with the social studies content topics. More specifically, the primary focus of the GED® Social Studies Test continues to be the measurement of essential reasoning skills applied in social studies context. However, test-takers should be familiar with each of the basic concepts enumerated in the social studies content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

Florida Department of Education
Adult General Education
Curriculum Frameworks

Social Studies Content Topics Matrix

The Matrix below gives a condensed summary of the Social Studies content topics. The tables on the following pages will include the content topics written into student standards along with sub-topics for each standard. The social studies content topics, which are drawn from these four domains, will provide context for measuring a test-taker's ability to apply the reasoning skills described in the practices.

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

Florida Department of Education
Adult General Education
Curriculum Frameworks

II. Dynamic Responses in Societal Systems	e. Political parties, campaigns, and elections in American politics 6. Contemporary public policy	5. European population of the Americas 6. World War I & II 7. The Cold War 8. American foreign policy since 9/11	3. Fundamental economic concepts 4. Microeconomics & macroeconomics 5. Consumer economics 6. Economic causes & impacts of wars 7. Economic drivers of exploration and colonization	2. Relationships between the environment and societal development 3. Borders between peoples and nations 4. 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 Interpreting Meaning of Symbols, Words, and Phrases

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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 GED® social studies practices are derived from the National Curriculum Standards for Social Studies: A Framework for Teaching Learning, and Assessment (2010), and National Standards for History Revised Edition (1996).

**The Extended Response writing task will require test-takers to apply a range of Social Studies Practices; however, the practices under SSP.9 will be of primary importance in the writing task, and these practices will only be assessed through the writing task.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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**

Florida Department of Education
Adult General Education
Curriculum Frameworks

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 America's.**

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.**

Florida Department of Education
Adult General Education
Curriculum Frameworks

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® Integrated Comprehensive-Science (LCP X)

The purpose of the Science course of the GED® program is to prepare students to pass the GED® Science test. The framework includes science practices and content standards. Science practices are described as skills that are important to scientific reasoning in both textual and quantitative contexts.

This test will focus on the fundamentals of science reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Three major content domains will be addressed: life science, physical science and Earth and space science. The test will include items that test textual analysis and understanding, data representation and inference skills, as well as problem solving with science content. Approximately 50 percent of the items will be presented in item scenarios, in which a single stimulus (which may be textual, graphic or a combination of both) serves to inform two to three items. The rest of the items will be discrete.

Florida Department of Education
Adult General Education
Curriculum Frameworks

Instruction on Science Content Topics

The content topics are designed to provide context for measuring the skills defined in the science practices listed in this framework.

As in the previous version of the GED® Science Assessment Targets, the science practices maintain a close relationship with the science content topics. More specifically, the primary focus of the GED® Science Test continues to be the measurement of essential reasoning skills applied in scientific context. However, test-takers should still be broadly and generally familiar with each of the basic concepts enumerated in the science content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. The stimuli about which each question pertains will provide necessary details about scientific figures, formulas, and other key principles. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

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	**e.** Relationships between life functions and energy intake **f.** Energy flows in ecologic networks (ecosystems)	b. conservation, transformation, and flow of energy c. Work, motion, and forces	b. Earth and its system components and interactions c. Structure and organization of the cosmos

The Science Practices are derived from the Florida State Standards and/or practices from the National Research Council's *A Framework for K-12 Science Education* which identifies eight key practices that students should learn, such as asking questions and defining problems, analyzing and interpreting data, and constructing explanations and designing solutions. These practices should be integrated with study of the content topics included in this framework. Each item on the Science Test will be aligned to one science practice and one content topic.

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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.

Practices 1-8 are drawn from the scientific practices in *A Framework for K-12 Science Education*.

STANDARDS AND CONTENT TOPICS

Listed below are the standards and content topics for the GED® Preparation Program. The content topics are designed to provide context for measuring the skills defined in the science practices listed in the preceding table. Each item on the science test will be aligned to one science practice and one content topic.

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).

