

**Adult General Education**  
**Standards and Curriculum Frameworks**  
**2013-2014**

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

**Florida Department of Education  
Curriculum Framework**

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

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

### **Purpose**

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the 8.9-grade level. The content develops basic literacy skills in all areas of knowledge.

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

### **Program Structure**

Comprehensive Adult Basic Education is a non-credit course designed to develop literacy skills necessary to be a successful worker, citizen and family member. Comprehensive Adult Basic Education prepares students to enroll in GED preparation courses, Adult High School programs, and/or ESOL instruction. A student enrolled in the Comprehensive ABE program should be receiving instruction in all ABE content areas; mathematics, language or reading. Otherwise the student should be enrolled in the individual program number for the appropriate subject area.

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

The following hours are recommended program lengths for each level demonstrating an earned performance gain. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended. Students in the comprehensive program may enroll in more than one content area simultaneously but not in more than one level of each content area at the same time. Each content area that a student is enrolled in determines program length. For example: A student enrolled in basic reading and basic language may be recommended for 900 hours of instruction.

The following table illustrates the program structure:

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

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

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

## Special Notes

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

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

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

The performance standards and benchmarks have been developed to facilitate progression and documentation of learning gains. Benchmarks or standards may be repeated at multiple levels (EFLs and/or LCPs). This is purposeful since: (1) proficiency in certain skills is judged to require more time than is available in one level; (2) the quality of performance expected on certain

standards increases with progression through the levels, the use of punctuation, for example, at the end of Level C (5.9) should be more proficient than at the end of Level B (3.9) but should occur at both levels; and (3) instruction for skills of critical importance must be offered any student needing to learn that skill, even students entering at the intermediate or functional levels.

## **Accommodations**

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

## **Career and Education Planning**

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

The following is the list of standards:

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

## **Standards**

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

## Mathematics

### **Literacy Completion Point A**

#### **Level 0.0 - 1.9 (Beginning ABE Literacy)**

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

### **Literacy Completion Point B**

#### **Level 2.0 – 3.9 (Beginning Basic Education)**

- B.01.00     Number Concepts  
Develop an understanding of base ten numerations system and place value concepts. (Grade 2, Big Idea 1)
- B.02.00     Addition and Subtraction  
Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction (Grade 2, Big Idea 2)
- B.03.00     Multiplication and Division  
Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts. (Grade 3, Big Idea 1)
- B.04.00     Fractions and Decimals  
Produce a sequence of fractions and decimal numbers from smallest to largest and largest to smallest.
- B.05.00     Measurement  
Solve real-world problems involving measurements using a variety of methods, such as manipulatives, mental mathematics, paper and pencil.

- B.06.00      Geometry  
Describe and analyze properties of two-dimensional shape. (Grade 3, Big Idea 3)
- B.07.00      Algebra  
Create, analyze, and represent patterns and relationships using numbers, words, and shapes.
- B.08.00      Financial Literacy  
Solve real-world consumer problems involving money.

**Literacy Completion Point C**  
**Level 4.0 - 5.9 ( Low Intermediate Basic Education)**

- C.01.00      Number Concepts  
Demonstrate knowledge of the place value system to billions and apply estimations skills to a variety of operations.
- C.02.00      Addition and Subtraction  
Represent, compute, estimate, and solve addition and subtraction problems using numbers through hundred thousand. (MA.3.A.6.1)
- C.03.00      Multiplication and Division  
Use and describe various models for multiplication and division in problem-solving situations, and demonstrate recall of basic multiplication and related division facts. (Grade 4, Big Idea 1)
- C.04.00      Fractions and Decimals  
Develop an understanding of decimals, including the connection between fractions and decimals. (Grade 4, Big Idea 2)
- C.05.00      Measurement  
Solve measurement problems in the U.S. system and metric system using addition or subtraction with and without conversion.
- C.06.00      Algebra  
Describe mathematics relationships using expressions, equations, and visual representations. (MA.4.A.4.2)
- C.07.00      Data Analysis  
Collect data, construct, and analyze frequency tables, bar graphs, pictographs, and line plots.
- C.08.00      Financial Literacy  
Develop a personal budget for a set income based on an individual career plan.

**Literacy Completion Point D**  
**Level 6.0 – 8.9 (High Intermediate Basic Education)**

- D.01.00     Number Concepts  
Comprehend and apply basic number theory concepts, including primes, composites, factors and multiples.
- D.02.00     Geometry  
Apply a variety of strategies, geometric properties, and formulas for two- and three-dimensional shapes, such as triangles, cubes, and rectangular solids, to solve real-world and mathematical problems.
- D.03.00     Fractions and Decimals  
Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.
- D.04.00     Ratios and Proportions  
Select the appropriate operation and solve real-world problems using ratios and/or proportions.
- D.05.00     Percents  
Convert percents to/from fractions, decimals, and percents.
- D.06.00     Algebra  
Apply the Equality, Commutative, Associative, and Distributive properties to show expressions are equivalent.
- D.07.00     Geometry  
Apply a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.
- D.08.00     Measurement  
Compare, contrast, and convert units of measure between different measurement systems, such as U.S. customary, metric, dimensions, and derived units to solve problems. (MA.7.G.4.4).
- D.09.00     Data Analysis  
Use tables, graphs, and models to represent, analyze, and solve real-world problems.
- D.10.00     Financial Literacy  
Calculate short-term and long-term loans using interest rate, percentage down, payment rate, and the total purchase price.

## Reading

### **Literacy Completion Point E Level 0.0 – 1.9 (Beginning ABE Literacy)**

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

### **Literacy Completion Point F Level 2.0 – 3.9 (Beginning Basic Education)**

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



**Literacy Completion Point G**  
**Level 4.0 – 5.9 (Low Intermediate Basic Education)**

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

**Literacy Completion Point H**  
**Level 6.0 – 8.9 (High Intermediate Adult Basic Education)**

- H.01.00      Phonics/Word Analysis  
Demonstrate an awareness of the difference between the use of English in formal and informal settings.
- H.02.00      Vocabulary Development  
Use advanced strategies to cultivate and expand the use of vocabulary in content areas.
- H.03.00      Reading Comprehension  
Use advanced strategies such as pre-reading strategies, graphic representations, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. (LA.8.1.7.1)
- H.04.00      Literary Analysis  
Examine the characteristics of classic literature. Example: timelessness, dealing with universal themes and experiences, and cultural competence.

## Language Arts

### **Literacy Completion Point J Level 0.0-1.9(Beginning ABE Literacy)**

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

### **Literacy Completion Point K Level 2.0-3.9(Beginning Basic Education)**

- K.01.00      Writing Process  
Apply the four-step writing process by composing short writing pieces by making a plan for writing that includes the main idea and the purpose such as to entertain, to inform, or to communicate information. (LA.2.3.1.3)
- K.02.00      Language Conventions  
Apply basic capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.
- K.03.00      Grammatical Concepts and Rules  
Edit and revise draft writing correcting sentence structure and subject/verb agreement.
- K.04.00      Writing Applications  
Develop and produce a composition of at least two three sentence paragraphs demonstrating creative, informative, and persuasive writing.

- K.05.00 Communicate Ideas and Information  
Apply effective penmanship, listening, and speaking strategies.
- K.06.00 Technology and Media Literacy  
Comprehend a variety of informational text that is part of our day to day experiences.

**Literacy Completion Point M**  
**Level 4.0-5.9(Low Intermediate Basic Education)**

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

**Literacy Completion Point N**  
**Level 6.0-8.9(High Intermediate Basic Education)**

- N.01.00 Writing Process  
Use a systematic process for collecting, processing, and presenting information. (LA.7.6.2.0)
- N.02.00 Language Conventions  
Apply advanced capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.

- N.03.00 Grammatical Concepts and Rules  
Apply advance grammatical rules to written compositions.
- N.04.00 Writing Applications  
Develop and produce complex compositions demonstrating creative, informative, and persuasive writing.
- N.05.00 Communicate Ideas and Information  
Apply advanced listening and speaking skills to communicate ideas and information.
- N.06.00 Technology and Media Literacy  
Use advanced technology available to pre-write, draft, edit, revise, and publish written documents.

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**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

**Mathematics**

**Literacy Completion Point A  
Level 0.0 - 1.9 (Beginning ABE Literacy)**

**A.01.00 Number Concepts**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

## **A.02.00      Addition and Subtraction**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **A.03.00      Measurement**

### **Anchor Standard:**

Measure using the appropriate unit of measurement.

### **Competencies (Benchmarks):**

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

## **A.04.00      Geometry**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **A.05.00      Algebra**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **A.06.00      Financial Literacy**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **Literacy Completion Point B Level 2.0 - 3.9 (Beginning Basic Education)**

## **B.01.00      Number Concepts**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

- B.01.01    Distinguish place value for ones, tens, hundreds, thousands, tenths and hundredths.
- B.01.02    Investigate that math has four basic operations: addition, subtraction, multiplication, and division.

- B.01.03 Recognize clue words in choosing operations to be used to solve real-world problems (for example: add, plus, total, sum, subtract, difference, left, remaining, multiply, times, several, divide, each, per).
- B.01.04 Select the appropriate operation to solve specific problems involving addition (+), subtraction (-), multiplication (x), and division ( $\div$ ).
- B.01.05 Explain the reasoning steps in solving real-world problems by:
- identifying the question;
  - identifying the information given;
  - choosing the operation;
  - solving and checking; and,
  - analyzing the answer for logic.
- B.01.06 Apply rounding techniques to estimate the solution to a real-world addition or subtraction problem then determine the actual result through computation.
- B.01.07 Identify whole numbers, commonly-used fractions, or mixed numbers and relate these numbers to real-world situations (for example:  $\frac{1}{4}$  pizza,  $\frac{1}{2}$  sandwich, 1 and  $\frac{1}{2}$  pies).

## **B.02.00      Addition and Subtraction**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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



### **B.03.00      Multiplication and Division**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

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

### **B.04.00      Fractions and Decimals**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

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

### **B.05.00      Measurement**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

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

## **B.06.00**      **Geometry**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **B.07.00**      **Algebra**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **B.08.00**      **Financial Literacy**

### **Anchor Standard:**

Solve real-world consumer problems involving money.

### **Competencies (Benchmarks):**

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

## Literacy Completion Point C Level 4.0 - 5.9 (Low Intermediate Basic Education)

### C.01.00 Number Concepts

#### Anchor Standard:

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

#### Competencies (Benchmarks):

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

### C.02.00 Addition and Subtraction

#### Anchor Standard:

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

#### Competencies (Benchmarks):

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

#### Example:

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

### C.03.00 Multiplication and Division

#### Anchor Standard:

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

#### Competencies (Benchmarks):

- C.03.01 Multiply a 2-digit number by a 2-digit number.
- C.03.02 Multiply a 3-digit number by a 1-, 2- or 3-digit number.
- C.03.03 Multiply a 4-digit number by a 1-, 2- or 3-digit number.
- C.03.04 Divide 3- or 4-digit numbers by a 1-digit number with and without remainder.
- C.03.05 Divide 3-or 4-digit numbers by a 2-digit number with and without remainder.

- C.03.06 Formulate the proof method for problems.  
 Examples:  $12 \div 2 = 6 \times 2$   
 $15 \times 5 = 25 \div 5$   
 $64 \times 27 = 27 \times 64$
- C.03.07 Divide by a 3-digit number with or without remainder.

#### **C.04.00 Fractions and Decimals**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

- C.04.01 Identify and explain the purpose of numerators and denominators.  
 C.04.02 Recognize proper and improper fractions and mixed numbers.  
 C.04.03 Convert mixed numbers to improper fractions and improper fractions to mixed numbers.  
 C.04.04 Round fractions and mixed numbers to the nearest whole numbers.  
 C.04.05 Reduce fractions to an equivalent fraction ( $1/2 = 2/4 = 4/8$ ).  
 C.04.06 Reduce common fractions to the lowest common denominator.  
 C.04.07 Add and subtract fractions with common denominators.  
 C.04.08 Multiply proper fractions.  
Example:  $1 \times 1/2 = 2/2 \times 1/2$
- C.04.09 Identify fractions represented as equivalent forms such as decimals and percents.  
Examples:  
 $1/2 = 50\% = .5$
- C.04.10 Read and write names, and standard numerals for decimals, including tenths, hundredths, and thousandths.  
 C.04.11 Distinguish and compare the relative size of decimals.  
 C.04.12 Convert common fractions to decimals and decimals to common fractions.  
 C.04.13 Add and subtract decimals up to thousands.  
 C.04.14 Select the appropriate operation and solve real-world problems involving decimals.

#### **C.05.00 Measurement**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

- C.05.01 Apply estimating techniques to estimate measurements including length, time, weight, temperature, and money. Then, calculate and compare actual measurements.  
 C.05.02 Read and write abbreviations for length, weight, and capacity measurements in the U.S. system and metric system.

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

**C.06.00      Algebra**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**C.07.00      Data Analysis**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**C.08.00      Financial Literacy**

**Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

### **Literacy Completion Point D Level 6.0 – 8.9 (High Intermediate Basic Education)**

#### **D.01.00      Number Concepts**

##### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

#### **D.02.00      Geometry**

##### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

### **D.03.00      Fractions and Decimals**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

- D.03.01    Add and subtract whole numbers, fractions, and mixed numbers with and without common denominators.
- D.03.02    Multiply and divide common mixed fractions, mixed numbers and whole numbers.
- D.03.03    Select the appropriate operation and solve specific problems involving fractions.
- D.03.04    Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.
- D.03.05    Multiply and divide a decimal by a whole number and/or another decimal.
- D.03.06    Select the appropriate operation and solve real-world problems involving decimals.

### **D.04.00      Ratios and Proportions**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

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

### **D.05.00      Percents**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

- D.05.01    Read and write names, words, and standard numerals with percents.
- D.05.02    Compare and differentiate the relative size of percents.
- D.05.03    Identify concrete and symbolic representations of percents in real-world situations.
- D.05.04    Recognize that percents can be represented in a variety of equivalent forms.
- D.05.05    Calculate a percent of a number.
- D.05.06    Calculate the total when a percent is given.

Example:

$$50\% \text{ of } 20 = 10$$

- D.05.07 Convert percents to/from fractions, decimals, and percents.
- D.05.08 Solve real-world problems involving percents.

**D.06.00      Algebra**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**D.07.00      Geometry**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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



## **D.08.00      Measurement**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **D.09.00      Data Analysis**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **D.10.00      Financial Literacy**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **Reading**

### **Literacy Completion Point E Level 0.0 – 1.9 (Beginning ABE Literacy)**

#### **E.01.00      Prerequisite Skills to Reading**

##### **Anchor Standard:**

Narrate a picture story in a sequence.

##### **Competencies (Benchmarks):**

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

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

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

- E.02.01      Identify letters of the alphabet.

- E.02.02 Identify single consonant sounds.
- E.02.03 Identify single vowels.
- E.02.04 Identify rhyming patterns.
- E.02.05 Identify and use repetition and rhyme in oral and written text.
- E.02.06 Understand that word choice can shape ideas, feelings, and actions.
- E.02.07 Identify the meaning of plural nouns.
- E.02.08 Identify possessives.
- E.02.09 Identify the period, question mark and exclamation point as ending punctuation marks.

**E.03.00      Vocabulary Development**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**E.04.00      Reading Comprehension**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**E.05.00      Literary Analysis**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

- E.05.01 Understand the story elements of setting, character, problem, and solution/resolution.

- E.05.02 Compare personal perspective in responding to a work of literature connecting text to self (personal connection), text to world (social connection), and text to text (comparison).

Example: relate characters and simple events in a story or biography to his/her own life.

## **Literacy Completion Point F**

### **Level 2.0 – 3.9 (Beginning Basic Education)**

#### **F.01.00      Phonics/Word Analysis for Reading**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

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

#### **F.02.00      Vocabulary Development**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

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

#### **F.03.00      Literary Analysis**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

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

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

#### **F.04.00 Reading Comprehension**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

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

#### **Literacy Completion Point G**

#### **Level 4.0 – 5.9 (Low Intermediate Basic Education)**

#### **G.01.00 Phonics/Word Analysis**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

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

#### **G.02.00 Vocabulary Development**

##### **Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**G.03.00      Reading Comprehension****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**G.04.00      Literary Analysis****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**Literacy Completion Point H****Level 6.0 – 8.9 (High Intermediate Basic Education)****H.01.00      Phonics/Word Analysis****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**H.02.00      Vocabulary Development****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**H.03.00      Reading Comprehension****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**H.04.00      Literary Analysis****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

## **Language Arts**

**Literacy Completion Point J  
Level 0.0-1.9(Beginning ABE Literacy)****J.01.00      Writing Process****Anchor Standard:**

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



**Competencies (Benchmarks):**

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

**J.02.00      Language Conventions****Anchor Standard:**

Apply standard language conventions in written communication.

**Competencies (Benchmarks):**

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

**J.03.00      Grammatical Concepts and Rules****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**J.04.00      Writing Applications****Anchor Standard:**

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

**Competencies (Benchmarks):**

- J.04.01 Use the four-step writing process to write narratives that include main idea based on real or imagined events, characters, and sequence of events. (LA.1.4.1.1)
- J.04.02 Write simple stories, poems, rhymes or song lyrics. (LA.1.4.1.2)
- J.04.03 Write informational/expository forms such as lists, directions, recipes, labels, and instructions. (LA.1.4.2.1).

- J.04.04 Use pictures and text to explain their opinions such as persuading their favorite food should be everyone's favorite food. (LA.1.4.3.1)

**J.05.00 Communicate Ideas and Information**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**J.06.00 Technology and Media Literacy**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**Literacy Completion Point K  
Level 2.0-3.9 (Beginning Basic Education)**

**K.01.00 Writing Process**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**K.02.00      Language Conventions****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**K.03.00      Grammatical Concepts and Rules****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**K.04.00      Writing Applications****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**K.05.00 Communicate Ideas and Information****Anchor Standard:**

Apply effective penmanship, listening, and speaking strategies.

**Competencies (Benchmarks):**

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

**K.06.00 Technology and Media Literacy****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

## **Literacy Completion Point M**

### **Level 4.0-5.9(Low Intermediate Basic Education)**

#### **M.01.00      Writing Process**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

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

#### **M.02.00      Language Conventions**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

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

#### **M.03.00      Grammatical Concepts and Rules**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

- M.03.01      Differentiate the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, interjections in texts.
- M.03.02      Distinguish present, past, and future tenses of regular and irregular verbs.

