

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

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

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

- I. **PURPOSE:** To prepare adult English language learners to enter and succeed in Career and Technical Education (CTE) programs, to obtain or maintain employment, and to advance in a high-growth, high-wage career.
- II. **LABORATORY ACTIVITIES:** Students should have access to a computers equipped with relevant instructional programs.
- III. **PROGRAM STRUCTURE:** ELCATE is one of six non-credit programs within the Adult English for Speakers of Other Languages (ESOL) Program. It is divided into three levels. Progress through levels must be measured by a state-approved standardized test in accordance with FLDOE policies addressed in the Adult Education Assessment Technical Assistance Paper. The content is compatible with principles of language acquisition for adult learners of English. The competencies address the following language skills: reading, writing, listening, speaking and grammar. The program has four strands: academic, technology, culture of the workplace, and test-taking. Students may be concurrently enrolled in one or more of the other programs in the Adult ESOL program, the ABE program or the GED Preparatory program. Students may enroll in ELCATE prior to, or concurrent with, being enrolled in a CTE Program.
- IV. **SPECIAL NOTE:** When a competency states "in a specific occupation," the vocabulary from the occupation should be covered in the lesson. Lessons may be conducted one-on-one or in groups. Lesson should include the use of computers and other technology that students will be expected to use in CTE classes and in the workplace. Examples are provided in parenthesis after some of the competencies as a starting point; instructors have the option to develop additional materials and activities.
- Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology, and special communication systems.
- V. **CAREER PLANNING:** Ongoing counseling of ELCATE students is recommended to ensure a smooth transition to CTE programs and the workforce. It is recommended that students be instructed in using Florida CHOICES ([www.flchoices.org](http://www.flchoices.org)), a career information website provided by FLDOE, or a comparable system for career exploration and planning. The following is a list of career exploration and planning competencies that should be addressed in the ELCATE course:

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

## Student Performance Competencies

READING		
LEVEL A 201 – 210	LEVEL B 211 – 220	LEVEL C 221 – 235
Use alphabetical or numerical order to locate information (e.g., in a phone book, dictionary, index)	Use a dictionary to locate definitions of vocabulary words related to career and technical subjects	Use paper-based and computer-based reference materials (dictionary, thesaurus, Wikipedia, etc.) to locate information
Identify chronological order in short passages on familiar career and technical topics	Identify sequence markers (e.g., <i>first, next, last</i> ) in passages on familiar and new career and technical topics	Identify linking words ( e.g., <b>In addition, as well as, also, too, furthermore, moreover, apart from, in addition to, besides</b> ) in passages on career and technical topics
Read authentic materials related to immediate needs (e.g., phone book, bus schedule, bill)	Use authentic materials to get information (e.g., want ads, advertisements, labels)	Predict the meaning of unfamiliar vocabulary in reading materials by using contextual clues and/or word analysis
Interpret common safety signs related to the training/work site	Compare and contrast safety signs related to specific occupations	Interpret information from signs, graphs, tables, schedules, and diagrams related to the technical field.
Use titles, headings, and visuals to predict the content of short passages	Read passages or articles on familiar and new topics (e.g., work or current events)	Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade)
Read work-related memos and emails	Distinguish between fact and opinion in work related memos and emails	Summarize appropriate conclusions or generalizations from work related memos and emails.
Utilize pre-reading strategies (KWL, brainstorming with familiar career and technical reading materials)	Predict meanings of unfamiliar vocabulary by using contextual clues in reading familiar and new career and technical topics	Make inferences, draw conclusions, and predict outcomes in reading familiar and new career and technical topics
Identify the main idea in short passages on familiar career and technical topics	Identify the main idea and supporting details in passages on familiar career and technical topics	Summarize the main ideas and supporting details in reading materials passages or articles on familiar and new career and technical topics
Read common abbreviations used in employment ads and in basic materials on career and technical topics	Identify information that employers are required by state and federal laws to provide on paycheck stubs	Interpret W2 and W4 forms
WRITING		
LEVEL A 201 – 210	LEVEL B 211 – 220	LEVEL C 221 – 235
Complete basic authentic forms related to career and technical education and work settings (job application, work history cleaning schedule)	Complete authentic forms related to career and technical education and work settings that include a short narrative description (equipment use tracking report, accident report)	Complete authentic forms related to career and technical education and work settings (hazardous materials incident, report on lost or stolen property)
Apply capitalization and punctuation rules (e.g., comma in series, apostrophe)	Combine simple sentences using connectors/conjunctions	Add detail to simple sentences (e.g., by adding words, clauses, and phrases)

