

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

<b>ADULT ENGLISH AS A SECOND LANGUAGE (ESOL)</b>	
<b>Program/Course Title</b>	Adult English as a Second Language
<b>Program/Course Number</b>	9900040
CIP Number	1532.010300
Grade Level	30, 31
Standard Length	2700 hours maximum recommended

- 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 (CTE) or another postsecondary education, employment, and participation in the civic life in the United States.
  
- II. LABORATORY ACTIVITIES: Computer based instruction is recommended.
  
- III. PROGRAM STRUCTURE: Adult ESOL is a non-credit course with six levels. The levels correlate with the six Educational Functioning Levels (EFLs) of the National Reporting System (NRS).

<b>Florida Department of Education Adult ESOL Levels</b>	<b>National Reporting System Adult ESOL Educational Functioning Levels</b>
Foundations	1
Low Beginning	2
High Beginning	3
Low Intermediate	4
High Intermediate	5
Advanced	6

The first five levels of the Adult ESOL Curriculum Framework are presented in a matrix format, showing the progression of levels from left to right across the page. The Advanced level is presented in a list format due to the integration of the College and Career Readiness (CCR) Standards for Adult Education for the Program Year 2015-2016.

The CCR Standards have been integrated into the following academic subject areas of the Advanced level: Reading, Listening, Speaking, Writing and Language. The Academic Standards are listed first. The Life and Work Standards and Competencies are listed next.

The Academic Standards of reading, writing, listening, speaking, and language support the instruction of the Life and Work Standards and Competencies. When preparing daily lesson

plans, instructors will find it useful to identify specific Academic Standards and Life and Work Standards and Competencies that complement each other.

The Life and Work Standards and Competencies and the Academic Standards are two essential components that, when combined, form the basis of the Adult ESOL Curriculum. The Academic Standards represent underlying knowledge and skills that are essential for adult ESOL students to function in daily life, at work, and in community settings. Students need to have a strong grasp of the Academic Standards in order carry out the Life and Work Standards and Competencies.

The Adult ESOL Curriculum Framework is meant to be a guide to teachers for planning daily lessons. It is not necessary to teach the standards and competencies in the sequence listed.

The italicized “C” indicates a competency that is relevant to English Literacy and Civics instruction.

Programs are encouraged to provide ongoing college and career oriented counseling to ensure a smooth transition to the Adult ESOL College and Career Readiness course, ABE, GED, CTE or another postsecondary program of study.

The following tests, CASAS, TABE CLAS-E, BEST Literacy and BEST Plus have been approved by the state for use with students enrolled in the Adult ESOL course.

Other courses in the Adult ESOL Program include Adult English for Career and Technical Education, Adult ESOL for College and Career Readiness, Literacy Skills for Adult ESOL Learners, and Citizenship.

#### IV. SPECIAL NOTES:

##### **Accommodations**

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

##### **Career and Education Planning Standard and Competencies**

The following career development standard and accompanying competencies are designed to be integrated into Adult ESOL Advanced Level instruction to assist students with career exploration and planning. Students can access Florida’s career information delivery system or a comparable system for career exploration and development of a career plan.

Career and Education Planning Standard:

CP.00 Demonstrate English skills necessary to develop a career plan

Career and Education Planning Competencies:

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.

### **Technology Standard and Competencies**

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

Technology Standard:

TN.00 Demonstrate the English skills necessary to use technology effectively.

Technology Competencies:

TN.01 Develop basic keyboarding skills.

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

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

TN.04 Practice safe, legal, and responsible sharing of information, data, and opinions online. C