- M.03.03 Use irregular plural nouns, prefixes, and suffixes.
- M.03.04 Use nominative and objective cases.
- M.03.05 Identify phrases, independent and dependent clauses.
- M.03.06 Write complex sentences with subject/verb agreement and noun/pronoun agreement.
- M.03.07 Write paragraphs with transitional expressions

#### **M.04.00      Writing Applications**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

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

#### **M.05.00      Communicate Ideas and Information**

##### **Anchor Standard:**

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

##### **Competencies (Benchmarks):**

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

#### **M.06.00      Technology and Media Literacy**

##### **Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**Literacy Completion Point N  
Level 6.0-8.9 (High Intermediate Basic Education)****N.01.00      Writing Process****Anchor Standard:**

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

**Competencies (Benchmarks):**

- N.01.01 Analyze language techniques of professional authors to enhance descriptive language and word choice such as point of view and establishing mood. (LA.6.3.3.10)
- N.01.02 Compare and contrast the writing strategies for reporting on a research topic.
- N.01.03 Select a topic for inquiry, formulate a search plan, and write a short informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence and a concluding statement. (LA.5.6.2.3)
- N.01.04 Use prewriting strategies such as Venn Diagram, story map, plot pyramid, and outline. (LA.7.3.1.3)
- N.01.05 Write a draft expressing ideas through multiple language techniques such as foreshadowing, imagery, simile, metaphor, sensory language, connotation, and denotation. (LA.6.3.3.3)
- N.01.06 Revise by creating clarity and logic by rearranging paragraphs, adding transitional words, incorporating sources directly and indirectly, using appropriate generalizations, and connecting the conclusion to ending.

**N.02.00      Language Conventions****Anchor Standard:**

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

**Competencies (Benchmarks):**

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

### **N.03.00**      **Grammatical Concepts and Rules**

#### **Anchor Standard:**

Apply advanced grammatical rules to written compositions.

#### **Competencies (Benchmarks):**

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

### **N.04.00**      **Writing Applications**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

- N.04.01      Compose narratives with an engaging plot that includes rising action, conflict, climax, falling action, and resolution, include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone. (LA.6.4.1.1)
- N.04.02      Write a variety of expressive forms such as a short play, historic fiction, limerick, poetry, skit, and song lyrics that employ simile, metaphor, personification, rhythm, dialogue, characterizations, and appropriate format. (LA.6.4.1.2)
- N.04.03      Write informational/expository forms such as procedures, summaries, assembly instructions, and observations. (LA.6.4.2.1)
- N.04.04      Write simple directions to unfamiliar locations using cardinal and ordinal directions, landmarks, distances, and create an accompanying map. (LA.6.4.2.5)
- N.04.04      Write a variety of informal communications such as friendly letters, messages, invitations, and thank-you notes and formal communications business letters and invitations that follow a format and that have clearly stated purpose and include the date, proper salutation, body, closing, and signature. (LA.6.4.2.4)
- N.04.05      Write a persuasive text such as an advertisement, essay, speech, public service announcement that establishes and develops a controlling idea, supporting arguments, emotional appeal, hyperbole, appeal to authority and celebrity endorsement. (LA.6.4.3.1)

### **N.05.00**      **Communicate Ideas and Information**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

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



**N.06.00      Technology and Media Literacy**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

Florida Department of Education  
Curriculum Framework

**Program Title: Adult Basic Education (ABE)**  
**Program Type: Adult Basic Education Language Arts**

ADULT GENERAL EDUCATION	
Program Number	9900003
CIP Number	1532.0102000
Grade Level	0.0 – 8.9
Recommended Standard Length	900 to 1500 hours
Teacher Certification	Bachelor’s degree or higher

**Purpose**

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the 8.9 grade level. The content develops basic literacy skills in all areas of knowledge but specifically in the Language Arts subject area.

**Program Structure**

Adult Basic Education-Language Arts is a non-credit course designed to develop literacy skills necessary to be successful workers, citizens and family members. Adult Basic Education prepares students to enroll in GED preparation courses, Adult High School programs, and ESOL Programs. A student enrolled in the ABE-Language Arts program may also be receiving instruction in one or more content areas: mathematics, language, or other Adult General Education programs.

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

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

more than one level of each content area at the same time. Each content area that a student is enrolled in determines program length. For example, a student enrolled in basic reading and basic language may be recommended for 900 hours of instruction.

The following table illustrates the program structure:

Course Number	Course Title	Length	Level Scaled Score (SS)
9900003	Language Arts – Beginning ABE Literacy	450 hours	0.0 – 1.9 (SS) ≤389
	Language Arts – Beginning Basic Education	450 hours	1.0 – 3.9 (SS) 390-490
	Language Arts – Low Intermediate Basic Education	300 hours	4.0 – 5.9 (SS) 491-523
	Language Arts – High Intermediate Basic Education	300 hours	6.0 – 8.9 (SS) 524-559

### Special Notes

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

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

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

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

### Accommodations

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

## Career and Education Planning

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

The following is the list of standards:

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

## Anchor Standards

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

### Literacy Completion Point J

#### Level 0.0-1.9 (SS <389)

#### BEGINNING ABE LITERACY

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

**Literacy Completion Point K**  
**Level 2.0-3.9 (SS) 390 – 490**  
**BEGINNING BASIC EDUCATION**

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

**Literacy Completion Point M**  
**Level 4.0-5.9 (SS) 491 – 523**  
**LOW INTERMEDIATE BASIC EDUCATION**

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

- M.05.00      Communicate Ideas and Information  
Demonstrate effective oral and written communication skills through legible penmanship, listening skills, and speaking strategies in a variety of situations.
- M.06.00      Technology and Media Literacy  
Select and use technology available to enhance communication and achieve a purpose such as publishing and presenting. (LA.5.6.1)

**Literacy Completion Point N**  
**Level 6.0-8.9 (SS) 524 – 559**  
**HIGH INTERMEDIATE BASIC EDUCATION**

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

Florida Department of Education  
Student Performance Standards

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

**Course Description:**

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

**Literacy Completion Point J**  
**Level 0.0-1.9 (SS) < 389**  
**BEGINNING ABE LITERACY**

**J.01.00**      **Writing Process**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

- J.01.01 Identify the purposes of creative writing, informative writing, and persuasive writing.
- J.01.02 Identify a variety of prewriting strategies to generate ideas such as brainstorming, webbing, drawing, group discussions, maps, lists, and other activities. (LA.1.3.1.2)
- J.01.03 Organize details into a logical sequence that has a beginning, middle, and end. (LA.1.3.2.2)
- J.01.04 Revise by evaluating the draft for logical thinking, repetitive text, clarity, and specific details. (LA.1.3.3.1)

**J.02.00**      **Language Conventions**

**Anchor Standard:**

Apply standard language conventions in written communication.

**Competencies (Benchmarks):**

- J.02.01 Use capital letters for the first word in sentences, the pronoun “I”, and proper nouns such as names, days of the week, and months of the year.
- J.02.02 Use punctuation to end declarative, imperative, exclamatory, and interrogative sentences.
- J.02.03 Use a period to abbreviate titles.  
Example: Mr., Ms., and Dr.

### **J.03.00**      **Grammatical Concepts and Rules**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

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

### **J.04.00**      **Writing Applications**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

- J.04.01 Use the four-step writing process to write narratives that include main idea based on real or imagined events, characters, and sequence of events. (LA.1.4.1.1)
- J.04.02 Write simple stories, poems, rhymes or song lyrics. (LA.1.4.1.2)
- J.04.03 Write informational/expository forms such as lists, directions, recipes, labels, and instructions. (LA.1.4.2.1).
- J.04.04 Use pictures and text to explain an opinion to persuade an opposing view. (LA.1.4.3.1)

### **J.05.00**      **Communicate Ideas and Information**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

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



## **J.06.00      Technology and Media Literacy**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **Literacy Completion Point K**

### **Level 2.0-3.9 (SS) 390 – 490**

### **BEGINNING BASIC EDUCATION**

## **K.01.00      Writing Process**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **K.02.00      Language Conventions**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

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

### **K.03.00 Grammatical Concepts and Rules**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

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

### **K.04.00 Writing Applications**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

- K.04.01 Use the four-step writing process to compose narratives that include a main idea and descriptive details based on real or imagined events, characters, and settings. (LA.2.4.1.1)
- K.04.02 Write simple stories, poems, rhymes or song lyrics. (LA.2.4.1.2)
- K.04.03 Write informational/expository forms such as lists, summaries, recipes, notes/messages, and instructions. (LA.2.4.2.1)
- K.04.04 Write simple directions to familiar locations using “left” and “right” and create a map that matches the directions. (LA.2.4.2.5)
- K.04.05 Write basic communications such as friendly letters and thank-you notes.
- K.04.06 Write a persuasive text such as an advertisement or paragraph that attempts to influence the reader. (LA.3.4.3.1)

### **K.05.00 Communicate Ideas and Information**

#### **Anchor Standard:**

Apply effective penmanship, listening, and speaking strategies.

#### **Competencies (Benchmarks):**

- K.05.01 Demonstrate legible writing to communicate thoughts, ideas, and information.

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

**K.06.00      Technology and Media Literacy**

**Anchor Standard:**

Comprehend a variety of informational texts that are part of our day-to-day experiences.

**Competencies (Benchmarks):**

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

**Literacy Completion Point M**

**Level 4.0-5.9 (SS) 491 – 523**

**LOW INTERMEDIATE BASIC EDUCATION**

**M.01.00      Writing Process**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

## **M.02.00      Language Conventions**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **M.03.00      Grammatical Concepts and Rules**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **M.04.00      Writing Applications**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

- M.04.05 Write a variety of communications such as friendly letters, formal letters, messages, invitations, and thank-you notes that have a clearly stated purpose and include the date, proper salutation, body, closing, and signature. (LA.4.4.2.4)
- M.04.06 Write a persuasive text such as an essay or letter that establishes and develops a controlling idea, supporting arguments, and emotional appeal for the validity of the proposed opinion/idea; and provide detailed evidence. (LA.4.4.3.1)

**M.05.00 Communicate Ideas and Information**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**M.06.00 Technology and Media Literacy**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

- M.06.01 Use digital tools such as word processing, multimedia, web tools, and graphic organizers for publishing and presenting. (LA.5.6.4.2)
- M.06.02 Use computer directories to locate files.
- M.06.03 Retrieve and interpret information from a Website.
- M.06.04 Examine how ideas are presented in print and non-print media and identify logical reasoning and propaganda. (LA.5.6.3.1)
- M.06.05 Use a variety of print and electronic sources to gather information effectively.
- M.06.06 Recognize ethical practices such as copyrights and plagiarism. (LA.5.6.2.4)

**Literacy Completion Point N**

**Level 6.0-8.9 (SS) 524 - 559**

**HIGH INTERMEDIATE BASIC EDUCATION**

**N.01.00 Writing Process**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

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

## **N.02.00      Language Conventions**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **N.03.00      Grammatical Concepts and Rules**

### **Anchor Standard:**

Apply advanced grammatical rules to written compositions.

### **Competencies (Benchmarks):**

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

## **N.04.00      Writing Applications**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

- N.04.02 Write a variety of expressive forms such as a short play, historic fiction, limerick, poetry, skit, and song lyrics that employ simile, metaphor, personification, rhythm, dialogue, characterizations, and appropriate format. (LA.6.4.1.2)
- N.04.03 Write informational/expository forms such as procedures, summaries, assembly instructions, and observations. (LA.6.4.2.1)
- N.04.04 Write simple directions to unfamiliar locations using cardinal and ordinal directions, landmarks, distances, and create an accompanying map. (LA.6.4.2.5)
- N.04.05 Write a variety of informal communications such as friendly letters, messages, invitations, and thank-you notes; and formal communications, business letters, and invitations that follow a format and that have a clearly stated purpose; and include the date, proper salutation, body, closing, and signature. (LA.6.4.2.4)
- N.04.06 Write a persuasive text such as an advertisement, essay, speech, public service announcement that establishes and develops a controlling idea, supporting arguments, emotional appeal, hyperbole, appeal to authority, and celebrity endorsement. (LA.6.4.3.1)

**N.05.00 Communicate Ideas and Information**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**N.06.00 Technology and Media Literacy**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**Florida Department of Education  
Curriculum Framework**

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

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

### **Purpose**

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the 8.9 grade level. The content develops basic literacy skills specifically in the area of Mathematics.

### **Program Structure**

Adult Basic Education-Mathematics is a non-credit course designed to develop literacy and mathematic skills necessary to be a successful worker, citizen and family member. Adult Basic Education prepares students to enroll in GED preparation courses, Adult High School programs, and/or ESOL instruction. A student enrolled in the ABE Mathematics program may be receiving instruction in one or more content areas as well; including ABE Language Arts, ABE Reading or other Adult General Education subject areas.

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

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



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

The following table illustrates the program structure:

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

### Special Notes

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

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

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

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

### Accommodations

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

### Career and Education Planning

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

The following is the list of standards:

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

## **Standards**

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

### **Literacy Completion Point A Level 0.0 - 1.9 (Beginning ABE Literacy)**

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

### **Literacy Completion Point B Level 2.0 – 3.9 (Beginning Basic Education)**

- B.01.00 Number Concepts  
Develop an understanding of base ten numerations system and place value concepts. (Grade 2, Big Idea 1)
- B.02.00 Addition and Subtraction  
Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction (Grade 2, Big Idea 2)

- B.03.00      Multiplication and Division  
Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts. (Grade 3, Big Idea 1)
- B.04.00      Fractions and Decimals  
Produce a sequence of fractions and decimal numbers from smallest to largest and largest to smallest.
- B.05.00      Measurement  
Solve real-world problems involving measurements using a variety of methods, such as manipulatives, mental mathematics, paper and pencil.
- B.06.00      Geometry  
Describe and analyze properties of two-dimensional shape. (Grade 3, Big Idea 3)
- B.07.00      Algebra  
Create, analyze, and represent patterns and relationships using numbers, words, and shapes.
- B.08.00      Financial Literacy  
Solve real-world consumer problems involving money.

**Literacy Completion Point C**  
**Level 4.0 - 5.9 (Low Intermediate Basic Education)**

- C.01.00      Number Concepts  
Demonstrate knowledge of the place value system to billions and apply estimations skills to a variety of operations.
- C.02.00      Addition and Subtraction  
Represent, compute, estimate, and solve addition and subtraction problems using numbers through hundred thousand. (MA.3.A.6.1)
- C.03.00      Multiplication and Division  
Use and describe various models for multiplication and division in problem-solving situations, and demonstrate recall of basic multiplication and related division facts. (Grade 4, Big Idea 1)
- C.04.00      Fractions and Decimals  
Develop an understanding of decimals, including the connection between fractions and decimals. (Grade 4, Big Idea 2)
- C.05.00      Measurement  
Solve measurement problems in the U.S. system and metric system using addition or subtraction with and without conversion.
- C.06.00      Algebra  
Describe mathematics relationships using expressions, equations, and visual representations. (MA.4.A.4.2)

- C.07.00     Data Analysis  
Collect data, construct, and analyze frequency tables, bar graphs, pictographs, and line plots.
- C.08.00     Financial Literacy  
Develop a personal budget for a set income based on an individual career plan.

**Literacy Completion Point D**  
**Level 6.0 – 8.9 (High Intermediate Basic Education)**

- D.01.00     Number Concepts  
Comprehend and apply basic number theory concepts, including primes, composites, factors and multiples.
- D.02.00     Geometry  
Apply a variety of strategies, geometric properties, and formulas for two- and three-dimensional shapes, such as triangles, cubes, and rectangular solids, to solve real-world and mathematical problems.
- D.03.00     Fractions and Decimals  
Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.
- D.04.00     Ratios and Proportions  
Select the appropriate operation and solve real-world problems using ratios and/or proportions.
- D.05.00     Percents  
Convert percents to/from fractions, decimals, and percents.
- D.06.00     Algebra  
Apply the Equality, Commutative, Associative, and Distributive properties to show expressions are equivalent.
- D.07.00     Geometry  
Apply a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.
- D.08.00     Measurement  
Compare, contrast, and convert units of measure between different measurement systems, such as U.S. customary, metric, dimensions, and derived units to solve problems. (MA.7.G.4.4).
- D.09.00     Data Analysis  
Use tables, graphs, and models to represent, analyze, and solve real-world problems.
- D.10.00     Financial Literacy  
Calculate short-term and long-term loans using interest rate, percentage down, payment rate, and the total purchase price.

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

**Literacy Completion Point A  
Level 0.0 - 1.9 (Beginning ABE Literacy)**

**A.01.00      Number Concepts**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**A.02.00      Addition and Subtraction**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

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

**A.03.00      Measurement**

**Anchor Standard:**

Measure using the appropriate unit of measurement.

**Competencies (Benchmarks):**

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

**A.04.00      Geometry**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**A.05.00      Algebra**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

- A.05.04 Recognize and create examples of Additive Property  
Example:  $7 + 8 = 7 + 7 + 1$

**A.06.00 Financial Literacy**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**Literacy Completion Point B  
Level 2.0 - 3.9 (Beginning Basic Education)**

**B.01.00 Number Concepts**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

- B.01.01 Distinguish place value for ones, tens, hundreds, thousands, tenths and hundredths.
- B.01.02 Investigate that math has four basic operations: addition, subtraction, multiplication, and division.
- B.01.03 Recognize clue words in choosing operations to be used to solve real-world problems (for example: add, plus, total, sum, subtract, difference, left, remaining, multiply, times, several, divide, each, per).
- B.01.04 Select the appropriate operation to solve specific problems involving addition (+), subtraction (-), multiplication (x), and division ( $\div$ ).
- B.01.05 Explain the reasoning steps in solving real-world problems by:
- identifying the question;
  - identifying the information given;
  - choosing the operation;
  - solving and checking; and,
  - analyzing the answer for logic.
- B.01.06 Apply rounding techniques to estimate the solution to a real-world addition or subtraction problem then determine the actual result through computation.
- B.01.07 Identify whole numbers, commonly-used fractions, or mixed numbers and relate these numbers to real-world situations (for example:  $\frac{1}{4}$  pizza,  $\frac{1}{2}$  sandwich, 1 and  $\frac{1}{2}$  pies).

## **B.02.00      Addition and Subtraction**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **B.03.00      Multiplication and Division**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **B.04.00      Fractions and Decimals**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

- B.04.01 Read and write names, words, and standard numerals for commonly used fractions such as  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{3}{4}$ ,  $\frac{2}{3}$ .



