Florida Department of Education

Curriculum Frameworks

Adult General Education

Rule 6A-6.0571, F.A.C
Effective May 2022

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. AAAE is available to assist students who are currently enrolled in CTE to meet basic skills exit requirements. 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, Florida Administrative Code, he/she would be able to opt out of the basic skills requirement.

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. 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, F.A.C. 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 the local agency's approved career information program 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 opinion 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.

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.

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 state 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-REASONING THROUGH LANGUAGE ARTS	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	Adult Basic Education Reasoning through Language Arts (RLA)
Course Number	School Districts: 9900023 Florida College System: ABX0400-ABX0499
CIP Number	1532010100
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Standard Length	Varies *(see Program Length section)*

PURPOSE
The Adult Basic Education (ABE) Program includes content standards that describe what students should know and be able to do in Mathematics and Reasoning through Language Arts (RLA). 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
- Ensure continuity with the Florida Benchmarks for Excellent Student Thinking in Grades K-12

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.

The ABE content standards have been revised to establish a streamlined set of the skills and content covered in the new Florida Benchmarks for Excellent Student Thinking. The integration of 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 to postsecondary education.

PROGRAM STRUCTURE
ABE is a non-credit course designed to develop the literacy and math skills necessary for students to be successful workers, citizens and family members. A student enrolled in the ABE program may be receiving instruction in one or both of the following courses: Mathematics or Reasoning through Language Arts (RLA). *Students may also choose to continue to be enrolled in the individual courses of ABE Reading and Language in lieu of RLA, however please note these courses are scheduled for deletion effective July 2023-2024.*

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, F.A.C.

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.

Please visit the Assessment Technical Assessment Paper, Division of Career and Adult Education, at http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml for both recommended and required assessment procedures and instruments.

Course Number	Course Title	Recommended Length	NRS Level/Grade Equivalent (GE)
9900023 ABX0400-ABX0499	Reasoning through Language Arts (RLA) – ABE Level One (1)	450 Hours	**1** (0.0 – 1.9)
	RLA – ABE Level Two (2)	450 Hours	**2** (2.0 – 3.9)
	RLA – ABE Level Three (3)	300 Hours	**3** (4.0 – 5.9)
	RLA – ABE Level Four (4)	300 Hours	**4** (6.0 – 8.9)

SPECIAL NOTES

The standards are separated into four strands: Foundations, Reading, Communication, Vocabulary. There is also an overarching set of Expectations that run through every component of language arts. The table below illustrates the numbering used to indicate strands, standards, and benchmarks.

Subject	NRS Level	Strand	Standard	Benchmark
RLA	L1	R	2	1
RLA.L1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.				

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.

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

INTEGRATED EDUCATION AND TRAINING (IET)
DCAE promotes the planning, development and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

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

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

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA.

In order to meet the "integrated" requirement of IET, all services must include the following:

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

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

ADULT BASIC EDUCATION STANDARDS BACKGROUND
In January of 2019, Governor DeSantis issued Executive Order 19-31 and Executive Order 19-32, which

collectively will influence the direction of adult education programs across the state and ensure Florida students receive a world-class education and are prepared for jobs of the future. High-quality academic standards are the foundation of a high-quality system to which assessments and instructional materials must be aligned.
Executive Order 19-31 charts a course for Florida to become number one in the nation in workforce education by 2030 while Order 19-32 establishes a commitment to eliminating Common Core, ensuring high-quality academic standards, and raising the bar for civic literacy. With these new and improved standards, Florida builds on past strengths and learns from past lessons.

The following new Adult Basic Education Curriculum Frameworks for Reasoning through Language Arts and Mathematics have been reimagined to achieve closer alignment to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) and Mathematics, which were an outcome from Executive Order 19-32. These standards were developed with input from thousands of Floridians and countless hours of work from dedicated Florida educational leaders, mathematics teachers, literacy experts, and vested stakeholders.

The Florida B.E.S.T. standards have been thoroughly reviewed by a committee of adult education providers and educators as well as postsecondary educators and administrators in order to determine the highest priority skills and content to support students in adult basic education programs in developing the knowledge necessary for secondary, postsecondary, and career pathways.

REASONING THROUGH LANGUAGE ARTS (RLA) STANDARDS

The RLA Expectations are those overarching skills that run through every component of language arts. These are skills that students should be using throughout the strands. The standards themselves are divided into four strands: Foundations, Reading, Communication, and Vocabulary.

RLA EXPECTATIONS

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

FOUNDATIONS STRAND (0.0 – 8.9)
Foundational Skills are the building block skills for students functioning within NRS Levels 1-4. These skills increase a student's understanding and working knowledge of concepts of print, the alphabetic

principle, and other basic conventions of the English reading and writing systems. They are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Teachers can integrate these standards into instruction as needed for students that may not be proficient in these skills.

The Foundations (F) strand includes 1 standard and 4 benchmarks.

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

Strand: Foundations (F) **Standard: Learning and Applying Foundational Reading Skills**		
NRS Level	**RLA Code**	**Print Concepts Benchmark F.1.1**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.F.1.1**	Demonstrate knowledge of the basic concepts of print. a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. f. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. g. Identify all upper- and lowercase letters of the alphabet. h. Recognize that print conveys specific meaning and pictures may support meaning.
NRS Level 2 **GE: 2.0–3.9**	N/A	None for this level
NRS Level 3 **GE: 4.0–5.9**	N/A	None for this level
NRS Level 4 **GE: 6.0–8.9**	N/A	None for this level
NRS Level	**RLA Code**	**Phonological Awareness Benchmark F.1.2**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.F.1.2**	a. Phonological Awareness: Demonstrate phonological awareness. b. Identify and produce alliterative and rhyming words.

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

		e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). f. Decode words with common Greek and Latin roots and affixes. (See 3.V.1.2) g. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est). h. Decode multisyllabic words.
NRS Level 3 GE: 4.0–5.9	**RLA.L3.F.1.3**	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read, comprehend, and write unfamiliar single-syllable and multisyllabic words in and out of context.
NRS Level 4 GE: 6.0–8.9	**RLA.L4.F.1.3**	Know and apply phonics and word analysis skills in decoding and encoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Use an array of strategies to accurately encode single-syllable and multisyllabic words. c. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
NRS Level	**RLA Code**	**Fluency Benchmark F.1.4**
NRS Level 1 GE: 0.0–1.9	**RLA.L1.F.1.4**	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words.
NRS Level 2 GE: 2.0–3.9	**RLA.L2.F.1.4**	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.
NRS Level 3 GE: 4.0–5.9	**RLA.L3.F.1.4**	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.
NRS Level 4 GE: 6.0–8.9	**RLA.L4.F.1.4**	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.

READING STRAND (0.0 – 8.9)

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

The Reading (R) strand includes 2 standards and 8 benchmarks.

STANDARD	**BENCHMARK**	**CODE**
Reading Informational Text	Structure	R.2.1

	Central Idea	R.2.2
	Purpose and Perspective	R.2.3
	Argument	R.2.4
Reading Across Genres	Interpreting Figurative Language	R.3.1
	Paraphrasing and Summarizing	R.3.2
	Comparative Reading	R.3.3
	Understanding Rhetoric	R.3.4

Strand: Reading (R) **Standard: Reading Informational Text**		
NRS Level	**RLA Code**	**Structure Benchmark R.2.1**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.2.1**	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L1.R.2.1**	Explain how text features (print and digital) contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.2.1**	Explain how text features (including charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) contribute to the overall meaning and identify the text structures of problem/solution, sequence, and description in texts.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.2.1**	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
NRS Level	**RLA Code**	**Central Idea Benchmark R.2.2**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.2.2**	Identify the topic of and relevant details in a text.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.2.2**	Identify the central idea and explain how relevant details support that idea in a text.
NRS Level 3	**RLA.L3.R.2.2**	Explain how relevant details support the central idea(s), implied or

GE: 4.0–5.9		explicit.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.2.2**	Analyze two or more central ideas, implied or explicit, and their development throughout a text.
NRS Level	**RLA Code**	**Purpose and Perspective Benchmark R.2.3**
NRS Level 1 **GE: 0.0–1.9**	N/A	None for this level
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.2.3**	Explain an author's purpose and its development in an informational text.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.2.3**	Analyze an author's purpose and/or perspective in an informational text. a. Analyze authors' purpose(s) in multiple accounts of the same event or topic.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.2.3**	Explain how an author establishes and achieves purpose(s) through diction, syntax, rhetorical appeals and/or figurative language.
NRS Level	**RLA Code**	**Argument Benchmark R.2.4**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.2.4**	Identify and explain an author's opinion(s) and supporting evidence.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.2.4**	Identify and explain an author's claim and the reasons and evidence used to support the claim.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.2.4**	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.2.4**	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.
NRS Level	**RLA Code**	**Connecting Ideas Benchmark R.3.5**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.2.5**	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.2.5**	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.2.5**	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific

		information in the text.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.2.5**	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Strand: Reading (R) **Standard: Reading Across Genres**		
NRS Level	**RLA Code**	**Interpreting Figurative Language Benchmark R.3.1**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.3.1**	Identify and explain descriptive words and phrases, in text(s) and how people use them to communicate.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.3.1**	Identify and explain similes, idioms, alliteration, metaphors, personification, and hyperbole in text(s).
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.3.1**	Analyze and explain how figurative language contributes to meaning in text(s).
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.1**	Analyze how figurative language contributes to tone and meaning and explain examples of allusions and symbolism in text(s).
NRS Level	**RLA Code**	**Paraphrasing and Summarizing Benchmark R.3.2**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.3.2**	Retell a text in oral or written form to enhance comprehension (use topic and relevant details for an informational text).
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.3.2**	Retell a text to enhance comprehension (use the central idea and relevant details for an informational text).
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.3.2**	Summarize a text to enhance comprehension (include the central idea and relevant details for an informational text).
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.2**	Summarize a text to enhance comprehension; paraphrase content from grade-level texts.
NRS Level	**RLA Code**	**Comparative Reading Benchmark R.3.2**

NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.R.3.3**	Compare and contrast two texts on the same topic.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.R.3.3**	Compare and contrast how two authors present information on the same topic or theme. a. Compare and contrast how authors from different time periods address the same or related topics.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.R.3.3**	Compare and contrast primary and secondary sources related to the same topic or event.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.3**	Compare and contrast how authors with differing perspectives address the same or related topics or themes.
NRS Level	**RLA Code**	**Understanding Rhetoric Benchmark R.3.4**
NRS Level 1 **GE: 0.0–1.9**	N/A	None for this level
NRS Level 2 **GE: 2.0–3.9**	N/A	None for this level
NRS Level 3 **GE: 4.0–5.9**	N/A	None for this level
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.R.3.4**	Identify rhetorical appeals in a text; explain how an author uses rhetorical devices to support or advance an appeal.

COMMUNICATION STRAND (0.0 – 8.9)

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

The Communication (C) strand includes 5 standards and 10 benchmarks.

STANDARD	**BENCHMARK**	**CODE**
Communicating Through Writing	Handwriting	C.1.1
	Narrative Writing	C.1.2
	Argumentative Writing	C.1.3
	Expository Writing	C.1.4

	Improving Writing	C.1.5
Communicating Orally	Oral Presentation	C.2.1
Following Conventions	Conventions	C.3.1
Researching	Researching and Using Information	C.4.1
Creating and Collaborating	Multimedia	C.5.1
	Technology in Communication	C.5.2

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

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

GE: 6.0–8.9		and peers, and revising for clarity, cohesiveness, purpose, and audience.
Strand: Communication (C) **Standard: Communicating Orally**		
NRS Level	**RLA Code**	**Oral Presentation Benchmark C.2.1**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.2.1**	Present information orally using complete sentences and appropriate volume.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.2.1**	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.2.1**	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.2.1**	Present information orally, in a logical sequence, supporting the central idea with credible evidence, using formal English, nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
Strand: Communication (C) **Standard: Following Conventions**		
NRS Level	**RLA Code**	**Conventions Benchmark C.1.3**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.3.1**	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.3.1**	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.3.1**	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.3.1**	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Strand: Communication (C) **Standard: Researching**		
NRS Level	**RLA Code**	**Researching and Using Information Benchmark C.4.1**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.4.1**	Recall information or participate in research to gather information to answer a question about a single topic.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.4.1**	Conduct research to answer a question, organizing information about the topic from multiple print and digital sources.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.4.1**	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid (print and digital) sources.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.4.1**	Conduct research to answer a question, drawing on multiple reliable and valid (print and digital) sources, refocusing the inquiry when appropriate, and generating additional questions for further research.
Strand: Communication (C) **Standard: Creating and Collaborating**		
NRS Level	**RLA Code**	**Multimedia Benchmark C.5.1**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.5.1**	Use a multimedia element to enhance oral or written tasks.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.5.1**	Use two or more multimedia elements to enhance oral or written tasks.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.5.1**	Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.5.1**	Integrate diverse digital media to enhance audience engagement, build cohesion, and emphasize the relevance of a topic or idea in oral or written tasks.
NRS Level	**RLA Code**	**Technology in Communication Benchmark C.5.2**
NRS Level 1 **GE: 0.0–1.9**	**RLA.L1.C.5.2**	Identify and use a variety of technology and digital tools to produce and publish writing individually or with peers and with support from adults.
NRS Level 2 **GE: 2.0–3.9**	**RLA.L2.C.5.2**	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
NRS Level 3 **GE: 4.0–5.9**	**RLA.L3.C.5.2**	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
NRS Level 4 **GE: 6.0–8.9**	**RLA.L4.C.5.2**	Use a variety of digital tools to produce and collaborate with others to produce writing.

VOCABULARY STRAND (0.0 – 8.9)

The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary particularly general academic words and phrases.

The Vocabulary (V) Strand has 1 standard and 3 benchmarks.

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

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

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

APPENDIX A: CONVENTIONS PROGRESSION BY NRS LEVEL

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

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

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

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT BASIC EDUCATION-LANGUAGE ARTS	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	Adult Basic Education-Language Arts* ***(*Note-This course is daggered for deletion effective 2023-2024 and is being replaced by ABE-Reasoning through Language Arts)***
Course Number	School Districts: 9900003 Florida College System: ABX0300-ABX0399
CIP Number	1532010100
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Standard Length	Varies *(See Program Length 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 to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies.

The ABE content standards have been revised to include the State standards. The integration of 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 the literacy skills necessary for students to be successful workers, citizens and family members. Students 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, Florida Administrative Code (F.A.C.).

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.

Please visit the Assessment Technical Assessment Paper, Division of Career and Adult Education, at http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml for both recommended and required assessment procedures and instruments.

Course Number	Course Title	Maximum Hours	NRS Levels
9900003 ABX0300-ABX0399	Language Arts – ABE Level One (1)	450 Hours	**1** (0.0 – 1.9)
	Language Arts – ABE Level Two (2)	450 Hours	**2** (2.0 – 3.9)
	Language Arts – ABE Level Three (3)	300 Hours	**3** (4.0 – 5.9)
	Language Arts – ABE Level Four (4)	300 Hours	**4** (6.0 – 8.9)

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 anchor standards identical across all levels of learning. Each level-specific standard corresponds to the same-numbered anchor standard. In other words, each anchor standard identifying broad state 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**
	WR.	ABE.	1.	2.	b)
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.

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.

ACCOMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and provide documentation to request accommodations.** 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 must be kept in the student's record for audit purposes.

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 the local agency's approved career information program 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 may 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.

INTEGRATED EDUCATION AND TRAINING (IET)

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

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

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

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA.

In order to meet the "integrated" requirement of IET, all services must include the following:

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

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

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

WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
WR.ABE.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
WR.ABE. 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WR.ABE 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
WR.ABE 6: Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.
WR.ABE 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.

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			
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.
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	**2.2 Write informative and**	**2.3 Write informative and**	**2.4 Write informative**

informative and explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**explanatory texts to examine a topic and convey ideas and 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.	**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.	**and 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.
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.**
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.**
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.)**
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.
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.**
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.**
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	**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	**Note: Students continue to draw evidence from literary or informational texts to support analysis, reflection, and research.**

	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)").	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").	

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

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.
SL.ABE.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.ABE.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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.
SL.ABE.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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**
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	**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	**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	**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.**

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.	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.	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.	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.
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	**2.2 Determine the main**	**2.3 Paraphrase portions**	**2.4 Analyze the**

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.	**ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**	**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.	**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.**
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.**
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 understandable pace.**	**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 clear pronunciation.
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.**
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

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

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

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.

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.

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

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 state 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**
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	**1.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** a) Use collective nouns	**1.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** a) Explain the function of	**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

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 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., *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 (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*).	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) 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*).	(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 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.

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. 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.	**2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** 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,	**2.1 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* (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.	**2.1 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. d) Spell correctly.

	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.		
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.
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 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*).	**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 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.	**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, 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.	**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 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).
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	**5.2 Demonstrate understanding of word relationships and nuances**	**5.3 Demonstrate understanding of figurative language, 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. 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.	**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 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*).	**relationships, and nuances in word meanings.** a) Interpret figurative language, including similes and metaphors, in context. b) Recognize 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.	

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 state 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***	**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	**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**

	happy a) Acquire and use accurately level-appropriate conversational, general academic, technology, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	being (e.g., *quizzed*, *whined*, *stammered*). are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).	**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 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	School Districts: 9900001 Florida College System: ABX0100-ABX0199
CIP Number	1532010100
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Standard 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 and Reasoning through English Language Arts (RLA). 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; and
- Ensure continuity with the new Florida Benchmarks for Excellent Student Thinking in Grades K-12.

The content standards should be used as a basis for curriculum design and to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies.

The ABE content standards have been revised to establish a streamlined set of the skills and content covered in the new Florida Benchmarks for Excellent Student Thinking. The integration of 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 to postsecondary education.

PROGRAM STRUCTURE
ABE is a non-credit course designed to develop the literacy and math skills necessary for students 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 or Reasoning through English Language Arts.

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, F.A.C.

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.

Please visit the Assessment Technical Assessment Paper, Division of Career and Adult Education, at http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml for both recommended and required assessment procedures and instruments.

Course Number	Course Title	Maximum Hours	NRS Levels
9900001 ABX0100-ABX0199	Mathematics – ABE Level One (1)	450 Hours	**1** (0.0 – 1.9)
	Mathematics – ABE Level Two (2)	450 Hours	**2** (2.0 – 3.9)
	Mathematics – ABE Level Three (3)	300 Hours	**3** (4.0 – 5.9)
	Mathematics – ABE Level Four (4)	300 Hours	**4** (6.0 – 8.9)

SPECIAL NOTES

The mathematic standards are separated into seven strands as shown in the chart below. Each level-specific standard corresponds to the same-numbered BEST standard. In other words, each 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, standards, and benchmarks.

To preserve the consistent numbering, we adopted an a,b,c convention to distinguish between standards that were brought together from different grade levels within a single NRS band.

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

MA.L3.NSO.1a Understand the place value of multi-digit numbers.

MA.L3.NSO.1a.1 Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.

MA.L3.NSO.1a.2 Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form, and word form.

MA.L3.NSO.1a.3 Plot, order, and compare multi-digit whole numbers up to 1,000,000.

MA.L3.NSO.1a.4 Round whole numbers from 0 to 10,000 to the nearest 10,100 or 1,000.
MA.L3.NSO.1a.5 Plot, order, and compare decimals up to the hundredths.

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
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, provide documentation, and request such services.** Students with disabilities may need accommodations in areas such as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology, and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

INTEGRATED EDUCATION AND TRAINING (IET)
DCAE promotes the planning, development, and implementation of an integrated education and training (IET) service approach that provides concurrent and contextualized adult education and literacy activities in combination with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

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

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

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA.

In order to meet the "integrated" requirement of IET, all services must include the following:

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

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

ADULT BASIC EDUCATION STANDARDS

In January of 2019, Governor DeSantis issued Executive Order 19-31 and Executive Order 19-32, which collectively will influence the direction of adult education programs across the state and ensure that Florida students receive a world-class education and are prepared for jobs of the future. High-quality academic standards are the foundation of a high-quality system to which assessments and instructional materials must be aligned.

Executive Order 19-31 charts a course for Florida to become number one in the nation in workforce education by 2030 while Order 19-32 establishes a commitment to eliminating Common Core, ensuring high-quality academic standards, and raising the bar for civic literacy. With these new and improved standards, Florida builds on past strengths and learns from past lessons.

The following new Adult Basic Education (ABE) Curriculum Frameworks for Reasoning through Language Arts and Mathematics have been reimagined to achieve closer alignment to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) and Mathematics, which were an outcome of Executive Order 19-32. These standards were developed with input from thousands of Floridians and countless hours of work from dedicated Florida educational leaders, mathematics teachers, literacy experts, and vested stakeholders.

The new ABE standards have been thoroughly reviewed by a committee of adult education providers and educators as well as postsecondary educators and administrators in order to determine the highest priority skills and content to support students in adult basic education programs in developing the knowledge necessary for secondary, postsecondary, and career pathways.

ABE MATHEMATICAL THINKING AND REASONING SKILLS

Florida students are expected to engage with mathematics through the Mathematical Thinking and Reasoning (MTR) Standards. These standards are written in clear language so all stakeholders can understand them and students can use them as self-monitoring tools. The MTR Standards promote deeper learning and understanding of mathematics. The clarifications are included to guide teachers in the integration of the MTR Standards within mathematics instruction.[1]

Mathematical Thinking and Reasoning Standards Levels 1 through 4
MA.ABE.MTR.1.1 Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. *Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging*

[1] Language came directly from BEST

problems.
MA.ABE.MTR.2.1 Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. *Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.*
MA.ABE.MTR.3.1 Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. *Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.*
MA.ABE.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence. *Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.*
MA.ABE.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. *Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems. Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.*
MA.ABE.MTR.6.1

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions. Use benchmark quantities to determine if a solution makes sense. Check calculations when solving problems. Verify possible solutions by explaining the methods used. Evaluate results based on the given context.

Clarifications: Teachers who encourage students to assess the reasonableness of solutions: Have students estimate or predict solutions prior to solving. Prompt students to continually ask, "Does this solution make sense? How do you know?" Reinforce that students check their work as they progress within and after a task. Strengthen students' ability to verify solutions through justifications.

MA.ABE.MTR.7.1
Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: Connect mathematical concepts to everyday experiences. Use models and methods to understand, represent and solve problems. Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency.

Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: Provide opportunities for students to create models, both concrete and abstract, and perform investigations. Challenge students to question the accuracy of their models and methods. Support students as they validate conclusions by comparing them to the given situation. Indicate how various concepts can be applied to other disciplines.

ABE MATHEMATICAL STANDARDS

The chart below provides an overview of the ten domains that comprise Florida's ABE mathematic standards across instruction levels. The mathematics 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 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, concepts, procedural skills, and fluency. The chart's shaded areas indicate that the domain does not have a standard or primary focus for instruction at that particular instructional level. While the standards by design guide instruction, teachers may introduce, practice, reinforce, and develop fluency at lower and/or higher instructional levels. One domain, functions, have been noted (*) because the suggested instruction should begin at the mid-point of the NRS level.

