

Scope and
Sequence of
Skills
for the
Adult Basic
Education
and
English-as-a-
Second
Language
Learner

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The Scope and Sequence of Skills is also available at www.marshalladulthoodeducation.org/scopeandsequence.htm.

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Introduction

The Scope and Sequence of Skills attempts to define the competencies adult basic education (ABE) and English-as-a-Second Language (ESL) learners in Minnesota need to achieve to progress through the functional levels as defined by the National Reporting System. The competencies in the Scope and Sequence of Skills are correlated to the competencies tested by CASAS and TABE in reading, life skills, math, and listening. The ESL competencies are also closely matched to the competencies of the BEST test.

There are three parts to the Scope and Sequence of Skills: Student Report, Competency Overview, and Competency Outline. The levels are named by the functional level descriptors used in State reporting.

The Scope and Sequence of Skills has three purposes. First is to provide information to the instructor on what a learner needs to progress to the next functional level. For some instructors, a brief one- or two-page document with basic competency information is enough information. This goal is met by the Competency Overview. For other instructors, a more descriptive document better meets their needs. The Competency Outline covers this need. An additional purpose was to have some way to communicate to learners what they would be learning or what they had learned. The Student Report was developed to meet this purpose. The third purpose was to provide information about a learner's competency to an employment counselor or employer. The Student Report could also meet this need.

The Competency Overview parallels the Competency Outline. The Overview lists only the competencies for a particular level. The competencies are organized according to the title given to the CASAS competency areas with the additional category of grammar and writing added. The Outline goes into detail about each competency. It provides specific information about what could be covered for that particular competency and what is tested on the CASAS and TABE. At the top of each Overview or Outline is the corresponding CASAS and TABE score range for that level.

The Student Report is a brief listing of some of the areas the learner will be working on during that particular level. This document could be used to give an instructor a quick glance at what is in a level. It could also be given to the learner as a progress check or report card, or it could be used as a "course outline." This document could be given to an employment counselor as a listing of what skills a learner has attained.

The skills and competencies could be taught in any context appropriate to the learner or learners being served. Also additional competencies not specifically tested for the CASAS or TABE may be appropriate based on the needs of the individual learner and/or the individual instructional situation.

An additional resource included in this document is a list of instructional resources that may be used or that have been found in the past, by ABE and ESL instructors, to be appropriate materials. This is not a definitive or prescribed list; its purpose is only to provide information to the instructor. Another resource for reference is a copy of the National Reporting System Functional Levels.

The 2006 Revision of the Scope and Sequence of Skills

For Program Year 2006, the National Reporting System (NRS) changed the functional levels for English as a Second Language Learners. Beginning ESL was separated into two levels—Low Beginning ESL and High Beginning ESL. The corresponding CASAS scores for each level are 181-190 for ESL Low Beginning and 191-200 for ESL High Beginning. In addition to the change in the ESL Beginning Level, High Advanced ESL was removed. Low Advanced ESL was renamed Advanced ESL. The Advanced ESL CASAS range is the same as the former Low Advanced ESL, 221-235.

This revision of the Scope and Sequence reflects the division of ESL Beginning. The skills and outcomes listed for Low Beginning and High Beginning parallel the outcomes in CASAS in the same way that all the levels do. The skills for the renamed Advanced ESL are the same as those for the former Low Advanced ESL.

Paula Freiermuth, Consultant
on behalf of Marshall Adult Education
April 9, 2006

Name _____

Date _____

At the end of this level you can:

- Say the alphabet
- Count to 100
- Tell the names of shapes and colors
- Answer questions about your name, address, and family
- Use a telephone
- Read the date and time
- Tell the names of currency and read amounts of money
- Ask for and give simple directions
- Tell the words for food, clothing, and housing
- Buy stamps and mail letters
- Call 911
- Call the doctor
- Read streets signs
- Use a map to find Minnesota, the United States, and the city

By the end of this level, learners will...

1. Communication
 - a. Recite, read, and write the alphabet.
 - b. Ask and respond to simple greetings, introductions, and farewells.
 - c. Provide basic personal information in response to oral questions and on simple forms.
 - d. Recognize and use the words for basic family relationships.
 - e. Ask and answer simple questions about family.
 - f. Recognize basic concepts of caring for children.
2. Consumer Economics
 - a. Recognize different currencies and vocabulary associated with money.
 - b. Read monetary amounts and price tags.
 - c. Recognize basic food vocabulary.
 - d. Know basic food safety concepts.
 - e. Recognize terms for basic clothing and sizes.
 - f. Recognize vocabulary for different types of housing, rooms, and furnishings.
 - g. Know basic cleaning and laundry concepts and vocabulary.
 - h. Know basic home safety and security concepts and vocabulary.
3. Community Resources
 - a. Use a telephone.
 - b. Ask and answer simple oral questions about the weather.
 - c. Read and tell time.
 - d. Know the names of the days of the week, the months, and the seasons.
 - e. Read, write, and say dates.
 - f. Know how to buy stamps and mail a letter.
 - g. Know basic directional vocabulary and identify places on a map.
 - h. Identify safe driving practices.
4. Health
 - a. Know and use basic medical vocabulary.
 - b. Know how to express basic medical problems.
 - c. Know how to make a medical appointment.
 - d. Know how and why to call 911.
 - e. Recognize basic safety symbols.
5. Employment
 - a. Know some basic vocabulary about entry-level jobs and names of basic occupations.
 - b. Know how to fill out a simple job application.
 - c. Use a phone to report an absence.

- d. Ask for directions and clarification.
- e. Know basic workplace safety concepts, signs, and symbols.
- 6. Government
 - a. Know simple government facts—name of the president, colors of the flag.
 - b. Recognize police as a source of assistance.
- 7. Computation
 - a. Count, read, and write cardinal (through 100) and ordinal (through 20) numbers.
 - b. Recognize and use the names for basic shapes.
 - c. Recognize basic food measurement concepts.
- 8. Learning to Learn
 - a. Recognize and use the names for basic colors.
 - b. Follow and give 1-step verbal directions.
- 9. Grammar and Writing
 - a. Know and use subject pronouns.
 - b. Know and use present tense verbs.
 - c. Know and use simple prepositions.
 - d. Know and use singular and plural regular nouns.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Recite, read, and write the alphabet.
 - i. Recite letters in order from memory
 - ii. Read and write in upper and lower case
 - b. Ask and respond to simple greetings, introductions, and farewells.
 - i. Hello
 - ii. Hello, my name is
 - iii. Hi
 - iv. Good-bye
 - v. Bye
 - vi. Thank you
 - vii. Thanks
 - viii. Your welcome
 - ix. Nice to meet you
 - x. How are you
 - xi. I am fine
 - xii. Shaking hands
 - xiii. Making eye contact
 - c. Provide basic personal information in response to oral questions and on simple forms.
 - i. Read, write, and say first and last name
 - ii. Read, write, and say street address
 - iii. Read, write, and say city, state, and zip code
 - iv. Read, write, and say telephone number with area code
 - v. Read, write, and say birth date
 - vi. Read, write, and say social security number
 - vii. Spell first and last name orally
 - viii. Answer personal information questions
 1. What is your name—My name is ---
 2. What is your first name—My first name is ---
 3. What is your last name—My last name is ---
 4. How old are you—I am --- years old; I am ---
 5. What is your birth date—My birth date is ---
 6. What is your address—My address is ---
 7. What city do you live in—My city is ----; I live in ---
 8. What is your social security number—My social security number is ---
 9. What is your telephone number—My telephone number is ---
 10. What is your zip code—My zip code is ---

11. Where are you from—I am from ---
12. What country are you from—I am from ---
- ix. Complete a personal information form including a signature
- d. Recognize and use the words for basic family relationships.
- i. Husband, wife
 - ii. Sister, brother
 - iii. Son, daughter
 - iv. Mother, father
- e. Ask and answer simple questions about family.
- i. How many people are in your family—There are --- people in my family
 - ii. How many children do you have—I have --- children
 - iii. Are you married—Yes, I am; No, I am not
 - iv. Do you have any brothers or sisters—Yes, I do; No, I do not
 - v. What are their names—Their names are ---
 - vi. Where do they live—They live in ---
 - vii. How old is he or she/are they—He or she is/They are --- years old
- f. Recognize basic concepts of caring about children.
- i. Know about compulsory schooling for children and where and how to enroll a child in school
 - ii. Recognize proper care of children (food, shelter, hygiene)
2. Consumer Economics
- a. Recognize different currencies and vocabulary associated with money.
- i. Cash, check, change, dollar, cents
 - ii. Recognize US money
 1. penny
 2. nickel
 3. dime
 4. quarter
 5. dollar bill
- b. Read monetary amounts and price tags.
- i. Understand that the decimal point means cents
 - ii. Read price tags on food and clothing
 1. How much does --- cost
 2. How much is it
 3. It costs ---
 4. It is ---
 - iii. Read the amount payable on a check or money order
 - iv. Locate and read the amount due on a utility bill
- c. Recognize basic food vocabulary.
- i. Recognize vocabulary for basic food items
 1. meat, chicken, fish, milk, cheese, rice, eggs, vegetables, fruit, bread, cereal, soup, salad, cake,


- apple, banana, orange, tomato, lettuce, carrot, potato, onion, hamburger, sandwich
 - ii. Meals—breakfast, lunch, dinner
 - iii. Food containers—box, bag, can, bottle
- d. Know basic food safety concepts.
 - i. Concept of expiration dates and purchase by dates
 - ii. How to safely store and prepare food
- e. Recognize terms for basic clothing and sizes.
 - i. Recognize vocabulary for basic clothing items
 - 1. jacket, shirt, sweater, pants, skirt, shoes, boots, dress, shorts, gloves, hat, coat
 - ii. Read size tags including S, M, L, and XL
- f. Recognize vocabulary for different types of housing, rooms, and furnishings.
 - i. Different types of housing
 - 1. house
 - 2. apartment
 - 3. mobile home
 - ii. Rooms
 - 1. living room
 - 2. kitchen
 - 3. bedroom
 - 4. bathroom
 - 5. garage
 - 6. dining room
 - iii. Furnishings
 - 1. couch
 - 2. chair
 - 3. table
 - 4. bed
 - 5. lamp
 - 6. stove
 - 7. refrigerator
 - 8. sink
 - 9. toilet
 - 10. shower
 - 11. TV
- g. Know basic cleaning and laundry concepts and vocabulary.
 - i. Cleaning
 - 1. soap
 - 2. dust
 - 3. sweep
 - 4. mop
 - 5. broom
 - 6. vacuum

- ii. Laundry
 - 1. soap
 - 2. dryer
 - 3. washing machine
 - h. Know basic home safety and security concepts and vocabulary.
 - i. Locking doors
 - ii. Shoveling away snow and ice
- 3. Community Resources
 - a. Use a telephone
 - i. Contact school or work to report an absence
 - 1. I can not come to school today
 - 2. I am sick
 - 3. I have to go to the doctor
 - 4. I need to take my child to the doctor
 - 5. I have to go to INS
 - 6. My car won't start
 - ii. Recognize the telephone book
 - iii. Know how to answer the phone and express lack of understanding of caller
 - 1. Hello
 - 2. I do not speak English
 - 3. Wait, I will get someone
 - b. Ask and answer simple oral questions about the weather.
 - i. Know and use the vocabulary for different kinds of weather—hot, cold, cool, sunny, cloudy, rainy, snowing
 - ii. Ask and answer weather questions
 - 1. What's the weather today
 - 2. Is it ---
 - 3. Yes, it is ---
 - 4. It is --- outside
 - c. Read and tell time.
 - i. Read analog and digital clocks
 - ii. Tell time to the quarter hour
 - 1. What time is it
 - 2. It is 10 o'clock
 - 3. It is 10 in the morning, It is 10 in the evening
 - 4. It is ten fifteen—it is ten thirty—it is ten forty-five
 - 5. It is quarter after; it is quarter til
 - iii. Know the concepts of "start time" and "end time" or "beginning" and "ending"
 - d. Know the names of the days of the week, the months, and the seasons.
 - i. Know the names of the days of the week, the months, and the seasons
 - ii. Know the number of the month

- iii. Know the difference between weekday and weekend
 - iv. Know the concepts of yesterday, today, and tomorrow
 - e. Read, write, and say the current date.
 - i. Write dates
 - 1. mm/dd/yy
 - 2. mm/dd/yyyy
 - f. Know how to buy stamps and mail a letter.
 - i. Know where the post office is
 - ii. Know the cost of stamps
 - iii. Know how to address an envelope
 - 1. return address
 - 2. address
 - 3. zip code
 - 4. stamp location
 - g. Know basic directional vocabulary and identify places on a map.
 - i. Recognize the signs and symbols for: poison, emergency, no smoking, flammable, danger, caution, directional arrows, restroom, men, women, exit, bus signs, stop, yield, traffic lights, walk, don't walk
 - ii. Use a map to locate Minnesota, the United States, the city
 - iii. Identify north, east, south, and west on a map
 - h. Identify safe driving practices
 - i. Seat belts, child safety restraints
 - ii. Speed limits
 - iii. Driver's license
- 4. Health
 - a. Know basic medical vocabulary.
 - i. head, neck, face, eye, nose, mouth, ear, hair, arm, hand, fingers, stomach, heart, leg, foot, toes, shoulder, knees
 - ii. doctor, nurse, clinic, hospital, emergency
 - b. Know how to express basic medical problems.
 - i. My --- hurts
 - ii. My --- is broken
 - iii. My --- is cut
 - iv. I have a cough
 - v. I have a fever
 - vi. I feel sick
 - vii. I have a headache
 - viii. I have a cold
 - ix. I have a stomachache
 - x. Answer questions about a problem or illness
 - 1. Do you feel sick
 - 2. Where does it hurt
 - xi. Ask and answer "How are you" in every day and medical situations

1. I am fine
 2. How are you
 3. I don't feel good
 4. I am OK
- c. Know how to make a medical appointment.
- i. Use a phone to make a medical appointment
 1. I need to see a doctor
 2. I need an appointment
 - ii. Read the date and time on a medical appointment card
- d. Know how and why to call 911
- i. Orally give address
 - ii. Describe emergency
 1. There is a fire
 2. I need an ambulance
 3. I need the police
 4. Somebody is hurt
 5. Please hurry
 - iii. Express lack of understanding or lack of English skills
 1. I don't speak English
 2. Please speak slower
- e. Recognize basic safety symbols.
- i. Poison
 - ii. Emergency
 - iii. No smoking
 - iv. Flammable
 - v. Danger
 - vi. Caution
 - vii. Arrows
5. Employment
- a. Know some basic vocabulary about entry-level jobs and names of basic occupations. (examples)
 - i. Dishwasher—dishes, water, hot, cold, scour, soap, clean
 - ii. Housekeeper—clean, vacuum, dust, make the bed, clean the bathroom, soap, polish, laundry
 - b. Know how to fill out a simple job application.
 - i. Name
 - ii. Address
 - iii. Phone
 - iv. Birth date
 - v. Social Security number
 - c. Use a phone to report an absence.
 - i. I cannot come to work today.
 - ii. I am sick.
 - iii. My child is sick.
 - iv. I have to go to the doctor.