### **Adult Education Instructor Certification Requirements**

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

<b>Communication Standard</b>	<b>Communication Standard</b>	<b>Communication Standard</b>	<b>Communication Standard</b>	<b>Communication Standard</b>
<b>Demonstrate the English skills necessary to communicate effectively.</b>	<b>Demonstrate the English skills necessary to communicate effectively.</b>	<b>Demonstrate the English skills necessary to communicate effectively.</b>	<b>Demonstrate the English skills necessary to communicate effectively.</b>	<b>Demonstrate the English skills necessary to communicate effectively.</b>
<b>Communication Competencies</b>	<b>Communication Competencies</b>	<b>Communication Competencies</b>	<b>Communication Competencies</b>	<b>Communication Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.01.01 Use greetings and farewells appropriate to audience.	2.01.01 Use appropriate language when speaking in general social situations to express joy, appreciation and/or satisfaction.	3.01.01 Use appropriate language when speaking in social situations to express sorrow, apology, and/or regret.	4.01.01 Participate in collaborative discussions with peers.	5.01.01 Engage in a range of collaborative discussions with diverse partners.
1.01.02 Engage in a simple dialog with another person about daily and/or leisure activities.	2.01.02 Engage in a conversation with another person about daily and/or leisure activities.	3.01.02 Participate in short discussions with peers.	4.01.02 Engage in conversations with other persons about each other's interests and/or hobbies.	5.01.02 Express personal opinions, satisfaction and dissatisfaction.
1.01.03 Use greetings and farewells appropriate to audience.	2.01.03 Use appropriate language to provide information to someone else for the purpose of identifying or describing a person, place or thing.	3.01.03 Engage in a conversation with other persons about each other's daily activities and/or leisure activities.	4.01.03 Compare personal likes and dislikes with those of others.	5.01.03 Predict future outcomes based upon information shared.
1.01.04 Use sentences to identify and introduce self, and others.	2.01.04 Construct statements and questions to identify self, and others.	3.01.04 Use appropriate language to ask for information, agree or disagree, and/or state needs.	4.01.04 Interview others and restate information.	5.01.04 Recognize biases, prejudices and stereotypes in oral and written messages.
1.01.05 Respond to questions about personal likes and dislikes.	2.01.05 Express personal likes and dislikes.	3.01.05 Engage in conversations about personal likes and dislikes.	4.01.05 Keep a calendar/agenda for school, home and/or work.	5.01.05 Interpret holidays celebrated in the United States.
1.01.06 Identify days of the week and months of the year using words,	2.01.06 Write date in numerical form and/or words.	3.01.06 Interpret information about weather and seasons.		

abbreviations and numeric form.				
1.01.07 Report police, fire and medical emergencies to 911.	2.01.07 Follow proper procedure to use 911.			
<b>Civics, Environment, and Family in the U.S. Standard</b>	<b>Civics, Environment, and Family in the U.S. Standard</b>	<b>Civics, Environment, and Family in the U.S. Standard</b>	<b>Civics, Environment, and Family in the U.S. Standard</b>	<b>Civics, Environment, and Family in the U.S. Standard</b>
Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.	Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.	Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.	Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.	Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.
<b>Civics, Environment, and Family in the U.S. Competencies</b>	<b>Civics, Environment, and Family in the U.S. Competencies</b>	<b>Civics, Environment, and Family in the U.S. Competencies</b>	<b>Civics, Environment, and Family in the U.S. Competencies</b>	<b>Civics, Environment, and Family in the U.S. Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.02.01 Recognize government agencies. C	2.02.01 Locate government and public service agencies in the community. C	3.02.01 Demonstrate the ability to access services provided by local, state and/or federal government agencies. C	4.02.01 Describe local government structure. C	5.02.01 Interpret federal and state political structure of the U.S. C
1.02.02 Recognize major U.S. holidays. C	2.02.02 Identify supportive service agencies in the local area. C	3.02.02 Locate public recreational, entertainment facilities in the community. C	4.02.02 Interpret services available in the community for immigrants and refugees. C	5.02.02 Read and interpret current events/happenings in the community. C
1.02.03 Identify the current U.S. President. C	2.02.03 Give examples of holiday customs in the U.S. C	3.02.03 Interpret historical origins of US holidays. C	4.02.03 Describe traditional holidays from your country of origin or another country. C	5.02.03 Compare US holidays with those of other nations. C
1.02.04 Identify basic vocabulary for seasons and select appropriate responses to weather emergencies. C	2.02.04 Identify the current U.S. President, Vice President and Florida Governor. C	3.02.04 Describe basic steps of the US election process. C	4.02.04 Interpret civic responsibilities for voting, jury duty, and taxes. C	5.02.04 Demonstrate understanding of legal rights and responsibilities in the U.S. C