Florida Department of Education • ELCATE

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	(e.g., <i>and, or, but</i> )	
Write simple directions to an educational or workplace location (a classroom, building, an address of a vendor, contractor or worksite out of town)	Write simple step-by-step instructions on familiar career and technical work tasks (how to operate a piece of equipment, how to assemble something, how to trouble shoot a problem)	Write a multi-step set of instructions on career and technical work tasks
Prepare a basic functional and/or chronological resume using a model	Prepare a functional and/or chronological resume	Prepare a combination resume listing credentials, education, skills and workplace experience
Write a basic cover letter for a resume	Write a cover letter for a resume	Write a complex cover letter for a resume
Write a short paragraph on a familiar topic related to career and technical education	Write a paragraph related to career and technical education with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)	Use transitions (e.g., <i>however, next, in addition</i> ) within and between paragraphs on topics related to career and technical education
Write a short note related to a career and technical education class or workplace (explain an absence, request time off, identify a safety problem, describe an incident)	Write a letter of commendation, suggestion, and/or complaint to a career and technical education professor or to a work supervisor	Write a formal letter of commendation, suggestion, and/or complaint to a career and technical education program principal or a workplace company officer
List basic information on a familiar topic related to career and technical education (an accident at work, various tasks to complete an assignment)	Organize information into an outline format on a topic related to career and technical education	Take notes of key details of a presentation and organize the notes into an outline format
Write a 3-paragraph essay on a familiar topic related to career and technical education with an introduction, supporting statements and a conclusion	Write a 5-paragraph essay on a topic related to career and technical education with an introduction, supporting statements and a conclusion	Write a multi-paragraph essay of more than one page related to career and technical education topics, with clear use of paragraphs to introduce, support, and conclude
Write two to three paragraphs of comparison and contrast and/or cause and effect related to a familiar topic on career and technical education	Write three to five paragraphs of comparison and contrast and/or cause and effect related to a topic on career and technical education	Write two or more pages with more than five paragraphs of cause and effect related to a topic on career and technical education
<b>GRAMMAR</b>		
<b>LEVEL A</b> 201 – 210	<b>LEVEL B</b> 211 – 220	<b>LEVEL C</b> 221 – 235
<b>Students will be prepared to produce the following grammar structures upon completion of each level.</b>		

<p>Past continuous tense Modals: may/must Ask + infinitive Conditionals: if/then statements Dependent clauses Prepositional phrases Questions: <i>How far?</i> <i>How long?</i> <i>How many?</i> <i>How much?</i> Future with <i>will</i> When clauses While clauses</p>	<p>Present perfect tense Past perfect tense Present participles Past participles Questions: <i>What about?</i> <i>What if?</i> Phrasal verbs</p>	<p>Passive voice Future with <i>probably</i> Adverbial clauses Reflexive pronouns</p>
<b>COMMUNICATION SKILLS</b>		
<b>LEVEL A</b> <b>201 – 210</b>	<b>LEVEL B</b> <b>211 – 220</b>	<b>LEVEL C</b> <b>221 – 235</b>
Address instructors, peers, supervisors, and coworkers appropriately (Mr., Mrs., last name)	Use appropriate small talk for the career and technical education classroom and in the workplace in conversational settings	Give a presentation to a group of peers on appropriate ways to address others and the use of small talk in career and technical education classroom or workplace settings
Use appropriate body language for career and technical education settings and the workplace	Explain to someone else some examples of appropriate body language in career and technical education settings and in the workplace	Deliver a PowerPoint presentation as part of a team of peers on the topic of appropriate body language in career and technical education settings and in the workplace
Tell about an event in chronological order an event that occurred or could occur in a career and technical education setting	Give oral explanations comprehensibly on topics related to career and technical education and/or the workplace	Give detailed oral explanations in a clear and organized manner on workplace topics (safety procedures, company policies on harassment and discrimination)
Respond to interview questions using a model of appropriate responses to basic interview questions	Respond effectively in a work related interview with complex questions	Role play as an interviewer and interviewee for a job interview with complex questions
Respond to simple questions related to career and technical and workplace topics	Ask and respond to questions concerning work experience	Ask and respond to questions concerning career and technical education
Ask for assistance to complete tasks related to career and technical education class work	Ask for assistance with tasks related to the workplace	Ask for guidance and give recommendations regarding workplace tasks
Give simple warnings regarding emergencies related to the workplace	Give advice regarding safe behaviors in the workplace	Explain consequences of unsafe or hazardous practices related to the workplace
Make simple inquiries by phone on career and technical topics	Role play telephone conversations as the initiator and/or receiver of a call regarding career and technical information	Conduct a role play of a teleconference with other team members on a topic (new information/facts) related to career and technical education or the workplace