ADULT BASIC EDUCATION MATHEMATICS STRANDS				
NRS Reporting **Grade Equivalent (GE)**	**NRS Level 1 0 – 1.9**	**NRS Level 2 2.0 – 3.9**	**NRS Level 3 4.0 – 5.9**	**NRS Level 4 6.0 – 8.9**
Number Sense and Operations (NSO)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9
Fractions (FR)		2.0 – 3.9	4.0 – 5.9	
Algebraic Reasoning (AR)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9
Function (F)*				*7.0 – 8.9
Measurement (M)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	

Geometric Reasoning (GR)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9
Data and Probability (DP)	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9

MATHEMATICS (MA)

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

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

This level begins building a 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 categorizing, composing and decomposing two- and three-dimensional geometric figures as a basis for understanding the properties of congruence, similarity, and symmetry.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MATHEMATICS (MA) Standards and Benchmark Skills	
Number Sense and Operations MA.L1.NSO (GE: 0.0 – 1.9)	
MA.L1.NSO.1 Recite number names sequentially within 100 and extend counting sequences. Develop an understanding for the place value of two-digit numbers.	**MA.L1.NSO.1.1** Recite the number names to 100 by ones and by tens. **MA.L1.NSO.1.2** Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100. **MA.L1.NSO.1.3** Read numbers from 0 to 100 written in standard form, expanded form, and word form. Write numbers from 0 to 100 using standard form and expanded form **MA.L1.NSO.1.4** Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings, and expressions or equations. **MA.L1.NSO.1.5** Plot, order, and compare whole numbers up to 100 using the number line and terms less than, equal to, or greater than.
MA.L1.NSO.2 Develop an understanding of addition and subtraction operations with one and two-digit whole numbers.	**MA.L1.NSO.2.1** Explore addition of two whole numbers from 0 to 10 and related subtraction facts. **MA.L1.NSO.2.2** Recall addition facts with sums to 10 and related subtraction facts with automaticity. **MA.L1.NSO.2.3** Add two whole numbers with sums from 0 to 20 and subtract using related facts with procedural reliability. **MA.L1.NSO.2.4** Identify the number that is one more, one less, ten more, and ten less than a given two-digit number. **MA.L1.NSO.2.5** Explore the addition of a two-digit number and a one-digit number with sums to 100.
Number Sense and Operations MA.L2.NSO (GE: 2.0 – 3.9)	
MA.L2.NSO.1 Understand the place value of four-digit whole numbers.	**MA.L2.NSO.1.1** Read and write numbers from 0 to 10,000 using standard form, expanded form, and word form. **MA.L2.NSO.1.2** Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens, and ones. Demonstrate each composition or decomposition using objects, drawings, and expressions or equations. **MA.L2.NSO.1.3** Plot, order, and compare whole numbers up to 10,000. **MA.L2.NSO.1.4** Round whole numbers from 0 to 1,000 to the nearest 10 or 100.
MA.L2.NSO.2 Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations.	**MA.L2.NSO.2.1** Recall addition facts with sums to 20 and related subtraction facts with automaticity. **MA.L2.NSO.2.2** Add and subtract multi-digit whole numbers, including using a standard algorithm with procedural fluency. **MA.L2.NSO.2.3** Identify the number that is ten more, ten less, one hundred more, and one hundred less than a given three-digit number. **MA.L2.NSO.2.4** Explore multiplication of two whole numbers with products from 0 to 144 and related division facts. **MA.L2.NSO.2.5** Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.

	MA.L2.NSO.2.6 Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability. **MA.L2.NSO.2.7** Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.
Number Sense and Operations **MA.L3.NSO (GE: 4.0 – 5.9)**	
MA.L3.NSO.1a Understand the place value of multi-digit numbers.	**MA.L3.NSO.1a.1** Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right. **MA.L3.NSO.1a.2** Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form, and word form. **MA.L3.NSO.1a.3** Plot, order, and compare multi-digit whole numbers up to 1,000,000. **MA.L3.NSO.1a.4** Round whole numbers from 0 to 10,000 to the nearest 10,100 or 1,000. **MA.L3.NSO.1a.5** Plot, order, and compare decimals up to the hundredths.
MA.L3.NSO.1b Understand the place value of multi-digit numbers with decimals to the thousandths place.	**MA.L3.NSO.1b.1** Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right. **MA.L3.NSO.1b.2** Read and write multi-digit numbers with decimals to the thousandths using standard form, word form, and expanded form. **MA.L3.NSO.1b.3** Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings, and expressions or equations.
MA.L3.NSO.1c Rewrite numbers in equivalent forms.	**MA.L3.NSO.1c.1** Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents.
MA.L3.NSO.2a Build understanding of operations with multi-digit numbers including decimals.	**MA.L3.NSO.2a.1** Recall multiplication facts with factors up to 12 and related division facts with automaticity. **MA.L3.NSO.2a.2** Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability. **MA.L3.NSO.2a.3** Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency. **MA.L3.NSO.2a.4** Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor. **MA.L3.NSO.2a.5** Explore the multiplication and division of multi-digit whole numbers using estimation, rounding, and place value. **MA.L3.NSO.2a.6** Identify the number that is one-tenth more, one-tenth less, one-hundredth more, and one-hundredth less than a given number. **MA.L3.NSO.2a.7** Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.
MA.L3.NSO.2b Add,	**MA.L3.NSO.2b.1** Multiply multi-digit whole numbers, including using a standard

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

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

Fractions **MA.L3.FR (GE: 4.0 – 5.9)**	
MA.L3.FR.1a Develop an understanding of the relationship between different fractions and the relationship between fractions and decimals.	**MA.L3.FR.1a.1** Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100. **MA.L3.FR.1a.2** Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals. **MA.L3.FR.1a.3** Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created. **MA.L3.FR.1a.4** Plot, order, and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.
MA.L3.FR.1b Interpret a fraction as an answer to a division problem.	**MA.L3.FR.1b.1** Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.
MA.L3.FR.2a Build a foundation of addition, subtraction and multiplication operations with fractions.	**MA.L3.FR.2a.1** Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings, and equations. **MA.L3.FR.2a.2** Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability. **MA.L3.FR.2a.3** Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions. **MA.L3.FR.2a.4** Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.
MA.L3.FR.2b Perform operations with fractions.	**MA.L3.FR.2b.1** Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability. **MA.L3.FR.2b.2** When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating. **MA.L3.FR.2b.3** Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.
Fractions **MA.L4.FR (GE: 6.0 – 8.9)**	
Not a focus standard at this level	
Algebraic Reasoning **MA.L1.AR (GE: 0.0 – 1.9)**	
MA.L1.AR.1a Solve addition	**MA.L1.AR.1a.1** Apply properties of addition to find a sum of three or more whole

problems with sums between 0 and 20 and subtraction problems using related facts.	numbers. **MA.L1.AR.1a.2** Solve addition and subtraction real-world problems using objects, drawings, or equations to represent the problem.
MA.L1.AR.1b Solve addition problems with sums between 0 and 100 and related subtraction problems.	**MA.L1.AR.1ab.1** Solve one- and two-step addition and subtraction real-world problems.
MA.L1.AR.2a Develop an understanding of the equal sign.	**MA.L1.AR.2a.1** Explain why addition or subtraction equations are true using objects or drawings.
MA.L1.AR.2b Develop an understanding of the relationship between addition and subtraction.	**MA.L1.AR.2b.1** Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. **MA.L1.AR.2b.2** Determine and explain if equations involving addition or subtraction are true or false. **MA.L1.AR.2b.3** Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.
Algebraic Reasoning MA.L2.AR (GE: 2.0 – 3.9)	
MA.L2.AR.1a Solve addition problems with sums between 0 and 100 and related subtraction problems.	**MA.L2.AR.1a.1** Solve one- and two-step addition and subtraction real-world problems, limited to sums up to 100 and related differences.
MA.L2.AR.1b Solve multiplication and division problems.	**MA.L2.AR.1b.1** Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers. **MA.3.AR.1.b.2** Solve one- and two-step real-world problems involving any of four operations with whole numbers.
MA.L2.AR.2a Demonstrate an understanding of equality and addition and subtraction.	**MA.L2.AR.2a.1** Determine and explain whether equations involving addition and subtraction are true or false. **MA.L2.AR.2a.2** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.
MA.L2.AR.2b Develop an understanding of equality and multiplication and	**MA.L2.AR.2b.1** Restate a division problem as a missing factor problem using the relationship between multiplication and division. **MA.L2.AR.2b.2** Determine and explain whether an equation involving multiplication or

division.	division is true or false. **MA.L2.AR.2b.3** Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.
MA.L2.AR.3 Develop an understanding of multiplication.	**MA.L2.AR.3.1** Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1. **MA.L2.AR.3.2** Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.
Algebraic Reasoning **MA.L3.AR (GE: 4.0 – 5.9)**	
MA.L3.AR.1 Represent and solve problems involving the four operations with whole numbers and fractions.	**MA.L3.AR.1.1** Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one. **MA.L3.AR.1.2** Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction. **MA.L3.AR.1.3** Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context. **MA.L3.AR.1.4** Solve real-world problems involving the addition, subtraction, or multiplication of fractions, including mixed numbers and fractions greater than 1. **MA.L3.AR.1.5** Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.
MA.L3.AR.2 Demonstrate an understanding of equality, operations with whole numbers, the order of operations and equivalent numerical expressions.	**MA.L3.AR.2.1** Determine and explain whether an equation involving any of the four operations with whole numbers is true or false. **MA.L3.AR.2.2** Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position. **MA.L3.AR.2.3** Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions. **MA.L3.AR.2.4** Evaluate multi-step numerical expressions using order of operations. **MA.L3.AR.2.5** Determine and explain whether an equation involving any of the four operations is true or false. **MA.L3.AR.2.6** Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.
MA.L3.AR.3a Recognize numerical patterns, including patterns that follow a given rule.	**MA.L3.AR.3a.1** Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite, or neither. **MA.L3.AR.3a.2** Generate, describe, and extend a numerical pattern that follows a given rule.
MA.L3.AR.3b Analyze patterns and relationships between inputs and	**MA.L3.AR.3b.1** Given a numerical pattern, identify and write a rule that can describe the pattern as an expression. **MA.L3.AR.3b.2** Given a rule for a numerical pattern, use a two-column table to record

outputs.	the inputs and outputs.
Algebraic Reasoning **MA.L4.AR (GE: 6.0 – 8.9)**	
MA.L4.AR.1a Apply previous understanding of arithmetic expressions to algebraic expressions.	**MA.L4.AR.1a.1** Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions. **MA.L4.AR.1a.2** Translate a real-world written description into an algebraic inequality in the form of □ > □, □ < □, □ ≥ □ or □ ≤ □. Represent the inequality on a number line. **MA.L4.AR.1a.3** Evaluate algebraic expressions using substitution and order of operations. **MA.L4.AR.1a.4** Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.
MA.L4.AR.1b Rewrite algebraic expressions in equivalent forms.	**MA.L4.AR.1b.1** Apply properties of operations to add and subtract linear expressions with rational coefficients. **MA.L4.AR.1b.2** Determine whether two linear expressions are equivalent.
MA.L4.AR.1c Generate equivalent algebraic expressions.	**MA.L4.AR.1c.1** Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases. **MA.L4.AR.1c.2** Apply properties of operations to multiply two linear expressions with rational coefficients. **MA.L4.AR.1c.3** Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.
MA.L4.AR.2a Develop an understanding for solving equations and inequalities. Write and solve one-step equations in one variable.	**MA.L4.AR.2a.1** Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. **MA.L4.AR.2a.2** Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers. **MA.L4.AR.2a.3** Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers. **MA.L4.AR.2a.4** Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.
MA.L4.AR.2b Write and solve equations and inequalities in one variable.	**MA.L4.AR.2b.1** Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically. **MA.L4.AR.2b.2** Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.
MA.L4.AR.2c Solve multi-step one-variable equations	**MA.L4.AR.2c.1** Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.

and inequalities.	**MA.L4.AR.2c.2** Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically. **MA.L4.AR.2c.3** Given an equation in the form of □^2 = □ and □^3 = □, where □ is a whole number and □ is an integer, determine the real solutions.
MA.L4.AR.3a Understand ratio and unit rate concepts and use them to solve problems.	**MA.L4.AR.3a.1** Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: □ / □, □ to □, or □: □ where □ ≠ 0. **MA.L4.AR.3a.2** Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate. **MA.L4.AR.3a.3** Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios. **MA.L4.AR.3a.4** Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities. **MA.L4.AR.3a.5** Solve mathematical and real-world problems involving ratios, rates, and unit rates, including comparisons, mixtures, ratios of lengths, and conversions within the same measurement system.
MA.L4.AR.3b Use percentages and proportional reasoning to solve problems.	**MA.L4.AR.3b.1** Apply previous understanding of percentages and ratios to solve multi-step real world percent problems. **MA.L4.AR.3b.2** Apply previous understanding of ratios to solve real-world problems involving proportions. **MA.L4.AR.3b.3** Solve mathematical and real-world problems involving the conversion of units across different measurement systems.
MA.L4.AR.3c Extend understanding of proportional relationships to two-variable linear equations.	**MA.L4.AR.3c.1** Determine if a linear relationship is also a proportional relationship. **MA.L4.AR.3c.2** Given a table, graph, or written description of a linear relationship, determine the slope. **MA.L4.AR.3c.3** Given a table, graph, or written description of a linear relationship, write an equation in slope-intercept form. **MA.L4.AR.3c.4** Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table, or an equation in slope-intercept form. **MA.L4.AR.3c.5** Given a real-world context, determine and interpret the slope and □-intercept of a two-variable linear equation from a written description, a table, a graph, or an equation in slope-intercept form.
MA.L4.AR.4 Develop an understanding of two-variable systems of equations.	**MA.L4.AR.4.1** Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations. **MA.L4.AR.4.2** Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution, or infinitely many solutions. **MA.L4.AR.4.3** Given a mathematical or real-world context, solve systems of two linear equations by graphing.
Functions	

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

MA.L3.M.2 Solve problems involving time and money.	**MA.L3.M.2.1** Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations. **MA.L3.M.2.2** Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation. **MA.L3.M.2.3** Solve multi-step real-world problems involving money using decimal notation.
Measurement **MA.L4.M (GE: 6.0 – 8.9)**	
Not a focus standard at this level	
Geometric Reasoning **MA.L1.GR (GE: 0.0 – 1.9)**	
MA.L1.GR.1 Identify and analyze two- and three-dimensional figures based on their defining attributes.	**MA.L1.GR.1.1** Identify, compare, and sort two- and three-dimensional figures based on their attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones, and cylinders. **MA.L1.GR.1.2** Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares, and hexagons. **MA.L1.GR.1.3** Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones, and cylinders. **MA.L1.GR.1.4** Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones, and cylinders.
Geometric Reasoning **MA.L2.GR (GE: 2.0 – 3.9)**	
MA.L2.GR.1 Describe and identify relationships between lines and classify quadrilaterals.	**MA.L2.GR.1.1** Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines, and parallel lines. Identify these in two-dimensional figures. **MA.L2.GR.1.2** Informally explore angles as an attribute of two-dimensional figures. Figures are limited to triangles, rectangles, squares, pentagons, hexagons, and octagons. **MA.L2.GR.1.3** Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not, and whether the edges are curved or straight. **MA.L2.GR.1.4** Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares, and trapezoids. Draw line(s) of symmetry in a two-dimensional figure and identify line symmetric two-dimensional figures. Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares, and trapezoids. **MA.L2.GR.1.5** Draw line(s) of symmetry in a two-dimensional figure and identify line symmetric two-dimensional figures.
MA.L2.GR.2 Solve problems	**MA.L2.GR.2.1** Explore perimeter as an attribute of a figure by placing unit segments along the

involving the perimeter and area of rectangles.	boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments. **MA.L2.GR.2.2** Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares, and pentagons. **MA.L2.GR.2.3** Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares. **MA.L2.GR.2.4** Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula. **MA.L2.GR.2.5** Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula. **MA.L2.GR.2.6** Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole number side lengths.
Geometric Reasoning **MA.L3.GR (GE: 4.0 – 5.9)**	
MA.L3.GR.1a Draw, classify and measure angles.	**MA.L3.GR.1a.1** Identify and classify angles as acute, right, obtuse, straight, or reflex. **MA.L3.GR.1a.2** Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive. **MA.L3.GR.1a.3** Solve real-world and mathematical problems involving unknown whole number angle measures. Write an equation to represent the unknown.
MA.L3.GR.1b Classify two-dimensional figures and three-dimensional figures based on defining attributes.	**MA.L3.GR.1b.4** Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category. **MA.L3.GR.1b.5** Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones, and spheres.
MA.L3.GR.2 Solve problems involving the perimeter and area of rectangles.	**MA.L3.GR.2.1** Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths. **MA.L3.GR.2.2** Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters. **MA.L3.GR.2.3** Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.
MA.L3.GR.3 Solve problems involving the volume of right rectangular prisms.	**MA.L3.GR.3.1** Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes. **MA.L3.GR.3.2** Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula. **MA.L3.GR.3.3** Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.

MA.L3.GR.4 Plot points and represent problems on the coordinate plane.	**MA.L3.GR.4.1** Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane. **MA.L3.GR.4.2** Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. **MA.L3.GR.4.3** Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.
Geometric Reasoning MA.L4.GR (GE: 6.0 – 8.9)	
MA.L4.GR.1a Model and solve problems involving two-dimensional figures including applying previous understandings of the coordinate plane.	**MA.L4.GR.1a.1** Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the □- or □-axis as the line of reflection when two ordered pairs have an opposite □- or □-coordinate. **MA.L4.GR.1a.2** Find distances between ordered pairs, limited to the same □-coordinate or the same □-coordinate, represented on the coordinate plane. **MA.L4.GR.1a.3** Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle. **MA.L4.GR.1a.4** Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.
MA.L4.GR.1b Solve problems involving two-dimensional figures, including circles.	**MA.L4.GR.1b.1** Apply formulas to find the areas of trapezoids, parallelograms, and rhombi. **MA.L4.GR.1b.2** Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals. **MA.L4.GR.1b.3** Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems. **MA.L4.GR.1b.4** Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems **MA.L4.GR.1b.5** Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.
MA.L4.GR.1c Develop an understanding of the Pythagorean Theorem and angle relationships involving triangles.	**MA.L4.GR.1c.1** Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles. **MA.L4.GR.1c.2** Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane. **MA.L4.GR.1c.3** Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. **MA.L4.GR.1c.4** Solve mathematical problems involving the relationships between supplementary, complementary, vertical, or adjacent angles. **MA.L4.GR.1c.5** Solve problems involving the relationships of interior and exterior angles of a triangle. **MA.L4.GR.1c.6** Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.

MA.L4.GR.2a Model and solve problems involving three dimensional figures.	**MA.L4.GR.2a.1** Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula **MA.L4.GR.2a.2** Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.
MA.L4.GR.2b Solve problems involving three-dimensional figures, including right circular cylinders.	**MA.L4.GR.2b.1** Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net. **MA.L4.GR.2b.2** Solve real-world problems involving surface area of right circular cylinders. **MA.L4.GR.2b.3** Solve mathematical and real-world problems involving volume of right circular cylinders.
MA.L4.GR.2c Understand similarity and congruence using models and transformations.	**MA.L4.GR.2c.1** Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship. **MA.L4.GR.2c.2** Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship. **MA.L4.GR.2c.3** Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. **MA.L4.GR.2c.4** Solve mathematical and real-world problems involving proportional relationships between similar triangles.
Data and Probability MA.L1.DP (GE: 0.0 – 1.9)	
MA.L1.DP.1 Collect, represent and interpret data using pictographs and tally marks.	**MA.L1.DP.1.1** Collect data into categories and represent the results using tally marks or pictographs. **MA.L1.DP.1.2** Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.
Data and Probability MA.L2.DP (GE: 2.0 – 3.9)	
MA.L2.DP.1 Collect, represent and interpret numerical and categorical data.	**MA.L2.DP.1.1** Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs, or line plots. Use appropriate titles, labels, and units. **MA.L2.DP.1.2** Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs, or line plots by solving one- and two-step problems.
Data and Probability MA.L3.DP (GE: 4.0 – 5.9)	
MA.L3.DP.1 Collect and represent data and find the mean, mode, median or range of a data set.	**MA.L3.DP.1.1** Develop an understanding of statistics and determine measures of center and measures of variability. **MA.L3.DP.1.2** Recognize and formulate a statistical question that would generate numerical data. **MA.L3.DP.1 3** Discuss a set of data collected to answer a statistical questions as a

	distribution which can be described by its center, spread, and overall shape **MA.L3.DP.1.4** Collect and represent numerical data, including fractional and decimal values, using tables, stem-and-leaf plots, line plots, or line graphs **MA.L3.DP.1.5** Create box plots and histograms to represent sets of numerical data within real world contexts. **MA.L3.DP.1.6** Given a real-world scenario, solve problems involving numerical data and determine and describe how changes in data values impact measures of center and variation.
Data and Probability **MA.L4.DP (GE: 6.0 – 8.9)**	
MA.L4.DP.1a Summarize statistical distributions graphically and numerically.	**MA.L4.DP.1a.1** Given a numerical data set within a real-world context, find and interpret mean, median, mode, and range. **MA.L4.DP.1a.2** Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile, and the maximum. Use this summary of the data to describe the spread and distribution of the data. **MA.L4.DP.1a.3** Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers, and the range.
MA.L4.DP.1b Represent and interpret numerical and categorical data.	**MA.L4.DP.1b.1** Interpret data and find the mean, mode, median, or range of a data set. **MA.L4.DP.1b.2** Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median, or range. **MA.L4.DP.1b.3** Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers. **MA.L4.DP.1b.4** Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results, and draw conclusions about the two populations. **MA.L4.DP.1b.5** Given categorical data from a random sample, use proportional relationships to make predictions about a population. **MA.L4.DP.1b.6** Use proportional reasoning to construct, display, and interpret data in circle graphs. **MA.L4.DP.1b.6** Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.
MA.L4.DP.1c Represent and investigate numerical bivariate data.	**MA.L4.DP.1c.1** Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context. **MA.L4.DP.1c.2** Given a scatter plot within a real-world context, describe patterns of association. **MA.L4.DP.1c.3** Given a scatter plot with a linear association, informally fit a straight line.
MA.L4.DP.2a Develop an understanding of	**MA.L4.DP.2a.1** Determine the sample space for a simple experiment. **MA.L4.DP.2a.2** Given the probability of a chance event, interpret the likelihood of it

probability. Find and compare experimental and theoretical probabilities.	occurring. Compare the probabilities of chance events. **MA.L4.DP.2a.3** Find the theoretical probability of an event related to a simple experiment. **MA.L4.DP.2a.4** Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.
MA.L4.DP.2b Represent and find probabilities of repeated experiments.	**MA.L4.DP.2b.1** Determine the sample space for a repeated experiment. **MA.L4.DP.2b.2** Find the theoretical probability of an event related to a repeated experiment. **MA.L4.DP.2b.3** Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.

Florida Department of Education
Adult General Education
Curriculum Framework

ADULT BASIC EDUCATION-READING	
Program Title	Adult Basic Education (ABE)
Program Number	9900000
Course Title	Adult Basic Education-Reading* ***(*Note-this course has been daggered for deletion effective 2023-2024 and will be replaced by ABE-Reasoning through Language Arts)***
Course Number	School Districts: 9900002 Florida College System: ABX0200-ABX0299
CIP Number	1532010100
Grade Equivalent	0.0 – 8.9
Grade Level	30, 31
Standard Length	Varies *(see Program Length 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 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.

The ABE content standards have been revised to include the State standards. The integration of 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 for students 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, F.A.C.

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.

Please visit the Assessment Technical Assessment Paper, Division of Career and Adult Education, at http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml for both recommended and required assessment procedures and instruments.

Course Number	Course Title	Recommended Length	NRS Level/Grade Equivalent (GE)
9900002 ABX0200-ABX0299	Reading – ABE Level One (1)	450 Hours	**1** (0.0 – 1.9)
	Reading – ABE Level Two (2)	450 Hours	**2** (2.0 – 3.9)
	Reading – ABE Level Three (3)	300 Hours	**3** (4.0 – 5.9)
	Reading – ABE Level Four (4)	300 Hours	**4** (6.0 – 8.9)

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 anchor standards identical across all levels of learning. Each level-specific standard corresponds to the same-numbered anchor standard. In other words, each anchor standard identifies broad state 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
	RE.	ABE.	2.	3.	a)
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.

ACCOMODATIONS
Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify 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 the local agency's approved career information program 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.

INTEGRATED EDUCATION AND TRAINING (IET)

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

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

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

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA.

In order to meet the "integrated" requirement of IET, all services must include the following:

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

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

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

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.)*

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.)*

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.)*

RE.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.)*

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.)*

RE.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.)*

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.)*

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.)*

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.)

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

Reading (RE) **Anchor Standards and Benchmark Skills**			
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.
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.
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.
RE.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.**

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.

RE.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 describe. a) Distinguish their	**6.3. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**	**6.4. 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

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

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.

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 to support points in a text.	**8.2. Describe how reasons support specific points the author makes in a text.**	**8.3. Explain how an author uses reasons and evidence to support particular**	**8.4. Delineate and evaluate the argument and specific claims in a text, assessing whether**

		points in a text, identifying which reasons and evidence support which point(s).	**the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.**

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.**

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 FOUNDATIONSAL 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

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

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

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

Reading Foundations (RF) **Anchor Standards and Benchmark Skills**		
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.		
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. g) Use knowledge that every syllable must have a vowel sound to determine the number	**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. h) Recognize and read grade-appropriate irregularly spelled 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.

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.		
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.