1.02.05 Recognize key elements of maintaining a clean environment. C	2.02.05 Access information about weather conditions to respond appropriately to weather emergencies. C	3.02.05 Describe various weather conditions and Interpret temperatures using Fahrenheit and/or Celsius. C	4.02.05 Describe appropriate preparation for weather emergencies. C	5.02.05 Interpret maps and map key for evacuation procedures. C
1.02.06 Identify family members.	2.02.06 Identify ways to conserve water and energy. C	3.02.06 Identify environmental regulations in the community. C	4.02.06 Describe procedures for basic disposal of trash (regular items/large items) and items to be recycled. C	5.02.06 Describe regulations for recycling and dumping of toxic wastes. C
1.02.07 Recognize that schooling is compulsory for children ages 5 –16 in Florida. C	2.02.07 Identify extended family relationships.	3.02.07 Compare the role of family members in the U.S.	4.02.07 Communicate with child's school. C	5.02.07 Identify resources in the community that assist families in need. C
1.02.08 Identify appropriate responses to weather emergencies. C	2.02.08 Identify educational services, facilities, and enrollment procedures for children. C	3.02.08 Identify ways to access educational opportunities for children. C	4.02.08 Identify ways of participating in child's education. C	5.02.08 Interpret the role of the parents in a child's education. C
1.02.09 Demonstrate ability to purchase stamps and mail a package. C	2.02.09 Respond appropriately to weather emergencies.	3.02.09 Interpret various temperatures and compare Fahrenheit to Celsius.		
1.02.10 Locate the United States and Florida on a world map. C	2.02.10 Demonstrate ability to use postal services. C			
1.02.11 Identify your county and/or city.	2.02.11 Locate your county and/or city on a map.			
<b>Employability Standard</b>	<b>Employability Standard</b>	<b>Employability Standard</b>	<b>Employability Standard</b>	<b>Employability Standard</b>
Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.	Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.	Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.	Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.	Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.
<b>Employability Competencies</b>	<b>Employability Competencies</b>	<b>Employability Competencies</b>	<b>Employability Competencies</b>	<b>Employability Competencies</b>

Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
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 Develop an advertisement for a job.
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 Interpret qualifications and requirements for various jobs (include level of training).
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 Prepare a basic resume.	5.03.03 Write a resume, cover letter, and a thank you note to follow up on a job interview.
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.
1.03.05 Recognize required forms of identification for employment. C	2.03.05 Identify several types of identification for employment.	3.03.05 Identify educational and job experience required for specific occupations.	4.03.05 Identify job training opportunities available in the community.	5.03.05 Interpret job training opportunities in the community.
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.	5.03.06 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.
1.03.08 Recognize common safety signs found in the workplace.	2.03.08 Recognize safety procedures appropriate for the workplace.	3.03.08 Interpret work safety information, Including common icons and language for interpreting	4.03.08 Recognize procedures to report accidents on the job.	5.03.08 Fill out a form to report an accident on the job.

		dangerous situations.		
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 Interpret the concept of time in the American society professional/social. C	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. C
1.03.10 Interpret a basic 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.	5.03.10 Interpret behaviors and attitudes that are effective in a multicultural workplace.
1.03.11 Recognize key components of a sample pay stub.	2.03.11 Interpret key components of several sample pay stubs.	3.03.11 Demonstrate appropriate communication skills to interact with supervisors, co-workers and customers.	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.
1.03.12 Recognize an evaluation form.	2.03.12 Sign a sample evaluation form.	3.03.12 Ask 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.
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 Set educational goals and identify training opportunities to achieve short and/or long term career goals.
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.
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.	
1.03.16 Develop a basic career plan based on interests and skills.	2.03.16 Develop and maintain a career plan based on interests and skills.	3.03.16 Develop skills to locate career information for use in a personal career plan based on interests and skills.	3.04.16 Develop skills to locate and evaluate career information for use in a career plan based on interests and skills.	
1.03.17 Recognize common tools/equipment required for one or more types of work.	2.03.17 Identify common business machines.	3.03.17 Demonstrate basic computer skills.		
<b>Consumer Education Standard</b>	<b>Consumer Education Standard</b>	<b>Consumer Education Standard</b>	<b>Consumer Education Standard</b>	<b>Consumer Education Standard</b>
Demonstrate the English skills necessary to understand consumer education issues.	Demonstrate the English skills necessary to understand consumer education issues.	Demonstrate the English skills necessary to understand consumer education issues.	Demonstrate the English skills necessary to understand consumer education issues.	Demonstrate the English skills necessary to understand consumer education issues.
<b>Consumer Education Competencies</b>	<b>Consumer Education Competencies</b>	<b>Consumer Education Competencies</b>	<b>Consumer Education Competencies</b>	<b>Consumer Education Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.04.01 Identify cardinal and ordinal numbers.	2.04.01 Use cardinal and ordinal numbers to count and show sequence.	3.04.01 Read and write cardinal and ordinal numbers.	4.04.01 Match numbers with amounts of items or US coins and currency. C	5.04.01 Use numbers to perform various computational procedures.
1.04.02 Identify prices of basic goods.	2.04.02 Identify measurement concepts for packaging and labeling.	3.04.02 Calculate savings from using coupons for purchases or when buying items that are on sale.	4.04.02 Compare various methods used to purchase goods and services.	5.04.02 Interpret guarantees, warranties, and procedures to return goods.
1.04.03 Recognize basic US clothing sizes.	2.04.03 Identify clothing, labels.	3.04.03 Identify various means of securing housing and filling out rental agreements.	4.04.03 Compare prices in sales ads.	5.04.03 Interpret legal documents required for purchasing a home. C
1.04.04 Identify types of housing.	2.04.04 Interpret classified ads, signs, and advertisement for available housing.	3.04.04 Report the need for household repairs.	4.04.04 Calculate housing costs for renting or purchasing a home.	5.04.04 Interpret tenant and landlord rights. C