- v. I have to go to INS.
 - vi. I will be late for work today.
 - d. Ask for directions and clarification.
 - i. How do you ---
 - ii. I don't understand
 - iii. Please show me
 - iv. Repeat that please
 - e. Know basic workplace safety concepts, signs, and symbols.
 - i. Flammable
 - ii. Danger
 - iii. Poison
 - iv. Caution
 - v. No smoking
 - vi. Arrows
- 6. Government and Law
 - a. Know simple government facts.
 - i. Name of the US president
 - ii. Governor of Minnesota
 - iii. Colors of the US flag
 - b. Recognize police as a source of assistance.
- 7. Computation
 - a. Count, read, and write cardinal (through 100) and ordinal (through 20) numbers.
 - i. Recite (count) to 100
 - ii. Count to 100 by 5's
 - iii. Read and write cardinal numbers
 - iv. Read and write ordinal numbers 1st through 10th
 - v. Write in words cardinal numbers 1 through 20
 - b. Recognize and use the names for basic shapes.
 - i. Circle
 - ii. Square
 - iii. Rectangle
 - iv. Triangle
 - c. Recognize and interpret basic food measurement concepts.
 - i. Cup
 - ii. Quart
 - iii. Gallon
 - iv. Pound
- 8. Learning to Learn
 - a. Recognize the colors of and use the names for basic colors.
 - i. Red
 - ii. Green
 - iii. Yellow
 - iv. Blue
 - v. Black
 - vi. White

- vii. Pink
 - viii. Orange
 - ix. Brown
 - x. Purple
 - b. Follow and give 1-step verbal directions.
 - i. Follow 1-step verbal directions
 - ii. Give 1-step verbal directions
 - iii. Ask for clarification of directions
 - 1. Please repeat
 - 2. I do not understand
9. Grammar and Writing
- a. Know and use subject pronouns.
 - b. Know and use present tense verbs.
 - c. Know and use simple prepositions.
 - i. In
 - ii. At
 - iii. From
 - iv. On
 - v. For
 - vi. With
 - vii. Or
 - viii. Under
 - ix. Next to
 - x. Between
 - xi. Behind
 - d. Know and use singular and plural regular nouns.
- 

Name _____

Date _____

At the end of this level you can...

- Fill out a simple job application
- Answer job interview questions
- Read and know the words for the days of the week and the months
- Ask for and give simple directions
- Respond to questions
- Use capitalization in writing
- Read and write numbers
- Tell a doctor what hurts
- Address an envelope

By the end of this level, learners will...

1. Communication
 - a. Identify orally, read, and write self and personal information.
 - b. Use and respond to polite expressions.
 - c. Write upper and lower case letters.
2. Consumer Economics
 - a. Recognize US currency, symbols relating to money, and read prices.
 - b. Identify basic foods.
 - c. Identify basic information on food labels.
 - d. Recognize common transportation signs.
 - e. Use vocabulary for home furnishings and reporting household repairs.
 - f. Recognize concepts and vocabulary for cleaning and hygiene.
3. Community Resources
 - a. Use a residential telephone; call to request appointments; call 911.
 - b. Demonstrate the use of a calendar by identifying days of the week and months of the year using words and abbreviations.
 - c. Tell time using analog and digital clocks.
 - d. Identify signs using sight words and symbols.
 - e. Know basic American holidays.
 - f. Ask and answer simple questions about the weather.
4. Health
 - a. Recognize and identify basic body parts.
 - b. Recognize basic vocabulary relating to illness and accidents.
 - c. Recognize basic health care vocabulary.
 - d. Read an appointment card.
 - e. Identify basic first aid.
5. Employment
 - a. Identify entry level jobs and associated vocabulary.
 - b. Complete a simplified job application with assistance.
 - c. Respond to basic job interview questions.
 - d. Produce identification forms required for employment.
 - e. Ask for assistance and clarification on the job.
 - f. Understand basic work safety phrases.
 - g. Identify common, basic workplace tools.
6. Computation
 - a. Recognize, read, and write cardinal (through 100) numbers.
 - b. Recognize basic cooking measurements.
7. Learning to Learn
 - a. Read simple sentences with familiar words.

- b. Read product names.
- 8. Writing and Grammar
 - a. Write dictation on familiar personal topics.
 - b. Write addresses on envelopes.
 - c. Use subject pronouns.
 - d. Use common verbs.
 - e. Use adverbs.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Identify orally, read, and write self and personal information.
 - i. Respond orally to verbal questions asking for the following
 1. name, address, telephone number
 2. social security number
 3. date of birth/birth date
 4. age
 5. gender/sex
 - a. Male, female
 - ii. Read and write
 1. name, address, telephone number
 2. social security number
 3. date of birth/birth date
 4. age
 - b. Use and respond to polite expressions.
 - i. How are you
 - ii. What time is it
 - iii. How is your family
 - iv. What did you do last weekend
 - v. I'm sorry
 - vi. Thank you
 - vii. Your welcome
 - c. Write upper and lower case letters.
2. Consumer Economics
 - a. Recognize US currency, symbols relating to money, and read prices.
 - i. Recognize US penny, nickel, dime, quarter, and dollar bill
 - ii. Recognize dollar and cents symbols
 - iii. Recognize use of decimal point to signify cents
 - iv. Read price tags
 - b. Identify basic foods.
 - i. Meat
 - ii. Fruit
 - iii. Vegetable
 - iv. Milk, cheese, egg
 - v. Bread, rice
 - vi. Breakfast, lunch, dinner
 - c. Identify basic information on food labels.
 - i. Where to store food—freezer, refrigerator, cupboard
 - ii. Amount in a package—single serving, family size

- d. Recognize common transportation signs.
 - i. Stop
 - ii. Stop lights
 - iii. Walk/Don't Walk
 - iv. Bus Stop
 - e. Use vocabulary for home furnishings and reporting household repairs.
 - i. Furnishings vocabulary—bed, telephone, stove, sink, clock, table, chair
 - ii. The --- is broken
 - f. Recognize concepts and vocabulary for cleaning and hygiene.
 - i. Vocabulary—soap, washing, bath, shower, cleaning
 - ii. Cleanliness habits and routines
3. Community Resources
- a. Use a residential telephone; call to request appoints; call 911.
 - i. Call to inform work or school of absence or lateness
 - 1. I can not come to school/work today
 - 2. I am sick
 - 3. I have to go to the doctor
 - ii. Call to request appointments
 - 1. I need to see the doctor/dentist
 - iii. Answer the telephone and respond or express a lack of understanding
 - 1. Hello
 - 2. I do not understand English
 - iv. Call 911 using basic emergency vocabulary
 - 1. I need help
 - 2. Fire
 - 3. I am hurt
 - b. Demonstrate the use of a calendar by identifying days of the week and months of the year using words and abbreviations.
 - i. Read the words for days of the week and months of the year
 - ii. Read the words and abbreviations for days of the week and months of the year
 - iii. Randomly find dates on a calendar
 - c. Tell time using analog and digital clocks.
 - i. One thirty, one o'clock
 - ii. morning, afternoon, night
 - d. Identify signs using sight words and symbols.
 - i. enter, exit, men, women, no smoking
 - e. Know basic American holidays.
 - i. Thanksgiving
 - ii. Fourth of July
 - iii. Christmas
 - iv. New Year's
 - f. Ask and answer simple questions about the weather.

- i. Sunny, rainy, cloudy, snowy
- ii. Cold, hot
- iii. It is raining/snowing.
- iv. It is cold/hot.
- v. What is the weather today?

4. Health

- a. Recognize and identify basic body parts.
 - i. Head, eye, ear, nose, mouth, teeth, arm, hand, finger, back, stomach, leg, knee, foot, toe
- b. Recognize basic vocabulary relating to illness and accidents.
 - i. I hurt my---
 - ii. I have a --- ache
 - iii. I feel sick
 - iv. I need to see a doctor
 - v. Hot, cold, cut, blood
- c. Recognize basic health care vocabulary.
 - i. Doctor, nurse, dentist, hospital
- d. Read an appointment card.
 - i. Read the date and time
- e. Identify basic first aid.
 - i. Bandage
 - ii. Aspirin
 - iii. Rest

5. Employment

- a. Identify entry level jobs and associated vocabulary.
 - i. Job title vocabulary—dishwasher, housekeeper, cleaner
 - ii. Know names of different types of workplaces—office, restaurant, hotel, factory
 - iii. Workplace verbs—cook, fix, clean, make
- b. Complete a simplified job application with assistance.
- c. Respond to basic job interview questions.
 - i. What is your name
 - ii. Do you know how to ---
 - iii. Did you work in your country
 - iv. My name is
 - v. I was a
 - vi. I want a job
- d. Produce identification forms required for employment.
 - i. Can produce a social security card, work authorization card, passport, driver's license
- e. Ask for assistance and clarification on the job.
 - i. Use statements and questions to request clarification: "I don't understand"
- f. Understand basic work safety phrases.
 - i. Watch out
 - ii. Be careful

- iii. It's hot
- iv. Don't touch that
- v. It's wet
- vi. Wait
- g. Identify common, basic workplace tools.
 - i. Broom, mop, hammer, drill, vacuum, soap, tray
- 6. Computation
 - a. Recognize, read, and write cardinal (through 100) numbers.
 - i. Read and write as numbers cardinal numbers 1 through 100
 - ii. Read and copy as words cardinal numbers 1 through 20
 - b. Recognize basic cooking measurements.
 - i. Lb., pound, cup, half-cup, teaspoon, tablespoon
- 7. Learning to Learn
 - a. Read simple sentences with familiar words.
 - b. Read product names.
- 8. Writing and Grammar
 - a. Write dictation on familiar personal topics.
 - b. Write addresses on envelopes.
 - i. Location of information on the envelope
 - ii. Abbreviations for street and state
 - c. Use subject pronouns.
 - i. I, you, he, she, it, we, they
 - d. Use common verbs.
 - i. to be present
 - ii. to be yes/no questions
 - iii. simple present
 - iv. going to
 - v. past tense—regular
 - e. Use adverbs.
 - i. today, yesterday, tomorrow

Name _____

Date _____

At the end of this level you can...

- Fill out a simple job application
- Answer job interview questions
- Talk about accidents and illnesses
- Follow guidelines for health, safety, and hygiene
- Read and know the words and abbreviations for the days of the week and the months
- Ask for and give simple directions
- Respond to questions
- Read a schedule
- Read a short paragraph for main idea
- Put things in order
- Use capitalization in writing
- Write a letter and address an envelope
- Follow a recipe
- Read a map

By the end of this level, learners will...