Florida Department of Education
Adult General Education
Curriculum Framework

Program Title	Adult English for Speakers of Other Languages (ESOL)
Program Number	9900040
Course Title	Adult English for Speakers of Other Languages (ESOL)
Course Number	School Districts: 9900040 Florida College System: ABX0200-ABX0299
CIP Number	1532.010300
Grade Level	30, 31
Standard Length	Varies *(see Program Length section)*

PURPOSE

The purpose of the Adult ESOL program is to "assist immigrants and other individuals who are English language learners in: improving their reading, writing, speaking, listening, and comprehension skills in English, mathematics and an understanding of the American system of government, individual freedom, and the responsibilities of citizenship." In addition, the Adult ESOL program is "designed to lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or employment." Adult Education and Family Literacy Act (AEFLA), Title II, Section 202, Workforce Investment and Opportunity Act (WIOA), 2014.

STUDENTS

Students eligible to enroll in the Adult ESOL program are those who:

- Are age 16 years or older and not enrolled in the K12 system
- Score below the exit score of NRS ESL Level 6 as measured by FDOE-approved assessments
- May have secondary or postsecondary degree(s) and/or credential(s) from another country or the U.S.
- Are not simultaneously enrolled in the English Literacy for Career and Technical Education (ELCATE) course

Students enrolling in the Adult ESOL course should demonstrate the ability to read and write in their native language, at a minimum. If a student scores below the accurate range on the lowest level pre-test, the program should administer the FDOE Native Language Screening (NLS) to the student. The NLS is available on the FDOE website at http://www.fldoe.org/academics/career-adult-edu/adult-edu/index.stml. The purpose of the NLS is to determine reading and writing skills in the student's native language. If the scores from the NLS indicate the student is pre-literate, non-literate, or semi-literate, the program should enroll the student in the Literacy Skills course (9900300), in place of the Adult ESOL course.

CURRICULUM FRAMEWORK

The Adult ESOL curriculum framework is a guide for local programs to design an in-house curriculum that meets the needs of their students. The framework provides local programs with a broad outline of the knowledge and skills that students should learn. Local programs are encouraged to provide instructors with a curriculum comprised of the following elements:

- Educational outcomes that students will be expected to have achieved upon completion of the course
- A description of the content to be covered in the course (the Academic Content Standards, English Language Proficiency Standards, Life and Work Competencies and other content created or collected by instructors)
- A description of learning activities that may be used when teaching the course
- A description of the types of vocabulary words and supporting grammar students will need to know
- A list of textbooks, workbooks, websites and online learning platforms, films, dictionaries, etc., that may be used

The Adult ESOL Course addresses the following NRS Educational Functioning Levels:

FDOE Adult ESOL Levels		NRS ESL* Educational Functioning Levels
1	Foundations	ESL Level 1
2	Low Beginning	ESL Level 2
3	High Beginning	ESL Level 3
4	Low Intermediate	ESL Level 4
5	High Intermediate	ESL Level 5
6	Advanced	ESL Level 6
* ESL stands for English as a Second Language. It is synonymous with ESOL.		

The Adult ESOL curriculum framework consists of three components:

1. Reasoning through Language Arts (RLA) Standards for Adult General Education Programs
2. English Language Proficiency (ELP) Standards for Adult General Education Programs
3. The FDOE Life and Work Competencies for Adult General Education Programs

The first section of the Adult ESOL curriculum framework presents the RLA Standards. Section two presents the ELP standards and the final section presents the Life and Work Competencies. It is not intended that students will progress through the standards sequentially. The instructor may present topic-centered and/or project-based lessons that integrate all three components of the ESOL curriculum framework. Lesson plans and classroom instruction will benefit students most when the RLA Standards and ELP Standards are used in combination with a theme based on the Life and Work Competencies.

REASONING THROUGH LANGUAGE ARTS STANDARDS

The RLA standards represent what students are able to do upon completion of each level and cover the essential oral and written English communication skills students need for real-world applications. They are the end goal of all adult education students, including ESOL, as the students advance toward their long-term personal and career goals.

The RLA standards are separated into four strands: Foundations, Reading, Communication, and Vocabulary. There is also an overarching set of Expectations that run through every component of language arts. The table below illustrates the numbering used to indicate the RLA subjects, levels, strands, standards, and benchmarks.

Subject	RLA Level	Strand	Standard	Benchmark
RLA	L1	R	2	1
RLA.L1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.				

ENGLISH LANGUAGE PROFICIENCY STANDARDS

The ELP Standards reflect three key instructional advances:

1. Complex text: The standards provide regular practice with complex text and academic language.
2. Evidence from text: The standards prioritize students' ability to cite evidence from literary and informational text across the domains of reading, writing, speaking, and listening.
3. Content-rich text: The standards focus not only on English language skills but also on literacy across disciplines of science, social studies, and technical subjects, and on students' ability to build knowledge through comprehension of content-rich informational text.

The ELP Standards have the following roles in relation to adult English language learners:

- Support implementation of the RLA Standards in all programs statewide
- Provide guidance to teachers of adult ESOL students at different levels access the RLA standards
- Make recommendations on the types of linguistic supports that adult ESOL students may need

Each of the ten ELP Anchor Standards have five level standards that cover all six of the Adult ESOL levels. By the end of each of the five level standards, an adult ESOL student should be able to do the skills described therein.

The ELP Anchor Standards encompass the following skills: Receptive, Productive, Interactive and Interpretive.

- Anchor Standards 1 and 8: Receptive and Interpretive skills used in listening and reading

- Anchor Standards 3, 4, 7: Productive skills used in speaking and writing
- Anchor Standards 2, 5, 6: Interactive skills requiring collaborative use of both receptive and productive skills
- Anchor Standards 8, 9 and 10: Micro-linguistic features such as determining the meaning of words and using appropriate speech and conventions of Standard English.

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

LIFE AND WORK COMPETENCIES

The final section of the framework provides instructors with a comprehensive list of Life and Work Competencies. The RLA and ELP Standards should be taught contextually by building lessons around the life and work competencies that relate to students' personal and career goals. Many of the competencies can be taught across the full range of the Adult ESOL levels, while some are more applicable to beginning levels and others to advanced levels.

The FDOE Life and Work Competencies cover the following nine subject areas:

1. Communication
2. Employment
3. Community
4. Consumer Education
5. Health
6. Civics
7. Environment
8. Mathematics
9. Learning and Thinking

ASSESSMENTS

Assessments approved by FDOE (see Rule 6A-6.014, FAC.) and USDOE measure the completion of EFLs. The following tests (online and paper versions) have been approved for use in Adult ESOL: BEST Plus 2.0 and BEST Literacy, CASAS (Life and Work 80 Reading Series and 980 Listening Series), and TABE CLAS-E. For additional information, see http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml.

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.

INTEGRATED EDUCATION AND TRAINING (IET)

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

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

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

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA.

In order to meet the "integrated" requirement of IET, all services must include the following:

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

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

REASONING THROUGH LANGUAGE ARTS (RLA) EXPECTATIONS

The RLA Expectations are those overarching skills that run through every component of language arts. These are skills that students should be using throughout the strands. The standards themselves are divided into four strands: Foundations, Reading, Communication, and Vocabulary.

RLA EXPECTATIONS

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

FOUNDATIONS STRAND

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

The Foundations (F) strand includes 1 standard and 4 benchmarks.

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

Strand: Foundations (F) Standard: Learning and Applying Foundational Reading Skills		
ESOL Level	**RLA Code**	**Print Concepts Benchmark F.1.1**
1-3	RLA.L1.F.1.1	Demonstrate knowledge of the basic concepts of print. a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. f. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. g. Identify all upper- and lowercase letters of the alphabet. h. Recognize that print conveys specific meaning and pictures may support meaning.
4	N/A	None for this level.
5	N/A	None for this level.
6	N/A	None for this level.
ESOL Level	**RLA Code**	**Phonological Awareness Benchmark F.1.2**
1-3	RLA.L1.F.1.2	Phonological Awareness: Demonstrate phonological awareness. a. Identify and produce alliterative and rhyming words. b. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. c. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. d. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. e. Blend single-syllable spoken words with at least five phonemes. f. Segment single-syllable spoken words with at least five phonemes. g. Segment and blend phonemes in multi-syllable spoken words.
4	N/A	None for this level.
5	N/A	None for this level.
6	N/A	None for this level.
ESOL Level	**RLA Code**	**Phonics and Word Analysis Benchmark F.1.3**
1-3	RLA.L1.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode and encode consonant-vowel-consonant (CVC) words. d. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. e. Decode simple words with r-controlled vowels. f. Decode and encode regularly spelled one-syllable words. g. Decode words with inflectional endings. h. Decode two-syllable words with regular patterns by breaking the words into syllables. i. Decode words that use final –e and vowel teams to make long vowel sounds.
4	RLA.L2.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).

		d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). f. Decode words with common Greek and Latin roots and affixes. (See 3.V.1.2) g. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, - less, -est). h. Decode multisyllabic words.
5	RLA.L3.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read, comprehend, and write unfamiliar single-syllable and multisyllabic words in and out of context.
6	RLA.L4.F.1.3	Know and apply phonics and word analysis skills in decoding and encoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Use an array of strategies to accurately encode single-syllable and multisyllabic words. c. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
ESOL Level	**RLA Code**	**Fluency Benchmark F.1.4**
1-3	RLA.L1.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words.
4	RLA.L2.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.
5	RLA.L3.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.
6	RLA.L4.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.

READING STRAND

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

The Reading (R) strand includes 2 standards and 8 benchmarks.

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

Strand: Reading (R) **Standard: Reading Informational Text**		
ESOL Level	**RLA Code**	**Structure Benchmark R.2.1**
1-3	RLA.L1.R.2.1	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.
4	RLA.L1.R.2.1	Explain how text features (print and digital) contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
5	RLA.L3.R.2.1	Explain how text features (including charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) contribute to the overall meaning and identify the text structures of problem/solution, sequence, and description in texts.
6	RLA.L4.R.2.1	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
ESOL Level	**RLA Code**	**Central Idea Benchmark R.2.2**
1-3	RLA.L1.R.2.2	Identify the topic of and relevant details in a text.
4	RLA.L2.R.2.2	Identify the central idea and explain how relevant details support that idea in a text.
5	RLA.L3.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.
6	RLA.L4.R.2.2	Analyze two or more central ideas, implied or explicit, and their development throughout a text.
ESOL Level	**RLA Code**	**Purpose and Perspective Benchmark R.2.3**
1-3	N/A	None for this level.
4	RLA.L2.R.2.3	Explain an author's purpose and its development in an informational text.
5	RLA.L3.R.2.3	Analyze an author's purpose and/or perspective in an informational text. a. Analyze authors' purpose(s) in multiple accounts of the same event or topic.
6	RLA.L4.R.2.3	Explain how an author establishes and achieves purpose(s) through diction, syntax, rhetorical appeals and/or figurative language.
ESOL Level	**RLA Code**	**Argument Benchmark R.2.4**
1-3	RLA.L1.R.2.4	Identify and explain an author's opinion(s) and supporting evidence.
4	RLA.L2.R.2.4	Identify and explain an author's claim and the reasons and evidence used to support the claim.
5	RLA.L3.R.2.4	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.
6	RLA.L4.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.
ESOL Level	**RLA Code**	**Connecting Ideas Benchmark R.3.5**
1-3	RLA.L1.R.2.5	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
4	RLA.L2.R.2.5	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
5	RLA.L3.R.2.5	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
6	RLA.L4.R.2.5	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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

COMMUNICATION STRAND

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

The Communication (C) strand includes 5 standards and 10 benchmarks.

STANDARD	BENCHMARK	CODE
Communicating Through Writing	Handwriting	C.1.1
	Narrative Writing	C.1.2
	Argumentative Writing	C.1.3
	Expository Writing	C.1.4
	Improving Writing	C.1.5
Communicating Orally	Oral Presentation	C.2.1

Following Conventions	Conventions	C.3.1
Researching	Researching and Using Information	C.4.1
Creating and Collaborating	Multimedia	C.5.1
	Technology in Communication	C.5.2

Strand: Communication (C) **Standard: Communicating Through Writing**		
ESOL Level	**RLA Code**	**Handwriting Benchmark C.1.1**
1-3	RLA.L1.C.1.1	Print all upper- and lowercase letters legibly.
4	RLA.L2.C.1.1	Write in cursive all upper- and lowercase letters, including fluently joining letters to create words. Include fluency of joining letters to create words and sentences here.
5	RLA.L3.C.1.1	Demonstrate fluent and legible cursive writing skills.
6	N/A	None for this level.
ESOL Level	**RLA Code**	**Narrative Writing Benchmark C.1.2**
1-3	RLA.L1.C.1.2	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
4	RLA.L2.C.1.2	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.
5	RLA.L3.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.
6	RLA.L4.C.1.2	Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language, and a clearly established point of view.
ESOL Level	**RLA Code**	**Argumentative Writing Benchmark C.1.3**
1-3	RLA.L1.C.1.3	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.
4	RLA.L2.C.1.3	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.
5	RLA.L3.C.1.3	Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.
6	RLA.L4.C.1.3	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration, and using a logical organizational structure with varied transitions.
ESOL Level	**RLA Code**	**Expository Writing Benchmark C.1.4**
1-3	RLA.L1.C.1.4	Write expository texts about a topic, using a source, providing facts and a sense of closure.
4	RLA.L2.C.1.4	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.
5	RLA.L3.C.1.4	Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-specific vocabulary, and a conclusion.
6	RLA.L4.C.1.4	Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style, and a conclusion.

ESOL Level	RLA Code	Improving Writing Benchmark C.1.5
1-3	RLA.L1.C.1.5	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.
4	RLA.L2.C.1.5	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
5	RLA.L3.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
6	RLA.L4.C.1.5	Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity, cohesiveness, purpose, and audience.

Strand: Communication (C)
Standard: Communicating Orally

ESOL Level	RLA Code	Oral Presentation Benchmark C.2.1
1-3	RLA.L1.C.2.1	Present information orally using complete sentences and appropriate volume.
4	RLA.L2.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
5	RLA.L3.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
6	RLA.L4.C.2.1	Present information orally, in a logical sequence, supporting the central idea with credible evidence, using formal English, nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Strand: Communication (C)
Standard: Following Conventions

ESOL Level	RLA Code	Conventions Benchmark C.3.1
1-3	RLA.L1.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
4	RLA.L2.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
5	RLA.L3.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
6	RLA.L4.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Strand: Communication (C)
Standard: Researching

ESOL Level	RLA Code	Researching and Using Information Benchmark C.4.1
1-3	RLA.L1.C.4.1	Recall information or participate in research to gather information to answer a question about a single topic.
4	RLA.L2.C.4.1	Conduct research to answer a question, organizing information about the topic from multiple print and digital sources.
5	RLA.L3.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid (print and digital) sources.
6	RLA.L4.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid (print and digital) sources, refocusing the inquiry when appropriate, and generating additional questions for further research.

Strand: Communication (C) Standard: Creating and Collaborating		
ESOL Level	**RLA Code**	**Multimedia Benchmark C.5.1**
1-3	RLA.L1.C.5.1	Use a multimedia element to enhance oral or written tasks.
4	RLA.L2.C.5.1	Use two or more multimedia elements to enhance oral or written tasks.
5	RLA.L3.C.5.1	Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.
6	RLA.L4.C.5.1	Integrate diverse digital media to enhance audience engagement, build cohesion, and emphasize the relevance of a topic or idea in oral or written tasks.
ESOL Level	**RLA Code**	**Technology in Communication Benchmark C.5.2**
1-3	RLA.L1.C.5.2	Identify and use a variety of technology and digital tools to produce and publish writing individually or with peers and with support from adults.
4	RLA.L2.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
5	RLA.L3.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
6	RLA.L4.C.5.2	Use a variety of digital tools to produce and collaborate with others to produce writing.

VOCABULARY STRAND

The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary particularly general academic words and phrases.

The Vocabulary (V) Strand has 1 standard and 3 benchmarks.

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

Strand: Vocabulary (V) Standard: Finding Meaning		
ESOL Level	**RLA Code**	**Academic Vocabulary Benchmark (V.1.1)**
1-3	RLA.L1.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
4	RLA.L2.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
5	RLA.L3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
6	RLA.L4.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ESOL Level	**RLA Code**	**Morphology Benchmark (V.1.2)**
1-3	RLA.L1.V.1.2	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
4	RLA.L2.V.1.2	Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
5	RLA.L3.V.1.2	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.
6	RLA.L4.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

ESOL Level	RLA Code	Context and Connotation Benchmark (V.1.3)
1-3	RLA.L1.V.1.3	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.
4	RLA.L2.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
5	RLA.L3.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
6	RLA.L4.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS	
ELP Anchor Standard 1	Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.
ELP Anchor Standard 2	Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
ELP Anchor Standard 3	Speak and write about level-appropriate complex literary and informational texts and topics.
ELP Anchor Standard 4	Construct level-appropriate oral and written claims and support them with reasoning and evidence.
ELP Anchor Standard 5	Conduct research and evaluate and communicate findings to answer questions or solve problems.
ELP Anchor Standard 6	Analyze and critique the arguments of others orally and in writing.
ELP Anchor Standard 7	Adapt language choices to purpose, task, and audience when speaking and writing.
ELP Anchor Standard 8	Determine the meaning of words and phrases in oral presentations and literary and informational text.
ELP Anchor Standard 9	Create clear and coherent level-appropriate speech and text.
ELP Anchor Standard 10	Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

English Language Proficiency Anchor Standard	ESOL Level	English Language Proficiency Level-Specific Standard
		By the end of the ELP level standard, an ELL can:
Anchor Standard 1 Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	1-2	Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.
	3	Use an emerging set of strategies to: • Identify the main topic in oral presentations and simple spoken and written texts. • Retell a few key details.
	4	Use a developing set of strategies to: • Determine a central idea or theme in oral presentations and spoken and written texts • Retell key details. • Answer questions about key details. • Explain how the theme is developed by specific details in texts. • Summarize part of a text.
	5	Use an increasing range of strategies to: • Determine a central idea or theme in oral presentations and spoken and written texts. • Analyze the development of the themes/ideas. • Cite specific details and evidence from texts to support the analysis. • Summarize a text.
	6	Use a wide range of strategies to: • Determine central ideas or themes in oral presentations and spoken and written texts. • Analyze the development of the themes/ideas. • Cite specific details and evidence from texts to support the analysis. • Summarize a text.
Anchor Standard 2 Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions	1-2	• Actively listen to others. • Participate in short conversations and written exchanges about familiar topics and in familiar contexts. • Present simple information. • Respond to simple yes/no questions and some wh- questions.
	3	• Participate in short conversations and written exchanges about familiar topics and texts. • Present information and ideas. • Appropriately take turns in interactions with others. • Respond to simple questions and wh- questions.
	4	• Participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. • Build on the ideas of others. • Express his or her own ideas. • Ask and answer relevant questions. • Add relevant information and evidence. • Restate some of the key ideas expressed. • Follow rules for discussion. • Ask questions to gain information or clarify understanding.
	5	• Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. • Build on the ideas of others. • Express his or her own ideas. • Clearly support points with specific and relevant evidence. • Ask and answer questions to clarify ideas and conclusions. • Summarize the key points expressed.

English Language Proficiency Anchor Standard	ESOL Level	English Language Proficiency Level-Specific Standard
		By the end of the ELP level standard, an ELL can:
	6	• Participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. • Build on the ideas of others. • Express his or her own ideas clearly and persuasively. • Refer to specific and relevant evidence from texts or research to support his or her ideas. • Ask and answer questions that probe reasoning and claims. • Summarize the key points and evidence discussed.
Anchor Standard 3 Speak and write about level-appropriate complex literary and informational texts and topics.	1-2	With support, • Communicate information and feelings about familiar texts, topics, and experiences.
	3	With support, • Deliver short oral presentations. • Compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.
	4	With support, • Deliver short oral presentations, • Compose written informational texts. • Develop the topic with a few details about familiar texts, topics, or events.
	5	• Deliver oral presentations. • Compose written informational texts, • Develop the topic with some relevant details, concepts, examples, and information. • Integrate graphics or multimedia when useful about a variety of texts, topics, or events.
	6	• Deliver oral presentations • Compose written informational texts. • Fully develop the topic with relevant details, concepts, examples, and information. • Integrate graphics or multimedia when useful about a variety of texts, topics, or events.
Anchor Standard 4 Construct level-appropriate oral and written claims and support them with reasoning and evidence.	1-2	• Express an opinion about a familiar topic, experience or event. • Give a reason for the opinion.
	3	• Construct a claim about familiar topics, experiences, or events. • Introduce the topic, experience, or event. • Give a reason to support the claim. • Provide a concluding statement.
	4	• Construct a claim about familiar topics • Introduce the topic. • Provide sufficient reasons or facts to support the claim. • Provide a concluding statement.
	5	• Construct a claim about a variety of topics. • Introduce the topic. • Provide logically ordered reasons or facts that effectively support the claim. • Provide a concluding statement.
	6	• Construct a substantive claim about a variety of topics. • Introduce the claim. • Distinguish it from a counter-claim.

English Language Proficiency Anchor Standard	ESOL Level	English Language Proficiency Level-Specific Standard
		By the end of the ELP level standard, an ELL can:
		• Provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim. • Provide a conclusion that summarizes the argument presented.
Anchor Standard 5 Conduct research and evaluate and communicate findings to answer questions or solve problems.	1-2	With support, • Carry out short, shared research projects. • Gather information from a few provided print and digital sources. • Label collected information, experiences, or events. • Recall information from experience or from a provided source.
	3	With support, • Carry out short individual or shared research projects. • Gather information from provided print and digital sources. • Record information in simple notes. • Summarize data and information.
	4	With support, • Carry out short research projects to answer a question. • Gather information from multiple provided. • Print and digital sources. • Paraphrase key information in a short written or oral report. • Include illustrations, diagrams, or other graphics as appropriate. • Provide a list of sources.
	5	• Carry out both short and more sustained research projects to answer a question. • Gather information from multiple print and digital sources. • Evaluate the reliability of each source. • Use search terms effectively. • Synthesize information from multiple print and digital sources. • Integrate information into an organized oral or written report. • Include illustrations, diagrams, or other graphics as appropriate. • Cite sources appropriately.
	6	• Carry out both short and more sustained research projects to answer a question or solve a problem. • Gather information from multiple print and digital sources. • Evaluate the reliability of each source. • Use advanced search terms effectively. • Synthesize information from multiple print and digital sources. • Analyze and integrate information into clearly organized spoken and written texts. • Include illustrations, diagrams, or other graphics as appropriate. • Cite sources appropriately.
Anchor Standard 6 Analyze and critique the arguments of others orally and in writing.	1-2	With support, • Identify a point an author or a speaker makes.
	3	With support, • Identify the main argument an author or speaker makes. • Identify one reason an author or a speaker gives to support the argument.
	4	With support, • Explain the reasons an author or a speaker gives to support a claim. • Identify one or two reasons an author or a speaker gives to support the main point.
	5	• Analyze the reasoning in persuasive spoken and written texts. • Determine whether the evidence is sufficient to support the claim.

English Language Proficiency Anchor Standard	ESOL Level	English Language Proficiency Level-Specific Standard
		By the end of the ELP level standard, an ELL can:
		• Cite textual evidence to support the analysis.
	6	• Analyze and evaluate the reasoning in persuasive spoken and written texts. • Determine whether the evidence is sufficient to support the claim. • Cite specific textual evidence to thoroughly support the analysis.
Anchor Standard 7 Adapt language choices to purpose, task, and audience when speaking and writing	1-2	• Show emerging awareness of differences between informal and formal language use. • Recognize the meaning of some words learned through conversations, reading, and being read to.
	3	• Show increasing awareness of differences between informal and formal language use. • Adapt language choices to task and audience with emerging control in various social and academic contexts. • Begin to use some frequently occurring general academic and content-specific words.
	4	• Adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts. • Use an increasing number of general academic and content-specific words and expressions in spoken and written texts. • Show developing control of style and tone in spoken and written texts.
	5	• Adapt language choices and style according to purpose, task, and audience in various social and academic contexts. • Use a wider range of complex general academic and content-specific words and phrases. • Adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.
	6	• Adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. • Use a wide variety of complex general academic and content-specific words and phrases. • Employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.
Anchor Standard 8 Determine the meaning of words and phrases in oral presentations and literary and informational text.	1-2	Relying heavily on context, questioning, and knowledge of morphology in their native language(s), • Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.
	3	Using context, questioning, and knowledge of morphology in their native language(s), • Determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.
	4	Using context, questioning, and a developing knowledge of English and their native language(s)' morphology. • Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.
	5	Using context, questioning, and an increasing knowledge of English morphology, • Determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic

English Language Proficiency Anchor Standard	ESOL Level	English Language Proficiency Level-Specific Standard
		By the end of the ELP level standard, an ELL can:
		expressions in spoken and written texts about a variety of topics, experiences, or events.
	6	Using context, questioning, and consistent knowledge of English morphology, • Determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.
Anchor Standard 9 Create clear and coherent level-appropriate speech and text.	1-2	With support, • Communicate basic information about an event or topic. • Use a narrow range of vocabulary and syntactically simple sentences.
	3	With support, • Recount a short sequence of events in order. • Introduce an informational topic. • Provide one or two facts about the topic. • Use common linking words to connect events and ideas.
	4	With support, • Recount a sequence of events, with a beginning, middle, and end. • Introduce and develop an informational topic with facts and details. • Use common transitional words and phrases to connect events, ideas, and opinions. • Provide a conclusion.
	5	• Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. • Introduce and develop an informational topic with facts, details, and evidence. • Use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • Provide a concluding section or statement.
	6	• Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. • Introduce and effectively develop an informational topic with facts, details, and evidence. • Use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • Provide a concluding section or statement.
Anchor Standard 10 Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	1-2	With support, • Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions. • Understand and respond to simple questions.
	3	With support, • Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. • Produce simple and compound sentences.
	4	With support, • Use simple phrases. • Use simple clauses. • Produce and expand simple, compound, and a few complex sentences.
	5	• Use increasingly complex phrases. • Use increasingly complex clauses. • Produce and expand simple, compound, and complex sentences.