- B.04.02 Identify fractions on a number line.
- B.04.03 Examine the relationship between money and decimals.
- B.04.04 Locate decimals on a number line.

**B.05.00      Measurement**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**B.06.00      Geometry**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**B.07.00      Algebra**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

## **B.08.00      Financial Literacy**

### **Anchor Standard:**

Solve real-world consumer problems involving money.

### **Competencies (Benchmarks):**

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

## **Literacy Completion Point C**

### **Level 4.0 - 5.9 (Low Intermediate Basic Education)**

## **C.01.00      Number Concepts**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **C.02.00      Addition and Subtraction**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

C.02.04 Formulate the proof method for addition and subtraction.

Example:

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

### **C.03.00      Multiplication and Division**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

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

### **C.04.00      Fractions and Decimals**

#### **Anchor Standard:**

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

#### **Competencies (Benchmarks):**

- C.04.01 Identify and explain the purpose of numerators and denominators.
- C.04.02 Recognize proper and improper fractions and mixed numbers.
- C.04.03 Convert mixed numbers to improper fractions and improper fractions to mixed numbers.
- C.04.04 Round fractions and mixed numbers to the nearest whole numbers.
- C.04.05 Reduce fractions to an equivalent fraction ( $1/2 = 2/4 = 4/8$ ).
- C.04.06 Reduce common fractions to the lowest common denominator.
- C.04.07 Add and subtract fractions with common denominators.
- C.04.08 Multiply proper fractions.  
Example:  $1 \times 1/2 = 2/2 \times 1/2$
- C.04.09 Identify fractions represented as equivalent forms such as decimals and percents.  
Examples:  
 $1/2 = 50\% = .5$
- C.04.10 Read and write names, and standard numerals for decimals, including tenths, hundredths, and thousandths.
- C.04.11 Distinguish and compare the relative size of decimals.
- C.04.12 Convert common fractions to decimals and decimals to common fractions.
- C.04.13 Add and subtract decimals up to thousands.

- C.04.14 Select the appropriate operation and solve real-world problems involving decimals.

**C.05.00**      **Measurement**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**C.06.00**      **Algebra**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

## **C.07.00      Data Analysis**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **C.08.00      Financial Literacy**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

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

## **Literacy Completion Point D**

### **Level 6.0 – 8.9 (High Intermediate Basic Education)**

## **D.01.00      Number Concepts**

### **Anchor Standard:**

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

### **Competencies (Benchmarks):**

- D.01.01      Develop an understanding of and apply proportionality, including similarity.
- D.01.02      Recognize the structure of number systems other than the decimal number system (Roman number system).

- D.01.03 Solve real-world and mathematical problems with the help of estimating measurements (for example: length, time, weight/mass, temperature, money, perimeter, area, volume) in either U.S. system or metric units.

**D.02.00 Geometry**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**D.03.00 Fractions and Decimals**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

- D.03.01 Add and subtract whole numbers, fractions, and mixed numbers with and without common denominators.
- D.03.02 Multiply and divide common mixed fractions, mixed numbers and whole numbers.
- D.03.03 Select the appropriate operation and solve specific problems involving fractions.
- D.03.04 Solve real-world problems involving multiple operations using common fractions, mixed numbers and whole numbers.
- D.03.05 Multiply and divide a decimal by a whole number and/or another decimal.
- D.03.06 Select the appropriate operation and solve real-world problems involving decimals.

**D.04.00 Ratios and Proportions**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

- D.04.01 Read and write names, words, and standard numerals with ratios.
- D.04.02 Illustrate/comprehend the concept of ratio and proportion.
- D.04.03 Identify/comprehend concrete and symbolic representations of ratios in real world situations.
- D.04.04 Recognize that ratios can be represented in other equivalent forms.

- D.04.05 Produce the process of cross-multiplying to solve proportion.
- D.04.06 Solve real-world problems involving ratios and proportions.

**D.05.00      Percents**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**D.06.00      Algebra**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**D.07.00      Geometry**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**D.08.00 Measurement****Anchor Standard:**

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

**Competencies (Benchmarks):**

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



**D.09.00      Data Analysis**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**D.10.00      Financial Literacy**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

July 2013

Florida Department of Education  
Curriculum Framework

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

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

**Purpose**

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

**Program Structure**

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

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

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

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

The following table illustrates the program structure:

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

### Special Notes

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

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

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

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

### Accommodations

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

## Career and Education Planning

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

The following is the list of standards:

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

Comment [mm1]:

## Standards

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

### Literacy Completion Point E Level 0.0 – 1.9 BEGINNING ABE LITERACY

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

**Literacy Completion Point F**  
**Level 2.0 – 3.9**  
**BEGINNING BASIC EDUCATION**

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

**Literacy Completion Point G**  
**Level 4.0 – 5.9 (Low Intermediate Basic Education)**

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

**Literacy Completion Point H**  
**Level 6.0 – 8.9 (High Intermediate Basic Education)**

- H.01.00      Phonics/Word Analysis  
Demonstrate an awareness of the difference between the use of English in formal and informal settings.
- H.02.00      Vocabulary Development  
Use advanced strategies to cultivate and expand the use of vocabulary in content areas.

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

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

July 2013

Florida Department of Education  
Student Performance Standards

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

**Course Description:**

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

**Literacy Completion Point E**  
**Level 0.0 – 1.9 (Beginning ABE Literacy)**

**E.01.00**      **Prerequisite Skills to Reading**

**Anchor Standard:**

Narrate a picture story in a sequence.

**Competencies (Benchmarks):**

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

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

**Anchor Standard:**

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

**Competencies (Benchmarks):**

- E.02.01 Identify letters of the alphabet.
- E.02.02 Identify single consonant sounds.
- E.02.03 Identify single vowels.
- E.02.04 Identify rhyming patterns.
- E.02.05 Identify and use repetition and rhyme in oral and written text.
- E.02.06 Understand that word choice can shape ideas, feelings, and actions.
- E.02.07 Identify the meaning of plural nouns.
- E.02.08 Identify possessives.
- E.02.09 Identify the period, question mark and exclamation point as ending punctuation marks.

**E.03.00      Vocabulary Development**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

Comment [mm2]:

**E.04.00      Reading Comprehension**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**E.05.00      Literary Analysis**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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



**Literacy Completion Point F**  
**Level 2.0 – 3.9 (Beginning Basic Education)**

**F.01.00      Phonics/Word Analysis for Reading**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**F.02.00      Vocabulary Development**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**F.03.00      Literary Analysis**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**F.04.00      Reading Comprehension**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**Literacy Completion Point G**

**Level 4.0 – 5.9 (Low Intermediate Basic Education)**

**G.01.00      Phonics/Word Analysis**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**G.02.00      Vocabulary Development**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

- G.02.01 Use phonics and word structure to identify words and construct meaning.
- G.02.02 Apply antonyms, synonyms, homophones, and homographs to determine meanings of words. (LA.4.1.6.8)
- G.02.03 Classify nouns with similar characteristics under appropriate headings such as rose and daisy as flowers.

- G.04.04 Determine the meanings of words in context using example clues, direct explanation clues, synonym clues, and/or comparison and contrast clues.
- G.04.05 Identify the pronoun referent in a sentence or paragraph.

**G.03.00 Reading Comprehension**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**G.04.00 Literary Analysis**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

- G.04.01 Identify features and characteristics that distinguish fiction and nonfiction writing.  
Examples of fiction: drama, poetry, fables, and legends  
Examples of nonfiction: biographies and essays
- G.04.02 Analyze how word choice can shape reactions, perceptions, and beliefs such as techniques used in media messages.
- G.04.03 Critique a literary text and provide supporting details.
- G.04.04 Distinguish between author's opinion and objective information.

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

**Literacy Completion Point H**  
**Level 6.0 – 8.9 (High Intermediate Basic Education)**

**H.01.00 Phonics/Word Analysis**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**H.02.00 Vocabulary Development**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

**H.03.00 Reading Comprehension**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

- H.03.01 Analyze a variety of text structures such as comparison/contrast, cause/effect, chronological order, argument/support, lists and text features such as main headings and subheadings, and explain their impact on meaning.
- H.03.02 Interpret information from a variety of reading selections and other printed materials.

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

**H.04.00      Literary Analysis**

**Anchor Standard:**

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

**Competencies (Benchmarks):**

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

July 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title: Adult General Education for Adults with Disabilities**  
**Program Type: Adult Education**

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

**Purpose**

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

**Program Structure**

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

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

<b>Adult Individual Educational Plan (AIEP) Components:</b>	<b>S990002</b>	<b>S990004</b>	<b>9900100</b>
Expected program outcomes for the student	X	X	X
Present performance level	X	X	X
Annual goals, instructional objectives, and/or student performance standards for mastery of OCP/LCP (needed for job)	X	X	X
Procedures for monitoring student performance	X	X	X

Specialized educational services, aids, or equipment	X	X	X
Projected dates for initiation of services	X	X	X
Schedule for periodic evaluation of progress	X	X	X
Identification of job for which student is being trained	X	X	*
Statement of transition services needs including interagency agency linkage	X	X	X

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

### **Accommodations**

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

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

### **Standards**

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

July 2013

**Florida Department of Education  
Student Performance Standards**

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

**Adult General Education for Adults with Disabilities**

01.0 Demonstrate Appropriate Employability Skills:

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

02.0 Demonstrate Literacy Skills:

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

03.0 Demonstrate Work-Related Skills:

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

04.0 Manage Interpersonal Relationships:

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



05.0 Demonstrate Self-Advocacy and Self-Determination Skills:

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

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

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



July 2013-2014

**Florida Department of Education  
Curriculum Framework**

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

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

**Purpose**

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

**Program Structure**

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

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

Program procedures for enrollment include the following:

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

**Accommodations**

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

**Standards**

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

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

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

Grade level classifications are:

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

## **Special Notes**

### Use of 9900010 Program Number:

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

### Career and Education Planning

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

The following is the list of standards:

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

### Reporting

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

### Adult Education Certification Requirements

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

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

July 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title: Adult High School for Co-Enrolled Students**  
**Program Type: Adult Education**  
**Career Cluster: N/A**

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

**Purpose**

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

**Program Structure**

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

Program Procedures include the following:

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

**Accommodations**

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

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

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

### **Standards**

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

### **Special Notes**

#### Reporting:

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

#### Use of 9900099 Program Number:

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

#### Adult Education Certification Requirements:

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

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





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

**Program Title: Academic Skills for Adult ESOL**

**Program Type: Adult Education (ESOL)**

**Career Cluster: N/A**

<b>ACADEMIC SKILLS</b>	
<b>Program Number</b>	<b>9900051</b>
CIP Number	1532.010302
Grade Level	30,31
Standard Length	450 hours maximum recommended
Teacher Certification	Bachelor's degree or higher

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

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

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

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

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

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

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

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

**ACADEMIC SKILLS FOR ADULT ESOL USER GUIDE****School District Course #9900051 • College Classification of Instructional Program #1532.010302**

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

**PROGRESS REPORT CERTIFICATION****ACADEMIC SKILLS FOR ADULT ESOL**

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

<b>ADULT EDUCATION AGENCY</b>	
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<b>Program Year</b>		
<b>Student Name:</b>		
<b>Student Identifier Number:</b>		
<b>Date Student Completed Course Competencies:</b>		
<p><b>The instructor and program director whose signatures appear below certify that the forenamed student has satisfactorily completed the competencies of the Academic Skills for Adult ESOL course.</b></p>		
<b>Instructor Printed Name</b>	<b>Signature</b>	<b>Date</b>
<b>Program Director Printed Name</b>	<b>Signature</b>	<b>Date</b>

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

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

#### ACADEMIC

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### TECHNOLOGY AND TEST TAKING SKILLS

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

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

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

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

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

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

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

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

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

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

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

### **Curriculum Standards**

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



### Assessment

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

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

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

### Instruction

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

### Progression

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

### Completion

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

**Accommodations**

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

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

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

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

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

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

**PROGRESS REPORT CERTIFICATION  
CITIZENSHIP COURSE**

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

<b>ADULT EDUCATION AGENCY</b>	
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<b>Program Year</b>	
<b>Student Name:</b>	
<b>Student Identifier Number:</b>	
<b>Date Student Completed Course Competencies:</b>	

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

<b>Instructor Printed Name</b>	<b>Signature</b>	<b>Date</b>
<b>Program Director Printed Name</b>	<b>Signature</b>	<b>Date</b>



**Florida Department of Education**  
**English Literacy for Career and Technical Education (ELCATE) Course Standards**

**Program Title:** English Literacy for Career and Technical Education (ELCATE)  
**Program Type:** Adult General Education-English for Speakers of Other Languages (ESOL)

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

**PURPOSE:**

To prepare adult English language learners to enter and succeed in Career and Technical Education (CTE) programs, to obtain or maintain employment, and to advance in a high-growth, high-wage career.

**LABORATORY ACTIVITIES:**

Students should have access to computers equipped with relevant instructional programs.

**PROGRAM STRUCTURE:**

The ELCATE standards are divided into three levels, A, B, and C. The standards address reading, writing, listening, speaking, grammar, career and technical classroom and workplace skills, technology, and test-taking. The standards have been written to correlate to the CASAS Life and Work Reading and Listening 80 Series. It is recommended that students in ELCATE Level C be tested with the CASAS Reading Life and Work 85/86 because these tests correlate to CTE topics more closely.

ELCATE is one of six programs within the Adult English for Speakers of Other Languages (ESOL) Program. ELCATE does not provide credits toward a state certificate, secondary or post-secondary degree. Students may be concurrently enrolled in one or more of the other programs in the Adult ESOL program, the ABE program or the GED Preparatory program. Students may enroll in ELCATE prior to, or concurrent with, being enrolled in a CTE Program.

**SPECIAL NOTE:**

**Instruction and Use of Technology:** Instruction may be conducted one-on-one or in groups. Lessons should include the use of technology that students will be expected to use in CTE classes and in the workplace.

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

assessments, time demands and schedules, learning environment, assistive technology, and special communication systems.

**CAREER PLANNING:**

Ongoing counseling of ELCATE students is recommended to ensure a smooth transition to CTE programs and the workforce. It is recommended that students be instructed in using Florida CHOICES ([www.flchoices.org](http://www.flchoices.org)), a career information website provided by FLDOE, or a comparable system for career exploration and planning. The following is a list of career exploration and planning competencies that should be addressed in the ELCATE course:

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

<b>READING COMPETENCIES</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.1.1 Use alphabetical or numerical order to locate information in authentic materials (phone book, dictionary, index)	2.1.1 Use a dictionary to locate definitions of vocabulary words related to career and technical subjects	3.1.1 Use paper-based and computer-based reference materials (dictionary, thesaurus, Wikipedia, etc.) to locate information
1.1.2 Identify chronological order in short passages on familiar career and technical topics	2.1.2 Identify sequence markers ( <i>first, next, last</i> ) in passages on familiar and new career and technical topics	3.1.2 Identify linking words ( e.g., In addition, as well as, <b>also</b> , too, furthermore, moreover, apart from, in addition to, besides) in passages on career and technical topics
1.1.3 Read authentic materials related to immediate needs (Yellow Pages®, bus schedules, bills)	2.1.3 Use authentic materials to get information (want ads, advertisements, labels)	3.1.3 Predict the meaning of unfamiliar vocabulary in reading materials by using contextual clues and/or word analysis
1.1.4 Interpret common safety signs related to the training/work site	2.1.4 Compare and contrast safety signs related to specific occupations.	3.1.4 Interpret information from signs, graphs, tables, schedules, and diagrams related to the technical field
1.1.5 Use titles, headings, and visuals to predict the content of short passages	2.1.5 Read passages or articles on familiar and new topics (work or current events)	3.1.5 Identify a writer’s purpose (to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade)
1.1.6 Read work-related memos and emails	2.1.6 Distinguish between fact and opinion in work related memos and emails	3.1.6 Summarize appropriate conclusions or generalizations from work related memos and emails
1.1.7 Utilize pre-reading strategies (KWL, brainstorming with familiar career and technical reading materials)	2.1.7 Predict meanings of unfamiliar vocabulary by using contextual clues in reading familiar and new career and technical topics	3.1.7 Make inferences, draw conclusions, and predict outcomes in reading familiar and new career and technical topics

1.1.8 Identify the main idea in short passages on familiar career and technical topics	2.1.8 Identify the main idea and supporting details in passages on familiar career and technical topics	3.1.8 Summarize the main ideas and supporting details in reading materials passages or articles on familiar and new career and technical topics
1.1.9 Read common abbreviations used in employment ads and in basic materials on career and technical topics	2.1.9 Identify information that employers are required by state and federal laws to provide on paycheck stubs	3.1.9 Interpret W2 and W4 forms
<b>WRITING COMPETENCIES</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.2.1 Complete basic authentic forms related to career and technical education and work settings (job application, work history cleaning schedule)	2.2.1 Complete authentic forms related to career and technical education and work settings that include a short narrative description (equipment use tracking report, accident report)	3.2.1 Complete authentic forms related to career and technical education and work settings (hazardous materials incident, report on lost or stolen property)
1.2.2 Apply capitalization and punctuation rules (comma in series, apostrophe)	2.2.2 Combine simple sentences using connectors/conjunctions ( <i>and, or, but</i> )	3.2.2 Add detail to simple sentences (by adding words, clauses, and phrases)
1.2.3 Write simple directions to an educational or workplace location (a classroom, building, an address of a vendor, contractor or worksite out of town)	2.2.3 Write simple step-by-step instructions on familiar career and technical work tasks (how to operate a piece of equipment, how to assemble something, how to trouble shoot a problem)	3.2.3 Write a multi-step set of instructions on career and technical work tasks
1.2.4 Prepare a basic functional and/or chronological resume using a model	2.2.4 Prepare a functional and/or chronological resume	3.2.4 Prepare a combination resume listing credentials, education, skills and workplace experience
1.2.5 Write a basic cover letter of one short paragraph for a resume	2.2.5 Write a basic cover letter of two short paragraphs for a resume	3.2.5 Write a cover letter of two or more paragraphs for a resume