1. Communication
 - a. Identify orally, read, and write self and personal information.
2. Consumer Economics
 - a. Recognize US currency, symbols relating to money, and read prices.
 - b. Identify basic foods, food groups, and healthy eating habits,
 - c. Use vocabulary for home furnishings and reporting household repairs.
 - d. Recognize concepts and vocabulary for cleaning and hygiene.
 - e. Name common items of clothing.
 - f. Follow directions of location.
 - g. Follow directions of maintenance and care.
3. Community Resources
 - a. Use a residential telephone; call to request appointments; call 911.
 - b. Tell time using analog and digital clocks.
 - c. Identify signs using sight words and symbols.
 - d. Use vocabulary to ask for and give simple directions.
 - e. Know basic American holidays.
 - f. Read a restaurant menu.
 - g. Know basic principles of safe driving.
 - h. Use a simple street or road map.
4. Health
 - a. Recognize and identify basic body parts.
 - b. Recognize basic vocabulary relating to illness and accidents.
 - c. Recognize basic health care vocabulary.
 - d. Read an appointment card.
 - e. Interpret for simple first aid.
 - f. Interpret medication and prescription labels.
 - g. Interpret basic nutritional information on food labels.
5. Employment
 - a. Identify entry level jobs and associated vocabulary.
 - b. Request a job application.
 - c. Complete a simplified job application with assistance.
 - d. Respond to basic job interview questions.
 - e. Produce identification forms required for employment.
 - f. Ask for assistance and clarification on the job.
 - g. Understand basic work safety phrases.
 - h. Read a simple work schedule.
 - i. Recognize pay stubs and deductions.
6. Computation

- a. Recognize, read, and write cardinal (through 100) and ordinal (through 10) numbers in numbers and words.
 - b. Recognize basic cooking measurements.
7. Learning to Learn
- a. Read and comprehend silently and aloud and answer questions.
 - b. Determine main idea in a simple paragraph.
 - c. Demonstrate sequential ordering of events from a simple paragraph.
 - d. Read a simple table, graph, or chart.
 - e. Follow a simple recipe.
8. Writing and Grammar
- a. Write dictation based on life skill topics.
 - b. Demonstrate use of capitalization.
 - c. Write a basic friendly letter and address an envelope including the return address.
 - d. Use subject pronouns.
 - e. Use demonstrative pronouns.
 - f. Use common verbs.
 - g. Use adverbs.
 - h. Use adjectives.
 - i. Use prepositions of location.
 - j. Use common and proper nouns.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Identify orally, read, and write self and personal information.
 - i. Respond orally to verbal questions asking for the following
 1. race/ethnicity
 - a. White, black, African, African-American, Hispanic, Asian
 2. education level
 - a. Years of school completed
 3. country of origin
 - ii. Read and provide written responses on simple personal information forms asking for the following
 1. name, address, telephone number
 2. social security number
 3. date of birth/birth date
 4. age
2. Consumer Economics
 - a. Recognize US currency, symbols relating to money, and read prices.
 - i. Read ads and coupons for food and clothing
 1. How much does it cost
 2. percent off
 3. cost per item
 - ii. Make change
 - iii. Read and write a check or money order
 - b. Identify basic foods, food groups, and healthy eating habits,
 - i. Meats—beef, steak, hamburger, pork, ham, hot dog, chicken, turkey
 - ii. Fruit—apple, banana, orange, strawberry
 - iii. Vegetables—corn, beans, lettuce, cabbage, tomato
 - iv. Sweets, dessert—cake, cookie, ice cream, candy
 - v. Dairy—milk, cheese, eggs, yogurt
 - vi. Bread, bun, rice, pasta, rolls
 - vii. Sandwich, salad, soup, stew
 - viii. Breakfast, lunch, dinner, snack, supper
 - ix. Balanced diet, vitamins
 - x. Food quantities
 1. loaf
 2. dozen
 3. half-gallon

4. head
 5. bunch
 6. lb.
- c. Use vocabulary for home furnishings and reporting household repairs.
 - i. Furnishings vocabulary—towels, pillows, rug, TV, bed, telephone, bathtub, stove, shower, sink, clock, lamp, refrigerator, couch
 - ii. Where's the ---
 - iii. It's in the ---
 - iv. What's the problem
 - v. The --- is broken
 - d. Recognize concepts and vocabulary for cleaning and hygiene.
 - i. Vocabulary—bath soap, laundry soap, dish soap, washing clothes, bathing, taking a shower
 - ii. Cleanliness habits and routines
 - e. Name common items of clothing.
 - i. Vocabulary—pants, shirt, dress, skirt, coat
 - f. Follow directions of location.
 - i. Aisle
 - ii. Left, right
 - iii. Arrows
 - g. Follow directions of maintenance and care.
 - i. Wash in cold water.
 - ii. Dry clean only.
 - iii. Do not put in dishwasher.
 - iv. Wash before using.
 - v. Do not use near water.
3. Community Resources
 - a. Use a residential telephone; call to request appointments; call 911.
 - i. Call to inform work or school of absence or lateness
 1. I can not come to school/work today
 2. I am sick
 3. I have to go to the doctor
 4. I have to take my child to the doctor
 - ii. Call to request appointments
 1. I would like to see the doctor/dentist
 2. I need to make an appointment
 3. I need to see the doctor/dentist
 4. I need to see a lawyer
 - iii. Answer the telephone and respond or express a lack of understanding
 1. Hello
 2. This is ---
 3. I do not understand English
 4. I will get someone to help you

- iv. Call 911 using basic emergency vocabulary
 - 1. I have an emergency
 - 2. I need help
 - 3. Send the police
 - 4. Send the fire department
 - 5. Send an ambulance
 - 6. I am hurt
- v. Identify a telephone book
 - 1. find phone numbers
 - 2. find addresses
- b. Tell time using analog and digital clocks.
 - i. Quarter hour, half hour
 - ii. 1:10, 1:40
 - iii. am, pm
 - iv. morning, noon, afternoon, evening, night, midnight
- c. Identify signs using sight words and symbols.
 - i. enter, exit, push, pull, men, women, caution, no smoking, no swimming, arrows, directional signs, bus signs
- d. Use vocabulary to ask for and give simple directions.
 - i. Vocabulary—turn left, turn right, go straight, next to, between, in front of, behind
 - ii. Ask for directions
 - 1. Could you tell me how to get to
 - 2. How do you get to
 - 3. Where do I turn
 - 4. How do I find
- e. Know basic American holidays.
 - i. Thanksgiving
 - ii. Fourth of July
 - iii. Christmas
 - iv. New Year's
 - v. Valentine's Day
 - vi. Memorial Day
- f. Read a restaurant menu.
 - i. Read names of food
 - 1. hamburger, chicken, steak, potato, French fries, salad, soup, drinks, coffee, pop, milk, eggs, toast, sandwich
 - ii. Read prices
 - iii. I would like ---
 - iv. I would like to order ---
 - v. How much is ---
- g. Know basic principles of safe driving.
 - i. Seat belts
 - ii. Child safety restraints
 - iii. Speed limit

- iv. Driver's license
 - v. Stop signs
 - vi. Stop lights
 - h. Use a simple street or road map.
 - i. East, south, north, west
 - ii. Block
 - iii. Turn right, turn left
4. Health
- a. Recognize and identify basic body parts.
 - i. Head, hair, eye, ear, nose, mouth, neck, lips, teeth, throat
shoulder, arm, hand, finger, wrist, back, stomach, waist,
heart, lungs, leg, hip, knee, thigh, shin, ankle, foot, toe
 - b. Recognize basic vocabulary relating to illness and accidents.
 - i. I have a pain in my---
 - ii. My --- feels---
 - iii. I've hurt my---
 - iv. I have a --- ache
 - v. I feel ill
 - vi. I feel sick
 - vii. I need to see a doctor
 - viii. What's the matter
 - ix. How does he feel
 - x. How do you feel
 - xi. Hot, cold, cut, blood, broken, sprain, ache
 - c. Recognize basic health care vocabulary.
 - i. Doctor, nurse, dentist, hospital, clinic, health department,
emergency room, thermometer, temperature, fever, blood
pressure
 - d. Read an appointment card.
 - i. Read the date and time
 - ii. Read the location
 - iii. Understand how to get to the location or ask for help
 - e. Interpret for simple first aid.
 - i. Bandage
 - ii. Aspirin
 - iii. Apply pressure
 - f. Interpret medication and prescription labels.
 - i. Dose
 - ii. Take orally
 - iii. Take two
 - iv. Do not give to children
 - v. Teaspoonful, spoonful
 - vi. Take with food, do not take with food
 - vii. Store in the refrigerator
 - g. Interpret basic nutritional information on food labels.
 - i. Calories

- ii. Serving
- 5. Employment
 - a. Identify entry level jobs and associated vocabulary.
 - i. Job title vocabulary—dishwasher, gardener, cleaner, janitor, housekeeper, construction worker, mover, cook, nursing assistant, taxi driver, bus driver, mechanic
 - ii. Know names of different types of workplaces—office, office building, restaurant, hospital, nursing home, hotel, garage, factory, manufacturing plant
 - iii. Workplace verbs—cook, fix, paint, answer, clean, make, plant, wait, stock, drive, help, sell
 - b. Request a job application.
 - i. May I have an application
 - ii. I would like to apply for the job
 - c. Complete a simplified job application with assistance.
 - d. Respond to basic job interview questions.
 - i. What is your name
 - ii. What kinds of experience do you have
 - iii. Did you work in your country
 - iv. How long did you work as ---
 - v. Why do you want to work here
 - vi. Have you worked in the U.S.
 - vii. What kinds of jobs have you done before
 - viii. My name is
 - ix. I worked as
 - x. I would like
 - e. Produce identification forms required for employment.
 - i. Complete an I-9 and W-4 with assistance
 - ii. Know about social security cards, passports, driver licenses and how to produce them for I-9's
 - f. Ask for assistance and clarification on the job.
 - i. Use statements and questions to request clarification such as “could you repeat that” or “I don’t understand”
 - g. Understand basic work safety phrases.
 - i. Watch out
 - ii. Look out
 - iii. Be careful
 - iv. It’s hot
 - v. Don’t touch that
 - vi. It’s wet
 - vii. Wait
 - viii. Go back
 - h. Read a simple work schedule.
 - i. Read written time
 - ii. Understand the concepts of beginning and ending and starting and stopping

- iii. Know concepts of sequence—first, second, last, next
 - i. Recognize pay stubs and deductions.
 - i. Understand the difference between net pay and gross pay
 - ii. Read monetary amounts
 - iii. Understand the concept of subtraction or deduction
 - iv. Know the different types of deductions—state and federal taxes, FICA, union dues, insurance, savings, retirement
- 6. Computation
 - a. Recognize, read, and write cardinal (through 100) and ordinal (through 10) numbers in numbers and words.
 - i. Read and write as numbers cardinal numbers 1 through 100
 - ii. Read and write as numbers ordinal numbers 1 through 20
 - iii. Read and copy as words cardinal numbers 1 through 100
 - iv. Read and copy as words ordinal numbers 1 through 10
 - v. Chronological order
 - b. Recognize basic cooking measurements.
 - i. Lb., pound, net weight, per pound, cup, half-cup, teaspoon, tablespoon
- 7. Learning to Learn
 - a. Read and comprehend silently and aloud and answer questions.
 - b. Determine main idea in a simple paragraph.
 - c. Demonstrate sequential ordering of events from a simple paragraph.
 - i. First, second, last
 - d. Read a simple table, graph, or chart.
 - i. Find specific information
 - ii. Line graphs, bar graphs, picture graphs, circle graphs
 - e. Follow a simple recipe.
 - i. Directions—stir, add, mix, bake, cook
 - ii. Quantities—tablespoon, teaspoon, cup, half-cup
 - iii. Sequence
- 8. Writing and Grammar
 - a. Write dictation based on life skill topics.
 - i. Work, shopping, house, family
 - b. Demonstrate use of capitalization.
 - i. Beginning of sentences
 - ii. Proper nouns—names of people
 - c. Write a basic friendly letter and address an envelope including the return address.
 - d. Use subject pronouns.
 - i. I, you, he, she, it, we, they
 - e. Use demonstrative pronouns.
 - i. This, that, these, those
 - f. Use common verbs.
 - i. to be present and past
 - ii. to + location

- iii. to be in the negative
- iv. to be yes/no questions
- v. to do
- vi. present continuous
- vii. simple present
- viii. have/has
- ix. can/have to
- x. going to
- xi. want to
- xii. past tense—regular
- xiii. past tense—common irregular
- g. Use adverbs.
 - i. here, there, today, always, usually, never, yesterday
- h. Use adjectives.
- i. Use prepositions of location.
 - i. In, on, behind, up, over, down, next to, after, before
- j. Use common and proper nouns.
 - i. With a/an as appropriate

Name _____

Date _____

At the end of this level you can...

- Read want-ads
- Complete a job application
- Take and read phone messages
- Read information on medicine and food labels
- Talk about medical symptoms
- Record information in a checking register
- Describe household problems
- Tell about different types of community services
- Describe the weather
- Tell what to do for accidents, emergencies, and dangerous weather
- Read paragraphs for main idea and sequence
- Read charts and tables
- Use verbs in the present, past, and future
- Use prepositions
- Use subject, object, and possessive pronouns

By the end of this level, the learner will...

1. Communication
 - a. Differentiate between and recognize uses of documents related to identity—driver’s license, insurance card, social security card, passport.
 - b. Answer, orally and in writing, questions regarding conversations.
 - c. Respond appropriately to verbal questions.
2. Consumer Economics
 - a. Count and use US coins and currency.
 - b. Write a check and record information in a checking or savings register.
 - c. Identify clothing items.
 - d. Read and interpret clothing size and care labels.
 - e. Read sales ads and compare prices.
 - f. Identify types of housing and household items.
 - g. State food costs, read ads, use coupons, and compare prices.
 - h. Communicate information about home repair and maintenance.
 - i. Know issues and responses to basic home emergencies and safety.
3. Community Resources
 - a. Leave and take a phone message.
 - b. Read and understand a telephone bill.
 - c. Identify basic utility companies.
 - d. Read and understand traffic signs.
 - e. Describe and identify community and public services.
 - f. Demonstrate understanding of holidays and social customs.
 - g. Describe weather conditions.
 - h. Respond appropriately to weather emergencies.
4. Health
 - a. Define, read, write, and say health care and emergency vocabulary.
 - b. Request a doctor’s appointment.
 - c. Communicate symptoms and injuries.
 - d. Follow doctor’s instructions given orally and in writing; read and interpret information on medicine labels.
 - e. Read a thermometer.
 - f. Identify basic foods and food groups.
 - g. Read nutritional information on food labels.
5. Employment
 - a. Read simple want-ads.
 - b. Complete a simple job application without assistance and describe personal work experience and skills.
 - c. Understand basic employment expectations, regulations, and safety.

