

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

APPLIED ACADEMICS FOR ADULT EDUCATION	
Program Title	Applied Academics for Adult Education (AAAE)
Program Number	S990001
Course Number	S990041-Comprehensive (includes instruction in all 3 subject areas-math, reading and language)
CIP Number	1532.010503
Grade Equivalent	9.0 and above
Grade Level	30, 31
Recommended Length	Varies (See Program Structure)

PURPOSE

The purpose of this program is to prepare students for college and future careers. The Applied Academics for Adult Education (AAAE) program is based upon the assessed needs of the individual and the academic and employability requirements related to Florida’s Career and Technical Education (CTE) programs. AAAE is available to assist students who are currently enrolled in CTE to meet basic skills exit requirements. There have been changes to requirements concerning basic skills remediation for students in career and technical programs. If the student is currently enrolled in a CTE program and meets one of the exemptions in Rule 6A-10.040, Florida Administrative Code, he/she would be able to opt out of the basic skills requirement.

The AAAE program is a non-graded system. This program is designed for students who have tested at the equivalent of 9th grade and above but lack the required level of basic skills for completion of the CTE program. This framework includes career planning, digital literacy and workforce preparation activities. These standards will allow for the teacher to contextualize the curriculum when appropriate.

No federal funds may be used to support this course. Data collected from this course (enrollment, and learning gains) are reported to the state but are not used for NRS reporting.

PROGRAM STRUCTURE

Course Number	Course Title	Recommended Length*	LCP Level
S990041	Comprehensive AAAE	Varies*	D

**Recommended Length: A maximum of 1300 hours may be fundable per each reporting year via state funding for this adult education course. However, this maximum should not prevent a student from receiving instruction beyond the 1300 hours if needed. For example, you may report 1500 instructional hours but only 1300 hours will be used in the funding calculation.*

One (1) LCP is earned when the student has completed all basic skills requirements for this program.

Program procedures encompass the following:

1. Basic skills assessment is performed for each student by trained personnel to identify needs in each of the instructional components. See Rule 6A-10.040, F.A.C. for basic skills requirements for postsecondary career and technical certificate education.
2. Prescribing individualized instruction to meet the needs of the student for the CTE program and/or future career and education goals.
3. Managing learning activities.
4. Evaluating student progress.

SPECIAL NOTES

CAREER AND EDUCATION PLANNING

The following career development standards are designed to be integrated into the Applied Academics for Adult Education frameworks 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.

Standards

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

DIGITAL LITERACY (TECHNOLOGY)

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. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards. (Example standards: Mathematics 4, Reading 7, Writing 6, and Speaking and Listening 5).

Standards

- DL.AAAE.01 Develop basic keyboarding and numerical keypad skills.
- DL.AAAE.02 Produce a variety of documents such as research papers, resumes, charts and tables using word processing programs.
- DL.AAAE.03 Use Internet search engines such as Google, Bing or Yahoo to collect data and information.
- DL.AAAE.04 Practice safe, legal and responsible sharing of information, data and opinion online.

WORKFORCE PREPARATION ACTIVITIES

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and

self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

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.

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

STANDARDS

After successfully completing this program, the student will be able to demonstrate skills in mathematics, reading, and language that are needed to meet the requirements of the CTE program and/or future career and education goals.

**Florida Department of Education
Student Performance Standards**

MATHEMATICS

<p>M.01.00 Demonstrate Mathematics skills appropriate to the Career and Technical Program and/or future career and education goals:</p>
<p>NUMBER AND QUANTITY: The Real Number System</p>
<p>M.01.01 Extend the properties of exponents to rational exponents.</p> <ul style="list-style-type: none"> Rewrite expressions involving radicals and rational exponents using the properties of exponents.
<p>NUMBER AND QUANTITY: Quantities</p>
<p>M.01.02 Reason quantitatively and use units to solve problems.</p> <ul style="list-style-type: none"> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
<p>ALGEBRA: Seeing Structure in Expressions</p>
<p>M.01.03 Interpret the structure of expressions.</p> <ul style="list-style-type: none"> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
<p>M.01.04 Write expressions in equivalent forms to solve problems.</p> <ul style="list-style-type: none"> Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines.
<p>ALGEBRA: Arithmetic with Polynomials and Rational Expressions</p>
<p>M.01.05 Perform arithmetic operations on polynomials.</p> <ul style="list-style-type: none"> Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction and multiplication; add, subtract and multiply polynomials.
<p>M.01.06 Rewrite rational expressions</p> <ul style="list-style-type: none"> Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$ and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
<p>ALGEBRA: Creating Equations</p>