English Language Proficiency Anchor Standard	ESOL Level	English Language Proficiency Level-Specific Standard
		By the end of the ELP level standard, an ELL can:
	6	• Use complex phrases and clauses. • Produce and expand simple, compound, and complex sentences.

LIFE AND WORK COMPETENCIES

	Subject Areas
1	**Communication**
2	**Employment**
3	**Community**
4	**Consumer Economics**
5	**Health**
6	**Civics**
7	**Environment**
8	**Mathematics**
9	**Learning and Thinking**
1	**Communication**
1.1	Interact with others effectively in the classroom.
1.2	Respond appropriately to common information questions (name, address, family members, and country).
1.3	Identify or use appropriate non-verbal behavior (e.g., handshaking).
1.4	Converse about daily and leisure activities, every day topics, and personal interests.
1.5	Identify family members and their relationships.
1.6	Complete a personal information form.
1.7	Use a telephone or similar device to make and receive calls and for other functions.
1.8	Interpret or write a personal note, invitation, or letter.
1.9	Identify the months of the year and the days of the week.
1.10	Understand, follow, or give instructions, including commands and polite request (e.g., Do this; Will you do this?).
1.11	Understand or use appropriate language to clarify or request clarification.
1.12	Understand or use appropriate language for informational purpose (e.g., to identify, describe, ask for information, state needs, agree or disagree).
1.13	Understand or use appropriate language to influence or persuade (e.g., to caution, to advise, to persuade, and to negotiate).
1.14	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize.
1.15	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset).
2	**Employment**
	Obtaining Employment
2.1	Identify and use sources of information about job opportunities such as job descriptions.
2.2	Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses.
2.3	Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application.
2.4	Identify and use information about training opportunities.
2.5	Identify common occupations and the skills and education required for them.
2.6	Identify procedures for career planning, including self-assessment.
2.7	Identify appropriate skills and education for keeping a job and getting a promotion.
2.8	Interpret job responsibilities and performance reviews.
2.9	Identify job training needs and set learning goals.
2.10	Identify/interpret appropriate behaviors, attire, attitudes, and interpersonal interactions in the workplace.

LIFE AND WORK COMPETENCIES	
	Wages
2.11	Interpret information about wages, deductions, pay statements, and timekeeping forms.
2.12	Interpret employee handbooks, personnel policies, employee benefits, and job manuals.
2.13	Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment.
	Workplace Safety
2.15	Identify/interpret safety signs and manuals, safe work procedures, and ergonomic requirements in the workplace.
2.16	Identify common safety equipment and safe work attire.
2.17	Identify/interpret unsafe conditions and accidents in the workplace and procedures for reporting them.
	Workplace Tools and Technology
2.18	Demonstrate use of common business machines.
2.19	Demonstrate the ability to use a computer in performing work tasks.
2.20	Identify tools, equipment, and machines in the workplace.
2.21	Interpret work-related technical service manuals.
2.22	Identify/interpret procedures to troubleshoot/resolve problems with machines, and maintain them.
	Workplace Communication
2.23	Interpret general work-related vocabulary (e.g., supervisor, shift).
2.24	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms charts, checklists, etc.
2.25	Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism.
2.26	Demonstrate ability to select, set up, and apply appropriate technology for a given task.
2.27	Demonstrate ability to 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.
2.28	Demonstrate effective communication skills in working with customers and clients.
2.29	Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers.
2.30	Assess the operation of a system or organization and make recommendations for improvement, including development of new systems.
2.31	Interpret and write work-related correspondence, including notes, memos, letters, and e-mail.
2.32	Interpret written workplace announcements and notices.
2.33	Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.
2.34	Select and analyze work-related information for a given purpose and communicate it to others orally or in writing.
2.35	Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution.
2.36	Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance.
	Workplace Resource Management
2.37	Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records.
2.38	Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered).
3	**Community**
3.1	Ask for, give, follow, or clarify directions to a place or location, including reading signs.
3.2	Identify/interpret signs related to public transportation.
3.3	Identify/interpret different types of transportation in the community, and interpret traffic information.
3.4	Identify/interpret maps relating to travel needs, including internet-based map systems.
3.5	Interpret information about weather conditions (e.g., hurricanes, tornadoes, lightning).
3.6	Locate and utilize services of agencies that provide emergency help.

LIFE AND WORK COMPETENCIES	
3.7	Identify governmental social services (e.g., Social Security, Medicare, welfare programs).
3.8	Interpret the types of community services available through community organizations.
3.9	Locate and interpret information related to classes and schedules.
3.10	Interpret school-related registration and application forms.
3.11	Interpret information about social issues.
4	**Consumer Economics**
	Measurement and Money
4.1	Interpret recipes.
4.2	Interpret, use and compute measurement for consumer-related purposes.
4.3	Count, convert, and use coins and currency, and recognize symbols such as ($) and (.).
4.4	Interpret advertisements, labels, charts, and price tags in selecting goods and services.
	Purchasing Goods and Services
4.5	Compare price, quality, and product information to determine the best buys for goods and services.
4.6	Identify common food items.
4.7	Identify common articles of clothing.
4.8	Identify, compare and use methods for purchasing goods and services, including online purchasing.
4.9	Make returns, exchanges, and customer service requests.
4.10	Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments.
4.11	Identify common articles of clothing.
	Consumer Protection
4.12	Identify consumer protection resources concerning business practices and solicitations.
4.13	Identify procedures the consumer can follow if merchandise or service is unsatisfactory.
4.14	Interpret product guarantees and warranties.
4.15	Interpret operating instructions, directions, or labels for consumer products.
4.16	Interpret information to obtain repairs.
	Financial Literacy
4.17	Interpret information about personal and family budgets.
4.18	Consider need, affordability, and long-term implications in making purchases.
4.19	Interpret different types of bills (e.g., medical, utilities, and credit card).
4.20	Demonstrate ability to use and manage banking services such as ATMs, direct deposit, debit card purchasing, and online banking.
4.21	Interpret information about the types of loans available through lending institutions.
4.23	Interpret information about credit and debt, including interest rates, payment terms and credit reports.
	Housing
4.24	Identify different kinds of housing, areas of the home, and common household items.
4.25	Select appropriate housing by reading ads, signs, and other information, and by making inquiries.
4.26	Interpret lease and rental documents.
4.27	Interpret information about tenant and landlord rights and obligations.
4.28	Interpret information about housing loans and homeowner insurance.
4.29	Communicate maintenance needs and housing problems to a landlord or property manager.
4.30	Recognize home theft and fire prevention measures.
	Transportation

LIFE AND WORK COMPETENCIES	
4.31	Interpret highway and traffic signs and signals, including parking information.
4.32	Identify driving regulations and procedures to obtain a driver's license.
4.33	Compute mileage and gasoline consumption.
4.34	Interpret maps related to driving.
4.35	Interpret information related to the selection and purchase of a car.
4.36	Interpret information related to automobile maintenance.
4.37	Identify types of vehicles and basic car parts and features, including safety equipment.
5	**Health**
	Basic Health and Medical Information
5.1	Identify parts of the body.
5.2	Identify information necessary to make or keep medical and dental appointments.
5.3	Identify and use health care services and facilities, including interacting with staff.
5.4	Identify and access counseling services.
5.5	Interpret information about health care plans, insurance, and benefits.
5.6	Fill out medical health history forms.
5.7	Interpret medical bills.
5.8	Identify and use appropriate medications, including prescription, over-the-counter, and generic.
5.9	Interpret medicine labels.
5.10	Interpret product labels, including directions and warnings.
5.11	Identify safety measures that can prevent accidents and injuries.
5.12	Interpret procedures for first-aid.
5.13	Interpret information about AIDS and other sexually transmitted diseases.
5.14	Recognize problems related to drugs, tobacco, and alcohol, and identify where treatment may be obtained.
5.15	Interpret immunization requirements.
5.16	Interpret health and danger alerts.
5.17	Interpret medical-related vocabulary (e.g., X-ray, blood test).
	Maintaining Health
5.18	Interpret information about nutrition, including food labels.
5.19	Identify/interpret information about a healthy diet.
5.20	Identify how to handle, prepare and store food safely.
5.21	Identify practices that promote dental health.
5.22	Identify practices to maintain health such as regular checkups, exercise, and disease prevention measures.
5.23	Interpret information about illnesses, diseases, and health conditions, and their symptoms.
5.24	Communicate with medical personnel regarding condition, diagnosis, treatment, concerns, and instructions.
5.25	Interpret information on the development, care, and health and safety concerns of children.
6	**Civics**
	Voting and Civic Engagement
6.1	Identify/interpret voter qualifications and registration forms.
6.2	Interpret a ballot.
6.3	Interpret information about electoral politics, political parties, and candidates.
6.4	Identify, interpret, and express opinions on political and other public issues.
6.5	Identify how to contact public officials about issues and concerns.

LIFE AND WORK COMPETENCIES	
	U.S. History
6.6	Identify the U.S. flag, other national symbols, and principal monuments.
6.7	Interpret information about U.S. history.
6.8	Identify/interpret U.S. historical documents.
6.9	Interpret information about U.S. states, cities, geographical features, and points of interest.
	Legal Rights and Responsibilities
6.10	Interpret laws and ordinances, and legal forms and documents.
6.11	Identify individual legal and civil rights and procedures for obtaining legal advice.
6.12	Interpret basic court procedures.
6.13	Interpret information or identify requirements for establishing residency and/or obtaining citizenship.
6.14	Identify common infractions, crimes, legal consequences.
6.15	Identify procedures for reporting a crime.
6.16	Identify legal obligations in domestic relationships and how to report problems.
	Functions of Government
6.17	Interpret information about the legislative, judicial, and executive branches and their activities.
6.18	Interpret information about the military and law enforcement.
6.19	Identify local, state and federal government officials and their roles.
	Civic Activities
6.20	Identify ways to communicate with and interact with local, state and federal government officials.
6.21	Identify civic responsibilities, e.g., voting, jury duty, and paying taxes.
6.22	Interpret information about civic organizations and public service groups.
6.23	Interpret information about neighborhood or community problems and their solutions.
	Economics
6.24	Identify trends in the economy related to wages and employment.
6.25	Identify trends in the economy related to prices of goods and services.
6.26	Interpret information on economic issues that are part of current events.
7	**Environment**
7.1	Identify the principal components of the weather and Earth's climate system.
7.2	Interpret information related to the way the principal components of the weather and Earth's climate system interact.
7.3	Identify the principal elements of climate change.
7.4	Interpret information related to the way climate change impacts on environmental, biological, and social systems.
7.5	Identify ways to use energy efficiently.
7.6	Interpret information related to energy issues.
7.7	Interpret information about issues related to natural sciences, such as biology.
7.8	Interpret information related to uses of technology to conserve and protect the natural environment.
7.9	Identify ways of conserving resources, including recycling.
8	**Mathematics**
	Note: Instructors may use the FDOE ABE Mathematics Standards to complement instruction in mathematics.
8.1	Count to 100 by ones and by tens.
8.2	Identify and classify numeric symbols.
8.3	Tell and write time in hours and half-hours using analog and digital clocks.
8.4	Compare two numbers between 1 and 10 presented as written numerals.

LIFE AND WORK COMPETENCIES	
8.5	Count and associate numbers with quantities, including recognizing correct number sequencing.
8.6	Solve addition and subtraction word problems, and add and subtract within 10.
8.7	Using drawings or objects, find the number between 1-9 that makes 10 when added to the given number.
8.8	Identify information needed to solve a given problem.
8.9	Use the four operations to compute using whole numbers.
8.10	Convert common or mixed fractions to decimal fractions or percents.
8.11	Use the four operations to compute with percents, rate, ratio, and proportion.
8.12	Apply a percent to determine amount of discount.
8.13	Apply a percent in a context not involving money.
8.14	Recognize and evaluate simple consumer formulas.
8.15	Convert units of U.S. standard measurement and metric system.
8.16	Recognize, use, and measure linear dimensions, geometric shapes, or angles.
8.17	Measure area and volume of geometric shapes.
8.18	Use or interpret measurement instruments, such as rulers, scales, gauges, and dials.
8.19	Interpret diagrams, illustrations, and scale drawings.
8.20	Calculate with units of time.
8.21	Interpret data from graphs.
8.22	Compute averages, medians, or modes.
8.23	Interpret statistical information used in news reports and articles.
8.24	Interpret statements of probability.
9	**Learning and Thinking**
9.1	Identify and prioritize personal, educational, and workplace goals.
9.2	Identify and paraphrase pertinent information.
9.3	Analyze a situation, statement, or process, identifying component elements and casual and part/whole relationships.
9.4	Make comparisons, differentiating among, sorting, and classifying items, information, or ideas.
9.5	Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize.
9.6	Identify a problem and its possible causes.
9.7	Generate ideas using various approaches, such as brainstorming.
9.8	Devise and implement a solution to an identified problem.
9.9	Evaluate the outcome of a solution and suggest modifications to it as needed.
9.10	Take notes or write a summary or an outline.
9.11	Use an index or table of contents.
9.12	Identify/interpret test-taking skills and strategies.
9.13	Interpret visual representations, e.g., symbols, blueprints, flowcharts, and schematics.
9.14	Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations.

Florida Department of Education
Adult General Education
Curriculum Frameworks

ADULT ESOL COLLEGE AND CAREER READINESS	
Program/Course Number	**9900051**
CIP Number	1532.010302
Grade Level	30,31
Standard Length	450 hours maximum recommended

PURPOSE
The purpose of the Adult ESOL College and Career Readiness (CCR) course is to prepare students who have exited the Adult ESOL course to prepare for and be successful in college or post-secondary career and technical education programs.

STUDENTS
Students enrolling in the Adult ESOL CCR course may have secondary or postsecondary degree(s) and/or credential(s) from another country or the U.S. Eligible students must be age 16 years or older and not enrolled in the K12 system.

CURRICULUM FRAMEWORK
The content of the Adult ESOL CCR course derives from the FDOE Adult Basic Skills (ASE) Standards and the Adult ESL English Language Proficiency Standards. The educational functioning level of the course is set above the NRS ESL level 6. When a student scores above level 6 of the Adult ESOL course in reading and listening, they are prepared to do well in this course. The Life and Work Series CASAS scores that correspond to this level are 236 and above in reading and 228 and above in listening. The NRS level of this course is equal to the FDOE ASE level 5 and English Language Proficiency Standards level 5.

The Adult ESOL College and Career Readiness curriculum framework is a guide for local programs to design an in-house curriculum that meets the needs of their students. The framework provides local programs with a broad outline of the knowledge and skills that students should learn. Local programs are encouraged to provide instructors with a curriculum comprised of the following elements:

- Educational outcomes that students are expected to have achieved upon completion of the course
- A description of the content covered in the course
- A description of learning activities that may be used when teaching the course
- A description of the types of vocabulary words and supporting grammar students will need to know
- A list of textbooks, workbooks, websites and online learning platforms, films, dictionaries, etc., that may be used

ASSESSMENTS
Prior to enrolling students in the Adult ESOL CCR course, programs are required to administer a state-approved assessment designed for Adult ESOL in the skill areas of reading and listening. Students should have reading and listening scores that are higher than the exit scores for the Adult ESOL course, but it is not required. If a student does not obtain a score that is higher than the exit score for reading and/or listening, programs should have other evidence showing the student is ready for the course.

The recommended test scores for enrollment in the Adult ESOL CCR course are as follows:

	BEST		CASAS Life and Work Series	TABE CLAS-E	
EFL Levels	**BEST Plus 2.0**	**Reading 80R**	**Listening 980L**	**Reading A & B**	**Listening A & B**
Above ESL Level 6	Above 564	Above 235	Above 227	Above 588	Above 607

After enrolling students in the course, programs are not required to continue testing students on a state-approved assessment for reporting learning gains. However, programs should test students on formative and summative assessments to gauge progress and guide instruction. Programs measure the learning gains made by students as they demonstrate the ability to perform the Adult Secondary Education skills as noted in the course standards. The instructor uses a Progress Report to document the student's progress through the course standards.

Completion of the course is established when the student has satisfactorily completed the course standards. Upon completion of the course standards, one Literacy Completion Point (LCP) is awarded. The instructor and program administrator sign off on the Progress Report for the course.

The program keeps a copy of the completed Progress Report in the student's permanent record for review by the FDOE Division of Career and Adult Education grants monitoring team.

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.

Adult Secondary Education Anchor Standards

ASE Reading Anchor Standards	
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.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
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.
10	Read and comprehend complex literary and informational texts independently and proficiently.

ASE Writing Anchor Standards	
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

ASE Speaking and Listening Anchor Standards	
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.
2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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.
5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

ASE Language Anchor Standards	
1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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 Adult Secondary Education level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

English Language Proficiency Anchor Standards

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

Correspondences of the ASE and ELP Standards for the Adult ESOL CCR Course

ABE and ASE Standards		ELP Standards									
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	ELP 6	ELP 7	ELP 8	ELP 9	ELP 10
Reading Foundations	RF 2										
	RF 3										
	RF 4										
Reading	R 1	1								9	
	R 2	1								9	
	R 3	1								9	
	R 4								8	9	
	R 5										
	R 6										
	R 7	1									
	R 8						6				
	R 9										
	R 10										
Writing	W 1				4		6				
	W 2			3							
	W 3			3							
	W 4										
	W 5							7			
	W 6		2								
	W 7					5					
	W 8					5					
	W 9					5					
Speaking and Listening	SL 1		2								
	SL 2	1									
	SL 3						6				
	SL 4			3	4	5				9	
	SL 5			3		5					
	SL 6							7		9	
Language	L 1										10
	L 2										
	L 3										10
	L 4								8		
	L 5								8		
	L 6							7			

ASE and ELP Anchor Standards with Corresponding Level Specific Standards

READING	
Reading Anchor Standard 1 **(Key Ideas and Details)** 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.	**ASE Level 5** 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.
ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	**Level 5** By the end of English language proficiency level 5, an ELL can use an increasing range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**Level 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.
Reading Anchor Standard 2 **(Key Ideas and Details)** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**ASE Level 5** 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.
ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	**Level 5** By the end of English language proficiency level 5, an ELL can use an increasing range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**Level 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.
Reading Anchor Standard 3 **(Key Ideas and Details)** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**ASE Level 5** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 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.

READING	
ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	**Level 5** By the end of English language proficiency level 5, an ELL can use an increasing range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**Level 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.
Reading Anchor Standard 4 **(Craft and Structure)** 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.	**ASE Level 5** Determine the meaning of 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 (e.g., how the language of a court opinion differs from that of a newspaper). 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.
ELP Anchor Standard 8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	**Level 5** By the end of English language proficiency level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**Level 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.
Reading Anchor Standard 5 **(Craft and Structure)** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.	**ASE Level 5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 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.
No ELP Anchor Standard Provided	**No Level Provided**
Reading Anchor Standard 6 **(Craft and Structure)** Assess how point of view or purpose shapes the content and style of a text.	**ASE Level 5** 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 (e.g., satire, sarcasm, irony, or understatement). 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.
No ELP Anchor Standard Provided	**No Level Provided**

READING	
Reading Anchor Standard 7 **(Integration of Knowledge and Ideas)** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	**ASE Level 5** 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 visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) 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.
ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	**Level 5** By the end of English language proficiency level 5, an ELL can use an increasing range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.
Reading Anchor Standard 8 **(Integration of Knowledge and Ideas)** 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.	**ASE Level 5** 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.
ELP Anchor Standard 6 An ELL can analyze and critique the arguments of others orally and in writing.	**Level 5** By the end of English language proficiency level 5, an ELL can • analyze and evaluate the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite specific textual evidence to thoroughly support the analysis.
Reading Anchor Standard 9 **(Integration of Knowledge and Ideas)** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**ASE Level 5** 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. 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. 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.
No ELP Anchor Standard Provided	**No Level Provided**

Reading Anchor Standard 10
(Range of Reading and Level of Text Complexity)

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

(Apply one or more of the Associated Quantitative Measures of Text Complexity to Reading Anchor Standards 1-9.)

ABE and ASE Bands	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
B (ABE Level 2)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
C (ABE Level 3)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
D (ABE Level 4)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
E ASE Level 5)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
E AES Level 5)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

WRITING	
Writing Anchor Standard 1 **(Texts Types and Purposes)** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**ASE Level 5** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
ELP Anchor Standard 4 An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.	**Level 5** By the end of English language proficiency level 5, an ELL can • construct a substantive claim about a variety of topics • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim • provide a conclusion that summarizes the argument presented.
ELP Anchor Standard 6 An ELL can analyze and critique the arguments of others orally and in writing.	**Level 5** By the end of English language proficiency level 5, an ELL can • analyze and evaluate the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite specific textual evidence to thoroughly support the analysis.
Writing Anchor Standard 2 **(Texts Types and Purposes)** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**ASE Level 5** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (e.g., articulating implications or significance of the topic).
ELP Anchor Standard 3 An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	**Level 5** By the end of English language proficiency level 5, an ELL can • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful • about a variety of texts, topics, or events.

WRITING	
Writing Anchor Standard 3 **(Texts Types and Purposes)** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	**ASE Level 5** Note: This level-specific standard covers ABE levels C-E. Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.
ELP Anchor Standard 3 An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	**Level 5** By the end of English language proficiency level 5, an ELL can • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.
Writing Anchor Standard 4 **(Production and Distribution of Writing)** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**ASE Level 5** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
No ELP Standard Provided	**No Level Provided**
Writing Anchor Standard 5 **(Production and Distribution of Writing)** Develop and strengthen writing needed by planning, revising, editing, rewriting, or trying a new approach.	**ASE Level 5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)
ELP Anchor Standard 7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	**Level 5** By the end of English language proficiency level 5, an ELL can • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.
Writing Anchor Standard 6 **(Production and Distribution of Writing)** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	**ASE Level 5** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ELP Anchor Standard 2 An ELL can participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	**Level 5** By the end of English language proficiency level 5, an ELL can • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.
Writing Anchor Standard 7 **(Research to Build and Present Knowledge)** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	**ASE Level 5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WRITING	
ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	**Level 5** By the end of English language proficiency level 5, an ELL can • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.
Writing Anchor Standard 8 **(Research to Build and Present Knowledge)** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	**ASE Level 5** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	**Level 5** By the end of English language proficiency level 5, an ELL can • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.
Writing Anchor Standard 9 **(Research to Build and Present Knowledge)** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**ASE Level 5** 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 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"). b. Apply Reading standards from this level to literary nonfiction (e.g., "Integrate quantitative or technical analysis with qualitative analysis in print or digital text").
ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	**Level 5** By the end of English language proficiency level 5, an ELL can • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.