- d. Demonstrate appropriate interpersonal skills for employment situations.
 - e. Recognize and respond appropriately to work place safety hazards.
- 6. Government and the Law
 - a. Identify the US President, Vice-President, and Minnesota Governor.
 - b. Understand basic government concepts.
- 7. Computation
 - a. Understand the concept of positive and negative when applied to banking.
 - b. Add and subtract whole numbers and decimals.
 - c. Multiply and divide whole numbers and decimals.
 - d. Recognize basic fraction names.
- 8. Learning to Learn
 - a. Make predictions prior to reading.
 - b. Read and comprehend silently and aloud.
 - c. Answer comprehension (main idea, detail, and sequence) questions.
 - d. Read a simple table or chart.
 - e. Read and interpret product label directions, warning signs, and symbols.
- 9. Grammar and Writing
 - a. Recognize, state, read, and write statements and questions.
 - b. Use subject, object, and possessive pronouns.
 - c. Use common verbs in the present, future, and past tense (regular and irregular).
 - d. Use adjectives (descriptive, possessive, demonstrative).
 - e. Use prepositions.
 - f. Use common and proper nouns in the singular and plural.
 - g. Use adverbs.
 - h. Use articles.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Differentiate between and recognize uses of documents related to identity.
 - i. Driver's license
 1. how to get one
 2. uses of
 3. information on
 - ii. Insurance card (health)
 1. uses of
 2. information on
 - iii. Social security card
 1. how to get one
 - a. filling out an application
 - b. where to go to get one
 2. uses of
 3. information on
 - iv. Passport
 1. how to get one
 2. uses of
 3. information on
 - b. Answer, orally and in writing, comprehension questions about conversations.
 - i. Complete sentences
 - ii. Abbreviated responses
 - c. Respond appropriately to verbal statements and questions.
 - i. Verbal and nonverbal feedback
2. Consumer Economics
 - a. Count and use US coins and currency.
 - i. Identify all US coins and paper money
 - ii. Sequence money in order from least to greatest
 - iii. Read and write monetary amounts in numbers
 - iv. Read and write monetary amounts to \$100 in words
 - v. Make change for \$1, \$5, \$10, \$20
 - b. Write a check and record information in a checking or savings register.
 - i. Write a check
 1. Payee, date, amount in numbers, amount in words, signature, "memo"

- ii. Enter information into a savings or checking register
 - 1. read and write payees
 - 2. read and write monetary amounts in numbers
 - 3. deposits and withdrawals
- iii. Cash a check
 - 1. endorsement
- c. Identify clothing items.
 - i. Dress, skirt, blouse, shirt, pants, suit, underwear, hat, shoes, socks, boots, coat, gloves, mittens, pajamas, shorts, bathing suit, jeans, t-shirt, scarf
- d. Reading and interpret closing size and care labels.
 - i. Sizes—L, S, M, XL, XXL, size numbers, difference in sizes for children and adults, difference in size labels between shoes and clothing
 - ii. Laundry instructions
 - 1. Wash in cold water
 - 2. Hand wash
 - 3. Line dry
 - 4. Dry clean only
 - 5. Tumble dry
 - 6. Machine wash
 - iii. Dressing appropriately for the weather
- e. Read clothing sale ads and compare prices.
 - 1. read prices
 - 2. compare prices to regular prices
 - 3. percent off, half off
 - 4. interpret restrictions to purchase
- f. Identify types of housing and household items.
 - i. Types of housing—house, apartment, condo, mobile home, high rises
 - ii. Own, rent
 - iii. Household rooms and items
 - 1. kitchen—stove, oven, refrigerator, microwave, dishwasher, sink, counter, cupboard, table, pots, pans, dishes, glasses, plates, silverware, knives, forks, spoon, bowl, cup, napkins
 - 2. living room/family room—couch, chair, rocking chair, TV, rug, coffee table, end table, picture, painting, pillows, curtains, carpet
 - 3. bedroom—bed, dresser, closet, lamp, mirror, sheet, blanket, pillows
 - 4. bathroom—bathtub, toilet, sink, mirror, medicine cabinet, towel, washcloth, shower, shower curtain
 - 5. basement—furnace, washer, dryer, washing machine, iron, ironing board, air conditioner, water softener
 - 6. garage—garage door, garage door opener

- 7. outside—lawn, yard, sidewalk, garden
- g. State food costs, read ads, use coupons, and compare prices.
 - i. Compare prices
 - ii. Compute unit price when size or quantity varies
 - iii. Locate and read prices when not on product labels
 - iv. What are bar codes and scanners
 - v. Read food ads
 - 1. locate sales price
 - 2. locate amount saved
 - 3. locate any restrictions to purchase
 - vi. Read and interpret coupons
 - 1. locate cents-off
 - 2. locate any restrictions
 - a. expiration date
 - b. quantity restrictions
 - vii. Compare prices of items bought with coupon versus items on sale or at regular price
- h. Communicate information about home repair and maintenance.
 - i. Tools—hammer, screwdriver, saw, drill, nail, screw
 - ii. Shovel, shoveling, lawn mowing, gardening, painting, siding, washing windows, dusting, sweeping, lawn mower, rake, raking, vacuuming, cleaning up
 - iii. Household problems
 - 1. The sink is leaking; there is a leak in the sink/bathtub/toilet
 - 2. The furnace isn't working
 - 3. The window won't open
 - 4. The air conditioner isn't working
 - 5. The electricity is out
 - 6. The window is broken
 - 7. The --- isn't working
- i. Know issues and responses to basic home emergencies and safety.
 - i. Calling 911
 - ii. Safety hazards in the home
 - 1. electricity and water
 - 2. slippery sidewalks and steps in winter
 - 3. windows in high rises without barriers other than screens
 - 4. hot water in bathtubs
 - 5. stoves
 - 6. overloaded electrical outlets
 - 7. extension cords
 - iii. Emergencies
 - 1. fire extinguishers
 - a. location and use of

2. strangers
 3. burns
 4. escape from a fire
 5. emergency kits
 6. first aid kits
3. Community Resources
- a. Leave and take a phone message.
 - i. Leave a phone message with name, phone, and reason for calling
 1. friends
 2. employer
 3. potential employer
 4. doctor's office
 - ii. Take a phone message
 1. name, phone number and reason for calling
 2. filling out a phone message form
 - a. vocabulary—urgent, please call, stopped by
 - b. Read and understand a telephone bill.
 - i. Locate amount due
 - ii. Locate address to send payment
 - iii. Locate what happens if not paid on time
 - iv. Locate charges for local calls
 - v. Locate charges for long distance
 - vi. Locate where to contact if a problem with the bill
 - vii. Vocabulary—long distance, local, calling card, directory assistance, remit, past due
 - c. Identify basic utility companies.
 - i. Gas company, electric company, trash, garbage, cable, telephone, water
 - d. Read and understand traffic signs.
 - i. Traffic signs
 1. stop sign, stop light, warning light, merge, slippery wet, steep hill, men working, pedestrian crossing, walk/don't walk, yield, speed limit, one way, no right/left turn, no right turn on red, no parking, school zone
 - e. Describe and identify community and public services.
 - i. Library
 1. library card, check out, books, librarian, computers, Internet
 - ii. Post office
 1. stamps, postage, mail carrier, packages
 2. procedures for mailing a package or a letter
 - iii. Workforce center
 1. unemployment, job assistance, dislocated worker programs

- iv. Driver's license office
 - 1. driver's test, identification card, driver's license, permit, written test
 - 2. filling out a request form
- v. Community Education
 - 1. ECFE, adult enrichment, after school care
 - 2. finding a class in a community education brochure
 - 3. fill out a registration form for a community education class
- f. Demonstrate understanding of holidays and social customs.
 - i. New Year's Day, New Year's Eve, Martin Luther King Day, President's Day, Valentine's Day, Easter, St. Patrick's Day, Mother's Day, Memorial Day, Father's Day, Fourth of July, Labor Day, Columbus Day, Thanksgiving, Christmas
- g. Describe weather conditions.
 - i. Rain, sun, sunny, hot, humid, cold, freezing, windy, wind chill, snow, hail, thunder, lightning, tornado, blizzard, warm, cool, breeze(y), pleasant, unpleasant, severe
- h. Respond appropriately to weather emergencies.
 - i. Severe weather warnings
 - 1. blizzards
 - 2. high winds
 - 3. tornados
 - 4. flooding
 - 5. thunderstorm
 - ii. Watch vs warning
 - iii. Tornado shelter
 - iv. What to do when it's hailing
 - v. What to do when it's a blizzard
- 4. Health
 - a. Define, read, write, and say health care and emergency vocabulary.
 - i. Vocabulary—doctor, nurse, lab technician, x-ray technician, pharmacist, scale, weight, height, blood pressure, appointment, emergency, pulse, health, immunization, shot, checkup, dentist, prescription
 - ii. Name body parts (internal and external)
 - b. Request a doctor's appointment.
 - i. State reason for appointment
 - ii. Write appointment information
 - iii. Read appointment card
 - c. Communicate symptoms and injuries.
 - i. I have a cold; I have a toothache; I have a bloody nose; I have a stomachache; I have a pain in my ---; I have a fever; My --- is broken/sprained/hurts; I feel sick to my stomach; I cut my ---

- d. Follow doctor's instructions given orally and in writing; read and interpret information on medicine labels.
 - i. Daily, three times a day, take until gone, call if the pain persists, stay off your feet, take with food, take with water, take on an empty stomach, bed rest, no heavy lifting
 - ii. Age appropriate dosages
 - iii. Teaspoon/spoonful
 - iv. How often to take
 - v. Reactions and responses to reactions
 - vi. Poison control center
- e. Read a thermometer.
 - i. Fahrenheit
 - ii. Normal body temperature
 - iii. Tenths of a degree
 - iv. I have a temperature of ---
 - v. My temperature is ---
 - vi. Fever
- f. Identify basic foods and food groups.
 - i. Food groups—bread, grains, meat, protein, dairy, sweets, fats, vegetables, fruits
 - ii. Food vocabulary, servings
- g. Read nutritional information on food labels.
 - i. Food pyramid
 - ii. Calories per serving
 - iii. Grams per serving
 - iv. Fat per serving
 - v. Ingredients list
 - vi. Vitamins per serving
- 5. Employment
 - a. Read simple want-ads.
 - i. Abbreviations—exp, ft, pt, hr, hrly, mo, wk
 - ii. Vocabulary—experience, full time, part time, necessary, apply, resume, education, salary, hourly
 - iii. Identify how to apply for a job through the ad
 - 1. locate phone number
 - 2. locate address
 - 3. locate name of person to contact
 - 4. locate information or process needed to apply
 - b. Complete a simple job application without assistance and describe personal work experience and skills.
 - i. Name, address, phone, social security number, education history, employment history, references, signature
 - ii. Write and recite names, addresses, and duties of past jobs in chronological order
 - c. Understand basic employment expectations, regulations, and safety.

- i. Being on time, filling out time cards, calling in absences, requesting time off
 - ii. Coffee break, lunch break
 - iii. Recognize safety signs—electrical danger, slippery when wet, hazardous substance, eye wash station, flammable, fire extinguisher, first aid, no smoking
 - iv. Filling out an accident report
 - 1. name, date
 - 2. narrative description of incident
 - d. Demonstrate appropriate interpersonal skills for employment situations.
 - i. Hand shake, eye contact, nodding
 - ii. Asking for assistance
 - 1. Could you help me
 - 2. I need help with---
 - 3. Could you show me
 - iii. Asking for clarification
 - 1. Could you repeat that, please
 - 2. Could you explain---
 - e. Recognize and respond appropriately to work place safety hazards.
 - i. Slippery floors
 - ii. Hazardous materials
 - iii. Construction areas
 - iv. Protective apparel
 - 1. eye protection
 - 2. hard hat
 - 3. clean suit
 - 4. ear protection
- 6. Government and Law
 - a. Identify the US President, Vice-President, and Minnesota Governor.
 - b. Understand basic government concepts.
 - i. Leaders are elected
 - ii. Majority rule
 - iii. Innocent until proven guilty
 - iv. Equal rights
 - v. Freedom of speech
- 7. Computation
 - a. Understand concepts of positive and negative in terms of money/banking/checking.
 - b. Add and subtract whole numbers and decimals.
 - c. Multiply and divide whole numbers and decimals.
 - d. Recognize basic fraction names.
 - i. One-half
 - ii. One-fourth, one quarter
 - iii. One-third

- 8. Learning to Learn
 - a. Make predictions prior to reading.
 - b. Read and comprehend silently and aloud.
 - c. Answer comprehension questions.
 - i. Identify the main idea and explicit details in the text
 - ii. Sequence a series of events
 - d. Read a simple table or chart.
 - i. Locate headings
 - ii. Identify the main idea
 - iii. Read the title
 - iv. Locate details explicit in the table or chart
 - e. Read and interpret product labels directions, warning signs, and symbols.
 - i. How to prepare food items
 - 1. mix, stir, cup, boil, bake, chill
 - 2. "Bake at 350 for 15 min."
 - ii. Written instructions on simple assembly
 - iii. "Choking hazard"
 - iv. Poisonous; poison control center, Mr. Yuk
 - v. Caution instructions on cleaning supplies
 - vi. Do not mix with---; use in a well-ventilated area
- 9. Grammar and Writing
 - a. Recognize, state, read, and write statements and questions.
 - i. Change statements into questions and vice versa
 - b. Use subject, object, and possessive pronouns.
 - i. Subject
 - ii. Object
 - iii. Possessive
 - c. Use common verbs in the present, future, and past tense.
 - i. Regular and irregular
 - ii. Past, present, future
 - d. Use adjectives.
 - i. Descriptive
 - ii. Possessive
 - iii. Demonstrative
 - iv. Time
 - e. Use prepositions.
 - i. Of location
 - ii. Of direction
 - f. Use common and proper nouns in the singular and plural.
 - i. Common and proper
 - ii. Singular and plural
 - iii. Count and non-count
 - g. Use adverbs.
 - h. Use articles.

Name _____

Date _____

At the end of this level you can...