<p>1.2.6 Write a short paragraph on a familiar topic related to career and technical education</p>	<p>2.2.6 Write a paragraph related to career and technical education with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)</p>	<p>3.2.6 Use transitions (<i>however, next, in addition</i>) within and between two or more paragraphs on a topic related to career and technical education</p>
<p>1.2.7 Write a short note of two or more sentences related to a career and technical education class or workplace (explain an absence, request time off, identify a safety problem, describe an incident)</p>	<p>2.2.7 Write a note of one paragraph to a career and technical education program principal or a workplace company officer expressing appreciation, or to make a suggestion or a complaint</p>	<p>3.2.7 Write a note of two paragraphs to a career and technical education program principal or a workplace company officer expressing appreciation, or to make a suggestion or a complaint</p>
<p>1.2.8 List basic information on a familiar topic related to career and technical education (an accident at work, various tasks to complete an assignment)</p>	<p>2.2.8 Organize information into an outline format on a topic related to career and technical education</p>	<p>3.2.8 Take notes of key details of a presentation and organize the notes into an outline format</p>
<p>1.2.9 Write one paragraph on a familiar topic related to career and technical education.</p>	<p>2.2.9 Write two paragraphs on a topic related to career and technical education</p>	<p>3.2.9 Write a 3 paragraph essay related to a career and technical education topic with an introduction, supporting statements and a conclusion</p>

<b>GRAMMAR STRUCTURES</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
<b>The grammar structures of each level build upon those of the previous levels.</b>		
1.3.1 Past continuous tense 1.3.2 Modals: may/must 1.3.3 Ask + infinitive 1.3.4 Conditionals: if/then statements 1.3.5 Dependent clauses 1.3.6 Prepositional phrases 1.3.7 Questions: <i>How far?</i> <i>How long?</i> <i>How many?</i> <i>How much?</i> 1.3.8 Future with <i>will</i> 1.3.9 When clauses 1.3.10 While clauses	2.3.1 Present perfect tense 2.3.2 Past perfect tense 2.3.3 Present participles 2.3.4 Past participles 2.3.5 Questions: <i>What about?</i> <i>What if?</i> 2.3.6 Phrasal verbs	3.3.1 Passive voice 3.3.2 Future with <i>probably</i> 3.3.3 Adverbial clauses 3.3.4 Reflexive pronouns
<b>SPEAKING AND LISTENING SKILLS</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.4.1 Address instructors, peers, supervisors, and coworkers appropriately (Mr., Mrs., last name)	2.4.1 Use appropriate small talk for the career and technical education classroom and in the workplace in conversational settings	3.4.1 Give a short presentation (alone or as a team) to a group of peers on appropriate ways to address others and the use of small talk in career and technical education classroom or workplace settings
1.4.2 Use appropriate body language for career and technical education settings and the workplace	2.4.2 Explain to someone else some examples of appropriate body language in career and technical education settings and in the workplace	3.4.2 Deliver a short PowerPoint presentation as part of a team of peers on the topic of appropriate body language in career and technical education settings and in the workplace

1.4.3 Tell about an event in chronological order an event that occurred or could occur in a career and technical education setting	2.4.3 Give oral explanations comprehensibly on topics related to career and technical education and/or the workplace	3.4.3 Give detailed oral explanations in a clear and organized manner on workplace topics (safety procedures, company policies on harassment and discrimination)
1.4.4 Respond to basic typical interview questions using a list of typical appropriate responses	2.4.4 Respond to common interview questions for a job of interest to the student	3.4.4 Participate in a role play with a peer student to conduct interviews for jobs of interest to the students
1.4.5 Request assistance orally to complete tasks related to career and technical education class work	2.4.5 Request assistance orally with tasks related to a job of interest to the student	3.4.5 Give a recommendation orally to a peer student on a common workplace task
1.4.6 Give simple warnings regarding emergencies related to the workplace	2.4.6 Give oral advice regarding safe behaviors in the workplace	3.4.6 Explain consequences of unsafe or hazardous practices related to the workplace
1.4.7 Make simple inquiries by phone on career and technical topics	2.4.7 Participate in a role play of a phone call with a peer student on a topic related to a career and technical class subject	3.4.7 Participate in a role play of a phone call with a peer student on a topic related to a common task in the workplace
<b>CAREER AND TECHNICAL CLASSROOM AND WORKPLACE SKILLS</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.5.1 Select and prioritize two or more personal choices regarding preferences for areas of study in career and technical education or jobs	2.5.1 Explain orally the reason(s) for choosing a career and technical education program or job	3.5.1 Compare and contrast relative advantages and disadvantages of two or more jobs (salary, benefits, workplace culture)
1.5.2 Identify common methods a graduate of a career and technical education program can find employment	2.5.2 Give a short presentation to peers on some qualifications needed for jobs that interest students	3.5.2 Compare and contrast job skills that are needed by jobs of interest to the student
1.5.3 Identify common methods that can lead to better evaluations in the career and technical education classroom and in the workplace	2.5.3 Explain to a group of peers various ways to improve performance reviews and evaluations	3.5.3 Compare and contrast training opportunities which can lead to advancement in the workplace

<p>1.5.4 Identify examples of networking among peers and job-related contacts as a means to obtain/advance in employment</p>	<p>2.5.4 Explain to a group of peers how networking is used to obtain a job or advance in a career</p>	<p>3.5.4 Carry out a role play as a team to show a group of peers ways to be successful at networking with business contacts to obtain/advance in employment</p>
<p>1.5.5 Identify examples of teamwork in the career and technical education classroom and in the workplace</p>	<p>2.5.5 Explain the concept of teamwork and some advantages of doing tasks in teams to a group of peers</p>	<p>3.5.5 Conduct a presentation to a group of peers on the topic of teamwork, and various ways to organize teams in career and technical education classrooms and in the workplace</p>
<p>1.5.6 Identify appropriate and non-appropriate examples of attire for various settings in the career and technical education classroom and the workplace</p>	<p>2.5.6 Explain to a peer some basic expectations of career and technical education and workplace settings regarding clothing and other attire</p>	<p>3.5.6 Give a presentation to a group of peers regarding appropriate attire (safe, not distracting, accepted as the norm) and behaviors for career and technical education and different types of workplace settings</p>
<p>1.5.7 Identify examples of appropriate and inappropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace</p>	<p>2.5.7 Discuss with a group of peers the advantages and disadvantages of appropriate and inappropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace</p>	<p>3.5.7 Carry out a demonstration/role play to a group of peers on various types of appropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace</p>
<p>1.5.8 Identify common behaviors that career and technical education instructors and employers expect (staying on task, respecting time</p>	<p>2.5.8 Explain to a group of peers various behaviors that career and technical education instructors and employers expect (staying on task,</p>	<p>3.5.8 Carry out a role play of examples that show inappropriate and appropriate behaviors in career and technical education and workplace</p>



frames for work and breaks, arriving ready to work etc.)	respecting time frames for work and breaks, arriving ready to work etc.)	settings (staying on task, respecting time frames for work and breaks, arriving ready to work etc.)
1.5.9 Identify common methods that are appropriate to report an absence or request time off in a career and technical education setting or in the workplace	2.5.9 Explain to a group of peers various procedures to inform employer of illness, tardiness or other circumstances that may prevent presence in a career and technical education class or at work	3.5.9 Conduct a presentation alone or as a team to a group of peers on appropriate ways to inform employer of illness, tardiness or other circumstance that may prevent presence in a career and technical education class or at work
1.5.10 Identify common requirements for being hired for different types of jobs in Florida (fingerprinting, background check, drug testing, physicals)	2.5.10 Explain to a group of peers examples of possible requirements for being hired for different types of jobs in Florida (fingerprinting, background check, drug testing, physicals)	3.5.10 Conduct a presentation as a team (oral or PowerPoint) on possible requirements for being hired for different types of jobs in Florida (fingerprinting, background check, drug testing, physicals)
1.5.11 Identify Equal Employment Opportunity (EEO) regulations that apply to workers in Florida	2.5.11 Explain to a group of peers basic Equal Employment Opportunity (EEO) regulations that apply to workers in Florida	3.5.11 Compare and contrast Equal Employment Opportunity (EEO) and non-discrimination regulations that apply to workers in Florida
1.5.12 Identify the basic information that is legally required to be present on pay stubs of workers in Florida	2.5.12 Explain to a group of peers the information that is legally required to be present on pay stubs of workers in Florida	3.5.12 Conduct a presentation as a team (oral or PowerPoint) to a group of peers on information that is legally required to be present on pay stubs of workers in Florida
1.5.13 Identify the basic legal rights of employees working in career and technical jobs in Florida (minimum wage laws, leave laws, overtime, etc.)	2.5.13 Explain to a group of peers the legal rights of workers in Florida (minimum wage laws, leave laws, overtime, etc.)	3.5.13 Explain to a group of peers the procedures allowed by law to seek redress for not being provided rights that are required by law in Florida (minimum wage laws, leave laws, overtime, etc.)
1.5.14 Identify examples of hazards in common career and technical	2.5.14 Explain to a group of peers the purpose of safety clothing and	3.5.14 Discuss Occupational Safety and Health Administration (OSHA)

workplaces (health, manufacturing, construction, etc.)	equipment for specific occupations	training requirements
1.5.15 Identify examples of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace	2.5.15 Explain to a group of peers various types of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace	3.5.15 Conduct a presentation on the various types of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace
1.5.16 Identify examples of safety signs related to specific occupations	2.5.16 Explain to a group of peers various types of warnings regarding potential work-related hazards and emergencies	3.5.16 Conduct a presentation to a group of peers using visual props on the topic of warning signs and hazardous materials (HAZMAT) signs in the career and technical education classroom and the workplace

<b>TECHNOLOGY SKILLS</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.6.1 Recognize basic vocabulary related to use of the Internet	2.6.1 Identify intermediate vocabulary associated with the Internet	3.6.1 Access the Internet on a computer and conduct a search on a career and technical education topic of interest to the student
1.6.2 Use a computer to read text, to point and click on images embedded in exercises related to career and technical education	2.6.2 Use a computer to write a short note or an email on a topic related to career and technical education	3.6.2 Use a computer to perform basic operations common to creating, editing, and displaying a presentation related to career and technical education topics
1.6.3 Identify basic questions found in electronic job applications	2.6.3 Compile a list of information needed to complete an electronic job application (dates and job duties of past employment, reference contact information, etc.)	3.6.3 Fill out an electronic job application in a place of employment
1.6.4 Identify basic types of technology tools and instruments common to career and technical education fields of interest to the student (health, construction, air conditioning, childcare, manufacturing, etc.)	2.6.4 Write a short note describing how basic technology tools and instruments are used in the workplace of interest to the student (health, construction, air conditioning, childcare, manufacturing, etc.)	3.6.4 Provide a short oral presentation to peers describing how basic technology tools and instruments are used in the workplace of interest to the student (health, construction, air conditioning, childcare, manufacturing, etc.)
1.6.5 Identify keys and functions on a regular calculator	2.6.5 Perform common mathematical calculations using a regular calculator	3.6.5 Perform mathematical calculations using a scientific calculator

<b>TEST TAKING SKILLS</b>		
<b>LEVEL A CASAS SCORES 201 – 210</b>	<b>LEVEL B CASAS SCORES 211 – 220</b>	<b>LEVEL C CASAS SCORES 221 – 235</b>
1.7.1 Take a basic personal learning styles inventory test	2.7.1 Identify one’s personal learning style and how it relates to test taking	3.7.1 Create a personal test-taking strategy based on one’s learning style
1.7.2 Identify basic note taking strategies in Career and Technical Education classes	2.7.2 Use basic note taking strategies in Career and Technical Education classes	3.7.2 Use common note taking strategies in a Career and Technical Education class.
1.7.3 Identify basic directions for taking tests	2.7.3 Read and follow directions for taking tests	3.7.3 Request clarification on test directions
1.7.4 Identify basic ethics rules for taking tests and the consequences of unethical behavior	2.7.4 Write a short list of basic ethics rules for taking tests and the consequences of unethical behavior	3.7.4 Provide an oral explanation to peers describing basic ethics rules for taking tests and the consequences of unethical behavior
1.7.5 Identify test-taking strategies useful for common tests used in Career and Technical Education classes (multiple choice, true/false, etc.)	2.7.5 Use test-taking strategies useful for common tests used in Career and Technical Education classes (multiple choice, true/false, etc.)	3.7.5 Explain to peers test taking strategies useful for common tests used in Career and Technical Education classes (multiple choice, true/false, etc.)

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

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

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

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

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

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

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

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

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

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

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

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

**1. Basic Literacy Skill Anchors**

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

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

**1. Basic Literacy Skill Anchors**

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



**1. Basic Literacy Skill Anchors**

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

**Basic Literacy Skill Anchors**

Literacy Level A	Literacy Level B	Literacy Level C
<b>WRITING</b>		
A1-17 Demonstrate ability to hold writing tool appropriately		C1-18 Demonstrate understanding of the value of writing in everyday life (e.g., noting appointments on a

		calendar)
A1-18 Copy numbers 0 – 9	B1-15 Write numbers 0 – 99	C1-19 Write all lower case letters
A1-19 Copy uppercase letter forms with vertical/horizontal lines (E, F, H, I, L, T)	B1-16 Write all uppercase letters	C1-20 Write short words dictated letter by letter (e.g., “Capital M – a – i – n”)
A1-20 Copy letter forms with diagonal lines (A, K, M, N, V, W, X, Y, Z)	B1-17 Copy all lowercase letters with tails below the line using correct vertical placement (e.g., g, j, p, q, y)	C1-21 Capitalize the initial letter of the first word in a sentence
A1-21 Copy letter forms with curves (B, C, D, G, J, O, P, Q, R, S, U)		C1-22 Use periods and question marks to end sentences
A1-22 Copy short familiar words using capital letters	B1-18 Copy short sentences including spaces between words	C1-23 Given a familiar, written model (e.g., man), write words in same simple word family (e.g. can, fan)
		C1-24 Given a familiar, written model (e.g., Marie is from Haiti.), write a short sentence (e.g., I am from Haiti.)
	B1-19 Use phonics to write missing initial consonants in words (e.g., __ick)	C1-25 Use phonics to write missing medial short-vowel sounds (e.g., h,_t)

## 2. Communication

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

## 2. Communication

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

### 3. Employment

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

### 4. Consumer and Community Education

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

**5. Health and Nutrition**

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

**6. Transportation and Travel**

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



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

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

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

<b>ADULT EDUCATION AGENCY</b>	
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<b>Program Year</b>	
<b>Student Name:</b>	
<b>Student Identifier Number:</b>	
<b>Date Student Completed Course Competencies:</b>	

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

<b>Instructor Printed Name</b>	<b>Signature</b>	<b>Date</b>
<b>Program Director Printed Name</b>	<b>Signature</b>	<b>Date</b>

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

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

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

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

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

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

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

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

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

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

Specific competencies are not listed for Standard 5.0 because this standard is to be

customized to meet the needs of the employer and the adult ESOL learner employees at the workplace.

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

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

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

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

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

## WORKFORCE DEVELOPMENT SKILLS

- 01.0 DEMONSTRATE ENGLISH SKILLS NEEDED FOR CUSTOMER SERVICE AND COMMUNICATION: The student will be able to:
- 01.01 Give personal information (name, address, phone number, marital status).
  - 01.02 Follow oral and/or written instructions, directions and requests.
  - 01.03 Ask supervisor and co-workers for assistance, clarification, instructions, and feedback.
  - 01.04 Communicate (small talk) with co-workers, guests, and clients.
  - 01.05 Take and relate verbal and/or written messages.
- 02.0 DEMONSTRATE ENGLISH SKILLS NECESSARY FOR JOB DUTIES AND PROCEDURES-- The student will be able to:
- 02.01 Use telephone effectively to call in sick and/or late.
  - 02.02 Demonstrate an understanding of punctuality in the workplace.
  - 02.03 Demonstrate ability to read/interpret work schedule (breaks, vacation, holidays, over-time).
  - 02.04 Request time off, schedule change and/or vacation time.
  - 02.05 Identify supplies, materials and tools needed to carry out job tasks.
  - 02.06 Locate common supplies and work areas.
  - 02.07 Report work progress and completion verbally or by completing required forms.
  - 02.08 Read and understand job descriptions, company benefits, insurance, paychecks, and deductions.
  - 02.09 Read/understand company policies regarding dress, good grooming, personal hygiene.
  - 02.10 Read/understand company mission statement, philosophy and/or manuals.
- 03.0 DEMONSTRATE ENGLISH SKILLS WHICH DOCUMENT ABILITY TO WORK SAFELY--The student will be able to:
- 03.01 Identify common safety signs related to the workplace (exit, flammable, evacuation).
  - 03.02 Identify commons safety clothing and equipment.
  - 03.03 Explain required repairs, equipment problems, defects and /or substitutions.
  - 03.04 Read/understand product labels and warnings.
  - 03.05 Identify safety precautions, hazardous conditions and chemicals Material Safety Data Sheets(MSDS).
  - 03.06 Report accidents, injuries, emergency situations.
  - 03.07 Demonstrate ability to take appropriate actions in work-related emergencies.
- 04.0 DEMONSTRATE ENGLISH SKILLS NEEDED FOR MAINTAINING AND ADVANCING ON THE JOB – The student will be able to:
- 04.01 Ask for information regarding job openings within the company.
  - 04.02 Identify acceptable behavior, attitude and social interaction (hugging, body language, harassment).
  - 04.03 Identify the chain of command.
  - 04.04 Demonstrate an understanding of cooperation and teamwork.
  - 04.05 Role-play decision-making skills by evaluating and choosing alternatives.

- 04.06 Role-play offering suggestions that enhance the work environment.
- 04.07 Identify skills training and educational opportunities available at work and in the community.

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

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

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[Name of Educational Agency]

**ESOL Training Plan**

Date: \_\_\_\_\_

---

Company Name

---

Mailing Address

---

City

---

Zip

---

Contact Person

---

Position

---

Area Code/Telephone #/Zip

---

Fax

Class Dates: \_\_\_\_\_  
 \_\_\_\_\_

Academic Year \_\_\_\_\_

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

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

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

**UPON COMPLETION OF THE COURSE:**

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ To Be Determined

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Printed Name of Student                      Signature                      Date      \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Printed Name of Course Instructor                      Signature                      Date      \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Printed Name of Employer                      Signature                      Date      \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Printed Name of Educational Agency Representative                      Signature                      Date      \_\_\_\_/\_\_\_\_/\_\_\_\_

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

July 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title: General Educational Development (GED®) Preparation**

**Program Type: Adult General Education**

**Career Cluster: N/A**

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

### **Purpose**

The purpose of this program is to prepare students for academic and personal success by obtaining the necessary skills required to pass the Official 2002 GED® Tests and be awarded a State of Florida High School Diploma. This program strives to motivate students not only to obtain a GED®, but also to utilize the acquired skills in the workforce and to achieve career training and job placement success.