SPEAKING & LISTENING	
Speaking & Listening Anchor Standard 1 (Comprehension and Collaboration) 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.	**ASE Level 5** Initiate and participate 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 and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
ELP Anchor Standard 2 An ELL can participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	**Level 5** By the end of English language proficiency level 5, an ELL can • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.
Speaking & Listening Anchor Standard 2 (Comprehension and Collaboration) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**ASE Level 5** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	**Level 5** By the end of English language proficiency level 5, an ELL can use an increasing range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.
Speaking & Listening Anchor Standard 3 (Comprehension and Collaboration) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**ASE Level 5** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
ELP Anchor Standard 6 An ELL can analyze and critique the arguments of others orally and in writing.	Level 5 By the end of English language proficiency level 5, an ELL can • analyze and evaluate the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite specific textual evidence to thoroughly support the analysis.
Speaking & Listening Anchor Standard 4 (Presentation of Knowledge and Ideas) 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.	**ASE Level 5** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
ELP Anchor Standard 3	**Level 5**

SPEAKING & LISTENING	
An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	By the end of English language proficiency level 5, an ELL can • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.
ELP Anchor Standard 4 An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.	**Level 5** By the end of English language proficiency level 5, an ELL can • construct a substantive claim about a variety of topics • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim • provide a conclusion that summarizes the argument presented.
ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	**Level 5** By the end of English language proficiency level 5, an ELL can • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**Level 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.
Speaking & Listening Anchor Standard 5 (Presentation of Knowledge and Ideas) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**ASE Level 5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELP Anchor Standard 3 An ELL can speak and write about level-appropriate complex literary and informational texts and topics.	**Level 5** By the end of English language proficiency level 5, an ELL can • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.

SPEAKING & LISTENING	
ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	**Level 5** By the end of English language proficiency level 5, an ELL can • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately.
Speaking & Listening Anchor Standard 6 (Presentation of Knowledge and Ideas) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**ASE Level 5** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
ELP Anchor Standard 7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	**Level 5** By the end of English language proficiency level 5, an ELL can • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.
ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.	**Level 5** By the end of English language proficiency level 5, an ELL can • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement.

LANGUAGE	
Language Anchor Standard 1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**ASE Level 5** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELP Anchor Standard 10 An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	**Level 5** By the end of English language proficiency level 5, an ELL can • use complex phrases and clauses • produce and expand simple, compound, and complex sentences.
Language Anchor Standard 2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**ASE Level 5** a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. c. Use a colon to introduce a list or quotation. Spell correctly.
No ELP Anchor Standard Provided	**No Level Provided**

LANGUAGE	
Language Anchor Standard 3 (Knowledge of Language) 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.	**ASE Level 5** **Blank**
ELP Anchor Standard 10 An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	**Level 5** By the end of English language proficiency level 5, an ELL can • use complex phrases and clauses • produce and expand simple, compound, and complex sentences.
Language Anchor Standard 4 (Vocabulary Acquisition and Use) 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.	**ASE Level 5** 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 sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. 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. 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).
ELP Anchor Standard 8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	**Level 5** By the end of English language proficiency level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.
Language Anchor Standard 5 (Vocabulary Acquisition and Use) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**ASE Level 5** Note: Level 5 of Language 5 is blank. This statement is for Level C, the highest level provided. 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 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.
ELP Anchor Standard 8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	**ASE Level 5** By the end of English language proficiency level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.
Language Anchor Standard 6 (Vocabulary Acquisition and Use) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the Adult Secondary Education level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.	**ASE Level 5** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the Adult Secondary Education level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LANGUAGE	
ELP Anchor Standard 7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	**ASE Level 5** By the end of English language proficiency level 5, an ELL can • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

PROGRESS REPORT
Adult ESOL College and Career Readiness
School District Course# 9900051
College CIP# 1532.010302

Adult Education Program Name	
Student Name	
Student Identifier Number	
Program Year	
Literacy Completion Point (LCP) Code	**A**
Date Course Completed	

The above-named student has satisfactorily completed the standards of the Adult Secondary Education course.

Program Director Signature Date

Program Director Printed Name

Instructor Signature Date

Instructor Printed Name Date

Florida Department of Education

ADULT ESOL LITERACY SKILLS	
Program Title	Adult ESOL Literacy Skills
Program/Course Number	9900300
CIP Number	1532.010303
Grade Level	30, 31
Standard Length	540 hours maximum recommended

PURPOSE

The purpose of the Adult ESOL Literacy Skills course is to assist English language learner adults, who are pre-literate, non-literate, or semi-literate in their native language, in improving their reading, writing, speaking, listening, and comprehension skills in English. The course is part of the Florida Adult Education Career Pathways system.

CURRICULUM FRAMEWORK

The Adult ESOL Literacy Skills curriculum framework is a guide for local programs to design an in-house curriculum that meets the needs of their students. The framework provides local programs with a broad outline of the knowledge and skills that students should learn. Local programs are encouraged to provide instructors with a curriculum comprised of the following elements:

- Educational outcomes that students will be expected to have achieved upon completion of the course
- A description of the content to be covered in the course
- A description of learning activities that may be used when teaching the course
- A description of the types of vocabulary words and supporting grammar students will need to know
- Suggested texts, workbooks, online learning programs and dictionaries, etc.

The educational functioning level of the Adult ESOL Literacy Skills framework is set at the pre-Adult ESOL level. Students enrolling in this course generally are unable to test, or, if they attempt to take a state-approved standardized assessment in reading and/or listening, they usually score below the accurate range.

The Adult ESOL Literacy Skills framework consists of the Basic Literacy Standards of Reading, Writing, Listening and Speaking and a set of Life and Work Competencies appropriate for their level. The content is compatible with principles of literacy and language acquisition for literacy level adult English language learners.

Instructors should integrate the Basic Literacy Standards with the Life and Work Skills Competencies into contextualized lessons. It is not necessary to follow a prescribed sequence in planning lessons based on the Standards and the Competencies. Materials and texts chosen for this course should be adult-oriented, at the appropriate language and literacy proficiency levels, and culturally sensitive. Instructors are encouraged to plan classroom activities that appeal to students with a variety of learning styles and incorporate students' prior knowledge and experiences.

ASSESSMENTS

Prior to enrolling students in the Adult ESOL Literacy Skills course, programs are required to determine if the student is able to take a state-approved assessment designed for Adult ESOL in the skill areas of reading and listening. The program should request the student to read and respond in writing to five questions in their native language from the FDOE Native Language Screening. If the student chooses to attempt to answer five questions in their native language, the program will administer the Native Language Screening and place the student in the Literacy Skills course based on the scoring table in the Native Language Screening. If the student chooses to attempt to take a state-approved assessment and obtains scores that are below the accurate range, the program should administer the Native Language Literacy Screening.

After enrollment in the course, programs should not attempt to test students on a state-approved assessment for reporting learning gains. However, programs should test students on formative and summative assessments to gauge progress and guide instruction. Programs measure the learning gains made by students as they demonstrate the ability to perform the Basic Literacy Standards and Life and Work Skills Competencies noted in the course. The instructor uses a Progress Report to document the student's progress through the course.

Completion of the course is established when the student satisfactorily completes the Basic Literacy Standards and Life and Work Skills Competencies noted in the course. The course has three levels, A, B, and C, and one Literacy Completion Point (LCP) is awarded for each level completed. The instructor and program administrator sign off on the Progress Report and the program keeps a copy of the completed Progress Report in the student's permanent record for review by the FDOE Division of Career and Adult Education grants monitoring team. Upon completion of the course, the student may transition to the Adult ESOL course by taking a state-approved assessment in reading and listening. The program will then place the student in the appropriate level of the Adult ESOL course based on the student's test scores.

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.

Basic Literacy Skill Standards		
1. Basic Literacy Skill Standards 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 Standards 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., <u>br</u>ead, <u>dr</u>ive, <u>fr</u>om, <u>sm</u>all)
	B1-10 Decode initial and final consonant sounds in CVC words using knowledge of sound/symbol correspondence	C1-7 Read digraphs (e.g., sh<u>oe</u>, th<u>ree</u>, ch<u>air</u>, ph<u>one</u>) and final consonant combinations (e.g., ca<u>ll</u>, cla<u>ss</u>, si<u>ck</u>)
		C1-8 Read diphthongs (e.g., b<u>oy</u>, h<u>ow</u>)

		C1-9 Use phonics to decode words with silent 'e' and long 'a' and 'i' sounds, (e.g., make, like)
A1-11 Demonstrate understanding that spaces separate words		C1-10 Demonstrate understanding that sentences begin with a capital letter and end with a period or question mark
A1-12 Demonstrate understanding that letters make up words and words make up sentences		C1-11 Demonstrate use of capital letter for names of people and places
		C1-12 Read basic tables of 2 to 4 rows and 2 to 4 columns (e.g., store hours, work schedules)
		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 Standards 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)

Life and Work Competencies		
2. Communication Competencies 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 native language (e.g., *What language do you speak?)*	
2. Communication Competencies 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 Competencies C. Time		
A2-15 Tell time to the hour and half-hour using digital and analog clocks	B2-14 Tell time using digital and analog clocks; read time found in text	C2-12 Write times in response to oral cues in number form (e.g., *It's 11:45)*
A2-16 Respond to *What day is today/ tomorrow?*	B2-15 Read and copy days and months using words and abbreviations	C2-13 Write days of the week and their abbreviations
A2-17 Say the days in order	B2-16 Match months with numbers (e.g., August = 8)	C2-14 Write months of the year and their abbreviations
A2-18 Say the months in order	B2-17 Respond to *What's today's date?* and *When* questions	C2-15 Locate calendar dates with ordinal numbers (e.g., *What day is the 21st?)*
	B2-18 Read and write dates in month/day/year format using all numbers (e.g., 10/11/10)	C2-16 Write dates in month/day/year format using abbreviations and numbers (e.g., Oct. 11, 2010)

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

4. Consumer and Community Education Competencies		
A4-1 Identify common denominations of U.S. currency (e.g., match "$1" with picture of dollar)	B4-1 Count U.S. coins and currency (e.g., identify three quarters as 75 cents)	
A4-2 Ask the price of an item	B4-2 Read prices	C4-1 Write dollar amounts up to $99.99
	B4-3 Identify the total and change on a receipt	C4-2 Identify methods of payment (e.g., cash, check)
A4-3 Identify basic survival signs and symbols in public buildings (e.g., No Smoking, EXIT)	B4-4 Read a simple sign showing store hours	C4-3 Locate name and address of addressee and sender on a letter

A4-4	Identify types of stores and community services (e.g., *drugstore, daycare)*	B4-5	Read types of stores and community services	C4-4	Use simple floor plans and directories to locate places in public buildings (e.g., shoe department, suite 102)
A4-5	Identify clothing items and colors of clothing	B4-6	Read names, sizes (S, M, L, XL) and prices of clothing items	C4-5	Read and write names, sizes and prices of clothing items
A4-6	Dial telephone numbers	B4-7	Read settings (e.g., ON/OFF HIGH/MED/LOW) on appliances and other devices (e.g., electric fan, oven)	C4-6	Read a fast food menu and order

5. Health and Nutrition Competencies					
A5-1	Identify common foods (e.. g., dairy, produce, fruits, meat)	B5-1	Read food names	C5-1	Write food names
		B5-2	Ask for location of foods in a supermarket and identify aisles in a store by number	C5-2	Read simple food ads with abbreviations (e.g., lb., ea., doz., gal.)
A5-2	Identify basic names for parts of the body	B5-3	Read basic names for parts of the body	C5-3	Write basic names for parts of the body
		B5-4	Identify and read common symptoms and illnesses (e.g., fever, headache)	C5-4	Write common symptoms and illnesses
A5-3	Identify common healthcare words (e.g., doctor, nurse, dentist, clinic, hospital, 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 Competencies					
A6-1	Identify types of transportation (e.g., *walk, bus, taxi, car, bicycle, train, get a ride)*	B6-1	Read types of transportation	C6-1	Write types of transportation
		B6-2	Respond to basic questions regarding transportation (e.g., *How do you get to school/work?)*		
A6-2	Read basic traffic signs and symbols (e.g., STOP, "H" for hospital)	B6-3	Read pedestrian signs (e.g., BUS STOP)	C6-2	Read basic traffic signs (e.g., ONE WAY, NO LEFT/RIGHT TURN)
A6-3	Respond to traffic signals (e.g., stoplight, caution signal, walk/don't walk)				
A6-4	Demonstrate proper use of seat belts and car seats	B6-4	Ask others to use seat belts and car seats		

A6-5 Ask for and follow simple directions to a place (e.g., *turn left/right, go 2 blocks)*	B6-5 Ask for and give simple directions to a place	C6-3 Read a very simple street map
A6-6 Describe locations of places (e.g., *next to, across from, between, on the corner)*	B6-6 Ask for local bus/train times and fare	C6-4 Use a simple local bus schedule to locate times and stops

PROGRESS REPORT

Adult ESOL Literacy Skills
School District Course# 9900300
College CIP# 1532.010303

Agency		
Student Name		
Student Identifier Number		
Program Year		
Completion Point (LCP) Codes	**A**	
	B	
	C	
Date Course Completed		

The above-named student has satisfactorily completed the Basic Literacy Skills Standards and the Life and Work Competencies of the Literacy Skills course.

Program Director Signature Date

Program Director Printed Name

Instructor Signature Date

Instructor Printed Name

Effective July, 2022

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	1532.010500
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 descriptions and Florida's Benchmarks for Excellent Student Thinking (B.E.S.T) Standards included in the secondary course description. Students in the AHS program must meet all state and local standards required for graduation*

Note: Refer to s. 1003.4282, F.S. or s. 1002.3105, F.S., at www.leg.state.fl.us for specific graduation options depending on 24 or 18 credit options including the 24 credit diploma option, and 18 credit ACCEL and Career Pathways diploma options.

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.

STANDARD DIPLOMA

To obtain a standard adult education diploma, a student must earn either the required 24 or 18 credits (depending on the chosen diploma 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
The adult education program number (9900010) for Adult High School must be used in conjunction with the appropriate secondary course number(s**)** for state and federal reporting purposes.

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

In order to meet most secondary accrediting agency requirements, please refer to the certification requirements listed in Sections 3 and 5 of the current year Florida Department of Education's Course Code Directory at http://www.fldoe.org/policy/articulation/ccd/ as appropriate for each specific course being offered.

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.

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

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 and does not require an adult education assessment test (i.e TABE, CASAS). For co-enrolled students entering an adult high school program, the instructional hours for two curricular courses per year are fundable. For the district workforce funding model, if more than two core curricula courses are reported, the two courses with the most instructional hours are used. All co-enrolled courses offered must be core curricula courses required for graduation as listed in the Course Code Directory and meet the Florida B.E.S.T (Benchmarks for Excellent Student Thinking) Standards. A list of eligible courses is posted each year on the Adult Education Curriculum Frameworks page at http://fldoe.org/academics/career-adult-edu/adult-edu/. *(Note: Courses designated as Credit Recovery (cr) are not included on the eligible course list as they are awarded as elective credits and do not apply toward core curricula requirements.)*

SPECIAL NOTES:

ACCOMODATIONS
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.

STANDARDS

Students entering high school in 2007-2008 and beyond must adhere to all provisions of section (s.) 1003.4282, F.S. or s. 1002.3105, F.S. Co-enrolled instruction may only be provided utilizing an approved secondary course as identified in the Course Code Directory at http://www.fldoe.org/policy/articulation/ccd/ and the Division of Career and Adult Education's current year posting entitled "Eligible Courses for Co-Enrollment, Adult High List." The list can be found on the Adult Education frameworks page at http://fldoe.org/academics/career-adult-edu/adult-edu. 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.

Florida Department of Education

ENGLISH LITERACY FOR CAREER AND TECHNICAL EDUCATION	
Program/Course Title	English Literacy for Career and Technical Education (ELCATE)
Program/Course Number	9900050
CIP Number	1532. 010301
Grade Level	30, 31
Recommended Length	450 hours maximum per level

PURPOSE

The purpose of the English Literacy for Career and Technical Education course is to provide English language instruction that meets the requirements of the 2014 Workforce Innovation and Opportunity Act (WIOA) program Integrated English Literacy and Civics Education. WIOA Section 243, 463.33 states: (a) Integrated English literacy and civics education services are education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States; (b) Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

STUDENTS

Students eligible to enroll are those who:

- Are age 16 years or older and not enrolled in the K12 system
- Score between NRS ESL levels 5 and 6 as measured by FDOE-approved assessments
- Are not simultaneously enrolled in the Adult ESOL course
- Are simultaneously enrolled in a Career and Technical Education (CTE) course that meets the requirements of the IELCE program

CURRICULUM FRAMEWORK

The ELCATE curriculum framework is a guide for local programs to design an in-house curriculum that meets the needs of their students. The framework provides local programs with a broad outline of the knowledge and skills that students should learn. Local programs are encouraged to provide instructors with a curriculum comprised of the following elements:

- Educational outcomes that students will be expected to have achieved upon completion of the course
- A description of the content to be covered in the course (the Academic Content Standards, English Language Proficiency Standards, Life and Work Competencies and other content created or collected by instructors)
- A description of learning activities that may be used when teaching the course
- A description of the types of vocabulary words and supporting grammar students will need to know
- A list of textbooks, workbooks, websites and online learning platforms, films, dictionaries, etc., that may be used

The ELCATE course addresses the following NRS Educational Functioning Levels:

FDOE ELCATE Levels		NRS ESL* Educational Functioning Levels
5	High Intermediate	ESL Level 5
6	Advanced	ESL Level 6
* ESL stands for English as a Second Language. It is synonymous with ESOL.		

The ELCATE curriculum framework consists of three components:

1. Reasoning through Language Arts (RLA) Standards for Adult General Education Programs
2. English Language Proficiency (ELP) Standards for Adult General Education Programs
3. The FDOE Life and Work Competencies for Adult General Education Programs

The first section of the ELCATE curriculum framework presents the RLA Standards. Section two presents the ELP standards and the final section presents the Life and Work Competencies. It is not intended that students will progress through the standards sequentially. The instructor may present topic-centered and/or project-based lessons that integrate all three components of the ESOL curriculum framework. Lesson plans and classroom instruction will benefit students most when the RLA Standards and ELP Standards are used in combination with a theme based on the Life and Work Competencies.

REASONING THROUGH LANGUAGE ARTS STANDARDS

The RLA standards represent what students are able to do upon completion of each level and cover the essential oral and written English communication skills students need for real-world applications. They are the end goal of all adult education students, including ESOL, as the students advance toward their long-term personal and career goals.

The RLA standards are separated into four strands: Foundations, Reading, Communication, and Vocabulary. There is also an overarching set of Expectations that run through every component of language arts. The table below illustrates the numbering used to indicate the RLA subjects, levels, strands, standards, and benchmarks.

Subject	RLA Level	Strand	Standard	Benchmark
RLA	L1	R	2	1
RLA.L1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to predict and confirm the topic as well as demonstrate understanding of texts.				

ENGLISH LANGUAGE PROFICIENCY STANDARDS

The ELP Standards reflect three key instructional advances:

1. Complex text: The standards provide regular practice with complex text and academic language.
2. Evidence from text: The standards prioritize students' ability to cite evidence from literary and informational text across the domains of reading, writing, speaking, and listening.
3. Content-rich text: The standards focus not only on English language skills but also on literacy across disciplines of science, social studies, and technical subjects, and on students' ability to build knowledge through comprehension of content-rich informational text.

The ELP Standards have the following roles in relation to adult English language learners:

- Support implementation of the RLA Standards in all programs statewide
- Provide guidance to teachers of ELCATE students at different levels access the RLA standards
- Make recommendations on the types of linguistic supports that ELCATE students may need

Each of the ten ELP Anchor Standards have five level standards that cover all the ELCATE levels. By the end of each of the five level standards, an ELCATE student should be able to do the skills described therein.
The ELP Anchor Standards encompass the following skills: Receptive, Productive, Interactive and Interpretive.

- Anchor Standards 1 and 8: Receptive and Interpretive skills used in listening and reading
- Anchor Standards 3, 4, 7: Productive skills used in speaking and writing
- Anchor Standards 2, 5, 6: Interactive skills requiring collaborative use of both receptive and productive skills
- Anchor Standards 8, 9 and 10: Micro-linguistic features such as determining the meaning of words and using appropriate speech and conventions of Standard English.

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

ASSESSMENTS

Assessments approved by FDOE (see Rule 6A-6.014, FAC.) and USDOE measure the completion of EFLs. The following paper and online tests have been approved for use in ELCATE: CASAS (Life and Work 80 Reading Series and 980 Listening Series), TABE

CLAS-E, BEST Plus 2.0 and BEST Literacy. For additional information, see http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml.

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.

INTEGRATED EDUCATION AND TRAINING (IET)

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

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

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

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and
- Workforce training for a specific occupation or occupation cluster which can be any one of the training services defined in section 134(c)(3)(D), of WIOA.

In order to meet the “integrated” requirement of IET, all services must include the following:

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

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

REASONING THROUGH LANGUAGE ARTS (RLA) EXPECTATIONS

The RLA Expectations are those overarching skills that run through every component of language arts. These are skills that students should be using throughout the strands. The standards themselves are divided into four strands: Foundations, Reading, Communication, and Vocabulary.

RLA EXPECTATIONS

RLA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
RLA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
RLA.K12.EE.3.1	Make inferences to support comprehension.
RLA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

RLA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
RLA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

FOUNDATIONS STRAND

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

The Foundations (F) strand includes 1 standard and 4 benchmarks.

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

Strand: Foundations (F) **Standard: Learning and Applying Foundational Reading Skills**		
ESOL Level	**RLA Code**	**Phonics and Word Analysis Benchmark F.1.3**
5	RLA.L3.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read, comprehend, and write unfamiliar single-syllable and multisyllabic words in and out of context.
6	RLA.L4.F.1.3	Know and apply phonics and word analysis skills in decoding and encoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Use an array of strategies to accurately encode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
ESOL Level	**RLA Code**	**Fluency Benchmark F.1.4**
5	RLA.L3.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.
6	RLA.L4.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression to support comprehension.

READING STRAND

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

The Reading (R) strand includes 2 standards and 8 benchmarks.

STANDARD	BENCHMARK	CODE
Reading Informational Text	Structure	R.2.1
	Central Idea	R.2.2
	Purpose and Perspective	R.2.3

	Argument	R.2.4
Reading Across Genres	Interpreting Figurative Language	R.3.1
	Paraphrasing and Summarizing	R.3.2
	Comparative Reading	R.3.3
	Understanding Rhetoric	R.3.4

Strand: Reading (R) **Standard: Reading Informational Text**		
ESOL Level	**RLA Code**	**Structure Benchmark R.2.1**
5	RLA.L3.R.2.1	Explain how text features (including charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) contribute to the overall meaning and identify the text structures of problem/solution, sequence, and description in texts.
6	RLA.L4.R.2.1	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
ESOL Level	**RLA Code**	**Central Idea Benchmark R.2.2**
5	RLA.L3.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.
6	RLA.L4.R.2.2	Analyze two or more central ideas, implied or explicit, and their development throughout a text.
ESOL Level	**RLA Code**	**Purpose and Perspective Benchmark R.2.3**
5	RLA.L3.R.2.3	Analyze an author's purpose and/or perspective in an informational text. a. Analyze authors' purpose(s) in multiple accounts of the same event or topic.
6	RLA.L4.R.2.3	Explain how an author establishes and achieves purpose(s) through diction, syntax, rhetorical appeals and/or figurative language.
ESOL Level	**RLA Code**	**Argument Benchmark R.2.4**
5	RLA.L3.R.2.4	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.
6	RLA.L4.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.
ESOL Level	**RLA Code**	**Connecting Ideas Benchmark R.3.5**
5	RLA.L3.R.2.5	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
6	RLA.L4.R.2.5	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Strand: Reading (R) **Standard: Reading Across Genres**		
ESOL Level	**RLA Code**	**Interpreting Figurative Language Benchmark R.3.1**
5	RLA.L3.R.3.1	Analyze and explain how figurative language contributes to meaning in text(s).
6	RLA.L4.R.3.1	Analyze how figurative language contributes to tone and meaning and explain examples of allusions and symbolism in text(s).
ESOL Level	**RLA Code**	**Paraphrasing and Summarizing Benchmark R.3.2**
5	RLA.L3.R.3.2	Summarize a text to enhance comprehension (include the central idea and relevant details for an informational text).
6	RLA.L4.R.3.2	Summarize a text to enhance comprehension; paraphrase content from grade-level texts.
ESOL Level	**RLA Code**	**Comparative Reading Benchmark R.3.2**
5	RLA.L3.R.3.3	Compare and contrast primary and secondary sources related to the same topic or event.

6	RLA.L4.R.3.3	Compare and contrast how authors with differing perspectives address the same or related topics or themes.
ESOL Level	**RLA Code**	**Understanding Rhetoric Benchmark R.3.4**
5	N/A	None for this level.
6	RLA.L4.R.3.4	Identify rhetorical appeals in a text; explain how an author uses rhetorical devices to support or advance an appeal.