- Write a basic resume
- Understand work rules and safety procedures
- Describe other people
- Use the white and yellow pages
- Understand banking services and ATM's
- Understand comparison shopping
- Read warranties and guarantees
- Read and order from a menu
- Locate local businesses and governmental and community areas
- Read for main idea, supporting details, and sequence
- Use cursive handwriting
- Write a short note, friendly letter, envelope, short paragraph, and set of simple directions
- Use verbs in the present, past, future, present continuous, and present perfect tenses
- Use modals
- Use adjectives and adverbs
- Use sentence structure

By the end of this level, learners will...

1. Communication
 - a. Exhibit situationally appropriate interpersonal skills.
 - b. Write using manuscript and cursive handwriting.
2. Consumer Economics
 - a. Demonstrate ability to use banking services including ATM machines.
 - b. Understand comparative shopping, coupons, guarantees, warranties, and return processes.
 - c. Read and order from a menu.
 - d. Identify means of locating housing.
 - e. Describe household repair and maintenance problems.
 - f. Read and react to safety signs and symbols.
 - g. Respond to emergency situations.
3. Community Resources
 - a. Locate alphabetical and topical listing information in yellow and white pages.
 - b. Identify and locate local businesses, governmental and community agencies.
 - c. Ask for and give directions.
 - d. Read temperatures in Fahrenheit and Celsius; describe weather conditions.
 - e. Identify items necessary for weather emergency preparedness.
4. Health
 - a. Identify body parts and the five senses.
 - b. Describe aches, pains, illnesses, injuries, and dental problems.
 - c. Read and interpret medical instructions for prescriptions and over-the-counter medications.
 - d. Understand concepts of personal hygiene, grooming, and healthy eating.
5. Employment
 - a. Recognize and use basic work-related vocabulary.
 - b. Prepare a job application and resume.
 - c. Demonstrate appropriate behavior for a job interview.
 - d. Demonstrate understanding of work rules for schedule, time sheets, punctuality, phoning in sick, and safety procedures.
6. Government and Law
 - a. Identify the current US President and Vice-President, state, and local officials.
 - b. Recognize community laws.

7. Learning to Learn
 - a. Plan a schedule of activities on a calendar.
 - b. Identify and compare self, family members, and others using physical characteristics and personal traits.
 - c. Communicate feelings and impressions.
 - d. Describe a person, place, thing, or event.
 - e. Recognize the meanings of words with common prefixes and suffixes; recognize the meanings of compound words.
 - f. Read and answer comprehension questions on short, multi-paragraph fiction and non-fiction pieces.
 - g. Interpret simple charts, graphs, maps, tables and diagrams.
8. Grammar and Writing
 - a. Write a short note, friendly letter, short paragraph, and a set of simple directions.
 - b. Use common verbs, contracted forms and correct spelling in present, present continuous, past, future, present perfect, and modals.
 - c. Use information questions.
 - d. Use adjectives.
 - e. Use adverbs.
 - f. Use prepositions.
 - g. Use nouns.
 - h. Use sentence structure.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Basic Communication
 - a. Exhibit situationally appropriate interpersonal skills.
 - i. Hand shaking
 - ii. Nodding
 - iii. Waving
 - iv. Eye contact
 - v. Situational politeness
 - b. Write using manuscript and cursive handwriting.
2. Consumer Economics
 - a. Demonstrate ability to use banking services including ATM machines.
 - i. Bank, savings and loan, credit union
 - ii. Mortgage, loan, car loan, interest, principal
 - iii. Savings, checking, balance, deposit, withdrawal, payment, check, check stub, check register, reconciling, balancing a checkbook, statement
 - iv. ATM, PIN
 - b. Understand comparative shopping, coupons, guarantees, warranties, and return processes.
 - i. Comparison shop for food, clothing, and other purchases; compare prices, return policies, warranties
 - ii. Read and interpret coupons; compute savings with a coupon
 - iii. Read product warranties and guarantees
 - iv. Read return policies
 - c. Read and order from a menu.
 - i. Serving, portion, children's menu, senior citizen's menu, senior citizen's discount
 - ii. Read and understand food names and descriptions
 - iii. Read prices; understand price does not include tax or tip
 - d. Identify means of locating housing.
 - i. Read rental ads
 1. abbreviations—rm, rms, brm, br, bath, bsmt, lr, kit, dr, fp, fr
 2. lease, security deposit, cleaning deposit
 3. who and how to contact—phone number, address
 - a. I'd like to see the apartment you have advertised.
 - b. I'm interested in renting your house/apartment. Could I make an appointment to see it.

- ii. Buying a house
 - 1. read newspaper ads
 - 2. realtor, open house
 - e. Describe household repair and maintenance problems.
 - i. Plumber, electrician, roofer, handyman, gardener, plumbing, electricity
 - ii. There is a problem with the ---
 - iii. The --- isn't working
 - iv. The --- is broken
 - v. There is no heat
 - vi. There is no water
 - vii. There is no electricity
 - viii. I smell gas
 - ix. The phone is out of order
 - x. Who do I call for --- problems
 - f. Read and react to safety signs and symbols.
 - i. Caution, slippery when wet, slow, electrical hazard, flammable, fire extinguisher, first aid kit, eye wash station, hard hat required, do not use near water, no smoking, danger, emergency shelter, tornado shelter, poison, Mr. Yuk
 - g. Respond to emergency situations.
 - i. Severe weather—tornado watch or warning, severe thunderstorm watch or warning, blizzard warning, high winds, flood
 - ii. Where to take shelter, emergency broadcast system, warning sirens
 - iii. Emergency preparedness kit
 - iv. What to do if there is a fire at home, school, work
 - v. What to do if there is a tornado at home, school, work
 - vi. Listening to severe weather reports on the radio and TV
- 3. Community Resources
 - a. Locate alphabetical and topical listing information in yellow and white pages.
 - i. What are the yellow pages? What are the white pages?
 - ii. White pages—residential listings, business listings
 - iii. Government pages (blue)
 - iv. Find a name in the residential listings use alphabetizing skills
 - v. Find a business in the white pages using alphabetizing skills
 - vi. Find a business in the yellow pages by using categories
 - b. Identify and locate local businesses, governmental and community agencies.
 - i. Post office, driver's license station, police station, fire station, high school, elementary school, middle school, playground, library, unemployment office, INS office, immigration office, grocery store, department store, mall, drug store, pharmacy, restaurant, fast food restaurant

- ii. Locate on a map
 - iii. Describe purpose/use
 - c. Ask for and give directions.
 - i. North, south, east, west, northwest, southwest, northeast, south east, N, E, W, S, NE, NW, SE, SW
 - ii. Street, boulevard, avenue, circle, road, drive
 - iii. Outside, inside, next to, beside
 - iv. Turn left, turn right
 - v. Could you tell me how to get to ---
 - vi. Where is ---
 - vii. How do I get to ---
 - viii. Where is that?
 - d. Read temperatures in Fahrenheit and Celsius; describe weather conditions.
 - i. Read temperature in Fahrenheit and Celsius; compare Fahrenheit and Celsius temperatures
 - ii. Weather conditions—cold, hot, cool, warm, humid, frosty, snowy, icy, sleet, rain, hail, tornado, thunderstorm, blizzard, windy, foggy, fog, breezy
 - e. Identify items necessary for weather emergency preparedness.
 - i. Shelter, emergency preparedness kit, battery-operated radio, flashlight
- 4. Health
 - a. Identify body parts and the five senses.
 - i. Body parts—ankle, arm, back, blood, body, chin, eye, foot, hair, head, heart, knee, leg, nails, neck, shoulder, teeth, tongue, voice, wrist
 - ii. Senses—taste, touch/feel, smell, sight, hear
 - b. Describe aches, pains, illnesses, injuries, and dental problems.
 - i. Backache, black and blue, black eye, broken leg, broken, tooth, burn, cut, dislocate, feel dizzy, fever, flu, headache, heart attack, hurt, injure, measles, pain, red spots, sprain, stiff neck, stomachache, swollen knee, toothache, twist an ankle
 - c. Read and interpret medical instructions for prescriptions and over-the-counter medications.
 - i. Take daily, take twice a day, take at meal times, take before bed, take with food, take with water, take on an empty stomach, teaspoon, spoonful, tablet, pill, capsule, dose, dosage, take until gone, reactions, side effects, store in a cool place, store in the refrigerator, store in a dark place, keep away from children, tamper resistant, childproof cap
 - ii. Renew a prescription
 - iii. Over the counter vs. prescriptions

- iv. Read the instructions on an over the counter medication
 - 1. Age appropriateness
 - 2. When to take
 - 3. When to contact doctor
 - 4. Side effects
 - 5. Uses
 - d. Understand concepts of personal hygiene, grooming, and healthy eating.
 - i. Hygiene and grooming
 - 1. bath, bathing, shower, soap, shampoo, hair brush, comb
 - 2. washing clothes, washing self
 - 3. hand washing
 - ii. Healthy eating
 - 1. food guide pyramid, serving
 - 2. diet, dieting, watching what you eat
 - 3. vitamins and minerals
 - 4. recommended daily allowance
 - 5. nutrition labels
 - 6. washing dishes
 - 7. safe food preparation
- 5. Employment
 - a. Recognize and use basic work-related vocabulary.
 - i. Time card, pay check, pay stub, deductions, taxes
 - ii. Union, union dues
 - iii. Insurance, disability, health insurance
 - iv. Job titles
 - v. Job duties
 - vi. Training, interview, resume, application, skills, experience, occupation
 - vii. Night shift, shift, 3rd shift, 2nd shift, 1st shift, evenings, days, nights, swing shift
 - viii. Boss, employee, employer, supervisor, manager
 - b. Prepare a job application and resume.
 - i. Complete, without assistance, a job application listing personal information, experience, special skills, education history, and references
 - ii. Complete a basic resume, word-processed
 - 1. objective, education, experience, references
 - 2. format, correct grammar, correct spelling
 - c. Demonstrate appropriate behavior for a job interview.
 - i. Respond appropriately to oral interview questions
 - 1. Where do you work now—do you have any special skills—tell me about your experience—what education or training have you had—why do you want this job

- ii. Respond appropriately to improper interview questions
 - 1. How old are you—are you married—do you have any children—do you plan to get pregnant
 - iii. Body language and image
 - 1. hand shake, eye contact, posture
 - 2. clothing
 - 3. smoking, gum chewing
 - d. Demonstrate understanding of work rules for schedule, time sheets, punctuality, phoning in sick, and safety procedures.
 - i. Filling out a time sheet or time card
 - 1. noting time to the minute and to the quarter hour
 - 2. adding up time
 - ii. Work rules
 - 1. punctuality
 - 2. calling in sick
 - 3. filling out accident reports
 - 4. reporting safety problems
 - 5. harassment
 - 6. requesting vacation or time off
 - 7. performance reviews and promotions, raise
 - 8. salary, wages, hourly wage, over time, double time, sick leave, bereavement leave, union, contract, bargaining agreements
 - iii. Safety procedures
 - 1. protective apparel (hard hat, eye protection, protective suit, ear protection)
 - 2. hazardous chemicals
 - 3. first aid, fire extinguisher
 - 4. lifting
- 6. Government and Law
 - a. Identify the current US President and Vice-President, state, and local officials.
 - i. US president, vice president, senator, congressman, representative
 - ii. Governor, state representative, state legislator, state senator
 - iii. Mayor, city council, school board
 - b. Recognize community laws.
 - i. Curfew
 - ii. Safety hazards
 - 1. clear sidewalks
 - 2. trash-free yards
 - iii. Traffic laws
 - iv. Mandatory schooling for children
 - v. Discipline, child abuse

7. Learning to Learn
 - a. Plan a schedule of activities on a calendar.
 - i. Create a chart showing days and times; fill in with activities
 - b. Identify and compare self, family members, and others using physical characteristics and personal traits.
 - i. Physical characteristics and personal traits
 1. Hispanic, Asian, African, African-American, Native American, black, white, Caucasian, foreign, American
 2. tall, short, fat, skinny, thin, overweight, attractive, ugly, beautiful, pretty, large, small, little, tiny
 3. hair—blond, red head, brunette, black, brown, bald, curly, straight, short, long, crew cut
 4. eyes—blue, green, brown, black
 5. married, single, engaged, widowed
 6. personal traits—talkative, shy, funny, quiet, loud, happy, sad, tired, athletic, conservative, critical, lazy, intelligent, smart, liberal, nice, old, young, middle-age, outgoing, popular, successful
 - c. Communicate feelings and impressions.
 - i. Emotions—happy, sad, angry, love, hate, mad, ashamed, bored, confused, disappointment, embarrassed, frightened, frustrated, glad, heartbroken, jealous, lonely, nervous, pride, unhappy, upset
 - ii. Expressing likes, dislikes, acceptance, rejection
 1. I like
 2. I don't like
 3. I agree
 4. I don't agree
 5. Not me
 6. Me too
 7. I want
 8. I don't want
 9. I dislike
 - d. Describe person, place, thing, or event.
 - i. Adjectives
 - ii. Adverbs
 - iii. Colors
 - iv. Physical characteristics
 - v. Emotional characteristics
 - vi. Behavior
 - e. Recognize the meanings of words with common prefixes and suffixes; recognize the meanings of compound words.
 - i. Common prefixes—pre, ante, pro, re
 - ii. Common suffixes—tion, sion, ly, ing, ed,
 - iii. Compound words—(example) housework, blackboard—two words that make one new word

- f. Read and answer comprehension questions on short, multi-paragraph fiction and non-fiction pieces.
 - i. Brief factual and fiction pieces, multi paragraph on a variety of topics
 - ii. Make predictions prior to reading based on title, pictures or graphics
 - iii. Determine main idea and supporting detail
 - iv. Recognize sequence
- g. Interpret simple charts, graphs, maps, tables, and diagrams.
 - i. Identify main idea
 - ii. Uses of information
 - iii. Details found in the information
- 8. Grammar and Writing
 - a. Write a short note, friendly letter, short paragraph, and a set of simple directions.
 - i. Short notes
 - ii. Friendly letter
 - iii. Envelope
 - iv. Short paragraph
 - 1. Main idea, two or three details
 - v. Simple directions
 - 1. To a location
 - 2. How to do something
 - b. Use common verbs, contracted forms, and correct spelling in present, present continuous, past, future, present perfect, and modals.
 - i. Contractions
 - ii. Present
 - iii. Present continuous
 - iv. Past
 - v. Future
 - vi. Present perfect
 - vii. Modals
 - c. Use information questions.
 - i. Who, what, where, when, whose, whom, why, how
 - d. Use adjectives.
 - i. Demonstrative
 - ii. Possessive
 - iii. Descriptive
 - e. Use adverbs.
 - i. Frequency
 - ii. Time
 - iii. Location
 - f. Use prepositions.
 - i. Of location
 - ii. Of direction

- g. Use nouns.
 - i. Count/non count
 - ii. Possessive
 - iii. Common/proper
 - iv. Plural—regular/irregular
- h. Use sentence structure.
 - i. Subject, verb, object
 - ii. Affirmative/negative/interrogative

Name _____

Date _____

At the end of this level you can...