Florida Department of Education
Adult General Education
Curriculum Frameworks

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 alleses (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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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 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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.

Notes:

- Information on the GED® tests is based on the *Assessment Guide for Educators*, GED® Testing Service
- The GED® Science Content Topics are informed by the National Research Council's *A Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core Ideas*, 2011.

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® MATHEMATICAL REASONING	
Program Title	GED® Preparation
Program Number	9900130
Program Length	Varies
Course Title	GED® Mathematical Reasoning
Course Number	9900134
CIP Number	1532.010207
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Recommended Length	Varies (See Program Structure*)*

PURPOSE

The GED® Preparation Program consists of four content-area assessments: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. The purpose of the program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma. An additional performance level will certify that the student is career and college ready. This program strives to motivate students not only to obtain a GED® diploma, but to continue their education to earn a postsecondary degree, certificate, or industry certification.

The purpose of the Mathematical Reasoning course of the GED® program is to prepare students to pass the GED® Mathematical Test. This test will focus on the fundamentals of mathematics in two major content areas: quantitative problem solving and algebraic problem solving. Students will achieve a deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations.

THE 2014 GED® ASSESSMENT

Information on the GED® 2014 Assessment and the performance targets and content topics are derived from the Assessment Guide for Educators provided by GED® Testing Service.

The GED® Mathematical Reasoning standards included in this framework are based on the Florida State Standards and similar career-and-college readiness standards. In addition to the content-based indicators listed with each performance target, the GED® mathematics test will also focus on reasoning skills, as embodied by the GED® Mathematical Practices. The mathematical practices provide specifications for assessing real-world problem-solving skills in a mathematical context rather than requiring students only to memorize, recognize and apply a long list of mathematical algorithms.

Webb's Depth of Knowledge (DOK) Model

Bloom's Taxonomy was used to guide the development of test items for the GED® 2002 series. The GED Testing Service® is using Webb's Depth of Knowledge model to guide test item development for the

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® 2014 assessment. In Bloom's Taxonomy, different verbs represent six levels of cognitive processes. However, unlike Bloom's system, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions. The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

PROGRAM STRUCTURE

The GED® program is non-graded and characterized by open-entry/open-exit and/or managed enrollment, self-paced instructional modules, differentiated instruction, flexible schedules, and performance-based evaluation. Agencies are awarded one LCP (V-Y) per test passed by the student. While the course length can vary, the recommended length for Mathematical Reasoning is approximately 250 hours.

Course Number	Course Title	Recommended Length	LCP Level
9900134	GED Mathematical Reasoning	Varies*	Y

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

Program procedures include the following:

A. Determining eligibility for enrollment:
    1. Must be 16 years of age or older.
    2. Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
    3. Student does not have a State of Florida diploma.
    4. Student must be functioning at or above a 9.0 grade level
B. Diagnosing learning difficulties as necessary.
C. Prescribing individualized instruction.
D. Managing learning activities.
E. Evaluating student progress.

Note: F.S. 1003.435 (4) states that " 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."

Florida Department of Education
Adult General Education
Curriculum Frameworks

Special Notes:

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in 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 Requirements

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

Career and Adult Education Planning

The following career development standards are designed to be integrated into the GED® frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

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

Digital Literacy (Technology)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to integrated in the GED® instruction.

Standards:

DL.GED.01	Develop basic keyboarding and numerical keypad skills.
DL.GED.02	Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL.GED.03	Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL.GED.04	Practice safe, legal, and responsible sharing of information, data, and opinions online.

Florida Department of Education
Adult General Education
Curriculum Frameworks

Workforce Preparation Activities

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

Mathematical Practices
MP.1 Building Solution Pathways and Lines of Reasoning Search for and recognize entry points for solving a problem. Plan a solution pathway or outline a line of reasoning.

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

Florida Department of Education
Adult General Education
Curriculum Frameworks

	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, percents, 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 percents. 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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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, 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.

Notes:

- Information on the GED® tests is based on the *Assessment Guide for Educators*, GED Testing Service®.