COMMUNICATION STRAND

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

The Communication (C) strand includes 5 standards and 10 benchmarks.

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

Strand: Communication (C) **Standard: Communicating Through Writing**		
ESOL Level	**RLA Code**	**Handwriting Benchmark C.1.1**
5	RLA.L3.C.1.1	Demonstrate fluent and legible cursive writing skills.
6	N/A	None for this level.
ESOL Level	**RLA Code**	**Narrative Writing Benchmark C.1.2**
5	RLA.L3.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.
6	RLA.L4.C.1.2	Write personal or fictional narratives using narrative techniques, varied transitions, precise words and phrases, figurative language, and a clearly established point of view.
ESOL Level	**RLA Code**	**Argumentative Writing Benchmark C.1.3**
5	RLA.L3.C.1.3	Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.
6	RLA.L4.C.1.3	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from multiple sources, elaboration, and using a logical organizational structure with varied transitions.
ESOL Level	**RLA Code**	**Expository Writing Benchmark C.1.4**
5	RLA.L3.C.1.4	Write expository texts about a topic using multiple sources and including an introduction, organizational structure, relevant elaboration, varied transitions, precise language and domain-

		specific vocabulary, and a conclusion.
6	RLA.L4.C.1.4	Write expository texts to explain and analyze information from multiple sources, using an introduction, relevant supporting details, logical organization, varied purposeful transitions, precise language and domain-specific vocabulary, a formal style, and a conclusion.
ESOL Level	**RLA Code**	**Improving Writing Benchmark C.1.5**
5	RLA.L3.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
6	RLA.L4.C.1.5	Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity, cohesiveness, purpose, and audience.

Strand: Communication (C) **Standard: Communicating Orally**		
ESOL Level	**RLA Code**	**Oral Presentation Benchmark C.2.1**
5	RLA.L3.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
6	RLA.L4.C.2.1	Present information orally, in a logical sequence, supporting the central idea with credible evidence, using formal English, nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Strand: Communication (C) **Standard: Following Conventions**		
ESOL Level	**RLA Code**	**Conventions Benchmark C.3.1**
5	RLA.L3.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
6	RLA.L4.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Strand: Communication (C) **Standard: Researching**		
ESOL Level	**RLA Code**	**Researching and Using Information Benchmark C.4.1**
5	RLA.L3.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid (print and digital) sources.
6	RLA.L4.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid (print and digital) sources, refocusing the inquiry when appropriate, and generating additional questions for further research.

Strand: Communication (C) **Standard: Creating and Collaborating**		
ESOL Level	**RLA Code**	**Multimedia Benchmark C.5.1**
5	RLA.L3.C.5.1	Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.
6	RLA.L4.C.5.1	Integrate diverse digital media to enhance audience engagement, build cohesion, and emphasize the relevance of a topic or idea in oral or written tasks.
ESOL Level	**RLA Code**	**Technology in Communication Benchmark C.5.2**
5	RLA.L3.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
6	RLA.L4.C.5.2	Use a variety of digital tools to produce and collaborate with others to produce writing.

VOCABULARY STRAND

The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary particularly general academic words and phrases.

The Vocabulary (V) Strand has 1 standard and 3 benchmarks.

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

Strand: Vocabulary (V) **Standard: Finding Meaning**		
ESOL Level	**RLA Code**	**Academic Vocabulary Benchmark (V.1.1)**
5	RLA.L3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
6	RLA.L4.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ESOL Level	**RLA Code**	**Morphology Benchmark (V.1.2)**
5	RLA.L3.V.1.2	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.
6	RLA.L4.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ESOL Level	**RLA Code**	**Context and Connotation Benchmark (V.1.3)**
5	RLA.L3.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
6	RLA.L4.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

ENGLISH LANGUAGE PROFICIENCY STANDARDS	
ELP Anchor Standard 1	Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.
ELP Anchor Standard 2	Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
ELP Anchor Standard 3	Speak and write about level-appropriate complex literary and informational texts and topics.
ELP Anchor Standard 4	Construct level-appropriate oral and written claims and support them with reasoning and evidence.
ELP Anchor Standard 5	Conduct research and evaluate and communicate findings to answer questions or solve problems.
ELP Anchor Standard 6	Analyze and critique the arguments of others orally and in writing.
ELP Anchor Standard 7	Adapt language choices to purpose, task, and audience when speaking and writing.
ELP Anchor Standard 8	Determine the meaning of words and phrases in oral presentations and literary and informational text.
ELP Anchor Standard 9	Create clear and coherent level-appropriate speech and text.
ELP Anchor Standard 10	Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

English Language Proficiency Anchor Standard	ESOL Level	English Language Proficiency Level-Specific Standard
		By the end of the ELP level standard, an ELL can:
Anchor Standard 1 Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	5	Use an increasing range of strategies to: • Determine a central idea or theme in oral presentations and spoken and written texts. • Analyze the development of the themes/ideas. • Cite specific details and evidence from texts to support the analysis. • Summarize a text.
	6	Use a wide range of strategies to: • Determine central ideas or themes in oral presentations and spoken and written texts. • Analyze the development of the themes/ideas. • Cite specific details and evidence from texts to support the analysis. • Summarize a text.
Anchor Standard 2 Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer,	5	• Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. • Build on the ideas of others. • Express his or her own ideas. • Clearly support points with specific and relevant evidence. • Ask and answer questions to clarify ideas and conclusions. • Summarize the key points expressed.
	6	• Participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues.

English Language Proficiency Anchor Standard	ESOL Level	English Language Proficiency Level-Specific Standard
		By the end of the ELP level standard, an ELL can:
audience, or reader comments and questions		• Build on the ideas of others. • Express his or her own ideas clearly and persuasively. • Refer to specific and relevant evidence from texts or research to support his or her ideas. • Ask and answer questions that probe reasoning and claims. • Summarize the key points and evidence discussed.
Anchor Standard 3 Speak and write about level-appropriate complex literary and informational texts and topics.	5	• Deliver oral presentations. • Compose written informational texts, • Develop the topic with some relevant details, concepts, examples, and information. • Integrate graphics or multimedia when useful about a variety of texts, topics, or events.
	6	• Deliver oral presentations • Compose written informational texts. • Fully develop the topic with relevant details, concepts, examples, and information. • Integrate graphics or multimedia when useful about a variety of texts, topics, or events.
Anchor Standard 4 Construct level-appropriate oral and written claims and support them with reasoning and evidence.	5	• Construct a claim about a variety of topics. • Introduce the topic. • Provide logically ordered reasons or facts that effectively support the claim. • Provide a concluding statement.
	6	• Construct a substantive claim about a variety of topics. • Introduce the claim. • Distinguish it from a counter-claim. • Provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim. • Provide a conclusion that summarizes the argument presented.
Anchor Standard 5 Conduct research and evaluate and communicate findings to answer questions or solve problems.	5	• Carry out both short and more sustained research projects to answer a question. • Gather information from multiple print and digital sources. • Evaluate the reliability of each source. • Use search terms effectively. • Synthesize information from multiple print and digital sources. • Integrate information into an organized oral or written report. • Include illustrations, diagrams, or other graphics as appropriate. • Cite sources appropriately.
	6	• Carry out both short and more sustained research projects to answer a question or solve a problem. • Gather information from multiple print and digital sources. • Evaluate the reliability of each source. • Use advanced search terms effectively. • Synthesize information from multiple print and digital sources. • Analyze and integrate information into clearly organized spoken and written texts. • Include illustrations, diagrams, or other graphics as appropriate. • Cite sources appropriately.
Anchor Standard 6 Analyze and critique the arguments of others orally and in writing.	5	• Analyze the reasoning in persuasive spoken and written texts. • Determine whether the evidence is sufficient to support the claim. • Cite textual evidence to support the analysis.
	6	• Analyze and evaluate the reasoning in persuasive spoken and written texts. • Determine whether the evidence is sufficient to support the claim.

English Language Proficiency Anchor Standard	ESOL Level	English Language Proficiency Level-Specific Standard
		By the end of the ELP level standard, an ELL can:
		• Cite specific textual evidence to thoroughly support the analysis.
Anchor Standard 7 Adapt language choices to purpose, task, and audience when speaking and writing	5	• Adapt language choices and style according to purpose, task, and audience in various social and academic contexts. • Use a wider range of complex general academic and content-specific words and phrases. • Adopt and maintain a formal and informal style and tone in spoken and written texts, as
	6	• Adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. • Use a wide variety of complex general academic and content-specific words and phrases. • Employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.
Anchor Standard 8 Determine the meaning of words and phrases in oral presentations and literary and informational text.	5	Using context, questioning, and an increasing knowledge of English morphology, • Determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.
	6	Using context, questioning, and consistent knowledge of English morphology, • Determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.
Anchor Standard 9 Create clear and coherent level-appropriate speech and text.	5	• Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. • Introduce and develop an informational topic with facts, details, and evidence. • Use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • Provide a concluding section or statement.
	6	• Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. • Introduce and effectively develop an informational topic with facts, details, and evidence. • Use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • Provide a concluding section or statement.
Anchor Standard 10 Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	5	• Use increasingly complex phrases. • Use increasingly complex clauses. • Produce and expand simple, compound, and complex sentences.
	6	• Use complex phrases and clauses. • Produce and expand simple, compound, and complex sentences.

CIVICS AND CITIZENSHIP STANDARDS

The following section of Civics and Citizenship Standards can be used for creating thematic lessons resources. The U.S. Citizenship and Immigration Services (https://www.uscis.gov/citizenship). USCIS has developed a variety of materials to help educators supplement classroom instruction to prepare their students for the naturalization process and English and civics test. In addition to beginning and intermediate lesson plans, there are general materials that can help support ELCATE programs, including videos, program development guides, tip sheets and idea boards.

CIVICS AND CITIZENSHIP STANDARDS
A. Identify and communicate information about the Principles of American government
1. The form of government of the United States
2. The Supreme Law of the Land of the United States
3. The U.S. Constitution, what it does and how changes are made to the Constitution
4. The amendments to the Constitution (10th, 14th, 19th)
5. The Bill of Rights
6. The Declaration of Independence
7. The economic system of the United States
8. The meaning of the rule of law
B. Identify and communicate information in relation to the American System of Government
9. The three branches of government, the names and what each branch does
10. The U.S. Congress, its powers, how many parts it has and what each part does
11. The U.S. Senate, the number and duties of senators, name of your senators
12. The U.S. House of Representatives, the number and duties of representatives, name of your representative
13. The U.S. President, the name, duties and powers of the president
14. The U.S. Vice-President, the name, duties and powers of the vice-president
15. The President's Cabinet, positions and duties
16. The Electoral College, role and importance
17. The Judicial branch, parts, role and importance
18. The Supreme Court, number of justices, duties, term of service
19. The Chief Justice of the Supreme Court, name and duties
20. The powers of the federal government
21. The powers of state governments
22. The governor and capital of your state
C. Identify and communicate information in relation to Rights and Responsibilities
23. The four amendments of the U.S. Constitution pertaining to who can vote
24. The three rights of everyone living in the United States
25. The two promises that new citizens make in the Oath of Allegiance
26. The Pledge of Allegiance
27. The steps to become a U.S. citizen
28. The purpose and importance of taxes paid to the federal government
29. The U.S. Selective Service
D. Identify and communicate information in relation to American History
30. The Colonial Period, the Revolutionary War and Independence
31. The reasons the colonists came to America
32. The peoples who inhabited the land before Europeans arrived
33. The peoples who were enslaved
34. The Declaration of Independence, date of adoption, the author and the reasons for independence stated in it

35. The 13 original states
36. The Federalist Papers, purpose, impact and author
37. The role and impact of George Washington, Benjamin Franklin, Thomas Jefferson, James Madison and Alexander Hamilton
38. The purchase of the Louisiana Territory, date and impact
39. The wars fought by the U.S. in the 1800s
40. The Civil War, at least one event that occurred during the war and one outcome that resulted from the war
41. The role and impact of President Abraham Lincoln with relation to the Civil War and the Emancipation Proclamation
42. The Women's Rights movement of the 1800s, leaders and outcomes of the movement
43. The wars fought by the U.S. in the 1900s
44. The World War I, reasons for U.S. engagement in the war and outcomes of the war
45. The World War II, reasons for U.S. engagement in the war and outcomes of the war
46. The Korean War, reasons for U.S. engagement in the war and outcomes of the war
47. The Vietnam War, reasons for U.S. engagement in the war and outcomes of the war
48. The Cold War, concerns of the U.S during the war
49. The wars and conflicts that resulted from the 9/11 attacks on the U.S.
50. The American Indian tribes in the United States, names and locations
51. The innovations of Americans, names of inventors and inventions
E. Identify and communicate information in relation to Symbols and Holidays of the United States
52. The capital of the United States
53. The Statue of Liberty
54. The flag of the United States, reason for 13 stripes and 50 stars
55. The national anthem of the United States
56. The nation's first motto, "E Pluribus Unum"
57. The national holidays of the United States
58. The Memorial Day holiday, purpose and meaning
59. The Veterans Day holiday, purpose and meaning

Florida Department of Education
Adult Employability
Curriculum Framework

PURPOSE
The Employability Framework describes what students should know and be able to do in order to be ready to enter the workforce and be successful across different career pathways. The employability standards serve several purposes:

- Assist programs with curriculum development;
- Provide guidance for new instructors;
- Ensure quality instruction through professional development; and
- Provide employability skills along a continuum to prepare students for job-force training and employment.

The employability standards should be used as a basis for curriculum design and to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies.

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 Adult Basic Education (ABE) frameworks to assist students with career exploration and planning. Students can access the local agency's approved career information program 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.

SPECIAL NOTES

The Employability Framework is separated into three strands: Applied Knowledge, Effective Relationships, and Workplace Skills. The table below illustrates the numbering used to indicate strands and standards.

Strand	Standard
ER	02
ER.02 **Interpersonal:** Students respect individual differences, navigate conflicts, and exercise leadership in order to successfully complete tasks in the context of partner or group work.	

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 employability standards alongside content standards as part of an Integrated Education and Training (IET) model.

INTEGRATED EDUCATION AND TRAINING (IET)

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

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

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

All IET programs must include the following three components:

- Adult education and literacy activities (§463.30);
- Workforce preparation activities (§463.34); and
- Workforce training for a specific occupation or occupation cluster, which can be any one of the training services defined in section 134(c)(3)(D) of WIOA.

In order to meet the "integrated" requirement of IET, all services must include the following:

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

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

EMPLOYABILITY STANDARDS BACKGROUND

Executive Order 19-31 and Executive Order 19-32 will collectively guide the direction of adult education programs across the state to ensure that Florida's adult students receive a world-class education and are prepared for jobs of the future. High-quality academic and employability standards are the foundation of a high-quality system to which assessments and instructional materials must be aligned.

Executive Order 19-31 charts a course for Florida to become number one in the nation in workforce education by 2030 while Order 19-32 establishes a commitment to eliminating Common Core, ensuring high-quality academic standards, and raising the bar for civic literacy. With these new and improved standards, Florida builds on past strengths and learns from past lessons.

The following Employability Framework derives from the Perkins Employability Skills Framework from the U.S. Department of Education (Office of Career, Technical, and Adult Education, Division of Academic and Technical Education).

These standards were developed with input from adult education program leaders across Florida and have been thoroughly reviewed by a committee of adult education providers and educators as well as postsecondary educators and administrators in order to determine the highest priority employability skills to support students in developing the knowledge necessary for successful employment.

Each standard is built out to have a clearly defined set of expectations with examples. A continuum has been defined from novice to advanced for each skill in order to show a progression of development and ensure there is an entry point for all learners. Each bulleted expectation in the proficiency column includes one or more corresponding bullets for novice and advanced, as well as illustrative examples. Where helpful, skills descriptions and examples were pulled from other state frameworks in addition to Perkins.[1]

Each standard includes three sample classroom artifacts listed as examples of instructional and/or assessment tasks through which students may develop and demonstrate skills within each standard. These sample artifacts are not an exhaustive or comprehensive list and are not required for any standard.

Each standard also includes three situational examples (real-life applications of each standard) to demonstrate practical applicability and offer examples that draw meaningful connections across students' lives.

The Employability Framework consists of 3 strands and 8 standards, as shown in the chart below.

Strand	Standard	Code
Applied Knowledge (AK)	**1. Critical Thinking:** Students use creative, analytical, and strategic thinking to solve problems and explore opportunities.	**AK.01**
Effective Relationships (ER)	**2. Interpersonal Skills:** Students respect individual differences, navigate conflicts, and exercise leadership in order to successfully complete tasks in the context of partner	**ER.02**

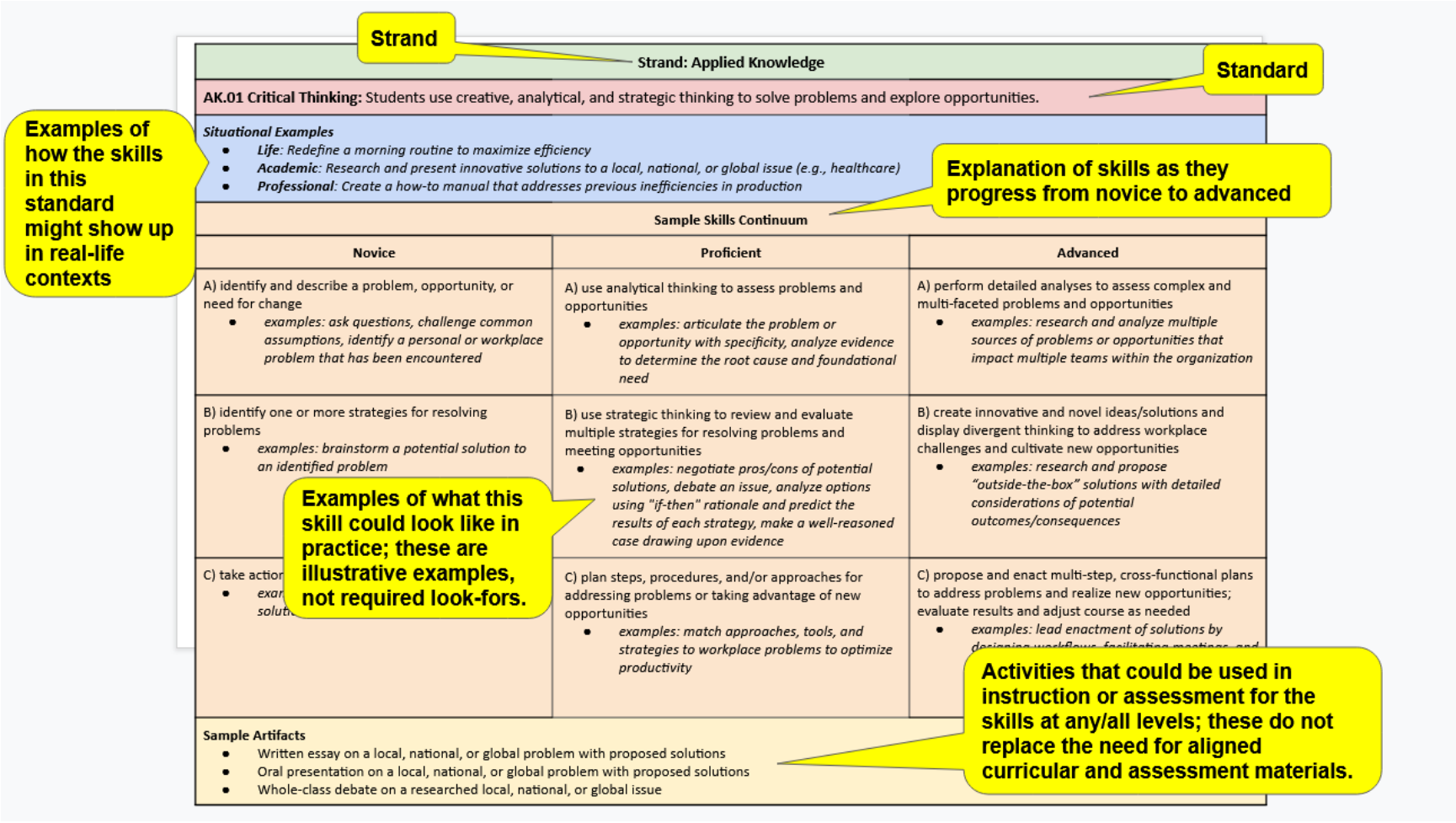
[1] See References

	or group work.	
	3. Personal Qualities: Students demonstrate responsibility, self-discipline, flexibility, integrity, and a willingness to learn in order to deliver high-quality work.	**ER.03**
Workplace Skills (WS)	**4. Resource Management:** Students manage time, money, resources, and personnel in group projects to complete tasks in service of minimizing waste and improving organizational efficiency.	**WS.04**
	5. Information Use: Students locate, analyze, and organize information in order to complete high-quality work that draws upon reliable and relevant sources.	**WS.05**
	6. Communication: Students listen, observe, and communicate verbally and in writing in order to both understand and convey information clearly and accurately.	**WS.06**
	7. Systems Thinking: Students understand, monitor, and improve systems to advance the vision, culture, and goals of the organization.	**WS.07**
	8. Technology Use: Students select and apply appropriate technology solutions in order to effectively complete tasks.	**WS.08**

IMPORTANT PROVISONS

1. The Perkins Employability Skills Framework has a category of skills entitled "Applied Academic Skills," which includes reading, writing, math, and scientific principles. This set of skills has been omitted from the Florida Employability Framework to minimize duplication with the new proposed Adult Basic Education standards in Mathematics and Reasoning through Language Arts (RLA).
2. The continuum of skills within any given standard (novice to advanced) helps isolate developmental progression but is not a rubric and does not replace the need for aligned materials for curriculum and assessment. Similarly, the examples within each level, the situational examples, and the sample artifacts for the standard provide example activities through which students may develop and demonstrate skills, but these are intended as illustrative examples and do not replace the need for aligned high-quality curriculum.

ILLUSTRATIVE ANNOTATED EXAMPLE



EMPLOYABILITY STANDARDS

Strand: Applied Knowledge		
Standard: AK.01 Critical Thinking: Students use creative, analytical, and strategic thinking to solve problems and explore opportunities.		
Situational Examples ● ***Life****: Redefine a morning routine to maximize efficiency* ● ***Academic****: Research and present innovative solutions to a local, national, or global issue (e.g., climate change, healthcare)* ● ***Professional****: Create a how-to manual that addresses previous inefficiencies in production*		
Sample Skills Continuum		
Novice	**Proficient**	**Advanced**
A) identify and describe a problem, opportunity, or need for change ● *examples: ask questions, challenge common assumptions, identify a personal or workplace problem that has been encountered*	A) use analytical thinking to assess problems and opportunities ● *examples: articulate the problem or opportunity with specificity, analyze evidence to determine the root cause and foundational need*	A) perform detailed analyses to assess complex and multi-faceted problems and opportunities ● *examples: research and analyze multiple sources of problems or opportunities that impact multiple teams within the organization*
B) identify one or more strategies for resolving problems ● *examples: brainstorm a potential solution to an identified problem*	B) use strategic thinking to review and evaluate multiple strategies for resolving problems and meeting opportunities ● *examples: negotiate pros/cons of potential solutions, debate an issue, analyze options using "if-then" rationale and predict the results of each strategy,*	B) create innovative and novel ideas/solutions and display divergent thinking to address workplace challenges and cultivate new opportunities ● *examples: research and propose "outside-the-box" solutions with detailed considerations of potential outcomes/consequences*

	make a well-reasoned case drawing upon evidence	
C) take actions to address a problem ● *examples: seek supervisor approval for implementing a solution to an identified problem*	C) plan steps, procedures, and/or approaches for addressing problems or taking advantage of new opportunities ● *examples: match approaches, tools, and strategies to workplace problems to optimize productivity*	C) propose and enact multi-step, cross-functional plans to address problems and realize new opportunities; evaluate results and adjust course as needed ● *examples: lead enactment of solutions by designing workflows, facilitating meetings, and ensuring follow-through across teams within an organization; modify plans and approaches as needed*
Sample Artifacts[2] ● Written essay on a local, national, or global problem with proposed solutions ● Oral presentation on a local, national, or global problem with proposed solutions ● Whole-class debate on a researched local, national, or global issue		

Strand: Effective Relationships
Standard: ER.02 Interpersonal Skills: Students respect individual differences, navigate conflicts, and exercise leadership in order to successfully complete tasks in the context of partner or group work.
Situational Examples ● ***Life:*** *Collaborate with a family member to plan a party or create a budget for a holiday meal* ● ***Academic:*** *Work with a partner to complete a research project* ● ***Professional:*** *Work with people from different departments to create a customer sales presentation*

[2] The Sample Artifacts are suggested assignments that can be used for instruction or assessment of the skills at any level but do not represent an exhaustive or comprehensive list. The Sample Artifacts are not required for any standard.