1.04.05 Recognize basic utilities common in the US.	2.04.05 Identify steps to access basic utility services.	3.04.05 Read and write money amounts in U.S. currency. C	4.04.05 Estimate the amount of change from different amounts of money and/or discounts.	5.04.05 Compare price and/or quality to identify best buys for purchases.
1.04.06 Recognize money symbols and prices in U.S. currency. C	2.04.06 Count money in U.S. currency. C	3.04.06 Identify common banking terms and services.	4.04.06 Interpret different methods of purchasing merchandise or services.	5.04.06 Interpret procedures for borrowing money from a bank.
1.04.07 Identify different types of stores.	2.04.07 Identify various methods to purchase goods.			5.04.07 Identify budget-planning strategies.
<b>Health and Nutrition Standard</b>	<b>Health and Nutrition Standard</b>	<b>Health and Nutrition Standard</b>	<b>Health and Nutrition Standard</b>	<b>Health and Nutrition Standard</b>
Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.	Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.	Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.	Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.	Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.
<b>Health and Nutrition Competencies</b>	<b>Health and Nutrition Competencies</b>	<b>Health and Nutrition Competencies</b>	<b>Health and Nutrition Competencies</b>	<b>Health and Nutrition Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.05.01 Identify several parts of the body.	2.05.01 Describe injuries.	3.05.01 Describe accidents and injuries.	4.05.01 Describe symptoms related to illnesses.	5.05.01 Ask for and give advice on health topics.
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.	5.05.02 Interpret problems associated with substance abuse, drug abuse, and domestic violence.
1.05.03 Recognize basic health care providers and facilities.	2.05.03 Identify health care providers and facilities in your community.	3.05.03 Make an appointment for a visit to a health care provider.	4.05.03 Reschedule or cancel an appointment with a health care provider.	5.05.03 Complete sample accident and medical history forms.
1.05.04 Identify common medications and their usage.	2.05.04 Identify differences between prescription medicines and	3.05.04 Compare prescription medicines and over-the-counter medications.	4.05.04 Interpret instructions on medicine labels, including over-the-counter (OTC) and	5.05.04 Interpret warnings on prescription medicines and

	over-the-counter medications.		prescription medications.	over-the-counter (OTC) drug labels.
1.05.05 Recognize basic foods.	2.05.05 Order a meal from a menu.	3.05.05 Identify practices that promote good dental health.	4.05.05 Recognize and interpret requirements for immunizations.	5.05.05 Interpret procedures for first aid.
		3.05.06 Categorize foods according to current US Department of Agriculture guidelines. C	4.05.06 Read/interpret nutritional and related information listed on food labels.	5.05.06 Plan balanced meals.
<b>Transportation and Travel Standard</b>	<b>Transportation and Travel Standard</b>	<b>Transportation and Travel Standard</b>	<b>Transportation and Travel Standard</b>	<b>Transportation and Travel Standard</b>
Demonstrate the English skills necessary to access transportation and travel effectively.	Demonstrate the English skills necessary to access transportation and travel effectively.	Demonstrate the English skills necessary to access transportation and travel effectively.	Demonstrate the English skills necessary to access transportation and travel effectively.	Demonstrate the English skills necessary to access transportation and travel effectively.
<b>Transportation and Travel Competencies</b>	<b>Transportation and Travel Competencies</b>	<b>Transportation and Travel Competencies</b>	<b>Transportation and Travel Competencies</b>	<b>Transportation and Travel Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.06.01 Identify a range of transportation options.	2.06.01 Identify transportation options in the local area.	3.06.01 Identify transportation costs, schedules, and practices.	4.06.01 Compare schedules for various forms of transportation.	5.06.01 Compare travel methods for planning a trip.
1.06.02 Recognize common transportation signs using sight words and symbols.	2.06.02 Interpret traffic signs.	3.06.02 Recognize personnel responsible for traffic safety.	4.06.02 Interpret consequences of not obeying posted traffic signs. C	5.06.02 Explain procedures to follow in road emergencies.
1.06.03 Ask for directions for arriving at a place.	2.06.03 Identify the cardinal directions.	3.06.03 Locate places on maps.	4.06.03 Request and give directional information.	5.06.03 Make travel plans for different forms of transportation.
1.06.04 Identify steps to apply for a Florida Driver's License or Identification Card. C	2.06.04 Identify safe driving practices.	3.06.04 Identify safe driving practices and consequences of unsafe practices. C	4.06.04 Report an accident or vehicle problem.	5.06.04 Describe car problems and service options.
1.06.05 Recognize methods for selecting and purchasing a car.	2.06.05 Interpret information about the purchase and	3.06.05 Identify appropriate statements for responding to	4.06.05 Identify appropriate ways to interact with law enforcement	5.06.05 Interpret appropriate ways to interact with law enforcement