### **Program Structure**

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

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

Program procedures include the following:

- A. Determine eligibility for enrollment:
  1. Declaration of intent or withdrawal form for students age 16 and 17.
  2. Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
  3. Student does not have a State of Florida recognized diploma.
- B. Diagnosing learning difficulties as necessary.



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

The following table illustrates the program structure:

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

#### **Related Areas of Instruction:**

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

#### **Accommodations**

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

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

#### **Career and Education Planning**

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

The following is the list of standards:

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

## Standards

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

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

July 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: General Educational Development (GED®)**  
**Program Number: 9900020**  
**Course Title: Language Arts, Writing Skills**  
**Course Number: 9900021**

**Language Arts, Writing Skills  
Literacy Completion Point A**

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

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

**Florida Department of Education  
Student Performance Standards**

**Program Title:** General Educational Development (GED®)  
**Program Number:** 9900020  
**Course Title:** Social Studies  
**Course Number:** 9900022

**Social Studies Skills  
Literacy Completion Point B**

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

**Florida Department of Education  
Student Performance Standards**

**Program Title:** General Educational Development (GED®)  
**Program Number:** 9900020  
**Course Title:** Science  
**Course Number:** 9900023

**Science Skills  
Literacy Completion Point C**

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

**Florida Department of Education  
Student Performance Standards**

**Program Title:** General Educational Development (GED®)  
**Program Number:** 9900020  
**Course Title:** Language Arts, Reading  
**Course Number:** 9900024

**Language Arts, Reading  
Literacy Completion Point D**

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

**Florida Department of Education  
Student Performance Standards**

**Program Title:** General Educational Development (GED®)  
**Program Number:** 9900020  
**Course Title:** Mathematics  
**Course Number:** 9900025

**Mathematics****Literacy Completion Point E****05.0 Demonstrate Advanced Mathematics Skills in Number Operations, Number Sense, Measurement, Geometry, Data Analysis, Statistics, and Probability.**

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

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



**Florida Department of Education  
Student Performance Standards**

**Program Title: General Educational Development (GED®)**

**Program Number: 9900020**

**Related Skills -- These skills are not required elements of the Official 2002 GED® Test; however, they are instrumental in enhancing an individual's workforce readiness.**

**Study, Test-Taking, and Reference Skills**

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

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

**Career Transition Skills**

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

July 2013

**Florida Department of Education  
Curriculum Framework**

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

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

### **Purpose**

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

### **Program Structure**

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

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

The following table illustrates the program structure:

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

**Related Areas of Instruction:**

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

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

**Accommodations**

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

**Career and Education Planning**

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

The following is the list of standards:

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

## Standards

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

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

July 2013

**Florida Department of Education  
Student Performance Standards**

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

**Language Arts, Writing****LCP A**

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

**Florida Department of Education  
Student Performance Standards**

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

**Pre-GED® Prep Social Studies**

02.0 Demonstrate and Apply Reading Skills to Social Studies Content and Visual Graphics to Show Knowledge and Understanding of National and Global Issues Across Content Areas of United States and World History, Geography, Civics and Government, and Economics

- 02.01 Interpret and demonstrate comprehension of written and graphic information from United States History selections.
- 02.02 Interpret and demonstrate comprehension of written and graphic information from World History selections.
- 02.03 Interpret and demonstrate comprehension of written and graphic information from Civics and Government selections
- 02.04 Interpret and demonstrate comprehension of written and graphic information from Geography selections.
- 02.05 Interpret and demonstrate comprehension of written and graphic information from Economics selections.
- 02.06 Understand, analyze and interpret visuals/graphics such as political cartoons, graphs, diagrams, posters, maps, charts, tables, and videos.
- 02.07 Demonstrate an understanding of fundamental historical documents: Declaration of Independence, Federalist Papers, U.S. Constitution and landmark Supreme Court cases.
- 02.08 Understand and evaluate practical documents used by most adults such as; political/campaign materials, advertising, money management information (insurance, investments, credit, etc.), taxes, governmental information (local, state and national) and various business documents.
- 02.09 Identify contrasting points of view and compare interpretations of issues from a social studies selection.
- 02.10 Assess the adequacy and appropriateness of information to substantiate a generalization.
- 02.11 Evaluate the accuracy of information based on provided criteria, and distinguish fact from opinion in a social studies selection.
- 02.12 Identify a statement that accurately summarizes the main idea of a paragraph in a social studies selection.

- 02.13 Understand the result from a cause and effect relationship between events such as the effect of economic downturns on migration and immigration patterns.
- 02.14 Evaluate information in a selection to determine the role that differing points of view, values, beliefs, and convictions play in historical accounts.
- 02.15 Describe the legal and ethical rights and responsibilities of an employee, an employer, and a citizen.

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Pre-General Educational Development (Pre-GED®)  
**Program Number:** 9900120  
**Course Title:** Pre-GED® Prep Science  
**Course Number:** 9900123

**Pre-GED® Prep Science**

**LCP C**

- 03.0 Demonstrate the Comprehension and Application of Scientific Knowledge in the Areas of Life Science, Physical Science, Earth and Space Science, Environmental Science and Health
- 03.01 Recognize methods, standards and ethics of scientific inquiry (including careful observation, accurate record keeping and the ability to replicate results), and describe these steps in systematic experimentation.
  - 03.02 Describe properties of matter and understand basic principles of atomic theory.
  - 03.03 Interpret scientific concepts through the application of comprehension skills and visual processing skills to physical science selections.
  - 03.04 Understand the competitive, interdependent and cyclical nature of living things in the environment and the consequences of altering the equilibrium in ecosystems.
  - 03.05 Apply the scientific method to reading material and graphics to predict possible outcomes and solve problems.
  - 03.06 Understand, interpret and explain graphic models and stimuli such as diagrams, photographs, drawings, maps, graphs, charts and tables.
  - 03.07 Recognize that energy interacts with matter; that energy may be changed in form; and that force and motion can be described and predicted.
  - 03.08 Interpret scientific concepts through the application of comprehension skills and visual processing skills to life science selections.
  - 03.09 Interpret scientific concepts through the application of comprehension skills and visual processing skills to environmental science selections.
  - 03.10 Interpret scientific concepts through the application of comprehension skills and visual processing skills to earth and space science selections.
  - 03.11 Use appropriate tools to conduct investigations, analyze evidence, and communicate scientific arguments.



**Florida Department of Education  
Student Performance Standards**

**Program Title:** Pre-General Educational Development (Pre-GED®)  
**Program Number:** 9900120  
**Course Title:** Pre-GED® Prep Language Arts Reading  
**Course Number:** 9900124

**Pre-GED® Prep Science****LCP D**

04.0 Demonstrate and Apply Reading Skills, Using Various Selections and Writing Including Prose, Fiction (Pre-1920 to Present, Non-Fiction, Poetry, Drama, Business and Historical Documents)

- 04.01 Determine the main idea and identify relevant details, facts, and patterns of organization in fiction, non-fiction, poetry, workplace, and community documents.
- 04.02 Apply additional information to presented text, such as current events, diaries, biographies, historical, social, economic, ethical, and legal documents.
- 04.03 Analyze text organization to understand the presentation of ideas in materials, which illustrate cause and effect, compare and contrast, and relating events in chronological order.
- 04.04 Use background knowledge to make simple and complex predictions about content, purpose, and organization of a reading selection.
- 04.05 Synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
- 04.06 Identify the author's purpose and/or point of view in text and use the information to construct meaning.
- 04.07 Recognize stereotypes, bias, and persuasion and propaganda techniques in print and non-print messages.
- 04.08 Check the validity of information, differentiate fact from opinion, and recognize how personal values influence conclusions.
- 04.09 Respond to a work of literature by interpreting selected phrases, sentences, or passages.
- 04.10 Ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
- 04.11 Recognize language that shapes reactions, perceptions, and beliefs.
- 04.12 Use strategies to interpret graphs and clarify meaning, such as rereading, note taking, outlining, summarizing, and writing reports.
- 04.13 Use a variety of reference materials, such as glossaries, magazines, newspapers, journals, and computer manuals, to gather information.

- 04.14 Locate, organize and interpret written information for a variety of purposes, including classroom research, decision making, performing a school or real-world task, and to develop personal preferences in reading.

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Pre-General Educational Development (Pre-GED®)  
**Program Number:** 9900120  
**Course Title:** Pre-GED® Prep Mathematics  
**Course Number:** 9900125

**Pre-GED® Prep Mathematics****LCP E**

- 05.0 Demonstrate Skills in Mathematical Calculation, Problem Analysis, Application of Concepts and Problem-Solving
- 05.01 Add, subtract, multiply, and divide with whole numbers, common fractions, decimal fractions, and percents.
  - 05.02 Represent numbers in a variety of equivalent forms using integers, fractions, decimals, percents, exponents, and scientific notation.
  - 05.03 Compare the relative size of integers, fractions, ratios, decimals, percents, numbers with exponents, square roots, and numbers in scientific notation.
  - 05.04 Apply concepts of absolute value and perform operations with signed numbers.
  - 05.05 Calculate area, perimeter, volume, capacity, surface area, and mass and solve problems involving customary and metric measurements.
  - 05.06 Apply beginning principles of algebra including: -solving one-step algebraic equations, writing one-step equations from word problems, and using simple formulas.
  - 05.07 Collect, organize and display data in tables, charts, and graphs, describing any patterns and relationships in the data.
  - 05.08 Use measuring tools and other devices such as rulers, protractors, scales, meters and gauges to collect data.
  - 05.09 Plot graph of linear equations, identifying the slope, the x and y-intercepts, and parallel or perpendicular lines.
  - 05.10 Draw, identify, and analyze two- or three-dimensional shapes applying concepts of regularity, symmetry, congruence, and similarity.
  - 05.11 Find the mean, median, mode and range of a set of data in a real-life situation using a scientific calculator, when appropriate.
  - 05.12 Define and give examples of number properties, and apply the correct order of operations.
  - 05.13 Analyze and interpret the real-world data found in charts, graphs, and tables from newspapers or magazines.
  - 05.14 Choose appropriate methods of computing, such as mental mathematics, paper and pencil, or a scientific calculator to solve real-world problems.
  - 05.15 Recognize effects of operations on numbers and select the appropriate operation for solving a problem.
  - 05.16 Use alternative response formats for displaying numerical and graphic solutions in grids and plots.
  - 05.17 Use estimation to predict results of a calculation and check the reasonableness of the solution.
  - 05.18 Construct scale drawings and interpret diagrams and maps in real-life and workplace situations.

- 05.19 Determine the mathematical probability of an event, use the probability to make a prediction, and compare experimental results to the mathematical probability.
- 05.20 Identify flaws in statistical methods and data analysis including bias in sampling techniques, misinterpreting correlations, and use of misleading graphs.
- 5.21 Develop a personal or business budget, calculate the effect of deposits and withdrawals on a checking account balance, and complete a simple tax form.
- 05.22 Collect data, construct a scatter plot, and classify the correlations between variables.
- 05.23 Calculate investment benefits using simple and compound-interest formulas and appropriate technology.
- 05.24 Select appropriate units and instruments of measurement to achieve the degree of accuracy and precision required in a real-life or workplace situation.

**Florida Department of Education  
Student Performance Standards**

**Program Title: Pre-General Educational Development (Pre-GED®)**

**Program Number: 9900120**

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

**Study, Test-Taking, and Reference Skills**

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

- 06.01 Locate and use a variety of resources and reference materials including newspapers, magazines, reference books and computer resources.
- 06.02 Construct and interpret different types of visual or graphic displays such as cartoons, pictures, graphs, charts, diagrams, maps and tables.
- 06.03 Develop and apply note-taking skills.
- 06.04 Develop and apply study skills.
- 06.05 Develop and apply logical thinking and time management to test taking.
- 06.06 Coordinate tasks and work assignments to develop team-building skills.
- 06.07 Demonstrate and apply appropriate time management.
- 06.08 Use alternate formats such as grids and plots to display solutions to problems.
- 06.09 Demonstrate the use of the scientific calculator to compute basic mathematical operations, square roots and powers with integers, fractions and decimals.

**Career Transition and Employability Skills**

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

- 07.01 Prepare workplace-related documents (i.e. employment application or personal data sheet).
- 07.02 Demonstrate appropriate interview skills.
- 07.03 Participate in a job search program in career related industry.
- 07.04 Identify examples and non-examples of professional conduct in the workplace.
- 07.05 Identify situations that demonstrate gender or cultural bias in social, academic and life situations.
- 07.06 Demonstrate real-life problem solving skills.

## **Basic Computer Literacy**

08.0 DEMONSTRATE BASIC COMPUTER LITERACY SKILLS--The instruction in computer literacy is based on individual need and may include, but is not limited to, the following:

- 08.01 Demonstrate ability to use a personal computer, including properly turning on and off the hardware components and using keyboards, pointing devices and other peripheral hardware devices.
- 08.02 Demonstrate the ability to properly use a software application, such as a word processor or a spreadsheet, for its designed purpose.
- 08.03 Demonstrate the ability to communicate using electronic mail and conduct an Internet search.

**Florida Department of Education  
2013-2014 Draft Curriculum Frameworks  
GED® Reasoning through Language Arts**

<b>Adult General Education</b>	
<b>Program Title</b>	<b>GED® Preparation Program</b>
<b>Program Number</b>	<b>9900130 (proposed)</b>
<b>Program Length</b>	<b>Up to 900 hours</b>
<b>Course Title</b>	<b>GED® Reasoning Through Language Arts</b>
<b>Course Number</b>	<b>9900131 (proposed)</b>
<b>CIP Number</b>	<b>1532.010207 (proposed)</b>
<b>Grade Level</b>	<b>30, 31</b>
<b>Standard Course Length</b>	<b>Varies</b>
<b>Teacher Certification</b>	<b>Bachelor's degree or higher</b>

**PURPOSE**

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

The Reasoning through Language Arts (RLA) course of the GED® Preparation Program is to prepare students to pass the GED® RLA Test. This test will focus on the fundamentals in three major content areas: Reading, Language Arts and Writing. Students will achieve the ability to read closely, the ability to write clearly, and the ability to edit and understand the use of standard written English in context.

**THE GED® 2014 ASSESSMENT**

Information on the GED® 2014 Assessment and the performance targets and content topics are derived from the Assessment Guide for Educators provided by GED® Testing Service. The manual can be downloaded at <http://gedtestingservice.org>.

Students, who are currently enrolled in the GED® 2002 series, must schedule and take tests needed to earn a State of Florida diploma prior to December 31, 2013. Students will not be able to carry forward test scores from the 2002 test if they haven't completed all the required tests. The standards in this framework are based on the knowledge and skills that will be measured on the new assessment which will be launched January, 2014.

The GED® RLA test items are based on assessment targets derived from the Common Core State Standards (CCSS), found at <http://www.corestandards.org/>, and similar career-and-college

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readiness standards. The standards correspond to one or more Anchor Standards from the Common Core State Standards for English Language Arts.

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

- Seventy-five percent of the texts in the exam will be informational texts (including nonfiction drawn from the science and the social studies as well as a range of texts from workplace contexts); 25 percent will be literature.
- For texts in which comprehension hinges on vocabulary, the focus will be on understanding words that appear frequently in texts from a wide variety of disciplines and, by their definition, are not unique to a particular discipline.
- U.S. founding documents and the “Great American Conversation” that followed are the required texts for study and assessment.
- The length of the texts included in the reading comprehension component will vary between 450 and 900 words.
- Reading and writing standards will also be measured in the GED® Social Studies Test, and the reading standards will be measured in the GED® Science Test.

**Webb’s Depth of Knowledge (DOK) Model**

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



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**PROGRAM STRUCTURE**

The GED® Preparation Program consist of four courses: Reasoning through Language Arts, Mathematics Reasoning, Social Studies, and Science. The courses are non-graded and characterized by open-entry/open-exit and/or managed enrollment, self-paced instructional modules, differentiated instruction, flexible schedules, and performance-based evaluation. Agencies are awarded one LCP (A-D) per test passed by the student. An agency will be awarded a bonus LCP E (for a total of five) for each student who successfully passes the entire battery of tests and earns a State of Florida High School Diploma.

Course Number	Course Title	Length	LCP Level
9900131	GED® Prep Reasoning Through Language Arts	Varies	A

Program procedures include the following:

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

*Note: F.S. 1003.435 (4) states that “a candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16.”*

**ACCOMMODATIONS**

When a student with a disability is enrolled in an adult education class with modifications to the curriculum framework, the particular accommodations must be specified in the student’s Section 504 Accommodation Plan or any other accommodation plan.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Students with disabilities in**

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**adult education programs must self-identify, provide documentation, and request accommodations, if needed.**

It is recommended that accommodations be identified on a Transition Individual Educational Plan (TIEP), a Section 504 Accommodations Plan, or the development of a plan with their service provider. Accommodations received in secondary education may differ from those received in adult education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands, and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Special Notes:**

**Career Development Standards**

The Adult Career Pathways System includes the following career development standards for students to achieve in their career exploration and planning. Students can access Florida CHOICES or a comparable system for career exploration and planning activities. Agencies determine if the career plan is developed at intake or integrated into classroom instruction. If the student is preparing for all four GED® tests, agencies determine in which course the career plan should be developed.

The following is the list of career development 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.