Sample Skills Continuum		
Novice	**Proficient**	**Advanced**
A) describe effective group and partner collaboration ● *examples: identify different roles and responsibilities*	A) effectively participate in cooperative assignments with a group or partner ● *examples: hold themselves accountable for meeting short-term or long-term deadlines, take responsibility for quality of work, attend meetings, contribute fairly to the task, fulfill assigned roles*	A) influence and motivate group or team members to produce high-quality work ● *examples: hold others accountable for meeting short-term or long-term deadlines, encourage responsibility for quality of work, facilitate meetings*
B) draw upon their own strengths and those of their teammates to accomplish work ● *examples: identify their own key strengths that would be helpful to accomplish a task, reflect on a sample project plan, use the strengths of other team members to complete tasks*	B) lead team members in group assignments ● *examples: keep team members on track by holding others accountable for meeting collective goals, organize work to meet project goals, determine team roles, find resources, adjust plans as the project progresses, help fellow team members understand tasks*	B) design and lead team to take advantage of each member's skills and strengths ● *examples: create a task list with key activities and delegate those activities to the appropriate member of the team*
C) develop and contribute to agreed upon team norms and protocols ● *examples: develop awareness of different ideas, opinions, and beliefs by providing a safe environment for expressing differences*	C) show respect to others in a range of workplace settings ● *examples: acknowledge and validate the ideas of others, incorporate feedback and promote open exchange of ideas, suggest alternatives and discuss options, act with transparency regarding contributions to team commitments*	C) engender a culture of respect by encouraging an inclusive team culture ● *examples: invite and incorporate feedback on their own adherence to team norms, model inclusive team communication practices*

D) identify effective means of resolving conflicts ● *examples: given scenarios, name strategies for reaching a resolution; consider case studies that describe different effective conflict de-escalation techniques in the workplace*	D) collaborate on solutions to de-escalate situations and resolve differences ● *examples: listen to and consider all team members' ideas, share various strategies for managing conflict or disagreement*	D) integrate diverse perspectives within conflict resolution practices ● *examples: demonstrate empathetic listening skills, elicit team feedback, and incorporate cultural differences on approaches to conflict resolution*
Sample Artifacts ● Video of students participating in teamwork or partner work ● Self-evaluation essay and anonymous peer evaluations following completion of group work ● Project plan that demonstrates how to organize work to meet goals		

Strand: Effective Relationships		
Standard: ER.03 Personal Qualities: Students demonstrate responsibility, self-discipline, flexibility, integrity, and a willingness to learn in order to deliver high-quality work.		
Situational Examples ● ***Life****: Show up on time and fully prepared for a job interview* ● ***Academic****: Proactively seek instructor support with a challenging topic, concept, or exam* ● ***Professional****: Adjust established work protocols based on newly introduced expectations*		
Sample Skills Continuum		
Novice	**Proficient**	**Advanced**
A) identify expectations for participation in group settings ● *examples: identify group norms*	A) participate and listen actively in group settings ● *examples: ask questions, seek*	A) adapt participation to the context ● *examples: self-reflect on which norms might be most important to attend to*

	clarification, volunteer answers, commit to time-on-task, begin work without fanfare	*depending on group composition/dynamics, assist peers to meet work expectations without prompting*
B) identify requirements for individual work assignments ● *examples: restate success criteria in their own words*	B) treat work assignments with respect ● *examples: bring personal errors to the attention of the team, complete and submit assignments on time, take responsibility for quality, produce work that is either original or credited correctly*	B) deliver exemplary work products ● *examples: submit work products that exceed success criteria by seeking out and submitting extra work and research beyond expectations*
C) describe how changes affect motivation and personal work ● *examples: identify how different settings affect their motivation and work product, use cause-and-effect statements that result in strategies for addressing changes in motivation*	C) adapt easily ● *examples: consistently produce work of similar quality for different types of assignments, stay engaged in different modes of instruction*	C) accomplish work goals while navigating ambiguity in expectations ● *examples: adjust daily or weekly priorities to account for unexpected barriers that could become opportunities with proper planning*
D) with support, prioritize tasks and responsibilities ● *examples: create a task list that communicates daily or weekly priorities*	D) manage behavior, participation, and work product ● *examples: combine tasks to increase productivity, produce work with a balance of speed and accuracy, organize tasks and projects to completion within prescribed time frame*	D) demonstrate exemplary behavior, participation, and work product, persevering through a range of workplace challenges ● *examples: consistently manage behavior, participation, and work product while adjusting priorities to meet challenges (e.g., interpersonal, resource)*
E) identify difference between ethical and unethical behaviors	E) apply ethical decision-making skills ● *examples: navigate ethically ambiguous situations and take action*	E) take action to address unethical behaviors in workplace

● *examples: identify office expectations with regard to supplies, logging time, and use of technology*	*in accordance with workplace policies*	● *examples: address observed unethical behavior in the workplace directly or by bringing to the attention of a supervisor*
F) identify personal strengths and weaknesses ● *examples: name 2-3 key workplace strengths and weaknesses, self-reflect on how strengths and weakness may impact work product and performance across various scenarios*	F) identify areas for growth, accepting constructive criticism from others to improve results ● *examples: know how to engage in a feedback conversation with a supervisor appropriately, identify when/how to apply feedback across workplace activities*	F) proactively seek input and feedback on participation and work product ● *examples: invite feedback on strengths and weaknesses of a product during a group conversation, write an email requesting feedback, use 360 degree group feedback in order to complete a self-reflection*
Sample Artifacts ● Completed self-evaluation rubric ● Portfolio of assignments completed within a given module ● Video of class discussion showing individuals' participation		

Strand: Workplace Skills
Standard: WS.04 Resource Management: Students manage time, money, resources, and personnel in group projects to complete tasks in service of minimizing waste and improving organizational efficiency.
Situational Examples ● ***Life****: Create a personal household budget* ● ***Academic****: Develop a process for completing all assignments on time* ● ***Professional****: Plan a scope of work, including budget, resources, and timeline*
Sample Skills Continuum

Novice	Proficient	Advanced
A) recognize productive use of time ● *examples: identify different ways to track hours and plan schedules*	A) use time productively ● *examples: complete a task in the allotted time, track hours spent on a project and reflect on opportunities to increase efficiency, use a planner for effective scheduling*	A) create and implement a work plan that maintains quality while improving efficiency and profitability ● *examples: design an efficient work plan, recommend ways to adjust a work plan to improve efficiency or decrease use of resources*
B) identify types of resources in the workplace ● *examples: describe key resources associated with a work product or project*	B) manage time, money, and resources in group projects to complete tasks within the allotted time frame and minimize waste ● *examples: organize, prioritize, and plan project activities; manage limited resources*	B) maximize configuration of staff across teams and projects; delegate responsibilities based on individual strengths ● *examples: engage a team in creating a work plan that allows individual team members to apply their strengths in a project, provide feedback to team members on task completion*
C) identify organizational expectations for use of resources ● *examples: review company handbook in order to identify expectations for submitting expense reports or time sheets*	C) calculate and describe the cost of workplace resources ● *examples: describe the profit margin for various products, explain how the profit margin changes depending on resources used*	C) manage personnel within a project ● *examples: create and implement a work plan that identifies roles, tasks, and timeline; collaborate to complete tasks and deliverables within designated timeline*
Sample Artifacts ● Project plan for individual or group work (including contingency plans) ● Sample business or product development plan (with budget) ● Completed self-evaluation rubric		

Strand: Workplace Skills		
Standard: WS.05 Information Use: Students locate, analyze, and organize information in order to complete high-quality work that draws upon reliable and relevant sources.		
Situational Examples ● ***Life****: Research, compare, and enroll in health insurance coverage* ● ***Academic****: Write a research paper using multiple valid, reliable sources* ● ***Professional****: Complete an industry analysis to better understand a product or service market*		
Sample Skills Continuum		
Novice	**Proficient**	**Advanced**
A) identify types of media for locating information ● *examples: identify the variety of sources available (e.g., print, digital, audiovisual) and how to access them*	A) determine the best medium for locating necessary information and determine if information from digital sources is credible ● *examples: understand that digital resources can be created and published by all; understand who owns content (i.e., copyright) and how to appropriately cite sources*	A) locate sources of credible information quickly and efficiently ● *examples: explain how to distinguish between credible and less credible sources of information*
B) determine if information is reliable ● *examples: use a set of criteria to explain whether information from a source is reliable, consider multiple sources before determining if information is reliable, understand fact versus opinion*	B) retrieve reliable and accurate information from assorted media as a means of solving a problem ● *examples: navigate print, television, internet, or in-person outlets; use search engines, domain names, and relevant web search terms*	B) acquire reliable and accurate information from multiple media sources ● *examples: draw on multiple sources simultaneously, including print, television, internet, and in-person outlets; maximize the use of search tools*

C) search for information related to completion of a task ● *examples: use a library catalog to locate informational text related to a topic, use an internet search engine to identify potential sources of information to complete a task*	C) evaluate and contextualize information to determine if it is necessary and relevant to complete a task ● *examples: identify bias, stance, and purpose of content creators; use information judiciously, considering sensitivity and purpose*	C) analyze sources of information for bias; ensure that information collected represents a variety of viewpoints ● *examples: locate resources from varying points of view on the same topic; recognize bias when present in a source; explain how to identify bias, including editorialism in sources*
D) determine possible uses of information ● *examples: identify concepts and evidence that may be useful for a specific task*	D) classify and sort information using graphic organizers ● *examples: use outlines, concept maps, charts, and tables*	D) select and utilize graphic organizers that clearly and effectively represent relationships between ideas ● *examples: visually represent a concept using an appropriate graphic organizer, describe which graphic organizer is best suited to represent a particular idea/concept*
Sample Artifacts ● Annotated bibliography for a research paper or presentation on a given topic ● Completed graphic organizer that shows classifications of resources ● Presentation with facilitator notes that indicate key points uncovered in research		

Strand: Workplace Skills
Standard: WS.06 Communication: Students listen, observe, and communicate verbally and in writing in order to both understand and convey information clearly and accurately.

Situational Examples

- ***Life:*** *Complete a job interview*
- ***Academic:*** *Write an analytical response to a televised speech, political debate, or news broadcast*
- ***Professional:*** *Produce technical writing that uses occupational language*

Sample Skills Continuum

Novice	Proficient	Advanced
A) respond to oral and written prompts accurately and using correct forms of address (e.g., supervisor, customers) ● *examples: respond accurately to customer requests for information, send emails that appropriately address individuals within and outside the organization*	A) provide oral and written responses appropriate to the task ● *examples: communication reflects organizational goals, describes technical content with precision, maintains a style appropriate to the situation, and is accurate in content and format; deliver an argumentative speech or participate in a topical debate*	A) create oral and written responses that strategically utilize a communication medium and style appropriate to the audience and situation ● *examples: adapt technical documents for various internal and external stakeholders, employ innovative methods for sharing information, integrate multiple viewpoints and styles*
B) recognize impact of volume, clarity, and pace of speech; identify nonverbal cues; identify active listening behaviors ● *examples: monitor quantity/quality of individual contributions in meetings, identify a variety of communication methods utilized by individuals on a team*	B) actively listen and interpret verbal and nonverbal communication efforts of others ● *examples: demonstrate understanding of the speaker's intent, interpret instructions correctly*	B) listen for understanding; demonstrate culturally responsive practices ● *examples: incorporate a variety of perspectives in communications, acknowledge and elevate diverse viewpoints*

Sample Artifacts

- Oral presentation on a technical or industry-specific topic
- Written response to a televised speech, political debate, or news broadcast

- Self- and/or peer-to-peer evaluations of participation in a whole-class discussion on a shared text

Strand: Workplace Skills

Standard: WS.07 Systems Thinking: Students understand, monitor, and improve systems to advance the vision, culture, and goals of the organization.

Situational Examples

- ***Life:*** *Create a family task/responsibilities chart*
- ***Academic:*** *Register for appropriate courses based on graduation requirements and course availability*
- ***Professional:*** *Write an improvement plan to increase the effectiveness of a specific workflow, process, or system-wide approach*

Sample Skills Continuum

Novice	Proficient	Advanced
A) locate and interpret organizational chart ● *examples: identify individual role within the larger organization, identify organizational leadership*	A) understand the organizational structure and roles within an organization ● *examples: demonstrate knowledge of organizational hierarchy, follow chain of command, comply with new policies*	A) influence others to function effectively within organizational structure ● *examples: support new team members in understanding their role or implementing new procedures, provide constructive peer-to-peer feedback*
B) identify key tasks within one's role (i.e., job description) ● *examples: delineate how one's role differs from others at the same level or on the same team*	B) execute key responsibilities in the context of organizational and team structure ● *examples: recognize extent of decision-making authority, report as required, align work activities*	B) implement work activities that advance organizational growth and success ● *examples: define new work priorities that drive toward measures of organizational success*

	with organizational growth targets and success factors	
C) use data to measure progress ● *examples: document deliverables, products, or services completed within a given time period*	C) apply methods to assess progress within the organization ● *examples: identify success criteria, utilize objective evaluation tools*	C) devise methods to assess progress within the system ● *examples: design rubrics to measure the impact of specific processes within the organization*
D) examine rationale for methods and devices used in the workplace ● *examples: ask for clarification about tools or processes within existing workflows*	D) negotiate mid-course corrections and recommend improvements to the organization ● *examples: align personal behavior and job responsibilities to changed conditions; recommend more effective ways to complete a process that are timesaving, cost-effective, and less labor intensive*	D) design processes for continuous improvement ● *examples: create new workflows, tools, or processes to account for system inefficiencies; recommend and establish cycles for feedback, reflection, and improvement within a given process or team*
Sample Artifacts ● Self- and/or peer-to-peer evaluations after completion of a small group project ● Feedback survey after completion of a small group project ● An organizational chart for a simulated small business (including roles and responsibilities)		

Strand: Workplace Skills
Standard: WS.08 Technology Use: Students select and apply appropriate technology solutions in order to effectively complete tasks.

Situational Examples

- ***Life****: Create a professional LinkedIn profile*
- ***Academic****: Write a paper or prepare for an oral presentation on a specific topic using word processing or presentation software*
- ***Professional****: Create charts or graphs to represent data as part of a report or presentation*

Sample Skills Continuum

Novice	Proficient	Advanced
A) identify technology tools (including smartphone, laptop, or desktop) appropriate for use in various tasks ● *examples: create an appropriately titled email address for school and work*	A) select and use technology tools appropriate to the task ● *examples: utilize spreadsheets for data management, create presentations using audiovisual software, contact customers via social media, obtain feedback through survey software, use calculator and lab equipment; decide on a conference call vs. video conferencing; publish written works on a blog*	A) adapt technology tools to accomplish tasks in new and innovative ways ● *example: create custom formulas in spreadsheets, utilize multimedia from a variety of outlets in presentations*
B) identify ways to gain access to technology ● *examples: locate a local library with access to computers and wifi, identify technology resources (e.g., laptops, wifi) available to borrow or acquire through academic or workplace offices*	B) integrate technology toward the organization of resources ● *examples: create and utilize simple task lists and assignment calendars, use file sharing and knowledge management systems to share information with internal and external collaborators*	B) optimize technology in solving problems, communicating information, collaborating with teammates, navigating systems, and managing resources ● *examples: propose new software for maximizing efficiency*
C) use basic technology and computer skills ● *examples: use a mouse, type on a keyboard, log in to various user*	C) use technology safely	C) practice safe, legal, and responsible sharing of information, data, and opinions online

platforms, use a search engine	• *examples: understand risks of providing personal information, passwords, etc; recognize scams and phishing*	• *examples: attend to regular updates regarding technology policies, respond to a data breach*

Sample Artifacts

- Spreadsheet that shows use of technology to perform calculations, analyze data, and represent data appropriately
- Report or presentation that shows how to effectively package/present findings visually and in writing
- Scenario-based written reflection that requires the selection of appropriate technologies to solve problems or meet identified needs

REFERENCES

Perkins Collaborative Resource Network. *Employability Skills*. http://cte.ed.gov/employabilityskills

Arizona Department of Education. *Arizona CTE Professional Skills*. https://www.azed.gov/cte/profskills

Maryland Department of Labor. *Digital Literacy Framework for Adult Learners*. https://www.dllr.state.md.us/gedmd/standards.shtml

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® COMPREHENSIVE	
Program Title	GED® Preparation Program
Program Number	9900130
Program Length	Varies
Course Title	GED® Comprehensive
Course Number	9900135
CIP Number	1532.020207
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® test series and be awarded a State of Florida High School Diploma, and to be better prepared for continued education and training. An additional performance level will certify that the adult student is prepared to enter a career and or advanced postsecondary education. This program strives to motivate students not only to obtain a State of Florida High School Diploma via passage of all four GED® subject area tests, but to continue their education to earn a postsecondary degree, certificate, or industry certification.

PLACEMENT

Students may be enrolled in the GED® Comprehensive course number if they have scored at an NRS ABE Level 5 or higher in Reading or Mathematics on an eligible assessment specified in Rule 6A-6.014, F.A.C. The student should, however, also be enrolled in the corresponding Adult Basic Education (ABE) course number for those areas in which they have not met the Level 5 threshold. Instruction in GED® Social Studies and Science preparation programs should be limited to students who have attained a Level 5 or higher scale score in Reading.

Students who have taken and passed the Reasoning through Language Arts GED® subtest but have not yet taken and passed either the science or social studies subtests should be tested on an approved assessment and demonstrate a level 5 or higher on Reading in order to take GED® Preparation courses in either of these subject areas. Students who have passed the Social Studies and or Science test(s), but not the RLA test, should also be tested on a state approved assessment in Reading and placed appropriately in either ABE Reading or GED® RLA Preparation 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. The manual can be downloaded at https://ged.com/educators_admins/teaching/teaching_resources/.

Florida Department of Education
Adult General Education
Curriculum Frameworks

Webb's Depth of Knowledge (DOK) Model

The GED® Testing Service is using Webb's Depth of Knowledge model to guide test item development for the GED® assessment. Unlike the Bloom's Taxonomy system that was used for the GED® 2002 test series, 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, 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
9900135	**GED® Preparation Comprehensive**	**Varies***	**V, W, X, 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*

Note: Section 1003.435(4), F.S., states, "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 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 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.

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

Because the strongest predictor of student success 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 literary texts.
- Texts included cover a range of text complexity.
- Texts emphasize vocabulary that has multiple meanings dependent on subject area or context, rather than focusing on discipline-specific terms.

Florida Department of Education
Adult General Education
Curriculum Frameworks

- 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 400 and 900 words.
- The items are written to Depth of Knowledge cognitive complexity level 1,2 or 3.

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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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 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. See Chapter Two for more information on Mathematical Practices in the Assessment Guide for Educators, which can be downloaded at https://ged.com/wp-content/uploads/assessment_guide_for_educators_math.pdf

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.

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.
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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

A.6	**Connect coordinates, lines, and equations**
A.6.a	Write the equation of a line with a given slope through a given point.
A.6.b	Write the equation of a line passing through two given distinct points.
A.6.c	Use slope to identify parallel and perpendicular lines and to solve geometric problems.
A.7	**Compare, represent, and evaluate functions**
A.7.a	Compare two different proportional relationships represented in different ways. Examples include but are not limited to: compare a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed.
A.7.b	Represent or identify a function in a table or graph as having exactly one output (one element in the range) for each input (each element in the domain).
A.7.c.	Evaluate linear and quadratic functions for values in their domain when represented using function notation.
A.7.d.	Compare properties of two linear or quadratic functions each represented in a different way (algebraically, numerically in tables, graphically or by verbal descriptions). Examples include but are not limited to: given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

GED® 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 Frameworks

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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.

Social Studies Standards	
Civics and Government	
CG.1	**Describe types of modern and historical governments that contributed to the development of American constitutional democracy.** CG.1.a. **d**irect democracy CG.1.b. representative democracy CG.1.c. parliamentary democracy CG.1.d. presidential democracy CG.1.e. monarchy and other types
CG.2	**Describe the principles that have contributed to the development of American constitutional democracy.** CG.2.a. natural rights philosophy CG.2.b. popular sovereignty and consent of the governed CG.2.c. constitutionalism CG.2.d. majority rule and minority rights CG.2.e. checks and balances CG.2.f. separation of powers CG.2.g. rule of law CG.2.h. individual rights CG.2.I. federalism
CG.3	**Analyze the structure and design of United States Government.**

	CG.3.a. Structure, powers, and authority of the federal executive, judicial, and legislative branches CG.3.b. Individual governmental positions (e.g., president, speaker of the house, cabinet secretary, etc.) CG.3.c. Major powers and responsibilities of the federal and state governments CG.3.d. Shared powers CG.3.e. Amendment process CG.3.f. Governmental Departments and Agencies
CG.4	**Describe individual rights and civic responsibilities.** CG.4.a. The Bill of Rights CG.4.b. Personal and civil liberties of citizens
CG.5	**Describe political parties, campaigns, and elections in American politics.** CG.5.a. Political parties CG.5.b. Interest groups CG.5.c. Political campaigns, elections and the electoral process
CG.6	**Define contemporary public policy**

United States History	
USH.1	**Explain the ideas and significance of key historical documents that have shaped American constitutional government.** USH.1.a. Magna Carta USH.1.b. Mayflower Compact USH.1.c. Declaration of Independence USH.1.d. United States Constitution USH.1.e. Martin Luther King's Letter from the Birmingham Jail USH.1.f. Landmark decisions of the United States Supreme Court and other Key documents)
USH.2	**Describe the causes and consequences of the wars during the Revolutionary and Early Republic Periods.** USH.2.a. Revolutionary War USH.2.b. War of 1812 USH.2.c. George Washington USH.2.d. Thomas Jefferson USH.2.e. Articles of Confederation USH.2.f. Manifest Destiny USH.2.g. U.S. Indian Policy
USH.3	**Examine causes and consequences of the Civil War and Reconstruction and its effects on the American people.** USH.3.a. Slavery USH.3.b. Sectionalism

	USH.3.c. Civil War Amendments USH.3.d. Reconstruction policies
USH.4	**Identify the expansion of civil rights by examining the principles contained in primary documents and events.** USH.4.a. Jim Crow laws USH.4.b. Women's suffrage USH.4.c. Civil Rights Movement USH.4.d. Plessy vs. Ferguson and Brown vs. Board of Education USH.4.e. Warren court decisions
USH.5	**Describe the impact of European settlement on population of the 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

Florida Department of Education
Adult General Education
Curriculum Frameworks

	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

Florida Department of Education
Adult General Education
Curriculum Frameworks

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 standalone items.

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

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.
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.

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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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	
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.

Note:

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

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Florida Department of Education
Adult General Education
Curriculum Frameworks

GED® INTEGRATED (GED-I) COMPREHENSIVE PREPARATION	
Program Title	GED®-I Comprehensive Preparation
Program Number	9900130
Program Length	Varies
Course Title	GED®-I
Course Number	9900136 (districts) GEX100-GEX0199 (state colleges)
CIP Number	1532.020207
Grade Level	30, 31
Recommended Length	Varies (See Program Structure)

PURPOSE

The GED®- I Comprehensive 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 and also be simultaneously earning credentials in a CTE approved program.

In order to meet the "integrated" requirement of IET, all services must include the following:

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

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

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 the State of Florida High School Diploma, but also be working towards a postsecondary degree, certificate, or industry certification. 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 GED®-I program includes 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 GED®-I 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.

PLACEMENT

In order to be enrolled in the GED®-I Comprehensive course number, students should test at the NRS ABE Level of 5 or higher in either Math or Reading (or both) eligible assessments as specified in Rule 6A-6.014, F.A.C. This will allow the student the opportunity to enroll in GED® RLA, Math, Social Studies and Science Preparation instructional programs. Districts and colleges are encouraged to evaluate the scores of the individual student based on their career and technical education program of study to determine if the GED-I placement is appropriate and if additional coursework is needed in Adult Basic Education courses. Reading scores have been determined to best meet the requirements of the GED® RLA, Social Studies and Science subtests. The student should, however, also be enrolled in the corresponding Adult Basic Education (ABE) course number for those areas in which they have not met the Level 5 threshold.

