

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

Program Title: Adult English for Speakers of Other Languages (ESOL)
 Program Number: 9900040
 Course Title: Adult English for Speakers of Other Languages (ESOL)

ADULT ESOL	
Program Number	990040
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.

COMMUNICATION					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
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>

☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

COMMUNICATION – CONTINUED					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
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>		

☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

CIVICS, FAMILY AND COMMUNITY RESOURCES					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
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>	6.02.01 Demonstrate understanding of US system of government. <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>

☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

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>					

☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

EMPLOYMENT					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
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>

☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

EMPLOYMENT - CONTINUED					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
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.

☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

EMPLOYMENT - CONTINUED					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
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.			

👂 = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

CONSUMER EDUCATION					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
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.

☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

CONSUMER EDUCATION - CONTINUED					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.04.07 ☞ Complete a sample personal check or a money order. <i>C</i>	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>


☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

HEALTH AND NUTRITION					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
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.

☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

TRANSPORTATION AND TRAVEL					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
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>

☞ = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

SAFETY AND SECURITY					
FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
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>			

 = This competency is designed to include a listening activity. *C* = This competency is designed to meet the requirements of the federal English Literacy and Civics (EL/Civics) grant.

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>Use all of Foundations, plus:</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>Use all of Foundations and Low Beginning, plus:</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>Use all of Foundations and Low Beginning, and High Beginning, plus:</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>Use all of Foundations and Low Beginning, and High Beginning, Low Intermediate, plus:</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>Use all of Foundations and Low Beginning, and High Beginning, Low Intermediate, and High Intermediate, plus:</p> <p>Passive voice Future: with probably Adverbial clauses Pronouns: reflexive</p>