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CCSS CONNECTION	READING STANDARDS	LCP - A
<b>R.2</b>	<b>Determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas.</b>	
R.2.a	Comprehend explicit details and main ideas in text.	
R.2.b	Summarize details and ideas in text.	
R.2.c	Make sentence-level inferences about details that support main ideas.	
R.2.d	Infer implied main ideas in paragraphs or whole texts.	
R.2.e	Determine which detail(s) support(s) a main idea.	
R.2.f	Identify a theme, or identify which element(s) in a text support a theme.	
R.2.g	Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.	
R.2.h	Draw conclusions or make generalizations that require mixing several main ideas in text.	
<b>R.3</b>	<b>Analyze how individuals, events, and ideas develop and interact over the course of a text.</b>	
R.3.a	Order sequences of events in texts.	
R.3.b	Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.	
R.3.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.3.d	Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).	
R.3.e	Analyze the roles that details play in complex literary or informational texts.	
<b>R.4.2; L.4.2</b>	<b>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.</b>	
R.4.1/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.4.2/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.	
<b>R.5</b>	<b>Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b>	

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R.5.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.5.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.5.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.5.d	Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.
<b>R.6</b>	<b>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.</b>
R.6.a	Determine an author's point of view or purpose of a text.
R.6.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.6.c	Infer an author's implicit and explicit purposes based on details in text.
R.6.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).
<b>R.8</b>	<b>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.</b>
R.8.1	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.
<b>R.9 &amp; R.7</b>	<b>Analyze how two or more texts address similar themes or topics.</b>
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

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	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.
<b>CCSS CONNECTION</b>	<b>LANGUAGE STANDARDS</b> <span style="float: right;"><b>LCP – A</b></span>
<b>L.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>L.2</b>	<b>Demonstrate command of the conventions of standard English capitalization</b>

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	<b>and punctuation when writing.</b>
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).
<b>CCSS CONNECTION</b>	<b>WRITING STANDARDS</b> <span style="float: right;"><b>LCP-A</b></span>
R.1	W.1 Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence
W.1.,W.2., W.4	W.2 Produce and extended analytical response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops the idea(s) or claim(s) thoroughly with well-chosen examples , facts, or details from the text; and maintains a coherent focus.
W.5 and L.1, L.2, L.3	W.3 Write clearly and demonstrate sufficient command of standard English conventions

## Notes:

- Information provided on the GED® tests is based on the *Assessment Guide for Educators*, GED® Testing Service.
- Proposed Program, Course and CIP Numbers are subject to State Board Rule approval of 2013-2014 Course Code Directory and Curriculum Frameworks.

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<b>Adult General Education</b>	
<b>Program Title</b>	<b>GED® Preparation</b>
<b>Program Number</b>	<b>9900130 (proposed)</b>
<b>Program Length</b>	<b>Up to 900 hours</b>
<b>Course Title</b>	<b>GED® Mathematical reasoning</b>
<b>Course Number</b>	<b>9900134 (proposed)</b>
<b>CIP Number</b>	<b>1532.010207 (proposed)</b>
<b>Grade Level</b>	<b>30, 31</b>
<b>Standard Course Length</b>	<b>Varies</b>
<b>Teacher Certification</b>	<b>Bachelor's degree or higher</b>

**PURPOSE**

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

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

**THE 2014 GED® ASSESSMENT**

Information on the GED® 2014 Assessment and the performance targets and content topics are derived from the Assessment Guide for Educators provided by GED® Testing Service. The manual can be downloaded at <http://gedtestingservice.org>.

Students are currently enrolled in the GED® 2002 Series must schedule and take tests needed to earn a State of Florida diploma prior to December 31, 2013. Students will not be able to carry forward test scores from the 2002 test if they haven't completed all the required tests.

The standards in this framework are based on the knowledge and skills that will be measured on the new assessment which will be launched January, 2014. The GED® Mathematics test items are based on assessment targets derived from the Common Core State Standards (CCSS),

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found at <http://www.corestandards.org/>, and similar career-and-college readiness standards. These targets are the basis of the math standards included in this framework. 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. These practices are based on The Standards for Mathematical Practice found in the Common Core State Standards for Mathematics and the Process Standards found in the Principles and Standards for School Mathematics, published by the National Council of Teachers of Mathematics. 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 more information on Mathematical Practices in the Assessment Guide for Educators which can be downloaded at <http://gedtestingervice.org>.

**Webb’s Depth of Knowledge (DOK) Model**

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



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**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 (A-D) per test passed by the student. An agency will be awarded a bonus LCP E (for a total of five) for each student who successfully passes the entire battery of tests and earns a State of Florida High School Diploma.

Program procedures include the following:

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

*Note: F.S. 1003.435 (4) states that “a candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board, a candidate may take the examination after reaching the age of 16.”*

Course Number	Course Title	Length	LCP Level
9900134	GED Mathematical Reasoning	Varies	D

**ACCOMMODATIONS**

When a student with a disability is enrolled in an adult education class with modifications to the curriculum framework, the particular accommodations must be specified in the student’s Section 504 Accommodation Plan or any other accommodation plan.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Students with disabilities in adult education programs must self-identify, provide documentation, and request accommodations, if needed.** It is recommended that accommodations be identified on a Transition Individual Educational Plan (TIEP), a Section 504 Accommodations Plan, or the

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development of a plan with their service provider. Accommodations received in secondary education may differ from those received in adult education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands, and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Special Notes:**

**Career Development Standards**

The Adult Career Pathways System includes the following career development standards for students to achieve in their career exploration and planning. Students can access Florida CHOICES or a comparable system for career exploration and planning activities. Agencies determine if the career plan is developed at intake or integrated into classroom instruction. If the student is preparing for all four GED® tests, agencies determine in which course the career plan should be developed.

The following is the list of career development 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.

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References	Mathematical Practices
M1, M3, M4, M5 N2, N5, N6, N8	<p><b>MP.1 Building Solution Pathways and Lines of Reasoning</b></p> <p>Search for and recognize entry points for solving a problem.</p> <p>Plan a solution pathway or outline a line of reasoning.</p> <p>Select the best solution pathway, according to given criteria.</p> <p>Recognize and identify missing information that is required to solve a problem.</p> <p>Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p>
M2, M4 N2, N3	<p><b>MP.2. Abstracting Problems</b></p> <p>Represent real world problems algebraically.</p> <p>Represent real world problems visually.</p> <p>Recognize the important and salient attributes of a problem.</p>
M3 N7, N9	<p><b>MP.3 Furthering Lines of Reasoning</b></p> <p>Build steps of a line reasoning or solution pathway, based on previous step or givens.</p> <p>Complete the lines of reasoning of others.</p> <p>Improve or correct a flawed line of reasoning.</p>
M2, M4, M6 N1, N2, N9	<p><b>MP.4 Mathematical Fluency</b></p> <p>Manipulate and solve arithmetic expressions.</p> <p>Transform and solve algebraic expressions.</p> <p>Display data or algebraic expressions graphically.</p>
M3 N7	<p><b>MP.5 Evaluating Reasoning and Solution Pathways</b></p> <p>Recognize flaws in others' reasoning.</p> <p>Recognize and use counterexamples.</p> <p>Identify the information required to evaluate a line of reasoning.</p>

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	<b>Quantitative Problem Solving Standards and Content Indicators</b>	<b>CCSS References</b>
<b>Q.1</b>	<b>Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents</b>	
Q.1.a	Order fractions and decimals, including on a number line.	4.NF.2; 6.NS.6; 6.NS.7
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.	6.NS.4
Q.1.c	Apply rules of exponents in numerical expressions with rational exponents to write equivalent expressions with rational exponents.	8.EE.1; N-RN.2
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.	6.NS.7; 7.NS.1
<b>Q.2</b>	<b>Add, subtract, multiply, divide, and use exponents and roots of rational, fraction, and decimal numbers</b>	<b>CCSS References</b>
Q.2.a	Perform addition, subtraction, multiplication, and division on rational numbers.	7.NS.1; 7.NS.2
Q.2.b	Perform computations and write numerical expressions with squares and square roots of rational numbers.	8.EE.2; N-RN.2
Q.2.c	Perform computations and write numerical expressions with cubes and cube roots of rational numbers.	8.EE.2; N-RN.2
Q.2.d	Determine when a numerical expression is undefined.	7.NS.2
Q.2.e	Solve single-step or multistep real-world arithmetic problems involving the four operations with rational numbers, including those involving scientific notation.	7.NS.3; 7.EE.3; 8.EE.4; N-Q.1
<b>Q.3</b>	<b>Calculate and use ratios, percents, and scale factors</b>	<b>CCSS References</b>
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.	6.RP.3; 7.RP.1; G-MG.2
Q.3.b	Use scale factors to determine the magnitude of a size change. Convert between actual drawings and scale drawings.	7.G.1
Q.3.c	Solve multistep, real-world arithmetic problems using ratios or proportions including those that require converting units of measure.	6.RP.3; 7RP.1; 7.RP.2; 7.RP.3; N-Q.1
Q.3.d	Solve two-step, real-world arithmetic problems involving percents. Examples include but are not limited to: simple	7.RP.3

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	interest, tax, markups and markdowns, gratuities and commissions, percent increase and decrease.	
<b>Q.4</b>	<b>Calculate dimensions, perimeter, circumference, and area of two-dimensional figures</b>	<b>CCSS References</b>
Q.4.a	Compute the area and perimeter of triangles and rectangles. Determine side lengths of triangles and rectangles when given area or perimeter.	7.G.6
Q.4.b	Compute the area and circumference of circles. Determine the radius or diameter when given area or circumference.	7.G.4
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.	6.EE.2; 7.G.6
Q.4.d	Compute perimeter and area of 2-D composite geometric figures, which could include circles, given geometric formulas as needed.	6.EE.2; 7.G.6; 8.G.9
Q.4.e	Use the Pythagorean theorem to determine unknown side lengths in a right triangle.	8.G.7
<b>Q.5</b>	<b>Calculate dimensions, surface area, and volume of three-dimensional figures</b>	<b>CCSS References</b>
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.	6.EE.2; 7.G.6; 8.G.9
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.	6.EE.2; 7.G.6; 8.G.9
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.	6.EE.2; 7.G.6; 8.G.9
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.	6.EE.2; 7.G.6; 8.G.9
Q.5.e	When given geometric formulas, compute volume and surface area of spheres. Solve for radius or diameter when given the surface area.	6.EE.2; 8.G.9
Q.5.f	Compute surface area and volume of composite 3-D geometric figures, given geometric formulas as needed.	6.EE.2; 8.G.9
<b>Q.6</b>	<b>Interpret and create data displays</b>	<b>CCSS References</b>
Q.6.a	Represent, display, and interpret categorical data in bar graphs or circle graphs.	7.RP.2; 3.MD.3
Q.6.b	Represent, display, and interpret data involving one variable	S-ID.1

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	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 graphs.	8.SP.1
<b>Q.7</b>	<b>Calculate and use mean, median, mode, and weighted average</b>	<b>CCSS References</b>
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.	6.SP.3; S-MD.2
<b>Q.8</b>	<b>Utilize counting techniques and determine probabilities</b>	<b>CCSS References</b>
Q.8.a	Use counting techniques to solve problems and determine combinations and permutations.	S-CP.9
Q.8.b	Determine the probability of simple and compound events.	7.SP.7; 7.SP.8; S-CP.1; S-CP.2
	<b>Algebraic Problem Solving Standards and Content Indicators</b>	<b>CCSS References</b>
<b>A.1</b>	<b>Write, evaluate, and compute with expressions and polynomials</b>	
A.1.a	Add, subtract, factor, multiply, and expand linear expressions with rational coefficients.	7.EE.1
A.1.b	Evaluate linear expressions by substituting integers for unknown quantities.	6.EE.2
A.1.c	Write linear expressions as part of word-to-symbol translations or to represent common settings.	6.EE.2; 6.EE.6
A.1.d	Add, subtract, multiply polynomials, including multiplying two binomials, or divide factorable polynomials.	A-APR.1
A.1.e	Evaluate polynomial expressions by substituting integers for unknown quantities.	6.EE.2
A.1.f	Factor polynomial expressions.	A-SSE.2; A-SSE.3; A-SSE.4
A.1.g	Write polynomial expressions as part of word-to-symbol translations or to represent common settings.	6.EE.2; 6.EE.6
A.1.h	Add, subtract, multiply and divide rational expressions.	6.EE.3
A.1.i	Evaluate rational expressions by substituting integers for unknown quantities.	6.EE.2
A.1.j	Write rational expressions as part of word-to-symbol translations or to represent common settings.	6.EE.2; 6.EE.6
<b>A.2</b>	<b>Write, manipulate, solve, and graph linear equations</b>	<b>CCSS References</b>

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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.	7.EE.4; 8.EE.7; A-REI.3
A.2.b	Solve real-world problems involving linear equations.	7.EE.4; A-CED.1; A-CED.2
A.2.c	Write one-variable and multi-variable linear equations to represent context.	6.EE.6; A-CED.1; A-CED.2
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.	8.EE.6; A-REI.6
<b>A.3</b>	<b>Write, manipulate, solve, and graph linear inequalities</b>	<b>CCSS References</b>
A.3.a	Solve linear inequalities in one variable with rational number coefficients.	A-REI.3
A.3.b	Identify or graph the solution to a one variable linear inequality on a number line.	6.EE.8; 7.EE.4
A.3.c	Solve real-world problems involving inequalities.	7.EE.4; A-CED.1; A-CED.2
A.3.d	Write linear inequalities in one variable to represent context.	6.EE.2; A-CED.1; A-CED.2
<b>A.4</b>	<b>Write, manipulate, and solve quadratic equations</b>	<b>CCSS References</b>
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-REI.4
A.4.b	Write one-variable quadratic equations to represent context.	A-CED.1
<b>A.5</b>	<b>Connect and interpret graphs and functions</b>	<b>CCSS References</b>
A.5.a	Locate points in the coordinate plane.	6.NS.6
A.5.b	Determine the slope of a line from a graph, equation, or table.	8.F.4
A.5.c	Interpret unit rate as the slope in a proportional relationship.	8.EE.5
A.5.d	Graph two-variable linear equations.	A-CED.2; F-IF.7
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,	8.F.3; 8.F.5; F-IF.5

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	and periodicity.	
<b>A.6</b>	<b>Connect coordinates, lines, and equations</b>	<b>CCSS References</b>
A.6.a	Write the equation of a line with a given slope through a given point.	A-CED.2
A.6.b	Write the equation of a line passing through two given distinct points.	A-CED.2
A.6.c	Use slope to identify parallel and perpendicular lines and to solve geometric problems.	G-GPE.5
<b>A.7</b>	<b>Compare, represent, and evaluate functions</b>	<b>CCSS References</b>
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.	8.EE.5
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).	8.F.1; F-IF.1
A.7.c	Evaluate linear and quadratic functions for values in their domain when represented using function notation.	F-IF.2
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.	8.F.2; F-IF.9

## Notes:

- Information on the GED® tests is based on the *Assessment Guide for Educators, GED® Testing Service, June 2012*.
- Proposed Program, Course and CIP Numbers are subject to State Board of Education approval of 2013-2014 Course Code Directory and Curriculum Frameworks
- Note: See the Common Core State Standards for Mathematics at [www.corestandards.org](http://www.corestandards.org) for more information on the reference codes listed in the CCSS References column.



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<b>Adult General Education</b>	
<b>Program Title</b>	<b>GED® Preparation Program</b>
<b>Program Number</b>	<b>9900130 (proposed)</b>
<b>Program Length</b>	<b>Up to 900 hours</b>
<b>Course Title</b>	<b>GED® Science</b>
<b>Course Number</b>	<b>9900133 (proposed)</b>
<b>CIP Number</b>	<b>1532.010207 (proposed)</b>
<b>Grade Level</b>	<b>30, 31</b>
<b>Standard Course Length</b>	<b>Varies</b>
<b>Teacher Certification</b>	<b>Bachelor's degree or higher</b>

**PURPOSE**

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

The purpose of the Science course of the GED® program is to prepare students to pass the GED® Science test. The framework includes science practices and content standards. Science practices are described as skills that are important to scientific reasoning in both textual and quantitative contexts. The science practices are based on skills included in the Common Core State Standards for Literacy in Science and Technical Subjects, found at <http://www.corestandards.org/> and mathematics and/or practices from *A Framework for K-12 Science Education*, found at [http://www7.nationalacademies.org/bose/Standards\\_Framework\\_Homepage.html](http://www7.nationalacademies.org/bose/Standards_Framework_Homepage.html).

**THE GED® 2014 ASSESSMENT**

Information on the GED® 2014 Assessment and the performance targets and content topics are derived from the Assessment Guide for Educators provided by GED® Testing Service. The manual can be downloaded at <http://gedtestingservice.org>.

Students who are currently preparing for the GED® 2002 tests, must schedule and take tests needed to earn a State of Florida diploma prior to December 31, 2013. Students will not be able to carry forward test scores from the 2002 test if they haven't completed all the required tests.

The standards in this framework are based on the knowledge and skills that will be measured on the new assessment which will be launched January, 2014.

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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.

**Nevertheless, test-takers are not expected to have an in-depth and comprehensive knowledge of each subtopic.** Rather, the stimuli about which each question pertains will provide necessary details about scientific figures, formulas, and other key principles. For example, a question may include answer options and stimuli that contain specific terms drawn from the content subtopics; however, test-takers will never be asked to formulate their own definition of a term without the item providing sufficient contextual support for such a task.

### **Science Content Topics Matrix**

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

	<b>Science Content Topics</b>		
Focusing Themes	Life Science (L) 40%	Physical Science (P) 40%	Earth & Space Science (ES) 20%
Human and Health Living Systems	<b>a.</b> Human body and health <b>b.</b> Organization of life (structure and function of life) <b>c.</b> Molecular basis for	<b>a.</b> Chemical properties and reactions related to human systems	<b>a.</b> Interactions between Earth's systems and living things

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

**Webb’s Depth of Knowledge (DOK) Model**

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

**PROGRAM STRUCTURE**

The GED program is non-graded and characterized by open-entry/open-exit and/or managed enrollment, self-paced instructional modules, differentiated instruction, flexible schedules, and performance-based evaluation. Agencies are awarded one LCP (A-D) per test passed by the student. An agency will be awarded a bonus LCP E (for a total of five) for each student who successfully passes the entire battery of tests and earns a State of Florida High School Diploma.

Program procedures include the following:

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

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

*Note: F.S. 1003.435 (4) states that “ a candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board.....a candidate may take the examination after reaching the age of 16.”*

Course Number	Course Title	Course Length	LCP Level
9900133	GED ® Prep Science	Varies	C

#### **ACCOMMODATIONS**

When a student with a disability is enrolled in an adult education class with modifications to the curriculum framework, the particular accommodations must be specified in the student’s Section 504 Accommodation Plan or any other accommodation plan. Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Students with disabilities in adult education programs must self-identify, provide documentation, and request accommodations, if needed.** It is recommended that accommodations be identified on a Transition Individual Educational Plan (TIEP), a Section 504 Accommodations Plan, or the development of a plan with their service provider. Accommodations received in secondary education may differ from those received in adult education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands, and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

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**Special Notes:**

**Career Development Standards**

The Adult Career Pathways System includes the following career development standards for students to achieve in their career exploration and planning. Students can access Florida CHOICES or a comparable system for career exploration and planning activities. Agencies determine if the career plan is developed at intake or integrated into classroom instruction. If the student is preparing for all four GED® tests, agencies determine in which course the career plan should be developed.