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® REASONING THROUGH LANGUAGE ARTS	
Program Title	GED® Preparation Program
Program Number	9900130
Program Length	Varies
Course Title	GED® Reasoning Through Language Arts
Course Number	9900131
CIP Number	1532.010207
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Recommended Length	Varies (See Program Structure)

PURPOSE
The GED® Preparation Program consists of four content-area assessments: Reasoning through Language Arts, Mathematics Reasoning, Science, and Social Studies. The purpose of the program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma. An additional performance level will certify that the adult student is career and college ready. This program strives to motivate students not only to obtain a GED® diploma, but to continue their education to earn a postsecondary degree, certificate, or industry certification.

The Reasoning through Language Arts (RLA) course of the GED® Preparation Program is to prepare students to pass the GED® RLA Test. This test will 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 GED® 2014 ASSESSMENT
Information on the GED® 2014 Assessment and the performance targets and content topics are derived from the Assessment Guide for Educators provided by GED® Testing Service.

The GED® RLA test items are based on assessment targets derived from the Florida State Standards and similar career-and-college readiness standards.

Because the strongest predictor of career and college readiness is the ability to read and comprehend complex texts, especially nonfiction, the RLA Test will include texts from both academic and workplace contexts. These texts reflect a range of complexity levels in terms of ideas, syntax, and style. The writing tasks, or Extended Response (ER) items, requires test-takers to analyze given source texts and use evidence drawn from the text(s) to support their answers. The RLA Test includes the following:

- Seventy-five percent of the texts in the exam will be informational texts (including nonfiction drawn from the science and the social studies as well as a range of texts from workplace contexts); 25 percent will be literature.

- For texts in which comprehension hinges on vocabulary, the focus will be on understanding words that appear frequently in texts from a wide variety of disciplines and, by their definition, are not unique to a particular discipline.

- U.S. founding documents and the "Great American Conversation" that followed are the required texts for study and assessment.

- The length of the texts included in the reading comprehension component will vary between 450 and 900 words.

- Reading and writing standards will also be measured in the GED® Social Studies Test, and the reading standards will be measured in the GED® Science Test.

Webb's Depth of Knowledge (DOK) Model

Bloom's Taxonomy was used to guide the development of test items for the GED® 2002 series. The GED Testing Service® is using Webb's Depth of Knowledge model to guide test item development for the GED® 2014 assessment. In Bloom's Taxonomy, different verbs represent six levels of cognitive processes. However, unlike Bloom's system, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions. The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

PROGRAM STRUCTURE

The GED® Preparation Program consist of four courses: Reasoning through Language Arts, Mathematics Reasoning, Social Studies, and Science. The courses are non-graded and characterized by open-entry/open-exit and/or managed enrollment, self-paced instructional modules, differentiated instruction, flexible schedules, and performance-based evaluation. Agencies are awarded one LCP (V-Y) per test passed by the student. The program and course length can vary however the recommended length for Reasoning through Language Arts is approximately 500 hours.

Course Number	Course Title	Recommended Length*	LCP Level
9900131	GED® Prep Reasoning Through Language Arts	Varies*	V

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

Florida Department of Education
Adult General Education
Curriculum Frameworks

Program procedures include the following:

A. Determining eligibility for enrollment:
    1. Must be 16 years of age or older.
    2. Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
    3. Student does not have a State of Florida diploma.
    4. Student must be functioning at or above a 9.0 grade level.
B. Diagnosing learning difficulties as necessary.
C. Prescribing individualized instruction.
D. Managing learning activities.
E. Evaluating student progress.

Note: F.S. 1003.435 (4) states that " 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."

SPECIAL NOTES:

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in 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 Requirements

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

Career and Education Planning

The following career development standards are designed to be integrated into the GED® frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

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

Digital Literacy (Technology)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated in the GED® instruction.