	maintenance of a car.	typical questions asked by law enforcement officers in a traffic stop. C	officers in traffic stops and/or other settings. C	officers in various settings.
<b>Safety and Security Standard</b>	<b>Safety and Security Standard</b>	<b>Safety and Security Standard</b>	<b>Safety and Security Standard</b>	<b>Safety and Security Standard</b>
Demonstrate the English skills necessary to understand safety and security issues.	Demonstrate the English skills necessary to understand safety and security issues.	Demonstrate the English skills necessary to understand safety and security issues.	Demonstrate the English skills necessary to understand safety and security issues.	Demonstrate the English skills necessary to understand safety and security issues.
<b>Safety and Security Competencies</b>	<b>Safety and Security Competencies</b>	<b>Safety and Security Competencies</b>	<b>Safety and Security Competencies</b>	<b>Safety and Security Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.07.01 Recognize safety signs and/or equipment for home and work.	2.07.01 Report emergencies at home and work.	3.07.01 Identify warning signs found at home and at work.	4.07.01 Interpret safety measures that can prevent common accidents and injuries.	5.07.01 Report unsafe conditions in private and public places.
1.07.02 Identify common emergency situations.	2.07.02 Identify symbols on warning signs.	3.07.02 Identify safety measures that can prevent crimes. C	4.07.02 Interpret procedures for reporting a crime. C	5.07.02 Interpret legal consequences of crimes. C
		3.07.03 Identify procedures to follow in case of poisoning.		

<b>Language Standards (grammar, capitalization, punctuation, spelling, and usage)</b>	
<p><b>Note:</b> Prior to entering a level, students should demonstrate command of grammar, capitalization, punctuation, spelling, and usage for the previous levels. However, some students may benefit from a review of specific topics. Instructors may present the topics in any sequence they consider to be appropriate for their class.</p>	
<b>Foundations (Level 1)</b>	
<ul style="list-style-type: none"> <li>• Nouns (basic)</li> <li>• Verbs (basic)</li> <li>• Numerals</li> <li>• Capitalization</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation: period/question mark</li> <li>• Subject Pronouns</li> <li>• Yes/No questions</li> <li>• Imperatives</li> </ul>
<b>Low Beginning (Level 2)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>○ Simple Present</li> <li>○ Present Progressive</li> <li>○ Simple Past</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives: descriptive/possessive</li> <li>• Contractions</li> <li>• Prepositions: time/place/location/direction</li> </ul>