<p>M.01.07 Create equations that describe numbers or relationships.</p> <ul style="list-style-type: none"> • Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions and simple rational and exponential functions. • Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. • Represent constraints by equations or inequalities and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. • Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
<p>ALGEBRA: Reasoning With Equations and Inequalities</p>
<p>M.01.08 Understand solving equations as a process of reasoning and explain the reasoning.</p> <ul style="list-style-type: none"> • Explain each step in solving simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. • Solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise.
<p>M.01.09 Solve equations and inequalities in one equation.</p> <ul style="list-style-type: none"> • Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. • Solve quadratic equations in one variable.
<p>M.01.10 Solve systems of equations.</p> <ul style="list-style-type: none"> • Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
<p>M.01.11 Represent and solve equations and inequalities graphically.</p> <ul style="list-style-type: none"> • Understand the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
<p>FUNCTIONS: Interpreting Functions</p>
<p>M.01.12 Understand the concept of a function and use function notation.</p> <ul style="list-style-type: none"> • Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y=f(x)$. • Use function notation, evaluate functions for inputs in their domains and interpret statements that use function notation in terms of a context.
<p>M.01.13 Interpret functions that arise in applications in terms of the context.</p> <ul style="list-style-type: none"> • For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. • Relate the domain of a function to its graph and where applicable to the quantitative relationship it describes.

<ul style="list-style-type: none"> Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
<p>M.01.14 Analyze functions using different representations.</p> <ul style="list-style-type: none"> Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Use properties of exponents to interpret expressions for exponential functions. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
<p>FUNCTIONS: Building Functions</p>
<p>M.01.15 Build a function that models a relationship between two quantities.</p> <ul style="list-style-type: none"> Write a function that describes a relationship between two quantities
<p>FUNCTIONS: Linear, Quadratic, and Exponential Models</p>
<p>M.01.16 Construct and compare linear, quadratic, and exponential models and solve problems.</p> <ul style="list-style-type: none"> Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
<p>M.01.17 Interpret expressions for functions in terms of the situation they model.</p> <ul style="list-style-type: none"> Interpret the parameters in a linear or exponential function in terms of a context.
<p>GEOMETRY: Congruence</p>
<p>M.01.18 Experiment with transformations in the plane.</p> <ul style="list-style-type: none"> Know precise definitions of angle, circle, perpendicular line, and line segment, based on the undefined motions of point, line, distance along a line, and distance around a circular arc.
<p>GEOMETRY: Similarity, Right Triangles, And Trigonometry</p>
<p>M.01.19 Prove theorems involving similarity.</p> <ul style="list-style-type: none"> Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
<p>GEOMETRY: Geometric Measurement And Dimension</p>
<p>M.01.20 Explain volume formulas and use them to solve problems.</p> <ul style="list-style-type: none"> Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
<p>GEOMETRY: Modeling With Geometry</p>
<p>M.01.21 Apply geometric concepts in modeling situations.</p> <ul style="list-style-type: none"> Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
<p>STATISTICS AND PROBABILITY: Interpreting Categorical and Quantitative Data</p>

<p>M.01.22 Summarize, represent and interpret data on a single count or measurable variable.</p> <ul style="list-style-type: none"> • Represent data with plots on the real number line (dot plots, histograms, and box plots) • Interpret differences in shape, center, and spread in the context of the data sets accounting for possible effects of extreme data points (outliers).
<p>M.01.23 Summarize, represent and interpret data on two categorical and quantitative variables.</p> <ul style="list-style-type: none"> • Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the content of the data (including joint, marginal and conditional relative frequencies). Explain possible associations and trends in the data.
<p>M.01.24 Interpret linear models.</p> <ul style="list-style-type: none"> • Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. • Distinguish between correlation and causation.

READING

<p>R.02.00 Demonstrate Reading skills appropriate to the Career and Technical Program and/or future career and education goals:</p>
<p>R.02.01 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text. • <i>Application:</i> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • <i>Application:</i> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<p>R.02.02 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
<p>R.02.03 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> • Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.
<p>R.02.04 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices

<p>on meaning and tone.</p> <ul style="list-style-type: none"> • Application: Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context.
<p>R.02.05 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <ul style="list-style-type: none"> • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. • Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.
<p>R.02.06 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <ul style="list-style-type: none"> • Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. • Application: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. • Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<p>R.02.07 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Translate quantitative or technical information expressed in words in a text into a visual form and translate information expressed visually or mathematically into words. • Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<p>R.02.08 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <ul style="list-style-type: none"> • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<p>R.02.09 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <ul style="list-style-type: none"> • Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “letter from Birmingham Jail”), including how they address related themes and concepts. • Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. • <i>Application:</i> Compare and contrast treatments of the same topic in several primary and secondary sources. • Analyze seventeenth, eighteenth and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble

to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address) for their themes, purposes and rhetorical features.
R.02.10 Read and comprehend complex literary and informational texts independently and proficiently.

LANGUAGE

L.03.00 Demonstrate Language skills appropriate to the Career and Technical Program and/or future career and education goals.
<p>L.03.01 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
<p>L.03.02 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing. • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly. • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions.
<p>L.03.03 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> • Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type. • Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<p>L.03.04 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.03.05 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

L.03.06 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.