The following is the list of career development 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.

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**SCIENCE PRACTICES**

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

<b>References to Common Core State Standards and Framework for K-12 Science Education</b>	<b>SCIENCE PRACTICES</b>
	<b>SP.1 Comprehending Scientific Presentations</b>
R2, R8, P8, M2, M6	SP.1.a. Understand and explain textual scientific presentations
R4, L4, P8, M2, M4, M6	SP.1.b. Determine the meaning of symbols, terms and phrases as they are used in scientific presentations
S-ID, 8.SP, P8, M2, M4, M6	SP.1.c. Understand and explain a non-textual scientific presentations
	<b>SP.2 Investigation Design (Experimental and Observational)</b>
R8, P3, P4, M4	SP.2.a. Identify possible sources of error and alter the design of an investigation to ameliorate that error
R2, R5, W5, P1, P8, M, M4, M8	SP.2.b. Identify and refine hypotheses for scientific investigations
R8, R9, P2, P5, M3, M4	SP.2.c. Identify the strength and weaknesses of one or more scientific investigation (i, e, experimental or observational) designs
W7, 3.MD, P3, P5, M4, M8	SP.2.d. Design a scientific investigation
R5, P2, P4, M4	SP.2.e. Identify and interpret independent and dependent variables in scientific investigations
	<b>SP.3 Reasoning from Data</b>
R1, P7	SP.3.a. Cite specific textual evidence to support a finding or conclusion.

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R1, R2, R3, P1, P6, P7, M3, M4, M7, M8 R1, R3, P4, M3, M4, M7, M8 S-CP, 7.SP, P4, P5, M4, M7, M8	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.
R8, P4, P6, M3, M7, M8	<b>SP.4 Evaluating Conclusions with Evidence</b>  SP.4.a. Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.
R9, P2, P4, P6, M3, M7	<b>SP.5 Working with Findings</b>  SP.5.a. Reconcile multiple findings, conclusions or theories.
R7, W2, P8, M2, M4, M6 R7, W2, P5, P8, M2, M4, M6  R7, W2, P8, M2, M6	<b>SP.6 Expressing Scientific Information</b>  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.
R3, R5, L3, P1, P2, P7, M2, M4  P2, P5, M2, M4, M8	<b>SP.7 Scientific Theories</b>  SP.7.a. Understand and apply scientific models, theories and processes.  SP.7.b. Apply formulas from scientific theories.
S-MD, S-ID, P4, P5, M4, M6 7.SP, P5, M4, M6  7.SP, S-CP, P5, M4, M6	<b>SP.8 Probability &amp; Statistics</b>  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.

Explanation on the coding of practices – For example, R.1 corresponds with CCSS Reading Anchor Standard 1 and 8.SP refers to skills introduced in the CCSS Grade 8 Statistics and Probability mathematics domain. Practices 1-8, however, are drawn from the scientific practices in *A Framework for K-12 Science Education*.

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**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.

<b>LIFE SCIENCE STANDARDS</b>		<b>LCP – C</b>
L.1	<p><b>Describe systems and functions of the human body systems and how to keep healthy.</b></p> <p>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).</p> <p>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).</p> <p>L.1.c. Sources of nutrients (e.g., foods, symbiotic organisms) and concepts in nutrition (e.g., calories, vitamins, minerals).</p> <p>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).</p>	
L.2	<p><b>Explain the relationship between life functions and energy intake.</b></p> <p>L.2.a. Energy for life functions (e.g., photosynthesis, respiration, fermentation).</p>	
L.3	<p><b>Explain the flow of energy in ecological networks (ecosystems).</b></p> <p>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).</p> <p>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.</p> <p>L.3.c. Carrying capacity, changes in carrying capacity based on changes in populations and environmental effects and limiting resources necessary for growth.</p> <p>L.3.d. Symbiosis (e.g., mutualism, parasitism, commensalism) and predator/prey relationships (e.g., changes in one population affecting another population).</p> <p>L.3.e. Disruption of ecosystems (e.g., invasive species, flooding, habitat destruction, desertification) and extinction (e.g., causes [human and natural] and effects).</p>	
L.4	<p><b>Explain organization of life by structure and function of life.</b></p>	



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	<p>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).</p> <p>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).</p> <p>L.4.c. Mitosis, meiosis (e.g. process and purpose).</p>
L.5	<p><b>Describe the molecular basis for heredity.</b></p> <p>L.5.a. Relationship of DNA, genes, and chromosomes (e.g. description, chromosome splitting during meiosis) in heredity.</p> <p>L.5.b. Genotypes, phenotypes and the probability of traits in close relatives (e.g., Punnett squares, pedigree charts).</p> <p>L.5.c. New alleles, assortment of alleles (e.g., mutations, crossing over), environmental altering of traits, and expression of traits (e.g., epigenetics, color points of Siamese cats).</p>
L.6	<p><b>Describe the scientific theories of evolution.</b></p> <p>L.6.a. Common ancestry (e.g., evidence) and cladograms (e.g., drawing, creating, interpreting).</p> <p>L.6.b. Selection (e.g., natural selection, artificial selection, evidence) and the requirements for selection (e.g., variation in traits, differential survivability).</p> <p>L.6.c. Adaptation, selection pressure, and speciation.</p>
<b>PHYSICAL SCIENCE STANDARDS</b>	
	<b>LCP – C</b>
P.1	<p><b>Explain conservation, transformation, and flow of energy.</b></p> <p>P.1.a. Heat, temperature, the flow of heat results in work and the transfer of heat (e.g., conduction, convection).</p> <p>P.1.b. Endothermic and exothermic reactions.</p> <p>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> <p>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> <p>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>
P.2	<p><b>Explain the relationship of work, motion, and forces.</b></p>

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	<p>P.2.a. Speed, velocity, acceleration, momentum, and collisions (e.g., inertia in a car accident, momentum transfer between two objects).</p> <p>P.2.b. Force, Newton’s Laws, gravity, acceleration due to Gravity (e.g., freefall, law of gravitational attraction), mass and weight.</p> <p>P.2.c. Work, simple machines (types and functions), mechanical advantages (forces, distance, and simple machines), and power.</p>
P.3	<p><b>Describe the chemical properties and reactions related to living systems.</b></p> <p>P.3.a. Structure of matter.</p> <p>P.3.b. Physical and chemical properties, changes of state, and density.</p> <p>P.3.c. Balancing chemical equations and different types of chemical equations, conservation of mass in balanced chemical equations and limiting reactants.</p> <p>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.</p>
<b>EARTH AND SPACE SCIENCE STANDARDS</b>	
<b>LCP – C</b>	
ES.1	<p><b>Describe Interactions between earth’s systems and living things.</b></p> <p>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.</p> <p>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).</p> <p>ES.1.c. Extraction and use of natural resources, renewable vs. nonrenewable resources and sustainability.</p>
ES.2	<p><b>Describe Earth and its System Components and Interactions.</b></p> <p>ES.2.a. Characteristics of the atmosphere, including its layers, gases and their effects on the Earth and its organisms, include climate change.</p> <p>ES.2.b. Characteristics of the oceans (e.g., salt water, currents, coral reefs) and their effects on Earth and organisms.</p> <p>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.).</p> <p>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.).</p>
ES.3	<p><b>Describe the structures and organization of the Cosmos.</b></p> <p>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,</p>

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	<p>white dwarf]).</p> <p>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).</p> <p>ES.3.c. The age of the Earth, including radiometrics, fossils, and landforms.</p>
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Notes:

- Information on the GED® tests is based on the *Assessment Guide for Educators*, GED® Testing Service, (June 2012).
- Proposed Program, Course and CIP Numbers are subject to State Board Rule approval of 2013-2014 Course Code Directory and Curriculum Frameworks.
- The GED® Science Content Topics are informed by the National Research Council’s *A Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core Ideas*, 2011.

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<b>Adult General Education</b>	
<b>Program Title</b>	<b>GED® Preparation Program</b>
<b>Program Number</b>	<b>9900130 <i>(proposed)</i></b>
<b>Program Length</b>	<b>Up to 900 hours</b>
<b>Course Title</b>	<b>GED® Social Studies</b>
<b>Course Number</b>	<b>9900132 <i>(proposed)</i></b>
<b>CIP Number</b>	<b>1532.010207 <i>(proposed)</i></b>
<b>Grade Level</b>	<b>30, 31</b>
<b>Standard Course Length</b>	<b>Varies</b>
<b>Teacher Certification</b>	<b>Bachelor's degree or higher</b>

**PURPOSE**

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

The purpose of the Social Studies component of the GED® program is to prepare students to pass the GED® Social Studies Test. This test will focus on the fundamentals of social studies reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. Four major content domains will be addressed: civics and government, United States history, economics, and geography and the world.

**THE GED® 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 <http://gedtestingservice.org>.

Students who are currently enrolled in the GED® 2002 Series must schedule and take tests needed to earn a State of Florida diploma prior to December 31, 2013. Students will not be able to carry forward test scores from the 2002 test if they haven't completed all the required courses. The standards in this framework are based on the knowledge and skills that will be measured on the new assessment which will be launched January, 2014.

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.

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Each item on the Social Studies Test will be aligned to one social studies practice and one content topic/subtopic. Each Social Studies practice corresponds with the Common Core State Standards (CCSS), found at <http://www.corestandards.org/>, for Literacy in History/Social Studies, the CCSS for Mathematics, the National Curriculum Standards for Social Studies (NCSS), National Standards for History (NSH) and other career-and college-readiness standards.

### **Instruction on Social Studies Content Topics**

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

As in the previous version of the GED® Social Studies Assessment Targets, the social studies practices maintain a close relationship with the social studies content topics. More specifically, the primary focus of the GED® Social Studies Test continues to be the measurement of essential reasoning skills applied in social studies context. However, test-takers should still be broadly and generally familiar with each of the basic concepts enumerated in the social studies content topics and subtopics, and they should be able to recognize and understand, in context, each of the terms listed there. **Nevertheless, test-takers are not expected to have an in-depth and comprehensive knowledge of each subtopic.** 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	1. Key historical documents that have shaped American constitutional government	1. Key economic events that have shaped American government and policies 2. Relationship	1. Development of classical civilizations

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	<p>contributed to development of American constitutional democracy</p> <p>3. Structure and design of United States Government</p> <p>4. Individual rights and civic responsibilities</p>	<p>2. Revolutionary and Early Republic Periods</p> <p>3. Civil War &amp; Reconstruction</p> <p>4. Civil Rights Movement</p>	<p>between political and economic freedoms</p>	
<p>II. Dynamic Responses in Societal Systems</p>	<p>e. Political parties, campaigns, and elections in American politics</p> <p>6. Contemporary public policy</p>	<p>5. European population of the Americas</p> <p>6. World War I &amp; II</p> <p>7. The Cold War</p> <p>8. American foreign policy since 9/11</p>	<p>3. Fundamental economic concepts</p> <p>4. Microeconomics &amp; macroeconomics</p> <p>5. Consumer economics</p> <p>6. Economic causes &amp; impacts of wars</p> <p>7. Economic drivers of exploration and colonization</p>	<p>2. Relationships between the environment and societal development</p> <p>3. Borders between peoples and nations</p> <p>4. Human migration</p>

\*Percentage of test questions based on these topics or standards.

Note: The content topics for the Social Studies Test focus on two main themes, each applied across the four domains in the social studies topics. Content that falls outside the parameters of these themes will not be included in the Social Studies Test.

**Webb’s Depth of Knowledge (DOK) Model**

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

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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 (A-D) per test passed by the student. An agency will be awarded a bonus LCP E (for a total of five) for each student who successfully passes the entire battery of tests and earns a State of Florida High School Diploma.

Program procedures include the following:

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

Note: F.S. 1003.435 (4) states that “ a candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board.....a candidate may take the examination after reaching the age of 16.”

<b>Course Number</b>	<b>Course Title</b>	<b>Length</b>	<b>LCP Level</b>
<b>9900132</b>	GED® Prep Social Studies	Varies	B

### **ACCOMMODATIONS**

When a student with a disability is enrolled in an adult education class with modifications to the curriculum framework, the particular accommodations must be specified in the student’s

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Section 504 Accommodation Plan or any other accommodation plan. Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Students with disabilities in adult education programs must self-identify, provide documentation, and request accommodations, if needed. It is recommended that accommodations be identified on a Transition Individual Educational Plan (TIEP), a Section 504 Accommodations Plan, or the development of a plan with their service provider. Accommodations received in secondary education may differ from those received in adult education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands, and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Special Notes:**

**Career Development Standards**

The Adult Career Pathways System includes the following career development standards for students to achieve in their career exploration and planning. Students can access Florida CHOICES or a comparable system for career exploration and planning activities. Agencies determine if the career plan is developed at intake or integrated into classroom instruction. If the student is preparing for all four GED® tests, agencies determine in which course the career plan should be developed.

The following is the list of career development 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.

<b>Connections: CCSS, NCSS and NSH*</b>	<b>Social Studies Practices</b>	<b>LCP B</b>
<b>R.1, R.8</b>	<b>SSP.1 Draw Conclusions and Make Inferences</b>	
	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	



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	precise details of explanations or descriptions of a process, event, or concept.
<b>R.2, NCSS Literacy Skills</b>	<b>SSP.2 Determine Central Ideas, Hypotheses and Conclusions</b>
	<p>SSP.2.a. Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.</p> <p>SSP.2.b. Describe people, places, environments, processes, and events, and the connections between and among them.</p>
<b>R.3, R.8</b>	<b>SSP.3 Analyze Events and Ideas</b>
	<p>SSP.3.a. Identify the chronological structure of a historical narrative and sequence steps in a process.</p> <p>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.</p> <p>SSP.3.c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</p> <p>SSP.3.d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.</p>
<b>R.4.2, L.4.2</b>	<b>SSP.4 Interpret Meaning of Symbols, Words and Phrases</b>
	<p>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.</p>
<b>R.6, NSH 3.F</b>	<b>SSP.5 Analyze Purpose and Point of View</b>
	<p>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)</p> <p>SSP.5.b. Identify instances of bias or propagandizing.</p> <p>SSP.5.c. Analyze how a historical context shapes an author's point of view.</p> <p>SSP.5.d. Evaluate the credibility of an author in historical and contemporary political discourse.</p>
<b>R.9.1, R.7.1, R.7.2, Q7: 7.RP, 3.MD.3, S-ID.1, 8.SP.1, S-ID.6, S-ID.7, NSH 2</b>	<b>SSP.6 Integrate Content Presented in Different Ways</b>
	<p>SSP.6.a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>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.</p> <p>SSP.6.c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information</p>

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	expressed visually or mathematically into words.
<b>R.8, NSH 3.E</b>	<b>SSP.7 Evaluate Reasoning and Evidence</b>
	<p>SSP.7.a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document</p> <p>SSP.7.b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.</p>
<b>R.9, R.7</b>	<b>SSP.8 Analyze Relationships between Texts</b>
	<p>SSP.8.a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.</p>
<b>R.1, W.1, W.2, W.4, W.5, L.1, L.2, L.4</b>	<b>SSP.9 Write Analytic Response to Source Texts **</b>
	<p>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.</p> <p>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.</p> <p>SSP.9.c. Write clearly and demonstrate sufficient command of standard English conventions.</p>
<b>Q7: 7.RP, 3.MD.3, S-ID.1, 8.SP.1, S-ID.6, S-ID.7</b>	<b>SSP.10 Read and Interpret Graphs, Charts and Other Data Representation</b>
	<p>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).</p> <p>SSP.10.b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.</p> <p>SSP.10.c. Distinguish between correlation and causation.</p>
<b>Q8: 6.SP.3, S-MD.2, 6.SP.2, 6.SP.5, S-ID.2, S-ID.3, S-ID.4, S-ID.9</b>	<b>SSP.11 Measure the Center of a Statistical Dataset</b>
	<p>SSP.11.a. Calculate the mean, median, mode, and range of a dataset.</p>

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\*The GED® social studies practices are derived from the Common Core State Standards for ELA and Literacy (2010), Common Core State Standards for Mathematics (2010), 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.