Standards:

DL.GED.01 Develop basic keyboarding and numerical keypad skills.
DL.GED.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL.GED.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

Workforce Preparation Activities

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

Florida Department of Education
Adult General Education
Curriculum Frameworks

Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

	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
R.1	W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence
W.1.,W.2., W.4	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.5 and L.1, L.2, L.3	W.3 Write clearly and demonstrate sufficient command of standard English conventions

Notes:

- Information provided on the GED® tests is based on the *Assessment Guide for Educators*, GED Testing Service®.

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® SCIENCE	
Program Title	GED® Preparation Program
Program Number	9900130
Program Length	Varies
Course Title	GED® Science
Course Number	9900133
CIP Number	1532.010207
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Recommended Length	Varies (See Program Structure)

PURPOSE
The GED® Preparation Program consists of four content-area assessments: Reasoning through Language Arts, Mathematics Reasoning, Science, and Social Studies. The purpose of the program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma. An additional performance level will certify that the student is career and college ready. This program strives to motivate students not only to obtain a GED® diploma, but to continue their education to earn a postsecondary degree, certificate, or industry certification.

The purpose of the Science course of the GED® program is to prepare students to pass the GED® Science test. The framework includes science practices and content standards. Science practices are described as skills that are important to scientific reasoning in both textual and quantitative contexts.

THE GED® 2014 ASSESSMENT
Information on the GED® 2014 Assessment and the performance targets and content topics are derived from the Assessment Guide for Educators provided by GED Testing Service®.

The standards in this framework are based on the knowledge and skills that will be measured on the new assessment launched in January, 2014. This test will focus on the fundamentals of science reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Three major content domains will be addressed: life science, physical science and Earth and space science. The test will include items that test textual analysis and understanding, data representation and inference skills, as well as problem solving with science content. Approximately 50 percent of the items will be presented in item scenarios, in which a single stimulus (which may be textual, graphic or a combination of both) serves to inform two to three items. The rest of the items will be discrete.

Instruction on Science Content Topics
The content topics are designed to provide context for measuring the skills defined in the science practices listed in this framework.

As in the previous version of the GED® Science Assessment Targets, the science practices maintain a close relationship with the science content topics. More specifically, the primary focus of the GED® science test continues to be the measurement of essential reasoning skills applied in scientific context. However, test-takers should still be broadly and generally familiar with each of the basic concepts

enumerated in the science content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. Rather, the stimuli about which each question pertains will provide necessary details about scientific figures, formulas, and other key principles. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

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	**e.** Relationships between life functions and energy intake **f.** Energy flows in ecologic networks (ecosystems)	b. conservation, transformation, and flow of energy c. Work, motion, and forces	b. Earth and its system components and interactions c. Structure and organization of the cosmos

Webb's Depth of Knowledge (DOK) Model

Bloom's Taxonomy was used to guide the development of test items for the GED® 2002 series. The GED Testing Service® is using Webb's Depth of Knowledge model to guide test item development for the GED® assessment. In Bloom's Taxonomy, different verbs represent six levels of cognitive processes. However, unlike Bloom's system, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions. The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

Florida Department of Education
Adult General Education
Curriculum Frameworks

PROGRAM STRUCTURE
The GED® program is non-graded and characterized by open-entry/open-exit and/or managed enrollment, self-paced instructional modules, differentiated instruction, flexible schedules, and performance-based evaluation. Agencies are awarded one LCP (V-Y) per test passed by the student.

Program procedures include the following:

A. Determining eligibility for enrollment:
    1. Must be 16 years of age or older.
    2. Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
    3. Student does not have a State of Florida diploma.
    4. Student must be functioning at or above a 9.0 grade level
B. Diagnosing learning difficulties as necessary.
C. Prescribing individualized instruction.
D. Managing learning activities.
E. Evaluating student progress.

Note: F.S. 1003.435 (4) states that " 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."

Course Number	Course Title	Recommended Length*	LCP Level
9900133	GED ® Prep Science	Varies*	X

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation*

Special Notes:

<u>Accommodations</u>
Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in 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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

Adult Education Instructor Certification Requirements

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

Career and Education Planning

The following career development standards are designed to be integrated into the GED® frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

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

Digital Literacy (Technology)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated in the GED® instruction.