Students who have taken and passed the Reasoning through Language Arts GED® subtest but have not yet taken and passed either the science or social studies subtests should still be tested on an approved assessment and demonstrate a level 5 or higher on Reading in order to take GED® Preparation courses in either of these subject areas. Students who have passed the Social Studies and or Science test(s), but not the RLA test, should also be tested on a state approved assessment and placed appropriately in either ABE Reading or GED® RLA Preparation courses.

PROGRAM COMPONENTS

When implementing the GED®-I program 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 percent instructional overlap does not need to take place on a daily basis, but cumulatively over the course of the term.
- **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 Integrated Education (IET) 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. Collaboration with CareerSource regional boards is critical to ensure that there is a strong job demand in the local area for the career pathway chosen.

- **Partnerships**
  Adult education in IET 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, CTE course enrollment procedures CTE programs, and other related support services) should be provided as part of the comprehensive GED®-I program.
- **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.

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 manual can be downloaded at https://ged.com/educators_admins/teaching/teaching_resources/.

Webb's Depth of Knowledge (DOK) Model

The GED® Testing Service is using Webb's Depth of Knowledge model to guide test item development for the current 2014 GED® assessment. Unlike Bloom's Taxonomy system which was used in the 2002 version of the GED® test series, 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® I Comprehensive Preparation Program 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 (GED®-I) 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*

Note: Section 1003.435(4), F.S., states, "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 provide documentation to 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.

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.

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

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 literary texts.
- Texts included cover a range of text complexity.
- Texts emphasize vocabulary that has multiple meanings dependent on subject area or context, rather than focusing on discipline-specific terms.
- 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 400 and 900 words.
- The items are written to Depth of Knowledge cognitive complexity level 1, 2, or 3.

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.**
R.5.a	Determine an author's point of view or purpose of a text.
R.5.b	Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.
R.5.c	Infer an author's implicit and explicit purposes based on details in text.
R.5.d	Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).
R.6	**Delineate and evaluate the argument and specific claims in a text, including if the reasoning was valid, as well as the relevance and sufficiency of the evidence.**

R.7.1	Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another.
R.8.a	Identify specific pieces of evidence an author uses in support of claims or conclusions.
R.8.b	Evaluate the relevance and sufficiency of evidence offered in support of a claim.
R.8.c	Distinguish claims that are supported by reason and evidence from claims that are not.
R.8.d	Assess whether the reasoning is valid; identify false reasoning in an argument and evaluate its impact.

R.8.e	Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.
R.9 & R.7	**Analyze how two or more texts address similar themes or topics.**
R.9.a/R.7.a	Draw specific comparisons between two texts that address similar themes or topics, or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).
R.9.b	Compare two passages in a similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.
R.9.c	Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.
R.7.b	Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text or determines how data supports an author's argument.
R.7.c	Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.
R.7.d	Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.

	LANGUAGE STANDARDS
L.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
L.1.a	Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's, its).
L.1.b	Edit to correct errors in straightforward subject-verb agreement.
L.1.c	Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.
L.1.d	Edit to eliminate nonstandard or informal usage (e.g., correctly use tries to win the game instead of try and win the game).
L.1.e	Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements).
L.1.f	Edit to ensure parallelism and proper subordination and coordination.
L.1.g	Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).
L.1.h	Edit to eliminate wordiness or awkward sentence construction.
L.1.i	Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.
L.2	**Demonstrate command of the conventions of standard English capitalization and punctuation when writing.**
L.2.a	Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).
L.2.b	Edit to eliminate run-on sentences, fused sentences, or sentence fragments.
L.2.c	Edit to ensure correct use of apostrophes with possessive nouns.
L.2.d	Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other nonessential elements, end marks, and appropriate punctuation for clause separation).
	WRITING STANDARDS
W.1	Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence

W.2	Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.
W.3	Write clearly and demonstrate sufficient command of standard English conventions

GED® 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 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. See Chapter Two in the GEDTS® Assessment Guide for Educators for more information on Mathematical Practices, which can be found at https://ged.com/educators_admins/teaching/teaching_resources/.

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.

	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.
	MP.4 Mathematical Fluency
1-2 1-2 1-2	a. Manipulate and solve arithmetic expressions. b. Transform and solve algebraic expressions. c. Display data or algebraic expressions graphically**.**
	MP.5 Evaluating Reasoning and Solution Pathways
2-3 2-3 2-3	a. Recognize flaws in others' reasoning. b. Recognize and use counterexamples. c. Identify the information required to evaluate a line of reasoning.

	Quantitative Problem Solving Standards and Content Indicators
Q.1	**Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents**
Q.1.a	Order fractions and decimals, including on a number line.
Q.1.b	Apply number properties involving multiples and factors, such as using the least common multiple, greatest common factor, or distributive property to rewrite numeric expressions.

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

Q.4.d	Compute perimeter and area of 2-D composite geometric figures, which could include circles, given geometric formulas as needed.
Q.4.e	Use the Pythagorean theorem to determine unknown side lengths in a right triangle.
Q.5	**Calculate dimensions, surface area, and volume of three-dimensional figures**
Q.5.a	When given geometric formulas, compute volume and surface area of rectangular prisms. Solve for side lengths or height, when given volume or surface areas.
Q.5.b	When given geometric formulas, compute volume and surface area of cylinders. Solve for height, radius, or diameter when given volume or surface area.
Q.5.c	Use geometric formulas to compute volume and surface area of right prisms. Solve for side lengths or height, when given volume or surface area.
Q.5.d	When given geometric formulas, compute volume and surface area of right pyramids and cones. Solve for side lengths, height, radius, or diameter when given volume or surface area.
Q.5.e	When given geometric formulas, compute volume and surface area of spheres. Solve for radius or diameter when given the surface area.
Q.5.f	Compute surface area and volume of composite 3-D geometric figures, given geometric formulas as needed.
Q.6	**Interpret and create data displays**
Q.6.a	Represent, display, and interpret categorical data in bar graphs or circle graphs.
Q.6.b	Represent, display, and interpret data involving one variable plots on the real number line including dot plots, histograms, and box plots.
Q.6.c	Represent, display, and interpret data involving two variables in tables and the coordinate plane including scatter plots and grants.
Q.7	**Calculate and use mean, median, mode, and weighted average**
Q.7.a	Calculate the mean, median, mode and range. Calculate a missing data value, given the average and all the missing data values but one, as well as calculating the average, given the frequency counts of all the data values, and calculating a weighted average.
Q.8	**Utilize counting techniques and determine probabilities**

Q.8.a	Use counting techniques to solve problems and determine combinations and permutations.
Q.8.b	Determine the probability of simple and compound events.
	Algebraic Problem Solving Standards and Content Indicators
A.1	**Write, evaluate, and compute with expressions and polynomials**
A.1.a	Add, subtract, factor, multiply, and expand linear expressions with rational coefficients.
A.1.b	Evaluate linear expressions by substituting integers for unknown quantities.
A.1.c	Write linear expressions as part of word-to-symbol translations or to represent common settings.
A.1.d	Add, subtract, multiply polynomials, including multiplying two binomials, or divide factorable polynomials.
A.1.e	Evaluate polynomial expressions by substituting integers for unknown quantities.
A.1.f	Factor polynomial expressions.
A.1.g	Write polynomial expressions as part of word-to-symbol translations or to represent common settings.
A.1.h	Add, subtract, multiply and divide rational expressions.
A.1.i	Evaluate rational expressions by substituting integers for unknown quantities.
A.1.j	Write rational expressions as part of word-to-symbol translations or to represent common settings.
A.2	**Write, manipulate, solve, and graph linear equations**
A.2.a	Solve one-variable linear equations with rational number coefficients, including equations for which solutions require expanding expressions using the distributive property and collecting like terms or equations with coefficients represented by letters.
A.2.b	Solve real-world problems involving linear equations.
A.2.c	Write one-variable and multi-variable linear equations to represent context.

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

A.7.b	Represent or identify a function in a table or graph as having exactly one output (one element in the range) for each input (each element in the domain).
A.7.c.	Evaluate linear and quadratic functions for values in their domain when represented using function notation.
A.7.d.	Compare properties of two linear or quadratic functions each represented in a different way (algebraically, numerically in tables, graphically or by verbal descriptions). Examples include but are not limited to: given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

Notes:

- Information on the GED® test standards 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.

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 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.a. Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.
SSP.5 Analyze Purpose and Point of View
SSP.5.a. Identify aspects of a historical document that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) SSP.5.b. Identify instances of bias or propagandizing. SSP.5.c. Analyze how a historical context shapes an author's point of view. SSP.5.d. Evaluate the credibility of an author in historical and contemporary political discourse.
SSP.6 Integrate Content Presented in Different Ways
SSP.6.a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
SSP.6.b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons. SSP.6.c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.
SSP.7 Evaluate Reasoning and Evidence
SSP.7.a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document SSP.7.b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.

SSP.8 Analyze Relationships between Texts
SSP.8.a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.
SSP.9 Write Analytic Response to Source Texts **
SSP.9.a. Produce writing that develops the idea(s), claim(s) and/or argument(s) thoroughly and logically, with well-chosen examples, facts, or details from primary and secondary source documents. SSP.9.b. Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus. SSP.9.c. Write clearly and demonstrate sufficient command of standard English conventions.
SSP.10 Read and Interpret Graphs, Charts and Other Data Representation
SSP.10.a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit). SSP.10.b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related. SSP.10.c. Distinguish between correlation and causation.
SSP.11 Measure the Center of a Statistical Dataset
SSP.11.a. Calculate the mean, median, mode, and range of a dataset.

Social Studies Standards	
Civics and Government	
CG.1	**Describe types of modern and historical governments that contributed to the development of American constitutional democracy.** CG.1.a. **d**irect democracy CG.1.b. representative democracy CG.1.c. parliamentary democracy CG.1.d. presidential democracy CG.1.e. monarchy and other types

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

United States History

USH.1	**Explain the ideas and significance of key historical documents that have shaped American constitutional government.** USH.1.a. Magna Carta USH.1.b. Mayflower Compact USH.1.c. Declaration of Independence USH.1.d. United States Constitution USH.1.e. Martin Luther King's Letter from the Birmingham Jail USH.1.f. Landmark decisions of the United States Supreme Court and other Key documents)
USH.2	**Describe the causes and consequences of the wars during the Revolutionary and Early Republic Periods.** USH.2.a. Revolutionary War USH.2.b. War of 1812 USH.2.c. George Washington USH.2.d. Thomas Jefferson USH.2.e. Articles of Confederation USH.2.f. Manifest Destiny USH.2.g. U.S. Indian Policy
USH.3	**Examine causes and consequences of the Civil War and Reconstruction and its effects on the American people.** USH.3.a. Slavery USH.3.b. Sectionalism USH.3.c. Civil War Amendments USH.3.d. Reconstruction policies
USH.4	**Identify the expansion of civil rights by examining the principles contained in primary documents and events.** USH.4.a. Jim Crow laws USH.4.b. Women's suffrage USH.4.c. Civil Rights Movement USH.4.d. Plessy vs. Ferguson and Brown vs. Board of Education USH.4.e. Warren court decisions
USH.5	**Describe the impact of European settlement on population of the 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® 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 standalone items.

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

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.
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.

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

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LIFE SCIENCE STANDARDS	
L.1	**Describe systems and functions of the human body systems and how to keep healthy.** L.1.a. Body systems (e.g., muscular, endocrine, nervous systems) and how they work together to perform a function (e.g., muscular and skeletal work to move the body). L.1.b. Homeostasis feedback methods that maintain homeostasis (e.g., sweating to maintain internal temperature) and effects of changes in the external environment on living things (e.g., hypothermia, injury). L.1.c. Sources of nutrients (e.g., foods, symbiotic organisms) and concepts in nutrition (e.g., calories, vitamins, minerals). L.1.d. Transmission of disease and pathogens (e.g., airborne, blood borne), the effects of disease or pathogens on populations (e.g., demographics change, extinction), and disease prevention methods (e.g., vaccination, sanitation).
L.2	**Explain the relationship between life functions and energy intake.** L.2.a. Energy for life functions (e.g., photosynthesis, respiration, fermentation).
L.3	**Explain the flow of energy in ecological networks (ecosystems).** L.3.a. Flow of energy in ecosystems (e.g., energy pyramids), conversation of energy in an ecosystem (e.g., energy lost as heat, energy passed on to other organisms) and sources of energy (e.g., sunlight, producers, lower level consumer). L.3.b. Flow of matter in ecosystems (e.g., food webs and chains, positions of organisms in the web or chain) and the effects of change in communities or environment on food webs. L.3.c. Carrying capacity, changes in carrying capacity based on changes in populations and environmental effects and limiting resources necessary for growth. L.3.d. Symbiosis (e.g., mutualism, parasitism, commensalism) and predator/prey relationships (e.g., changes in one population affecting another population).

	L.3.e. Disruption of ecosystems (e.g., invasive species, flooding, habitat destruction, and desertification) and extinction (e.g., causes [human and natural] and effects).

L.4	**Explain organization of life by structure and function of life.** L.4.a. Essential functions of life (e.g., chemical reactions, reproduction, and metabolism) and cellular components that assist the functions of life (e.g., cell membranes, enzymes, energy). L.4.b. Cell theory (e.g., cells come from cells, cells are the smallest unit of living things), specialized cells and tissues (e.g., muscles, nerve, etc.) and cellular levels of organization (e.g., cells, tissues, organs, systems). L.4.c. Mitosis, meiosis (e.g. process and purpose).
L.5	**Describe the molecular basis for heredity.** L.5.a. Relationship of DNA, genes, and chromosomes (e.g. description, chromosome splitting during meiosis) in heredity. L.5.b. Genotypes, phenotypes and the probability of traits in close relatives (e.g., Punnett squares, pedigree charts). L.5.c. New alleles, assortment of 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® test standards is based on the GEDTS *Assessment Guide for Educators*, GED® Testing Service

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	1532.020207
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 State of Florida High School Diploma via passage of the four GED® subject area tests, 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.

PLACEMENT
Students should score at the NRS Level 5 or higher on a state approved eligible Mathematics assessment to be placed in the GED® Mathematical Reasoning preparation course.

Note: Students may be enrolled in the GED® Comprehensive course number if they have scored at an NRS ABE Level 5 or higher in Reading or Mathematics on an eligible assessment specified in Rule 6A-6.014, F.A.C. The student should, however, also be enrolled in the corresponding Adult Basic Education (ABE) course number for those areas in which they have not met the Level 5 threshold.

Florida Department of Education
Adult General Education
Curriculum Frameworks

GED Subject Area	2022-2023 Placement Policy
Math	Student is testing at a NRS ABE Level of 5 or higher on an eligible math subtest
Reasoning Through Language Arts	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
Science	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
Social Studies	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
GED Comprehensive	Student is testing at a NRS level of 5 or higher on an eligible reading or mathematics subtest
GED-I	Student is testing at a NRS level of 5 or higher on an eligible reading or mathematics subtest

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 manual can be downloaded at https://ged.com/educators_admins/program/.

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. See Chapter Two for more information on Mathematical Practices in the Assessment Guide for Educators which can be downloaded at https://ged.com/educators_admins/teaching/teaching_resources/

The following specifications guide the GED® Mathematical Reasoning test:

- Approximately 45 percent of the test focuses on quantitative problem solving and approximately 55 percent emphasizes algebraic problem solving.
- The test includes items that test procedural skill and fluency as well as problem solving
- Both academic and workforce contexts are used for items that measure problem solving skills.
- Approximately 50 percent of the items are written to a Depth of Knowledge cognitive complexity level of 2
- Approximately 30 percent of the items are aligned to a Mathematical Practice Standard in addition to a content indicator.
- Candidates are provided with an on-screen scientific calculator for use on most of the items on the GED® Mathematical Reasoning test.

Florida Department of Education
Adult General Education
Curriculum Frameworks

Webb's Depth of Knowledge (DOK) Model

The GED Testing Service® is using Webb's Depth of Knowledge model to guide test item development for the GED® 2014 assessment. Unlike the Bloom's Taxonomy system that was used for the GED®2002 Test Series, 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.*

Note: Section 1003.435(4), F.S., states, "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.

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 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:

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.

	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.

Notes:

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

Effective July, 2022

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 (RLA)
Course Number	9900131
CIP Number	1532.020207
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 (RLA), 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® subtests and be awarded a State of Florida High School Diploma. Additional performance levels will certify that the adult student is career and college ready. This program strives to motivate students not only to obtain a State of Florida High School Diploma via passage of the four GED® subject area tests, 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 prepares 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.

Placement
Students should test at the NRS ABE level 5 or higher on a state approved reading assessment (Rule 6A-6.014, F.A.C.) to be placed in the GED® RLA preparation course.

GED Subject Area	2022-2023 Placement Policy
Math	Student is testing at a NRS ABE Level of 5 or higher on an eligible math subtest
Reasoning Through Language Arts	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
Science	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
Social Studies	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
GED Comprehensive	Student is testing at a NRS level of 5 or higher on an eligible reading or mathematics subtest
GED-I	Student is testing at a NRS level of 5 or higher on an eligible reading or mathematics subtest

Florida Department of Education
Adult General Education
Curriculum Frameworks

Note: Students may continue to be reported with the GED® Comprehensive course number if they have tested at the NRS ABE Level 5 or higher on at least one of the eligible Math or Reading assessment subtests. The student should also be enrolled in Adult Basic Education (ABE) to continue instruction in each appropriate subject area until they can demonstrate a NRS ABE Level 5 or higher equivalent scale score on the eligible subtest as appropriate.

Students who have taken and passed the Reasoning through Language Arts GED® subtest but have not yet taken either the science or social studies subtests, should still be tested on an eligible state approved reading assessment and demonstrate a NRS ABE Level 5 or higher scale score in Reading prior to receiving GED® instruction in science or social studies.

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 manual can be downloaded at https://ged.com/educators_admins/teaching/teaching_resources/

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 literary texts.
- Texts included cover a range of text complexity.
- Texts emphasize vocabulary that has multiple meanings dependent on subject area or context, rather focusing on discipline-specific terms.
- 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.
- The items written to Depth of Knowledge cognitive complexity level 1,2, or 3.

Webb's Depth of Knowledge (DOK) Model
The GED Testing Service® is using Webb's Depth of Knowledge model to guide test item development for the GED® 2014 assessment. Unlike the Bloom's Taxonomy system that was used for the GED® 2002 Test Series, 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 (RLA), 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.*

Note: Section 1003.435(4), F.S. states, "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 provided documentation to 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.

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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

Career and Education Planning

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Standards:

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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® test standards is based on the *Assessment Guide for Educators*, GED Testing Service®.

Effective July, 2022

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	1532.020207
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 State of Florida High School Diploma via passage of the four GED® subject area tests, 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 subtest. 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.

PLACEMENT

Students should score at the NRS ABE Level of 5 or higher on a state approved Reading assessment (Rule 6A-6.014, F.A.C.) to be placed in the GED® Science, Social Studies and RLA Preparation programs. If a student scores lower in the eligible Mathematics assessment test, they should also be placed in the appropriate Adult Basic Education Mathematics course until they reach a level 5 or higher.

Students who have taken and passed the Reasoning through Language Arts GED® subtest but have not yet taken and passed either the science or social studies subtests should be tested on an approved assessment and demonstrate a level 5 or higher on Reading in order to take GED® Preparation courses in either of these subject areas. Students who have passed the Social Studies and or Science test(s), but not the RLA test, should also be tested on a state approved assessment and placed appropriately in either ABE Reading or GED® RLA Preparation courses.

GED Subject Area	2022-2023 Placement Policy
Math	Student is testing at a NRS ABE Level of 5 or higher on an eligible math subtest
Reasoning Through Language Arts	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
Science	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest

Social Studies	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
GED Comprehensive	Student is testing at a NRS level of 5 or higher on an eligible reading or mathematics subtest
GED-I	Student is testing at a NRS level of 5 or higher on an eligible reading or mathematics subtest

Notes: Students may be reported with the GED® Comprehensive course number if they have scored at an NRS level of 5 or higher in at least one of the eligible assessment subtests in reading or math. The student should, however, also be enrolled in Adult Basic Education (ABE) Reading until they can demonstrate a NRS ABE Level 5 or higher in that subtest area in order to receive instruction in GED® Science Preparation.

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 manual can be downloaded atohttps://ged.com/educators_admins/teaching/teaching_resources/

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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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

The GED Testing Service® is using Webb's Depth of Knowledge model to guide test item development for the 2014 GED® assessment. Unlike the Bloom's Taxonomy system that was used for the GED® 2002 Test Series, 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.

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

Florida Department of Education
Adult General Education
Curriculum Frameworks

**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:

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 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.
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

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.

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.

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® test standards is based on the *Assessment Guide for Educators*, GED Testing Service®.

Effective July, 2022

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	1532.020207
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 State of Florida High School Diploma via passage of the four GED® subject area tests, 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.

PLACEMENTS

Students who have taken and passed the Reasoning through Language Arts GED® subtest but have not yet taken and passed either the science or social studies subtests should be tested on an approved assessment and demonstrate a level 5 or higher on Reading in order to take GED® Preparation courses in either of these subject areas. Students who have passed the Social Studies and or Science test(s), but not passed the RLA test, should also be tested on a state approved assessment and placed appropriately in either ABE Reading or GED® RLA Preparation courses.

Florida Department of Education
Adult General Education
Curriculum Frameworks

2022-2023 Placement Policy

GED Subject Area	2022-2023 Placement Policy
Math	Student is testing at a NRS ABE Level of 5 or higher on an eligible math subtest
Reasoning Through Language Arts	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
Science	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
Social Studies	Student is testing at a NRS ABE Level of 5 or higher on an eligible reading subtest
GED Comprehensive	Student is testing at a NRS level of 5 or higher on an eligible reading or mathematics subtest
GED-I	Student is testing at a NRS level of 5 or higher on an eligible reading or mathematics subtest

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 manual can be downloaded at https://ged.com/educators_admins/teaching/teaching_resources/. 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 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 of exploration and colonization	2. Relationships between the environment and societal development 3. Borders between peoples and nations 4. Human 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

The GED Testing Service® is using Webb's Depth of Knowledge model to give test item development for the GED® 2014 assessment. Unlike the Bloom's Taxonomy system that was used for the GED® Test Series, 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. **Students initial placement into the Social Studies GED® Preparation course should be based on a state approved assessment score at the 9th grade level or higher.**

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.*

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

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.

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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	
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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.
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	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.

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.

Florida Department of Education
Adult General Education
Curriculum Frameworks

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.** CG.1.a. direct democracy CG.1.b. representative democracy CG.1.c. parliamentary democracy CG.1.d. presidential democracy CG.1.e. monarchy and other types
CG.2	**Describe the principles that have contributed to the development of American constitutional democracy.** CG.2.a. natural rights philosophy CG.2.b. popular sovereignty and consent of the governed CG.2.c. constitutionalism CG.2.d. majority rule and minority rights CG.2.e. checks and balances CG.2.f. separation of powers CG.2.g. rule of law CG.2.h. individual rights CG.2.I. federalism
CG.3	**Analyze the structure and design of United States Government.** CG.3.a. Structure, powers, and authority of the federal executive, judicial, and legislative branches CG.3.b. Individual governmental positions (e.g., president, speaker of the house, cabinet secretary, etc.) CG.3.c. Major powers and responsibilities of the federal and state governments CG.3.d. Shared powers CG.3.e. Amendment process CG.3.f. Governmental Departments and Agencies
CG.4	**Describe individual rights and civic responsibilities.**

	CG.4.a. The Bill of Rights CG.4.b. Personal and civil liberties of citizens
CG.5	**Describe political parties, campaigns, and elections in American politics.** CG.5.a. Political parties CG.5.b. Interest groups CG.5.c. Political campaigns, elections and the electoral process
CG.6	**Define contemporary public policy**
United States History	
USH.1	**Explain the ideas and significance of key historical documents that have shaped American constitutional government.** USH.1.a. Magna Carta USH.1.b. Mayflower Compact USH.1.c. Declaration of Independence USH.1.d. United States Constitution USH.1.e. Martin Luther King's Letter from the Birmingham Jail USH.1.f. Landmark decisions of the United States Supreme Court and other Key documents)
USH.2	**Describe the causes and consequences of the wars during the Revolutionary and Early Republic Periods.** USH.2.a. Revolutionary War USH.2.b. War of 1812 USH.2.c. George Washington USH.2.d. Thomas Jefferson USH.2.e. Articles of Confederation USH.2.f. Manifest Destiny USH.2.g. U.S. Indian Policy
USH.3	**Examine causes and consequences of the Civil War and Reconstruction and 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 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

Notes:

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