<ul style="list-style-type: none"> <li>• Modals: can/can't</li> <li>• Verb + to</li> <li>• Would + like</li> <li>• Punctuation: exclamation point/comma</li> <li>• Abbreviations</li> <li>• Possessives</li> </ul>	<ul style="list-style-type: none"> <li>• "Wh" questions</li> <li>• Countable/non-countable nouns</li> <li>• Adverbs: frequency/time</li> <li>• Articles</li> <li>• Politeness markers</li> </ul>
<b>High Beginning (Level 3)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>○ Simple Future</li> <li>○ Future with <i>going to</i></li> </ul> </li> <li>• Modal verbs: <ul style="list-style-type: none"> <li>○ Could</li> <li>○ Should</li> <li>○ Would</li> </ul> </li> <li>• Verbs: want/need</li> <li>• Have to + verb</li> <li>• Punctuation: semicolon/hyphen/dash</li> <li>• Objects: direct/indirect</li> </ul>	<ul style="list-style-type: none"> <li>• Indicative</li> <li>• Comparatives</li> <li>• Superlatives</li> <li>• Intensifiers</li> <li>• Sequence words</li> <li>• Interjections</li> <li>• Conjunctions: <ul style="list-style-type: none"> <li>○ Coordinating</li> <li>○ Correlative</li> <li>○ Subordinating</li> </ul> </li> </ul>
<b>Low Intermediate (Level 4)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>○ Past Progressive</li> <li>○ Future Progressive</li> </ul> </li> <li>• Future with <i>will</i></li> <li>• Modals: may/must</li> <li>• Ask + infinitive</li> <li>• Punctuation: parentheses/brackets</li> <li>• Conditionals: if/then</li> <li>• Prepositional phrases</li> <li>• Infinitives</li> </ul>	<ul style="list-style-type: none"> <li>• Gerunds</li> <li>• Subjunctive</li> <li>• Dependent clauses</li> <li>• When clauses</li> <li>• While clauses</li> <li>• Questions: <ul style="list-style-type: none"> <li>○ How far?</li> <li>○ How long?</li> <li>○ How many?</li> <li>○ How much?</li> </ul> </li> </ul>
<b>High Intermediate (Level 5)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>○ Present Perfect</li> <li>○ Past Perfect</li> <li>○ Future Perfect</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Verb phrases</li> <li>• Punctuation: ellipsis/apostrophe</li> <li>• Participles: present/past</li> <li>• Questions: What about? What if?</li> </ul>

<b>Advanced (Level 6)</b>	
<b>Academic Standards:</b>	
<b>6.01.00 Reading</b>	
<b>6.02.00 Listening and Speaking</b>	
<b>6.03.00 Writing</b>	
<b>6.04.00 Language (grammar, capitalization, punctuation, spelling, and usage)</b>	

<b>Life and Work Standards:</b>	
<b>6.05.00 Employability</b>	Demonstrate English skills necessary to obtain and maintain employment, and advance in a career.
<b>6.06.00 Career Planning</b>	Demonstrate the English skills necessary to develop a career plan.
<b>6.07.00 Civics, Environment, &amp; Family</b>	Demonstrate the English skills necessary to understand issues related to civics, environment, and family in the U.S.
<b>6.08.00 Consumer Education</b>	Demonstrate the English skills necessary to understand consumer education issues.
<b>6.09.00 Health and Nutrition</b>	Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.
<b>6.10.00 Transportation and Travel</b>	Demonstrate the English skills necessary to access transportation and travel effectively.
<b>6.11.00 Safety and Security</b>	Demonstrate the English skills necessary to understand safety and security issues.
<b>6.12.00 Technology</b>	Demonstrate the English skills necessary to use technology effectively.

<b>Reading Standards</b>	
6.01.01	Interpret unknown and multiple-meaning words as used in the text, choosing flexibly from an array of strategies (e.g., sentence-level context, known affix, root words).
6.01.02	Interpret idioms (e.g., <i>out of the blue</i> ) and collocations (e.g., make progress, come prepared) as used in the text.
6.01.03	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
6.01.04	Interpret word relationships, nuances, connotative meaning of words, and figurative language including analogies, similes and metaphors-as used in the text.
6.01.05	Interpret common roots, prefixes and suffixes (e.g., <u>un</u> happy, <u>work</u> ) and less common prefixes and suffixes to determine the meaning of words (e.g., <u>im</u> possible, <u>anti</u> -war, <u>employ</u> ee).
6.01.06	Interpret meaning from word forms (e.g., abstract nouns, regular and irregular verbs, adjectives, plurals, possessives, comparative forms).
6.01.07	Interpret signal words in a variety of contexts such as organization and content (e.g., first... then...next, it's important that...); simple relationships (e.g., because, and); spatial and temporal relationships (e.g., before, after); contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
6.01.08	Interpret and evaluate measurement scales and diagrams.