<b>CAREER DEVELOPMENT SKILLS</b>		
<b>LEVEL A 201 – 210</b>	<b>LEVEL B 211 – 220</b>	<b>LEVEL C 221 – 235</b>
Select and prioritize personal choices regarding preferences for areas of study in career and technical education and/or jobs	Explain personal preferences for various career and technical education programs of instruction and or jobs	Compare and contrast relative advantages and disadvantages of various jobs (salary, benefits, workplace culture)
Identify examples of how a graduate of a career and technical education program can find employment	Give a presentation to peers on some qualifications needed for jobs that interest the audience	Compare and contrast job skills learned in career and technical education programs with various positions available in the nearby region
Identify examples of methods that can lead to better evaluations in the career and technical education classroom and in the workplace	Explain to a group of peers various ways to improve performance reviews and evaluations	Compare and contrast training opportunities which can lead to advancement in the workplace
Identify examples of networking among peers and business contacts as a means to obtain/advance in employment	Explain to a group of peers how networking is used to obtain a job or advance in a career	Carry out a role play as a team to show a group of peers ways to be successful at networking with business contacts to obtain/advance in employment
Identify examples of teamwork in the career and technical education classroom and in the workplace	Explain the concept of teamwork and some advantages of doing tasks in teams to a group of peers	Conduct a presentation to a group of peers on the topic of teamwork, and various ways to organize teams in career and technical education classrooms and in the workplace
Identify appropriate and non-appropriate examples of attire for various settings in the career and technical education classroom and the workplace	Explain to a peer some basic expectations of career and technical education and workplace settings regarding clothing and other attire	Give a presentation to a group of peers regarding appropriate attire (safe, not distracting, accepted as the norm) and behaviors for career and technical education and different types of workplace settings
Identify examples of appropriate and inappropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace	Discuss with a group of peers the advantages and disadvantages of appropriate and inappropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace	Carry out a demonstration/role play to a group of peers on various types of appropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace
Identify examples of behaviors that career and technical education instructors and employers expect (staying on task, respecting time frames for work and breaks, arriving ready to work etc.)	Explain to a group of peers various behaviors that career and technical education instructors and employers expect (staying on task, respecting time frames for work and breaks, arriving ready to work etc.)	Carry out a role play of examples that show inappropriate and appropriate behaviors in career and technical education and workplace settings (staying on task, respecting time frames for work and breaks, arriving ready to work etc.)
Identify examples of methods that are appropriate to report an absence or request time off in a career and technical education setting or in the workplace	Explain to a group of peers various procedures to inform employer of illness, tardiness or other circumstances that may prevent presence in a career and technical education class or at work	Conduct a presentation to a group of peers peers various procedures to inform employer of illness, tardiness or other circumstances that may prevent presence in a career and technical education class or at work
Identify examples of possible requirements for being hired for different types of jobs in Florida (fingerprinting,	Explain to a group of peers examples of possible requirements for being hired for different types of jobs in	Conduct a presentation as a team (oral or PowerPoint) on possible requirements for being hired for different

background check, drug testing, physicals)	Florida (fingerprinting, background check, drug testing, physicals)	types of jobs in Florida (fingerprinting, background check, drug testing, physicals)
Identify Equal Employment Opportunity (EEO) regulations that apply to workers in Florida	Explain to a group of peers basic Equal Employment Opportunity (EEO) regulations that apply to workers in Florida	Compare and contrast Equal Employment Opportunity (EEO) and non-discrimination regulations that apply to workers in Florida
Identify information that is legally required to be present on pay stubs of workers in Florida	Explain to a group of peers the information that is legally required to be present on pay stubs of workers in Florida	Conduct a presentation as a team (oral or PowerPoint) to a group of peers on information that is legally required to be present on pay stubs of workers in Florida
Identify the legal rights of workers in Florida (minimum wage laws, leave laws, overtime, etc.)	Explain to a group of peers the legal rights of workers in Florida (minimum wage laws, leave laws, overtime, etc.)	Explain to a group of peers the procedures allowed by law to seek redress for not being provided rights that are required by law in Florida (minimum wage laws, leave laws, overtime, etc.)
Identify examples of workplace hazards (pesticides, chemicals, heavy equipment)	Explain to a group of peers the purpose of safety clothing and equipment for specific occupations	Discuss Occupational Safety and Health Administration (OSHA) training requirements
Identify examples of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace	Explain to a group of peers various types of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace	Conduct a presentation on the various types of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace
Identify examples of safety signs related to specific occupations	Explain to a group of peers various types of warnings regarding potential work-related hazards and emergencies	Conduct a presentation to a group of peers using visual props on the topic of warning signs and hazardous materials (HAZMAT) signs in the career and technical education classroom and the workplace