- Demonstrate English skills to gain employment
- Complete a job application, resume, and cover letter
- Understand job specifications, rules, and regulations
- Understand workers' rights
- Complete medical forms and accident reports
- Make a budget
- Know how to report a crime
- Know parts of the US justice system
- Compare and contrast types of insurance
- Use formal and informal vocabulary
- Use idioms
- Read for main idea, sequence, fact and opinion
- Skim and scan for information
- Define new vocabulary using context clues
- Interpret diagrams, tables, graphs, charts, and schedules
- Write a paragraph
- Use verbs
 - Past continuous
 - Future progressive
 - Past perfect
 - Modals
 - Conditionals
 - Gerunds
 - Participles
 - Infinitives
- Identify parts of speech in sentences
- Use sentence structure

By the end of this level, learners will...

1. Communication
 - a. Paraphrase words or ideas in conversations.
 - b. Understand use of formal versus informal vocabulary and basic idiomatic expressions.
2. Consumer Economics
 - a. Understand banking systems and terms (loans, interest rates, investments, mortgages).
 - b. Identify budget planning strategies.
 - c. Discuss US driving responsibilities.
 - d. Know driving safety regulations and procedures.
 - e. Describe information regarding rental agreements/contracts.
 - f. Describe tenant/landlord rights and responsibilities.
 - g. Compare/contrast various types of insurance.
3. Community Resources
 - a. Give and request information clearly by telephone.
 - b. Locate and use a variety of resources in telephone directories (maps, government agencies, coupons).
 - c. Describe recycling regulations.
4. Health
 - a. Complete medical forms and accident reports.
5. Employment
 - a. Use a variety of resources to search for job opportunities.
 - b. Know about different types of training.
 - c. Complete a job application, resume, and cover letter.
 - d. Ask and answer questions during a job interview.
 - e. Understand performance evaluations and their impact.
 - f. Understand job benefits.
 - g. Fill out employment forms.
 - h. Demonstrate understanding of US work ethic (appropriate behavior, attitude, attire, social interaction).
 - i. Demonstrate understanding of workers' rights (compensation, unionization, right to work).
6. Government and Law
 - a. Describe problem to and request service from public safety personnel.
 - b. Identify and report types of crime as victim or witness
 - c. Demonstrate understanding of elements of US court of law (trial by jury, judge, jury, lawyers).
7. Computation
 - a. Add, subtract, multiply, and divide whole numbers and decimals.

- b. Add and subtract fractions.
 - c. Compute percent of a whole.
 - d. Compute interest using the interest formula.
8. Learning to Learn
- a. Read and comprehend short fiction, narratives, information articles, and news articles.
 - b. Use context clues and dictionaries to define new vocabulary.
 - c. Read and interpret graphic documents.
9. Grammar and Writing
- a. Write a paragraph focusing on one topic.
 - b. Use verbs (past continuous, future progressive, past perfect, modals, conditionals, gerund, participles, infinitives).
 - c. Identify parts of speech and use in sentences (nouns [common, proper, plural, possessive], pronouns [subject, object, indefinite, possessive, reflexive], adjectives; adverbs; prepositions, verbs).
 - d. Use sentence structures (compound and complex, active and passive voice, clauses and phrases, direct and indirect speech).

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Paraphrase words or ideas in conversations.
 - i. Paraphrase orally
 - b. Understand use of formal versus informal vocabulary and basic idiomatic expressions.
 - i. Use formal and informal vocabulary in appropriate situations—i.e. hi vs. how are you
 - ii. Use common idioms in appropriate situations; understand common idioms
2. Consumer Economics
 - a. Understand banking systems and terms.
 - i. Loans
 1. home loan, home equity loan, mortgage
 2. car loans
 3. college loans
 4. interest rates, annual percentage rate, principal, term
 - ii. Investments
 1. savings accounts
 2. stocks, stock market
 3. IRA, retirement accounts
 4. CD, Money Market
 5. checking accounts
 6. interest rates, reconciling, term, cashing in, maturity, dividends
 - b. Identify budget planning strategies.
 - i. Expenses, revenue, income, net loss, net income, gross, net
 - ii. Budget categories—housing, food, utilities, clothing, education, transportation, entertainment, medical, vacation, savings, charitable contributions
 - iii. Concept of percents, adjusting a budget to meet changes in income or expenses
 - c. Discuss US driving responsibilities.
 - i. Driver's license—applying for
 1. where, how, when, why
 - ii. Traffic regulations
 1. road signs—mph, speed limit, minimum, maximum, no U turn, no left turn, no turn on red, one way, no passing zone, stop sign, stop light, merge, yield, caution, men at work, work zone, pedestrian crossing, rail road crossing, school zone, hospital zone, hospital, children at play

- 2. road markings—solid white line, solid yellow line, dashed white line, dashed yellow line, pedestrian crossing, stop line, bike lane, HOV lane
 - d. Know driving safety regulations and procedures.
 - i. Seat belts, child safety restraints, air bags, how to drive in icy, wet, snowy, or foggy weather
 - ii. What to do
 - 1. flat tire
 - 2. accident
 - 3. run out of gas
 - 4. can't see (snow or rain)
 - e. Describe information regarding rental agreements/contracts.
 - i. Lease, tenant, lessee, lessor, roommate, sublet, clauses, no pets, renewal, landlord, building manager, handyman, rental, renters, rent
 - f. Describe tenant and landlord rights and responsibilities.
 - i. Tenant
 - 1. rights—safety, cleanliness of common areas, timely repair, no unannounced visits
 - 2. responsibilities—pay rent on time, keep noise at a minimum, follow building rules for laundry/parking/play and pool areas
 - ii. Landlord
 - 1. rights—rent paid on time, tenants follow rules, tenants report problems, tenants available for repairs to be made, tenants make apartment available for potential renters when leaving
 - 2. responsibilities—keep common areas clean, keep safety measures operational, make repairs, announce visits
 - iii. Where to file complaints
 - g. Compare/contrast various types of insurances.
 - i. Health, homeowners, renters, life, dental, auto
 - ii. Premiums, term, beneficiary
- 3. Community Resources
 - a. Give and request information clearly by telephone.
 - i. Take phone messages in work and home environments
 - 1. relay message verbally and in writing
 - 2. note caller, phone number, reason for calling
 - ii. Respond to requests for information over the phone
 - 1. telemarketing
 - 2. name—say and spell—address, phone number
 - iii. Request information over the phone
 - 1. request a job application
 - 2. order a pizza

3. registration requirements for a class, training program or child's school
 4. call for when business hours
 - b. Locate and use a variety of resources in telephone directories.
 - i. Differences between regular white pages and business white pages (gray margin)
 - ii. Differences between white pages and yellow pages
 - iii. Blue pages—government offices
 - iv. Resources at the beginning of the phone book
 1. how to get phone service
 2. how to report phone problems
 3. maps
 4. zip code information
 5. area code information
 - c. Describe recycling regulations.
 - i. Glass, aluminum, plastic, cardboard, office paper, newspaper, bundle
 - ii. Where and when to set out
 - iii. What is collected
 - iv. How to personally collect recyclable materials
 - v. Recyclable sign
4. Health
- a. Complete medical forms and accident reports.
 - i. Medical history form
 1. immunization, operations, major illnesses, medications, complaint, vocabulary for medical conditions (hypertension, thyroid, high blood pressure, nausea, dizzy spells, abdominal, headaches, gastro-intestinal, etc.), emergency contact, next of kin
 - ii. Accident report
 1. write narrative description of an accident (car or work)
 - a. car vocabulary—fender, dent, ding, scrape, windshield, break, shatter, flat tire, rear ended, spin out, slid, lost control, turned 360, turned 180, skid
 2. describe actions taken (work)
 3. fill out a car accident form with name of insurance company, policy number, personal information
 4. use drawings to describe a car accident
 5. on the drawing indicate speed, direction traveling, where other vehicles were, where car was damaged, what other streets, roads, highways, off ramps were located

5. Employment

- a. Use a variety of resources to search for job opportunities.
 - i. Want ads
 1. abbreviations—EOE, exp, ft, pt, req, nec, educ, ed, hs, dip, 4yr, ref
 2. vocabulary—experience necessary, experience required, apply in person, college degree, high school diploma, GED, fax resume, email resume, resume, call for an application, mail resume, references, full time, part time, first shift, second shift, third shift, swing shift
 3. locate instructions to apply for a position
 - a. fax, mail, email, in person, by phone
 - b. application, cover letter, resume, phone call
 - ii. Internet
 1. common job search sites (Minnesota Job Bank)
 2. maneuver through screens to locate a job vacancy
 3. locate application instructions
 - iii. Workforce Centers
 - iv. Employment agencies
 - v. Personal contacts
 1. professional people
 2. teachers
 3. religious leaders
 4. counselors
 5. friends
 - vi. Cold calls
 1. phone calls
 2. drop in
 3. asking if any openings
 4. asking for an application
- b. Know about different types of training.
 - i. Training types—4 year college, community college, technical college, for-profit technical schools, on-the-job training
 - ii. Entrance or placement tests, TOEFL
 - iii. Financial aid, grants, loans, work-study, scholarships
- c. Complete a job application, resume, cover letter.
 - i. Independently complete a job application using correct spelling, grammar, punctuation, and abbreviations where appropriate
 - ii. Create a resume; should be word processed
 - iii. Write a cover letter following a standard format using correct spelling, grammar, and punctuation; letter should be word processed
 1. purpose of a cover letter
 2. what should be included in a cover letter

- a. job applying for
 - b. summary of skills and qualifications
 - c. explanation of how individual fits job requirements
 - d. request for an interview
- d. Ask and answer questions during a job interview.
 - i. Interpersonal skills
 - 1. hand shake
 - 2. nodding
 - 3. eye contact
 - 4. posture
 - 5. dress and grooming
 - ii. Formulate and practice answering questions from an interviewer (appropriate and inappropriate questions)
 - 1. Tell me about yourself
 - 2. What skills do you have
 - 3. What jobs have you held in the past
 - 4. Describe your experiences
 - 5. Why should we hire you
 - 6. Why do you want this job
 - 7. Why are you the best candidate for this job
 - 8. Are you married
 - 9. Do you plan to get pregnant
 - 10. Have you ever been fired from a job
 - 11. Why did you leave your last job
 - iii. Formulate and practice asking questions of an interviewer
 - 1. What are the benefits
 - 2. What is the pay range/pay scale
 - 3. Do you provide for on-the-job training
 - 4. What training opportunities do you provide
 - 5. Will I be expected to work overtime
 - iv. Follow up thank you
 - 1. written thank you note
 - a. who to write it to
 - b. what to include
 - c. when to send
 - 2. thank you phone call
 - a. who to call
 - b. what to say
 - c. when to call
- e. Understand performance evaluations and their impact.
 - i. Read a job description
 - ii. Performance evaluation, raises, merit pay
 - iii. Being fired, being laid off, being let go
 - 1. unemployment rights
 - 2. Unemployment Compensation

- a. What is it
 - b. How do you get it
 - c. Where do you get more information
 - f. Understand job benefits.
 - i. Vocabulary—health insurance, medical insurance, dental insurance, vacation pay, sick pay, personal leave, funeral leave, bereavement leave, long term disability, short term disability, life insurance, dependents
 - ii. Filling out various forms to enroll in benefit programs
 - 1. vocabulary—beneficiary, enrollee, enrollment, dependent, spouse
 - g. Fill out employment forms.
 - i. Filling out W-4 and I-9
 - h. Demonstrate understanding of US work ethic.
 - i. Appropriate work attire
 - ii. Small talk
 - iii. Punctuality
 - iv. Calling in sick
 - v. Taking breaks
 - vi. Attitude toward coworkers, toward supervisor
 - vii. Team work
 - i. Demonstrate understanding of workers' rights.
 - i. Minimum wage
 - ii. Double time, over time
 - iii. 40 hour work week, 8 hour work day
 - iv. Paid and unpaid breaks
 - v. Unionization
 - vi. Right to work
 - vii. OSHA
- 6. Government and Law
 - a. Describe problem to and request service from public safety personnel.
 - i. How to respond when stopped
 - 1. Verbal and physical responses
 - ii. Request assistance with a problem, describe a problem
 - iii. Request directions
 - b. Identify and report types of crime as victim or witness.
 - i. 911
 - ii. Giving details of what and where orally and clearly on phone and in person
 - iii. Types of crime—burglary, robbery, homicide, rape, assault, vandalism, gang, graffiti, fight, domestic abuse, break in, murder, shooting, speeding, hit and run
 - c. Demonstrate understanding of elements of US court of law.
 - i. Judge, jury, trial by jury, rights, Miranda warning, lawyers, bail, innocent, guilty

7. Computation
 - a. Add, subtract, multiply, and divide whole numbers and decimals.
 - b. Add and subtract fractions.
 - c. Compute percent of a whole.
 - d. Compute interest using the interest formula.
8. Learning to Learn
 - a. Read and comprehend short fiction, narratives, informational articles, and news articles.
 - i. Main idea
 - ii. Sequence
 - iii. Fact/opinion
 - iv. Preview and make predictions
 - v. Skim and scan for information
 - b. Use context clues and dictionaries to define new vocabulary.
 - i. Context clues
 - ii. Dictionary—standard English language dictionary
 - c. Read and interpret graphic documents.
 - i. Diagrams, tables, graphs, schedules
9. Grammar and Writing
 - a. Write a paragraph focusing on one topic.
 - i. Topic sentence, supporting details, concluding sentence
 - ii. Edit for grammar, spelling, and punctuation
 - b. Use verbs.
 - i. Past continuous
 - ii. Future progressive
 - iii. Past perfect
 - iv. Modals
 - v. Conditionals
 - vi. Gerunds
 - vii. Participles
 - viii. Infinitives
 - c. Identify parts of speech and use in sentences.
 - i. Common, proper, plural, and possessive nouns
 - ii. Pronouns—subject, object, indefinite, possessive, and reflexive
 - iii. Adjectives
 - iv. Adverbs
 - v. Prepositions
 - vi. Verbs
 - d. Use sentence structure.
 - i. Compound
 - ii. Complex
 - iii. Clauses
 - iv. Phrases
 - v. Active and passive voice
 - vi. Direct and indirect speech

Name _____

Date _____

At the end of this level you can...