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

## Speaking and Listening Standards

6.02.01 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
6.02.02 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6.02.03 Recognize location of stress in multi-syllable words (e.g., <i>My <u>a</u>ddress is 312 Date Street.</i> vs. <i>Please <u>a</u>ddress this envelope.</i> ).
6.02.04 Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change <i>I don't believe it!</i> from an expression of skepticism to an exclamation of surprise).
6.02.05 Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., <i>to be late</i> vs. <i>running behind schedule</i> ) on a variety of topics.
6.02.06 Comprehend specialized vocabulary (e.g., technical, academic).
6.02.07 Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., <i>first, then, however, it's important that, well, anyway, that being said, etc.</i> ).
6.02.08 Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences).
6.02.09 Recognize a range of question types (e.g., embedded questions, tag questions).
6.02.10 Comprehend communicative function of speech (e.g., polite disagreement: <i>Do you really think so?</i> ).
6.02.11 Comprehend media messages with visual support (e.g., TV news, weather reports, and movies).
6.02.12 Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts).
6.02.13 Comprehend instructions or requests given tentatively or indirectly (e.g., <i>Why don't you ...? You may want to...</i> ).
6.02.14 Identify the topic, main idea, or gist of brief discourse or information.
6.02.15 Listen for simple specific details of brief discourse (e.g., <i>What time will the train leave?</i> ).
6.02.16 Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.).
6.02.17 Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions).
6.02.18 Demonstrate understanding of hypothetical situations (e.g., <i>You are a patient. What do you say to the doctor?</i> ).
6.02.19 Determine when clarification is necessary.
6.02.20 Identify the main idea or topic of extended discourse.
6.02.21 Listen for complex detail or several details in extended discourse (e.g., <i>What are the reasons for the company's new policy?</i> ).
6.02.22 Make inferences and predictions and draw conclusions from lengthy or complex information.
6.02.23 Differentiate fact from opinion.
6.02.24 Detect a speaker's direct or indirect purpose or bias (e.g., advertisements, persuasive arguments, political speeches).

### **Writing Standards**

6.03.01 Write routinely for longer and shorter times on a range of topics. Produce clear and coherent



writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6.03.02 Write arguments to support claims with clear reasons and relevant evidence.

6.03.03 Write an informative text on a topic to convey ideas, concepts. Select and organize relevant facts, use transitions, domain specific vocabulary, a concluding statement, and maintain a formal style throughout the text.

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

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

6.03.06 Use technology to produce writing that includes citations and links to sources and other related information, if possible and/or appropriate.

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

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

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

#### Verb Tenses:

- Present Perfect Progressive
- Past Perfect Progressive
- Future Perfect Progressive

#### Verb Moods:

- Indicative
- Imperative
- Interrogative
- Conditional
- Subjunctive

#### Future with *Probably*

#### Active/Passive Voice

#### Adverbial Clauses

#### Verbals

- Gerunds
- Participles
- Infinitives

#### Pronouns:

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

#### Sentence Structures:

- Simple
- Compound
- Complex
- Compound-complex

#### Punctuation:

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

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

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

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

### Life and Work Skills Standards

**Employability Standard**

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

**Employability Competencies**

6.05.01 Create a personal job-search portfolio.

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

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

6.05.04 Interpret employment rights and protections provided by law to employees in Florida and/or the U.S. C

6.05.05 Develop a list of questions that may be asked in an interview for jobs available in the regional market, with appropriate responses.

6.05.06 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, and checklists.

6.05.07 Interpret effective communication strategies, including situation-appropriate body language, for the work place.

6.05.08 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism.

6.05.09 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail.

6.05.10 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing.

6.05.11 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.

6.05.12 Work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals.

6.05.13 Learn from others and to help others learn job-related concepts and skills.

6.05.14 Interpret and analyze different types of communication skills that are effective and/or not effective in communicating with other workers.

6.05.15 Identify and analyze behaviors appropriate for communicating with customers and clients to meet their needs and solve problems.

6.05.16 Identify and analyze negotiation skills useful for resolving differences.

6.05.17 Identify and analyze effective approaches to working within a multicultural workforce.

6.05.18 Use online sources of information on admissions requirements of colleges and/or post-secondary career education programs. C

6.05.19 Identify and list documents and related pieces of information required for the FAFSA (Free Application for Federal Student Aid). C

6.05.20 Identify and analyze sources of financial assistance for covering the costs of college and/or post-secondary career education programs. C

**Career Planning Standard**

The following career development standard and accompanying competencies are designed to be integrated into Adult ESOL Advanced Level instruction to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