Standards:

DL.GED.01	Develop basic keyboarding and numerical keypad skills.
DL.GED.02	Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL.GED.03	Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL.GED.04	Practice safe, legal, and responsible sharing of information, data, and opinions online.

Workforce Preparation Activities

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

Florida Department of Education
Adult General Education
Curriculum Frameworks

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

SCIENCE PRACTICES

The science practices are derived from the from the National Research Council's *A Framework for K-12 Science Education* which identifies eight key practices that students should learn, such as asking questions and defining problems, analyzing and interpreting data, and constructing explanations and designing solutions. These practices should be integrated with study of the content topics included in this framework. Each item on the science test will be aligned to one science practice and one content topic.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.

Practices 1-8, however, are drawn from the scientific practices in *A Framework for K-12 Science Education*.

STANDARDS AND CONTENT TOPICS

Listed below are the standards and content topics used by GED® Testing Service to develop test items. The content topics are designed to provide context for measuring the skills defined in the science practices listed in the preceding table. Each item on the Science Test will be aligned to one science practice and one content topic.

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, 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, 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 alleses (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 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	**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.

Notes:

- Information on the GED® tests is based on the *Assessment Guide for Educators*, GED Testing Service®.
- The GED® Science Content Topics are informed by the National Research Council's *A Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core Ideas*, 2011.

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® SOCIAL STUDIES	
Program Title	GED® Preparation Program
Program Number	9900130
Program Length	Varies
Course Title	GED® Social Studies
Course Number	9900132
CIP Number	1532.010207
Grade Equivalent	9.0-12.9
Grade Level	30, 31
Recommended Length	Varies (See Program Structure)

PURPOSE
The GED® Preparation Program consists of four content-area assessments: Reasoning through Language Arts, Mathematics Reasoning, Science, and Social Studies. The purpose of the program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma. An additional performance level will certify that the student is career and college ready. This program strives to motivate students not only to obtain a GED® diploma, but to continue their education to earn a postsecondary degree, certificate, or industry certification.

The purpose of the Social studies component of the GED® program is to prepare students to pass the GED® Social Studies Test. This test will 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 will be addressed: civics and government, United States history, economics, and geography and the world.

THE GED® ASSESSMENT
Information on the GED® Assessment and the performance targets and content topics are derived from the Assessment Guide for Educators provided by GED Testing Service®.

The GED® Social studies test items are based on assessment targets identified by GED Testing Service® and are divided into two sections: the practices and the content topics. Each content topic has been translated into a standard including sub-content areas.
Each item on the Social Studies Test will be aligned to one social studies practice and one content topic/subtopic. Each Social Studies practice corresponds with the Florida standards for social studies, the National Curriculum Standards for social studies (NCSS), National Standards for History (NSH) and other career-and college-readiness standards.

Instruction on Social Studies Content Topics
The content topics are designed to provide context for measuring the skills defined in the social studies practices listed in this framework.

As in the previous version of the GED® social studies assessment targets, the social studies practices maintain a close relationship with the social studies content topics. More specifically, the primary focus

of the GED® social studies test continues to be the measurement of essential reasoning skills applied in social studies context. However, test-takers should still be broadly and generally familiar with each of the basic concepts enumerated in the social studies content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. Rather, the stimuli about which each question pertains will provide necessary details about scientific figures, formulas, and other key principles. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

Social Studies Content Topics Matrix

The matrix below gives a condensed summary of the social studies content topics. The tables on the following pages will include the content topics written into student standards along with sub-topics for each standard. The social studies content topics, which are drawn from these four domains, will provide context for measuring a test-taker's ability to apply the reasoning skills described in the practices.