- Interpret want-ads and job announcements
- Understand job specifications, policies, standards, and forms
- Communicate orally and in writing with supervisor and co-workers
- Show comprehension of conversations by asking appropriate questions and using appropriate body language
- Identify bias, prejudice, and propaganda in conversations and in print
- Recognize problems related to nutrition and substance abuse
- Develop a monthly budget
- Understand American government structure
- Use a dictionary and a thesaurus
- Draw inferences and conclusions
- Distinguish between fact and opinion
- Summarize what has been read
- Write a multi-paragraph composition
- Use a writing process
- Edit and revise compositions for spelling, grammar, usage, and effective word choice

By the end of this level, learners will...

1. Communication
 - a. Demonstrate good comprehension during a variety of conversations by verbally and nonverbally responding.
 - b. Use responsive listening (paraphrasing, summarizing for elaboration and clarification).
2. Consumer Economics
 - a. Reconcile a bank statement and use appropriate banking terms when inquiring about banking services.
 - b. Develop and use a monthly budget.
3. Community Resources
 - a. Identify community resources for mental and physical health problems.
 - b. Communicate with personnel at a child's school.
 - c. Understand how to access a variety of children's education programs.
4. Health
 - a. Recognize problems related to nutrition, substance abuse, and mental health.
 - b. Ask for and give advice related to nutrition and good health habits.
5. Employment
 - a. Understand how to obtain a job through want ads, job announcements, and networking.
 - b. Ask and answer a variety of questions in a job interview and follow-up call.
 - c. Understand job specifications, policies, and standards
 - d. Read, understand, and compare information on benefit options.
 - e. Read, understand, and complete federal employment forms.
 - f. Communicate with supervisor and co-workers orally and in writing.
 - g. Demonstrate an understanding of and discuss workers' rights.
 - h. Demonstrate an understanding of safety procedures.
6. Government and Law
 - a. Demonstrate an understanding of the American system of government.
 - b. Understand the US election process.

7. Learning to Learn
 - a. Identify bias, prejudice, or propaganda in oral messages and print materials.
 - b. Use a dictionary, a thesaurus, and internet search engines.
 - c. Comprehend, interpret, and summarize fiction, newspaper articles, information articles, and policy manuals.
 - d. Obtain information from diagrams, tables, graphs, and schedules.
8. Grammar and Writing
 - a. Write a mutli-paragraph composition.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Demonstrate good comprehension during a variety of conversations by verbally and nonverbally responding.
 - i. Provide appropriate verbal and nonverbal feedback in face-to-face conversations
 - ii. Use language appropriate to situations
 1. social, academic, employment
 - iii. Gender and cultural bias issues and concerns
 - iv. Appropriate voice volume
 - b. Use responsive listening.
 - i. Paraphrase
 - ii. Summarize
 - iii. Elaborate
 - iv. Clarify
 - v. Ask relevant questions
 - vi. Make relevant comments
2. Consumer Economics
 - a. Reconcile a bank statement and use appropriate banking terms when inquiring about banking services.
 - i. Reconcile a bank statement
 - ii. Overage, surcharge, default, shortage, NSF, non-sufficient funds
 - b. Develop and use a monthly budget.
3. Community Resources
 - a. Identify community resources for mental and physical health problems.
 - i. Treatment centers, AA or NA meetings, domestic violence shelters, hotlines, suicide prevention hotlines
 - b. Communicate with personnel at a child's school.
 - i. Write notes to a child's teacher
 1. explain absence
 2. request information about child's performance
 - ii. Orally discuss child's school progress
 1. grades, grade point average, effort, mid-term, final exam, fail, detention, suspension, expulsion, principal, vice-principal, dean, counselor
 - c. Understand how to access a variety of children's education programs.
 - i. Before and after school care
 - ii. Early Childhood Family Education

- iii. Special education
 - iv. Gifted and Talented
 - v. Extracurricular activities
 - 1. Sports, clubs, drama, music
 - vi. English-as-a-Second Language
 - 1. ESL, ELL, ESOL
 - vii. Title I
4. Health
- a. Recognize problems related to nutrition and substance abuse and mental health.
 - i. Nutritional
 - 1. anorexia, bulimia, obesity, lack of vitamins, lack of minerals, over eating, binge, purge
 - ii. Substance abuse
 - 1. alcoholism, AA, Alcoholics Anonymous, drug abuse, dependency, NA, Narcotics Anonymous, rehabilitation, alcoholic, addict, addict, treatment centers
 - iii. Mental health
 - 1. insane, depression, psychiatrist, psychologist, suicide, phobia, mental illness
 - b. Ask for and give advice on good nutrition and health habits.
 - i. Hygiene
 - ii. Balanced diet
 - iii. Preventive medical care
 - 1. immunizations
 - 2. physical
 - 3. eye exam
 - 4. dental exam
5. Employment
- a. Understand how to obtain a job through want ads, job announcements, and networking.
 - i. Read and interpret all kinds of wants ads
 - ii. Read and interpret printed and internet job announcements
 - iii. Networking—what is it, how can it get you a job
 - b. Ask and answer a variety of questions in a job interview and follow-up call.
 - i. Ask and answer a variety of questions
 - ii. Place a follow up phone call
 - iii. Ask and answer questions during the phone call
 - iv. Exhibit appropriate interpersonal behavior during the interview
 - c. Understand job specifications, policies, and standards.
 - i. Read and understand a job description
 - ii. Read and understand a performance evaluation
 - iii. Read and understand policy manuals

- d. Read, understand, and compare information about benefit options.
 - i. Compare and contrast benefit plans
 - 1. costs
 - 2. levels of care
 - 3. co-pays
 - 4. limits
 - 5. types of coverage
 - 6. locations of coverage
 - ii. Complete applications for benefits
- e. Read, understand, and complete federal employment forms.
 - 1. W-2, I-9, W-4
- f. Communicate with supervisor and co-workers orally and in writing.
 - i. Written
 - 1. memos and reports to supervisors and co-workers
 - a. describing outcome of a process or problem
 - b. explaining a problem
 - c. identify a problem, solution, and/or consequences
 - d. requesting assistance, time off, training
 - e. production results
 - f. instructions on how to do a process
 - 2. forms
 - a. accident reports
 - b. training requests
 - c. safety reports
 - d. vacation requests
 - ii. Orally to and from supervisors and co-workers
 - a. identify a problem, solution, and/or consequences
 - b. instructions on how to do a process
 - c. request assistance, time off, training
 - d. report harassment
 - e. give criticism
 - f. respond to criticism
 - g. give and accept an apologies
- g. Demonstrate understanding of and discuss workers' rights.
 - i. Compensation
 - 1. minimum wage, overtime, double time, sick leave, severance
 - ii. Unionization
 - 1. bargaining, collective bargaining, contract, union steward, strike, picket, scab
 - iii. Right to work
 - iv. Worker's compensation
 - v. Unemployment compensation
- h. Demonstrate an understanding of safety procedures.

- i. Right to Know, OSHA, hazardous substance, asbestos, biochemical hazard
 - ii. Locate information on OSHA standards
 - iii. Know how to report a safety problem to OSHA and/or employer
- 6. Government and Law
 - a. Demonstrate an understanding of the American system of government.
 - i. Three branches—legislative, executive, judicial
 - ii. Federal, state, and local government
 - iii. President, Vice-President, Governor, Senator, Congressman, Representative, State Senator, State Representative, State Legislator, Mayor, Councilperson, School Board member
 - iv. Legislature, city council, school board
 - b. Understand the US election process.
 - i. Voting requirements
 - ii. Voter registration card
 - iii. Candidates, ballot, parties, democrat, republican, independent, primary, caucus, electoral college, campaigning
- 7. Learning to Learn
 - a. Identify bias, prejudice, or propaganda in oral messages and print materials.
 - i. Gender, cultural, racial
 - ii. Harassment
 - iii. Bandwagon, celebrity endorsement, experts
 - b. Use a dictionary, thesaurus, and internet search engines.
 - i. Dictionary and thesaurus
 - 1. uses, formatting
 - ii. Internet search engines
 - c. Comprehend, interpret, and summarize fiction, newspaper articles, information articles, and policy manuals.
 - i. Fiction (short story and novel), newspaper articles, informational pieces, policy manuals
 - 1. preview and predict
 - 2. recognize and restate sequence
 - 3. distinguish fact and opinion
 - 4. draw inferences
 - 5. draw conclusions
 - 6. summarize
 - d. Obtain information from diagrams, tables, graphs, and schedules.
 - i. Draw inferences and conclusions
 - ii. Summarize
 - iii. Identify bias

8. Writing

- a. Write a multi-paragraph composition.
 - i. Introduction, body, conclusion
 - ii. Follow a writing process
 - 1. select and use prewriting strategies
 - 2. develop an outline or organizational plan
 - 3. draft and revise
 - iii. Edit for spelling, punctuation, and grammar
 - iv. Demonstrate effective word choice
 - v. Employ varied and appropriate sentence structure

Name _____

Date _____

At end of this level you can...

- Read and write the alphabet
- Count to 100 by 2's, 5's, and 10's
- Read and write numbers 0-100
- Write short simple sentences
- Write a story
- Fill out a simple personal information form
- Find the main idea and details in a story
- Tell the events of a story in order
- Read a calendar
- Read and write money amounts
- Tell time
- Add and subtract 1- and 2-digit numbers
- Fill out a job application

By the end of this level, learners will...

1. Communication
 - a. Read and write personal information.
 - b. Respond orally to questions regarding personal information.
 - c. Sign their name.
 - d. Ask questions for clarification in group communication.
 - e. Read and write letters in upper and lower case.
2. Consumer Economics
 - a. Recognize coins, currency, and monetary symbols.
 - b. Read clothing labels for size and care.
 - c. Locate size information using a height and weight chart.
 - d. Recognize and interpret product safety labels.
 - e. Recognize information on food safety.
 - f. Read food labels and tags.
3. Community Resources
 - a. Buy stamps and address a letter.
 - b. Interpret clock time.
 - c. Read the months of the year and the days of the week.
 - d. Recognize directional and informational signs.
 - e. Recognize transportation signs.
 - f. Read some items on a restaurant menu.
4. Health
 - a. Read an appointment card.
 - b. Follow simple medical directions.
 - c. Read a simple medicine label.
 - d. Recognize the differences of the form different medicines take.
 - e. Recognize the concepts of good nutrition.
5. Employment
 - a. Complete a simple job application.
 - b. Answer basic job interview questions.
 - c. Complete, with assistance, federal employment forms.
 - d. Ask for assistance and clarification.
 - e. Read a work schedule.
 - f. Locate information on a pay stub.
 - g. Understand common workplace safety signs.
6. Government and Law
 - a. Recognize basic government facts.
 - b. Recognize basic laws.
7. Computation
 - a. Read, write, and say numbers.
 - b. Count by 1's, 2's, 5's, and 10's.