6.06.00 Demonstrate English skills necessary to develop a career plan.
<b>Career Planning Competencies</b>
6.06.01 Develop skills to locate, evaluate, and interpret career information.
6.06.02 Identify interests, skills, and personal preferences that influence career and education choices.
6.06.03 Identify career cluster and related pathways that match career and education goals.
6.06.04 Develop and manage a career and education plan.
<b>Civics, Environment and Family in the U.S. Standard</b>
6.07.00 Demonstrate the English skills necessary to understand issues related to civics, environment, and family in the U.S.
<b>Civics, Environment and Family in the U.S. Competencies</b>
6.07.01 Interpret information about the system of government established by the U.S. Constitution. C
6.07.02 Interpret information about the legislative, judicial, and executive branches and their respective activities. C
6.07.03 Identify and analyze current events happening in the local community or elsewhere. C
6.07.04 Compare holidays of the U.S. and other countries. C
6.07.05 Interpret basic court procedures and the concept of “trial by jury” used in U.S. C
6.07.06 Interpret information about law enforcement. C
6.07.07 Interpret common laws and ordinances, and legal forms and documents. C
6.07.08 Identify individual legal and civil rights and procedures for obtaining legal advice. C
6.07.09 Interpret information or identify requirements for establishing residency and/or obtaining citizenship. C
6.07.10 Identify common infractions and crimes, legal consequences, and procedures for reporting a crime. C
6.07.11 Identify rights, responsibilities, and legal obligations in domestic relationships and how to report problems. C
6.07.12 Interpret a topic related to the environment in the local community or elsewhere. C
6.07.13 Interpret information about the educational system, from early childhood to postsecondary. C
6.07.14 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc. C
6.07.15 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc. C
6.07.16 Interpret information from schools and communicate with school personnel. C
6.07.17 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them. C
6.07.18 Interpret information related to student and school performance, and identify ways to promote change. C
6.07.19 Identify ways to get involved or volunteer in an educational setting. C
<b>Consumer Education Standard</b>
6.08.00 Demonstrate the English skills necessary to understand consumer education issues.
<b>Consumer Education Competencies</b>
6.08.01 Interpret letters, articles, and information about consumer-related topics.

6.08.02 Develop a personal finance budget showing income, expenditures, and savings.
6.08.03 Solve math problems based on real-life, showing computational steps.
6.08.04 Analyze clothing, food, or other product labels to aid in making a purchase decision.
6.08.05 Compare two or more merchandise items in deciding which to purchase.
6.08.06 Evaluate manufacturer and/or extended warranties and service plans for consumer products.
6.08.07 Identify or compute sales tax. C
6.08.08 Interpret tax information from articles and publications. C
6.08.09 Report unsatisfactory service or a defective product.
6.08.10 Market a product and/or conduct a business transaction.
6.08.11 Identify and analyze methods for obtaining a credit report.
6.08.12 Interpret credit card offers and applications.
6.08.13 Interpret insurance products for auto, home, and/or life.
6.08.14 Use online sources of information on homes and apartments available in the local market.
6.08.15 Interpret the advantages and disadvantages of a variety of options to locate and acquire housing.
6.08.16 Interpret lease and rental documents.
6.08.17 Interpret information to obtain, maintain, or cancel housing utilities.
6.08.18 Interpret information about tenant and landlord rights and obligations. C
6.08.19 Interpret debt assistance programs. C
6.08.20 Interpret consumer protection programs concerning business practices and solicitations. C

<b>Health and Nutrition Standard</b>
6.09.00 Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.
<b>Health and Nutrition Competencies</b>
6.09.01 Compare medical providers, the services they offer and costs. C
6.09.02 Access health literacy information and ways to communicate effectively with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions.
6.09.03 Interpret information related to the proper usage of medications and consequences of improper usage.
6.09.04 Access information on alcoholism, drug abuse, and/or addiction.
6.09.05 Interpret immunization requirements. C
6.09.06 Interpret information about mental health, including psychological problems and conditions, and stress management.
6.09.07 Interpret information on the development, care, and health and safety concerns of children.
6.09.08 Interpret information about health issues related to aging.
6.09.09 Interpret information about medical procedures and risks involved.

<b>Transportation and Travel Standard</b>
6.10.00 Demonstrate the English skills necessary to access transportation and travel effectively.
<b>Transportation and Travel Competencies</b>

6.10.01 Use online map systems to develop a detailed trip plan.
6.10.02 Interpret visa documentation and customs requirements for travel. <i>C</i>
6.10.03 Identify and analyze appropriate behaviors and communication strategies to follow in a traffic stop. <i>C</i>
6.10.04 Interpret driving laws and related fines and/or penalties for traffic tickets. <i>C</i>
6.10.05 Interpret preventative car maintenance tasks.

**Safety and Security Standard**

6.11.00 Demonstrate the English skills necessary to understand safety and security issues.

**Safety and Security Competencies**

6.11.01 Interpret information about protecting your home from theft and fire. *C*

6.11.02 Interpret information about first aid procedures.

6.11.03 Access information about the emergency broadcast system notifications and alerts. *C*

**Technology Standard**

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

6.12.00 Demonstrate the English skills necessary to use technology effectively.

**Technology Competencies**

6.12.01 Develop basic keyboarding skills.

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

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

6.12.04 Practice safe, legal, and responsible sharing of information, data, and opinions online. *C*