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<b>Social Studies Standards – LCP B</b>	
<b>Civics and Government</b>	
CG.1	<p><b>Describe types of modern and historical governments that contributed to the development of American constitutional democracy.</b></p> <ul style="list-style-type: none"> <li>CG.1.a. direct democracy</li> <li>CG.1.b. representative democracy</li> <li>CG.1.c. parliamentary democracy</li> <li>CG.1.d. presidential democracy</li> <li>CG.1.e. monarchy and other types</li> </ul>
CG.2	<p><b>Describe the principles that have contributed to the development of American constitutional democracy.</b></p> <ul style="list-style-type: none"> <li>CG.2.a. natural rights philosophy</li> <li>CG.2.b. popular sovereignty and consent of the governed</li> <li>CG.2.c. constitutionalism</li> <li>CG.2.d. majority rule and minority rights</li> <li>CG.2.e. checks and balances</li> <li>CG.2.f. separation of powers</li> <li>CG.2.g. rule of law</li> <li>CG.2.h. individual rights</li> <li>CG.2.i. federalism</li> </ul>
CG.3	<p><b>Analyze the structure and design of United States Government.</b></p> <ul style="list-style-type: none"> <li>CG.3.a. Structure, powers, and authority of the federal executive, judicial, and legislative branches</li> <li>CG.3.b. Individual governmental positions (e.g., president, speaker of the house, cabinet secretary, etc.)</li> <li>CG.3.c. Major powers and responsibilities of the federal and state governments</li> <li>CG.3.d. Shared powers</li> <li>CG.3.e. Amendment process</li> <li>CG.3.f. Governmental Departments and Agencies</li> </ul>
CG.4	<p><b>Describe individual rights and civic responsibilities.</b></p> <ul style="list-style-type: none"> <li>CG.4.a. The Bill of Rights</li> <li>CG.4.b. Personal and civil liberties of citizens</li> </ul>
CG.5	<p><b>Describe political parties, campaigns, and elections in American politics.</b></p> <ul style="list-style-type: none"> <li>CG.5.a. Political parties</li> <li>CG.5.b. Interest groups</li> <li>CG.5.c. Political campaigns, elections and the electoral process</li> </ul>
CG.6	<p><b>Define contemporary public policy</b></p>

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<b>United States History</b>	
USH.1	<p><b>Explain the ideas and significance of key historical documents that have shaped American constitutional government.</b></p> <ul style="list-style-type: none"> <li>USH.1.a. Magna Carta</li> <li>USH.1.b. Mayflower Compact</li> <li>USH.1.c. Declaration of Independence</li> <li>USH.1.d. United States Constitution</li> <li>USH.1.e. Martin Luther King’s Letter from the Birmingham Jail</li> <li>USH.1.f. Landmark decisions of the United States Supreme Court and other Key documents)</li> </ul>
USH.2	<p><b>Describe the causes and consequences of the wars during the Revolutionary and Early Republic Periods.</b></p> <ul style="list-style-type: none"> <li>USH.2.a. Revolutionary War</li> <li>USH.2.b. War of 1812</li> <li>USH.2.c. George Washington</li> <li>USH.2.d. Thomas Jefferson</li> <li>USH.2.e. Articles of Confederation</li> <li>USH.2.f. Manifest Destiny</li> <li>USH.2.g. U.S. Indian Policy</li> </ul>
USH.3	<p><b>Examine causes and consequences of the Civil War and Reconstruction and its effects on the American people.</b></p> <ul style="list-style-type: none"> <li>USH.3.a. Slavery</li> <li>USH.3.b. Sectionalism</li> <li>USH.3.c. Civil War Amendments</li> <li>USH.3.d. Reconstruction policies</li> </ul>
USH.4	<p><b>Identify the expansion of civil rights by examining the principles contained in primary documents and events.</b></p> <ul style="list-style-type: none"> <li>USH.4.a. Jim Crow laws</li> <li>USH.4.b. Women’s suffrage</li> <li>USH.4.c. Civil Rights Movement</li> <li>USH.4.d. Plessy vs. Ferguson and Brown vs. Board of Education</li> <li>USH.4.e. Warren court decisions</li> </ul>
USH.5	<p><b>Describe the impact of European settlement on population of the America’s.</b></p>
USH.6	<p><b>Explain the significant causes, events, figures, and consequences of World Wars I &amp; II.</b></p> <ul style="list-style-type: none"> <li>USH.6.a. Alliance system</li> <li>USH.6.b. Imperialism, nationalism, and militarism</li> <li>USH.6.c. Russian Revolution</li> <li>USH.6.d. Woodrow Wilson</li> <li>USH.6.e. Treaty of Versailles and League of Nations</li> <li>USH.6.f. Neutrality Acts</li> <li>USH.6.g. Isolationism</li> </ul>

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	<p>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</p>
USH.7	<p><b>Describe the significant events and people from the Cold War era.</b> 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</p>
USH.8	<p><b>Analyze the impact of the September 11, 2001 attacks on the United States foreign policy.</b></p>

<b>Economics</b>	
E.1	<b>Describe key economic events that have shaped American government and policies.</b>
E.2	<b>Explain the relationship between political and economic freedoms</b>
E.3	<p><b>Describe common economic terms and concepts.</b> 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</p>
E.4	<p><b>Describe the principles of Microeconomics and Macroeconomics.</b> 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</p>

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	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	<b>Describe consumer economics</b> E.5.a. Types of credit E.5.b. Savings and banking E.5.c. Consumer credit laws
E.6	<b>Examine the economic causes and impact on wars.</b>
E.7	<b>Describe the economic drivers of exploration and colonization in the Americas.</b>
E.8	<b>Explain the relationship between the Scientific and Industrial Revolutions.</b>

<b>Geography</b>	
G.1	<b>Describe how geography affected the development of classical civilizations.</b>
G.2	<b>Describe the relationships between the environment and societal development.</b> 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	<b>Describe the concept of borders between peoples and nations.</b> G.3.a. Concepts of region and place G.3.b. Natural and cultural diversity G.3.c. Geographic tools and skills
G.4	<b>Describe the forms of human migration.</b> G.4.a. Immigration, emigration and Diaspora G.4.b. Culture, cultural diffusion and assimilation G.4.c. Population trends and issues G.4.d. Rural and urban settlement

## Notes:

- Information on the GED® tests is based on the *Assessment Guide for Educators*, GED® Testing Service.
- Proposed Program, Course and CIP Numbers are subject to State Board Rule approval of 2013-2014 Course Code Directory and Curriculum Frameworks

July 2013

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Curriculum Framework**

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

<b>ADULT GENERAL EDUCATION</b>	
Program Number	S990001
CIP Number	1199.0002SN 1532.010503
Grade Level	30, 31
Standard Length	Variable
Teacher Certification	Bachelor's degree or higher

**Special Notes**

**The Applied Academics (VPI) program is a non-graded system.**

**Purpose**

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

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

**Program Structure**

The program encompasses a combination of the following instructional components:

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



- C. Other Related Instruction (as needed)
  - 1) Science
  - 2) Social Studies
  - 3) Advanced Mathematics
- D. Complementary Skills
- E. Basic Computer Literacy
- F. ELCATE (English Literacy for Career and Technical Education), (offered under postsecondary course number 9900050)

Program procedures encompass the following:

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

### **Laboratory Activities**

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

### **Accommodations**

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

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs. Modifications change the outcomes or what the

student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum cannot be modified.

**Standards**

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

- 01.0 Identify career interests and aptitudes in making educational choices.
- 02.0 Demonstrate basic reading skills.
- 03.0 Demonstrate basic language skills.
- 04.0 Demonstrate basic mathematics skills.
- 05.0 Demonstrate study and reference skills.
- 06.0 Demonstrate awareness of complementary skills.
- 07.0 Demonstrate basic computer literacy.

As Needed:

- 08.0 Demonstrate basic science skills.
- 09.0 Demonstrate advanced mathematics skills.
- 10.0 English Language for Career and Technical Education (ELCATE)

July 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Applied Academics for Adult Education  
Program Number: S990011**

**Applied Academics for Adult Education (AAAE)-Mathematics  
Literacy Completion Point A**

**Career Assessment**

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

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

**Basic Skills Mathematics**

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

- 04.01 Change words to numbers. **M I.1.1**
- 04.02 Identify place value. **M I.1.4**
- 04.03 Demonstrate the ability to round numbers. **M 4.1**
- 04.04 Perform basic operations with whole numbers. **M I.1.4**
- 04.05 Perform basic operations with common fractions. **M I.1.4**
- 04.06 Perform basic operations with decimals. **M I.1.4**
- 04.07 Identify mathematics symbols and geometric forms. **M III.1.1**
- 04.08 Perform basic operations with percentages. **M I.3.1**
- 04.09 Interpret basic charts, graphs and tables. **M V.1.1**
- 04.10 Perform basic map reading techniques. **M IV.1.1**
- 04.11 Use conversion procedures in both standard and metric systems. **M II.2.1, II.2.2**
- 04.12 Apply concepts of measurements. **M II.1.1, II.2.3**
- 04.13 Perform basic operations with signed numbers. **M IV.1.2**
- 04.14 Demonstrate the ability to solve algebraic equations.  
**M IV.2.1, IV.2.2**
- 04.15 Apply basic geometric concepts. **M III.1.1**
- 04.16 Demonstrate problem-solving techniques. **M I.3.1, I.2.3**

## Advanced Math

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

- 09.01 Apply principles of algebra to technically related problems. **M IV.1.1, IV.1.2**
- 09.02 Apply principles of geometry/analytic geometry to technically related problems. **M III.3.1**
- 09.03 Apply principles of trigonometry to technically related problems. **N/A**
- 09.04 Apply principles of calculus to technically related problems. **N/A**
- 09.05 Demonstrate ability to operate a scientific calculator. **M I.3.3**

## Applied Academics for Adult Education (AAAE)-Reading Literacy Completion Point B

### Career Assessment

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

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

### Basic Skills Reading

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

- 02.01 Identify synonyms. **W II.3**
- 02.02 Identify antonyms. **W II.3**
- 02.03 Identify homonyms. **W II.3**
- 02.04 Identify affixes. **W II.3**
- 02.05 Interpret the meaning of words in context. **R I.1.2**
- 02.06 Analyze passage details. **R I.2.1**
- 02.07 Interpret the feelings, motives, or traits of characters in a passage. **R I.2.2, I.2.5**
- 02.08 Identify the main idea. **R I.2.1**
- 02.09 Identify cause-and-effect relationships. **R I.2.2, I.2.5**
- 02.10 Interpret structural techniques of writing. **R I.2.1**
- 02.11 Differentiate between various forms of writing such as facts/opinion/fiction. **R I.2.3**

## **Study and Reference Skills**

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

- 05.01 Request oral and written directions. **R I.1.1,**
- 05.02 Follow oral and written directions. **R I.1.1,**
- 05.03 Identify and use a variety of resources and reference materials. **R I.2.6**
- 05.04 Interpret graphs, charts, diagrams, maps and tables. **R I.1.2**
- 05.05 Develop note-taking skills. **R I.1.4**
- 05.06 Develop test-taking skills. **R I.2.7, I.2.8**
- 05.07 Develop study skills. **R I.2.6**

## **Applied Academics for Adult Education (AAAE)-Language Literacy Completion Point C**

### **Career Assessment**

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

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

### **Basic Skills Language**

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

- 03.01 Demonstrate proper usage of punctuation. **W II.1.3**
- 03.02 Identify the correct use of capital letters. **W II.1.3**
- 03.03 Demonstrate proper usage of troublesome words. **W II.1.3**
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms. **W II.1.3**
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences. **W II.1.2, II.1.3**
- 03.06 Demonstrate the correct use of various sentence types. **W II.1.2, II.1.3**
- 03.07 Demonstrate the proper usage of adjectives and adverbs. **W II.1.3**
- 03.08 Demonstrate the proper usage of regular and irregular verbs. **W II.1.3**
- 03.09 Demonstrate the ability to spell words correctly. **W II.1.3**
- 03.10 Demonstrate the proper use of other parts of speech. **W II.1.3**
- 03.11 Demonstrate appropriate word and syllable stress and intonation.
- 03.12 Demonstrate the use of multi-media communication tools. **W II.2.4**
- 03.13 Develop the ability to ask and respond to questions appropriately.
- 03.14 Distinguish between personal and professional language.
- 03.15 Demonstrate proper paragraph formation. **W II.1.2**

## **Applied Academics for Adult Education (AAAE)-Comprehensive Literacy Completion Points A, B and/or C**

### **Career Assessment**

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

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

### **Basic Skills Reading**

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

- 02.01 Identify synonyms. **W II.3**
- 02.02 Identify antonyms. **W II.3**
- 02.03 Identify homonyms. **W II.3**
- 02.04 Identify affixes. **W II.3**
- 02.05 Interpret the meaning of words in context. **R I.1.2**
- 02.06 Analyze passage details. **R I.2.1**
- 02.07 Interpret the feelings, motives, or traits of characters in a passage. **R I.2.2, I.2.5**
- 02.08 Identify the main idea. **R I.2.1**
- 02.09 Identify cause-and-effect relationships. **R I.2.2, I.2.5**
- 02.10 Interpret structural techniques of writing. **R I.2.1**
- 02.11 Differentiate between various forms of writing such as facts/opinion/fiction. **R I.2.3**

### **Basic Skills Language**

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

- 03.01 Demonstrate proper usage of punctuation. **W II.1.3**
- 03.02 Identify the correct use of capital letters. **W II.1.3**
- 03.03 Demonstrate proper usage of troublesome words. **W II.1.3**
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms. **W II.1.3**
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences. **W II.1.2, II.1.3**
- 03.06 Demonstrate the correct use of various sentence types. **W II.1.2, II.1.3**
- 03.07 Demonstrate the proper usage of adjectives and adverbs. **W II.1.3**
- 03.08 Demonstrate the proper usage of regular and irregular verbs. **W II.1.3**
- 03.09 Demonstrate the ability to spell words correctly. **W II.1.3**
- 03.10 Demonstrate the proper use of other parts of speech. **W II.1.3**

- 03.12 Demonstrate the use of multi-media communication tools. **L IV.2.4, W II.2.4**
- 03.13 Develop the ability to ask and respond to questions appropriately.
- 03.14 Distinguish between personal and professional language.
- 03.15 Demonstrate proper paragraph formation. **W II.1.2**

### **Basic Skills Mathematics**

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

- 04.01 Change words to numbers. **M I.1.1**
- 04.02 Identify place value. **M I.1.4**
- 04.03 Demonstrate the ability to round numbers. **M 4.1**
- 04.04 Perform basic operations with whole numbers. **M I.1.4**
- 04.05 Perform basic operations with common fractions. **M I.1.4**
- 04.06 Perform basic operations with decimals. **M I.1.4**
- 04.07 Identify mathematics symbols and geometric forms. **M III.1.1**
- 04.08 Perform basic operations with percentages. **M I.3.1**
- 04.09 Interpret basic charts, graphs and tables. **M V.1.1**
- 04.10 Perform basic map reading techniques. **M IV.1.1**
- 04.11 Use conversion procedures in both standard and metric systems. **M II.2.1, II.2.2**
- 04.12 Apply concepts of measurements. **M II.1.1, II.2.3**
- 04.13 Perform basic operations with signed numbers. **M IV.1.2**
- 04.14 Demonstrate the ability to solve algebraic equations. **M IV.2.1, IV.2.2**
- 04.15 Apply basic geometric concepts. **M III.1.1**
- 04.16 Demonstrate problem-solving techniques. **M I.3.1, I.2.3**

### **Study and Reference Skills**

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

- 05.01 Request oral and written directions. **R I.1.1**
- 05.02 Follow oral and written directions. **R I.1.1,**
- 05.03 Identify and use a variety of resources and reference materials. **R I.2.6**
- 05.04 Interpret graphs, charts, diagrams, maps and tables. **R I.1.2**
- 05.05 Develop note-taking skills. **R I.1.4**
- 05.06 Develop test-taking skills. **R I.2.7, I.2.8**
- 05.07 Develop study skills. **R I.2.6**

### **Complementary Skills**

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

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

- 06.07 Recognize fraudulent practices.
- 06.08 Demonstrate cultural and environmental awareness.

### **Basic Computer Literacy**

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

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

### **Science Skills**

08.0 Demonstrate Basic Science Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program (the instruction in science competencies is based on individual need and may include, but is not limited to the following):

- 08.01 Use the scientific method to solve problems.
- 08.02 Relate career opportunities to the sciences.
- 08.03 Describe how the life sciences interact with technology and society.
- 08.04 Describe cell function and structure in healthy and diseased tissue.
- 08.05 Identify and describe the functions of major human systems.
- 08.06 Identify the earth's structure and describe the forces that cause change.
- 08.07 Differentiate between and list examples of chemical and physical change.
- 08.08 Identify various methods of measuring time.
- 08.09 Describe the interrelationships of force, work, energy and motion.
- 08.10 Identify the simple machine components of complex machines.
- 08.11 Identify the laws of motion.
- 08.12 Describe the basic characteristics of the three states of matter.
- 08.13 Demonstrate knowledge of the periodic table.
- 08.14 Define the properties of light and sound.
- 08.15 Explain the differences between weight and mass, speed and velocity, and forces and motion.
- 08.16 Explain conservation of mass.
- 08.17 Apply the mole concept.
- 08.18 Describe Newton's laws of motion and gravitation.
- 08.19 Apply the First and Second Laws of Thermodynamics.
- 08.20 Apply Joule's Law and Ohm's Law in problem solving.



## Advanced Math

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

09.01 Apply principles of algebra to technically related problems.

**M IV.1.1, IV.1.2**

09.02 Apply principles of geometry/analytic geometry to technically related problems.

**M III.3.1**

09.03 Apply principles of trigonometry to technically related problems. **N/A**

09.04 Apply principles of calculus to technically related problems. **N/A**

09.05 Demonstrate ability to operate a scientific calculator. **M I.3.3**

## ELCATE

10.0 Demonstrate ELCATE Skills and Subskills Appropriate to the Career and Technical Job Preparatory Program

Please refer to Curriculum Frameworks for Program # 9900050 (ELCATE) Standards for use as needed by program participant for instruction and reporting purposes.

**Florida Department of Education  
Curriculum Framework**

**Program Title: Pre Applied Academics for Adult Education**

**Program Type: Adult General Education**

**Career Cluster: N/A**

<b>ADULT GENERAL EDUCATION</b>	
Program Number	S990000
CIP Number	1532.010504
Grade Level	30, 31
Standard Length	Variable
Teacher Certification	Bachelors or Higher

**Purpose**

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

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

**Program Structure**

The program encompasses a combination of the following instructional components:

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

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

Program procedures encompass the following:

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

### **Laboratory Activities**

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

### **Special Notes**

This program is a non-graded system.

### **Career and Education Planning**

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

The following is the list of standards:

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

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Students with disabilities in adult education programs must self-identify, provide documentation, and request accommodations, if needed.** It is recommended that accommodations be identified on a Transition Individual Educational Plan (TIEP), a Section 504 Accommodations Plan, or the development of a plan with their service provider. Accommodations received in secondary education may differ from those received in adult education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands, 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 perform the following:

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

**Florida Department of Education  
Student Performance Standards**

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

**Pre-Applied Academics-Mathematics**

Literacy Completion Point A

**Career Assessment**

01.0 Identify Interest and Aptitude in Making Career Decisions:

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

**Basic Skills Mathematics**

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

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

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

### **Study and Reference Skills**

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

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

Florida Department of Education  
Student Performance Standards

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

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

**Career Assessment**

01.0 Identify Interest and Aptitude in Making Career Decisions:

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

**Basic Skills Language**

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

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

**Study and Reference Skills**

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

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

July 2013

**Florida Department of Education  
Student Performance Standards**

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

**Pre-Applied Academics for Adult Education-Reading**

Literacy Completion Point C

**Career Assessment**

01.0 Identify Interest and Aptitude in Making Career Decisions:

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

**Basic Skills Reading**

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

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



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

### **Study and Reference Skills**

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

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

**Florida Department of Education  
Student Performance Standards**

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

**Pre-Applied Academics-Comprehensive**

Literacy Completion Points A, B and/or C

**Career Assessment**

01.0 Identify Interest and Aptitude in Making Career Decisions:

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

**Basic Skills Reading**

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

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

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

### **Basic Skills Language**

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

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

### **Basic Skills Mathematics**

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

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

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

### **Study and Reference Skills**

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

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

### **Complementary Skills**

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

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

### **Basic Computer Literacy**

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

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

