

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

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

<b>ADULT ESOL</b>	
<b>Program/Course Number</b>	<b>9900040</b>
CIP Number	1532.010300
Grade Level	30, 31
Standard Length	2700 hours maximum recommended
Teacher Certification	Bachelor's degree or higher

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## ADULT ESOL COURSE STANDARDS

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

An effective lesson includes the following:

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

## ADULT ESOL COURSE STANDARDS

### GRAMMAR ANCHORS

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



**Florida Department of Education  
Adult General Education-ESOL  
Curriculum Frameworks**

<b>ADULT ESOL COLLEGE and CAREER READINESS</b>	
Program Title	Adult ESOL College and Career Readiness (formerly Academic Skills for Adult ESOL)
Program/Course Number	9900051
CIP Number	1532.010302
Grade Level	30,31
Standard Length	Varies
Teacher Certification	Bachelor's degree or higher

- I. **PURPOSE:** The purpose of this course is to improve the advanced ESOL students' ability to communicate in English, and allow them to acquire secondary level English language skills.
- II. **LABORATORY ACTIVITIES:** Language Laboratory and computer-assisted instruction are recommended options.
- PROGRAM STRUCTURE:**
- III. The Adult ESOL College and Career Readiness 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.
- 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.

VI. **STANDARDS AND COMPETENCIES:**

**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 tense, Simple past tense, Simple future tense, Perfect tense (past, present, future), Continuous tense (past, present, future), Commands, Modals, Conditionals, Gerunds, Infinitives.
- 05.03 Use pronouns: subject, object, possessive forms.
- 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  
Adult General Education- ESOL  
Curriculum Frameworks**

<b>LITERACY SKILLS FOR ADULT ESOL</b>	
Program Title	Literacy Skills for Adult Speakers of Other Languages
Program/Course 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		
<b>1. Basic Literacy Skill Anchors</b>		

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



**1. Basic Literacy Skill Anchors**

Literacy Level A	Literacy Level B	Literacy Level C
<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  
Adult General Education- ESOL  
Curriculum Frameworks**

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

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

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

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

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

### **Curriculum Standards**

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

### Assessment

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

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

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

### 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>CITIZENSHIP COMPETENCIES</b>		
<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>

**Florida Department of Education  
Adult General Education-ESOL  
Curriculum Frameworks**

<b>English Literacy for Career and Technical Education (ELCATE)</b>	
Program Title	English Literacy for Career and Technical Education (ELCATE)
Program/Course Number	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 a guidance system of their choice 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.)