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	e. Political parties, campaigns, and elections in American politics 6. Contemporary public policy	5. European population of the Americas 6. World War I & II 7. The Cold War 8. American foreign policy since 9/11	3. Fundamental economic concepts 4. Microeconomics & macroeconomics 5. Consumer economics 6. Economic causes & impacts of wars 7. Economic drivers	2. Relationships between the environment and societal development 3. Borders between peoples and nations 4. Human

			of exploration and colonization	migration

*Percentage of test questions based on these topics or standards.
Note: The content topics for the social studies Test focus on two main themes, each applied across the four domains in the social studies topics. Content that falls outside the parameters of these themes will not be included in the social studies Test.

Webb's Depth of Knowledge (DOK) Model
Bloom's Taxonomy was used to guide the development of test items for the GED® 2002 series. The GED Testing Service® is using Webb's Depth of Knowledge model to give test item development for the GED® 2014 assessment. In Bloom's Taxonomy, different verbs represent six levels of cognitive processes. However, unlike Bloom's system, the DOK levels are not a taxonomical tool that uses verbs to classify the level of each cognitive demand. The DOK is the cognitive demand required to correctly answer test questions.

The DOK level describes the kind of thinking involved in the task. A greater DOK level requires greater conceptual understanding and cognitive processing by the students. The DOK model includes 4 levels: (1) recall, (2) basic application of skill/concept, (3) strategic thinking, and (4) extended thinking. Roughly 80 percent of the items across all four tests will be written to DOK levels two and three, and roughly 20 percent will require test-takers to engage level one DOK skills. Level four entails skills required to successfully complete long-term research projects. Therefore, DOK level four is beyond the scope of this assessment.

PROGRAM STRUCTURE
The GED® Preparation Program is non-graded and characterized by open-entry/open-exit and/or managed enrollment, self-paced instructional modules, differentiated instruction, flexible schedules, and performance-based evaluation. Agencies are awarded one LCP (V-Y) per test passed by the student. While the course length can vary, the recommended length for social studies is approximately 75 hours.

Course Number	Course Title	Recommended Length*	LCP Level
9900132	GED® Prep Social Studies	Varies*	W

**Recommended Length: A maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

Program procedures include the following:

A. Determining eligibility for enrollment:
    1. Must be 16 years of age or older.
    2. Legal withdrawal from the elementary or secondary school with the exceptions

noted in Rule 6A-6.014, FAC.
3. Student does not have a State of Florida diploma.
4. Student must be functioning at or above a 9.0 grade level

B. Diagnosing learning difficulties as necessary.
C. Prescribing individualized instruction.
D. Managing learning activities.
E. Evaluating student progress.

Note: F.S. 1003.435 (4) states that " 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."

SPECIAL NOTES:

Accommodations
Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in 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 Requirements
As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

Career and Adult Education Planning
The following career development standards are designed to be integrated into the GED® frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

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

Digital Literacy (Technology)
Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply

for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated in the GED® instruction.
Standards:

DL.GED.01 Develop basic keyboarding and numerical keypad skills.
DL.GED.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
DL.GED.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL.GED.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

Workforce Preparation Activities

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.

Florida Department of Education
Adult General Education
Curriculum Frameworks

Understanding Systems — All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

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 Interpret Meaning of Symbols, 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.

*The GED® social studies practices are derived from the Florida standards for social studies, National Curriculum Standards for Social Studies: A Framework for Teaching Learning, and Assessment (2010), and National Standards for History Revised Edition (1996).
**The Extended Response writing task will require test-takers to apply a range of social studies Practices; however, the practices under SSP.9 will be of primary importance in the writing task, and these practices will only be assessed through the writing task.

Social Studies Standards	
Civics and Government	
CG.1	**Describe types of modern and historical governments that contributed to the development of American constitutional democracy.**

Florida Department of Education
Adult General Education
Curriculum Frameworks

	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)

Florida Department of Education
Adult General Education
Curriculum Frameworks

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 America's.**
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

Florida Department of Education
Adult General Education
Curriculum Frameworks

	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.**

Florida Department of Education
Adult General Education
Curriculum Frameworks

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

Notes:

- Information on the GED® tests is based on the *Assessment Guide for Educators*, GED® Testing Service.