- c. Know the math concepts of pattern, less, and more.
 - d. Add and subtract 1- and 2-digit whole numbers without regrouping.
 - e. Know basic measurement concepts.
8. Learning to Learn
- a. Read and write the alphabet.
 - b. Recognize how the printed word flows on a page.
 - c. Know basic phonics rules of consonants, vowels, blends, and digraphs.
 - d. Listen to a story and answer comprehension questions.
 - e. Narrate a picture story in sequence.
 - f. Dictate and read own stories.
 - g. Recognize sight words.
 - h. Differentiate and classify words, shapes, and colors.
9. Grammar and Writing
- a. Recognize and use singular and plural nouns; articles, adjectives, subject, object, possessive, and demonstrative pronouns; present, present-continuous, and past tense verbs; and prepositions.
 - b. Follow the simple capitalization and end punctuation rules.
 - c. Write sentences in a simple pattern with subject-verb agreement.
 - d. Write personal stories, sentences, and questions.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Read and write personal information.
 - i. First name
 - ii. Last name
 - iii. Middle initial
 - iv. Address
 - v. City
 - vi. State
 - vii. Zip code
 - viii. Phone number with area code
 - ix. Social security number
 - x. Birth date
 - b. Respond orally to questions regarding personal information.
 - i. What is your ---
 - ii. Spell first and last name
 - iii. Speak clearly
 - c. Sign their name.
 - d. Ask questions for clarification in group communication.
 - i. Speak clearly
 - ii. Could you repeat that, please
 - iii. I don't understand
 - e. Read and write letters in upper and lower case.
2. Consumer Economics
 - a. Recognize coins, currency, and monetary symbols.
 - i. Coins and currency
 1. penny
 2. nickel
 3. dime
 4. quarter
 5. dollar bill
 - ii. Signs and symbols
 1. dollar sign
 2. cent sign
 3. decimal point
 - b. Read clothing labels for size and care.
 - i. Clothing sizes
 1. S, M, L, XL
 2. numerical sizes

- ii. Care instructions
 - 1. wash in cold water
 - 2. line dry
 - 3. dry clean only
 - 4. hand wash
 - 5. machine wash
 - 6. with like colors
 - c. Locate size information using a chart of heights and weights.
 - i. Symbols for feet (') and inches (")
 - ii. Abbreviation for pounds (lbs)
 - iii. Concept of between
 - iv. Following across and intersecting with down
 - d. Recognize and interpret product safety labels.
 - i. Do not use near water
 - ii. Electrocution hazard
 - iii. Not for consumption
 - e. Recognize information on food safety.
 - i. Read expiration dates and understand the concept of expiration and food safety
 - ii. Read purchase by dates
 - iii. Differentiate between expiration dates and purchase by dates
 - iv. Refrigeration
 - f. Read food labels and tags.
 - i. Expiration dates
 - ii. Price tag
 - 1. on packages
 - 2. on shelves
 - 3. bar code
 - iii. Sales concepts
 - 1. price each
 - 2. buy one get one free
 - 3. half off
 - 4. per pound
- 3. Community Resources
 - a. Buy stamps and address a letter.
 - i. Address an envelope
 - 1. stamp placement
 - 2. return address
 - 3. zip codes
 - ii. Cost of stamps
 - 1. singly
 - 2. in sets of 20
 - iii. Address and mail a package

- b. Interpret clock time.
 - i. Quarter to
 - ii. Quarter after
 - iii. Half past
 - iv. Analog and digital
 - v. Write time
- c. Read the months of the year and the days of the week.
 - i. Months of the year
 - 1. in words
 - 2. in abbreviations
 - 3. in numbers
 - ii. Days of the week
 - 1. in words
 - 2. in abbreviations
 - iii. Write the date
 - 1. mm/dd/yy
 - 2. mm/dd/yyyy
 - 3. month day, year
 - iv. Locate a date on a calendar
- d. Recognize directional and informational signs.
 - i. enter, exit, push, pull
 - ii. men, women, restroom
 - iii. caution, no smoking, no swimming
 - iv. arrows (up, down, right turn, left turn, right, left)
 - v. hospital
 - vi. bus stop
 - vii. walk, don't walk
 - viii. pedestrian crossing
- e. Recognize transportation signs.
 - i. Speed limit
 - ii. Exit ramp
 - iii. No u turn
 - iv. Railroad crossing
 - v. Stop light, stop sign
 - vi. Merge, yield
 - vii. Solid yellow line, broken yellow line, solid white line, broken white line
 - viii. Bicycle lane, HOV lane
- f. Read some items on a restaurant menu.
 - i. Food sight words
 - 1. hamburger
 - 2. steak
 - 3. chicken
 - 4. salad
 - 5. drinks
 - ii. Prices

4. Health

- a. Read an appointment card.
- b. Follow simple medical directions.
 - i. Take before bedtime
 - ii. Take with food, take with meals
 - iii. Call if the problem continues/persists
- c. Read a simple medicine label.
 - i. Dosage
 1. Take 1
 2. Take with food
 3. Teaspoon, teaspoonful
 4. Take three times a day
 - ii. Cautions
 1. Do not give to children
 2. Poison, Mr. Yuk
 3. Do not exceed --- tables in 24 hours
- d. Recognize the differences of the form different medicines take.
 - i. Capsule
 - ii. Tablet
 - iii. Liquid
 - iv. Salve
 - v. Cream
 - vi. Injection
- e. Recognize the concepts of good nutrition.
 - i. Food groups, food pyramid
 - ii. Serving
 1. cup
 2. ounce
 3. bowl
 4. slice
 - iii. Healthy diet
 1. calorie control
 2. vitamins
 3. minerals
 4. balanced diet

5. Employment

- a. Complete a simplified job application.
 - i. Name
 - ii. Address
 - iii. Telephone number
 - iv. Social security number
 - v. Simplified list of experience
 - vi. Simplified list of education
 - vii. Specific words for learner-specific special skills
 - viii. Names of references
 - ix. Signature

- b. Answer basic job interview questions.
 - i. What kinds of experience do you have
 - ii. Why do you want to work here
 - iii. What special skills to you have
 - iv. What kinds of jobs have you done before
 - v. Could you work nights/days/weekends/first shift/ second shift/third shift
 - vi. When can you start
- c. Complete, with assistance, federal employment forms.
 - i. W-4 complete with assistance
 - ii. I-9 complete with assistance
 - 1. produce required documents
- d. Ask for assistance and clarification.
- e. Read a work schedule.
- f. Locate information on a pay stub.
 - i. Locate gross, locate net
 - ii. Locate deductions
 - 1. insurance, health insurance
 - 2. union dues
 - 3. savings
 - 4. disability
 - 5. retirement
 - 6. FICA
 - 7. federal tax, state tax
- g. Understand common workplace safety signs.
 - i. Slippery
 - ii. Fire
 - iii. Dangerous
 - iv. Do not enter
 - v. No smoking
- 6. Government and Law
 - a. Recognize basic government facts.
 - i. Name of the US president and Minnesota governor
 - ii. US flag
 - 1. design
 - 2. colors
 - b. Recognize basic laws.
 - i. Speed limits
 - ii. Licenses
 - 1. driving
 - 2. hunting
 - 3. fishing
 - iii. Driving on the right side of the road

7. Computation

- a. Read, write, and say numbers.
 - i. Cardinal 0-100 in numbers
 - ii. Cardinal 0-20 in words
 - iii. Ordinal 1st – 10th in numbers
- b. Count by 1's, 2's, 5's, and 10's.
- c. Know the math concepts of pattern, less, and more.
 - i. More, less
 - ii. Next item in a simple pattern, last item
- d. Add and subtract 1-and 2-digit whole numbers without regrouping.
 - i. Add a column of 3 1-digit numbers
- e. Know basic measurement concepts.
 - i. Measure using inches, feet, pounds, degrees, and cups
 - ii. Length, weight, width, height
 - iii. Area, volume, perimeter

8. Learning to Learn

- a. Read and write the alphabet.
- b. Recognize how printed word flows on a page.
 - i. Left to right
 - ii. Top to bottom
 - iii. Spaces between words, letters are grouped to make words, words are grouped to make sentences
- c. Know basic phonics rules of consonants, vowels, blends, and digraphs.
 - i. Consonants
 1. Single consonant sounds
 2. Consonant blends
 - a. ending
 - i. ng, nk, ck
 - b. beginning
 - i. l and r
 3. Digraphs
 - a. ch, th, wh, sh, ph
 4. Consonant endings
 5. Consonant ending patterns
 - a. dge
 6. Advanced consonant sounds
 - a. y, w, j, z, v, qu
 - ii. Vowels
 1. Single vowel sounds
 2. Short vowel sounds
 3. ee, ea, ai, oa, oo, ay, oy, igh, aw
 4. r controlled
 5. y as a vowel
 - iii. Endings
 1. s, es, est, ing, er, ed, ly

- iv. Syllable patterns
 - 1. CVC
 - 2. blend-vowel-blend
 - 3. VC/CV
 - 4. two syllable words
 - 5. silent-e words of one syllable
- v. Rhyming patterns
- d. Listen to a story and answer comprehension questions.
 - i. Simple facts and details
 - ii. Main idea
 - iii. Who, what, where, when, why, how
 - iv. Sequence
- e. Narrate a picture story in sequence.
- f. Dictate and read own stories.
- g. Recognize sight words.
 - i. Contractions
 - ii. Sight words
 - iii. Group words of similar definitions
- h. Differentiate and classify words, shapes, and colors.
 - i. Classify
 - ii. Arrange in sequential patterns
- 9. Grammar and Writing
 - a. Recognize and use singular and plural nouns; articles; adjectives; subject, object, possessive, and demonstrative pronouns; present, present-continuous verbs; and prepositions.
 - i. Nouns
 - 1. singular
 - 2. plural
 - ii. Articles
 - iii. Pronouns
 - 1. subject
 - 2. object
 - 3. possessive
 - 4. demonstrative
 - iv. Adjectives
 - v. Prepositions of location
 - vi. Verbs
 - 1. To be
 - 2. Present tense
 - a. Affirmative
 - b. Negative
 - c. Questions
 - 3. Present continuous
 - 4. Past tense
 - a. Regular
 - b. Irregular

- b. Follow the simple capitalization and end punctuation rules.
 - i. Capitalize beginning of a sentence
 - ii. Capitalize I
 - iii. Capitalize names
 - iv. End punctuation
- c. Write sentences in a simple pattern with subject-verb agreements.
 - i. Subject-verb agreement
 - ii. Subject/verb/object
- d. Write personal stories, sentences, and questions.
 - i. Sentences
 - ii. Questions
 - iii. Personal stories
 - iv. Paragraph organization
 - 1. main idea
 - 2. details
 - 3. topic sentence

Name _____

Date _____

At the end of this level you can...

- Read compound words and words with prefixes and suffixes
- Read for main idea, details, fact/opinion, and cause/effect
- Use context clues to define new words
- Write sentences with correct punctuation and capitalization
- Write a friendly letter with correct punctuation
- Write instructions
- Write dates, days of the week, and months
- Read and write numbers 0 through 100
- Know place value of ones, tens, hundreds, tenths, and hundredths
- Sort numbers as even or odd
- Multiply and divide 1 through 10
- Solve word problems using whole numbers
- Read simple charts, graphs, diagrams, and tables
- Count money and make change

By the end of this level, learners will...

1. Communication
 - a. Complete a personal information form without assistance.
 - b. Respond appropriately in group situations.
 - c. Ask, for, give, and clarify instructions.
2. Consumer Economics
 - a. Count coins and currency and make change.
 - b. Fill out and cash a check.
 - c. Read and interpret advertisements and coupons.
 - d. Interpret charts when purchasing.
 - e. Make comparisons of prices when shopping.
3. Community Resources
 - a. Locate a name and address in a telephone book.
 - b. Locate community and public services.
 - c. Locate information on a utility bill.
 - d. Order from a restaurant and calculate total.
 - e. Read and interpret location and information signs and symbols.
 - f. Read and interpret transportation signs and symbols.
 - g. Use a map.
 - h. Tell time to the minute.
4. Health
 - a. Fill out a medical history form.
 - b. Read a thermometer to measure body temperature.
 - c. Read a medicine label.
 - d. Read a product warning label.
 - e. Read nutrition information.
 - f. Recognize basic first aid concepts.
5. Employment
 - a. Read want ads and job announcements.
 - b. Complete a job application without assistance.
 - c. Construct a simple resume.
 - d. Follow a form to write a cover letter.
 - e. Identify how to get a job application.
 - f. Read and interpret workplace safety signs and symbols.
 - g. Fill out an accident report.
 - h. Know how to report workplace safety issues.
6. Government and Law
 - a. Recognize major elected officials.
 - b. Know basic government facts.
 - c. Recognize illegal activities.

7. Computation
 - a. Read and write the numbers 0-100.
 - b. Count by 2's, 3's, 5's, 10's, 25's, and 50's.
 - c. Know basic math symbols and concepts.
 - d. Know place value from hundred to hundredth.
 - e. Add and subtract without regrouping; understand the inverse relationship of addition and subtraction.
 - f. Multiply and divide through 10; understand the inverse relationship of multiplication and division; multiply and divide without regrouping.
 - g. Follow a problem solving process.
 - h. Round numbers to 10's and 100's.
 - i. Know basic measurement concepts.
 - j. Characterize and classify two- and three-dimensional shapes.
 - k. Know geometry concepts of symmetry and reflection,
8. Learning to Learn
 - a. Recognize and spell words with a variety of phonetic patterns.
 - b. Spell word endings with doubling, silent-e, and y.
 - c. Know word parts.
 - d. Define unknown words through context, phonics, and structure clues.
 - e. Read and comprehend short newspaper and informational articles and fiction.
 - f. Read and comprehend graphs, charts, and tables.
 - g. Alphabetize.
 - h. Organize and classify words.
 - i. Use organizational and informational aids in texts.
9. Grammar and Writing
 - a. Understand the function of paragraph structure.
 - b. Use basic rules of capitalization, commas, and apostrophes.
 - c. Write declarative sentences with compound subjects and/or predicates.
 - d. Use singular, plural, and possessive nouns; regular and irregular verbs in the past, present continuous, and future tenses; articles; adjectives and adverbs of comparison; object and possessive pronouns.
 - e. Write a short letter and address an envelope.
 - f. Write a set of simple directions.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Complete a personal information form without assistance.
 - i. First name
 - ii. Last name
 - iii. Middle initial
 - iv. Social security number
 - v. Birth date/date of birth
 - vi. Last grade completed
 - vii. Address
 - viii. Apt. No.
 - ix. City
 - x. Zip/zip code
 - xi. County
 - xii. Telephone number/phone number
 - xiii. Area code
 - xiv. Ethnicity
 1. Caucasian
 2. Black, African, African-American
 3. Hispanic
 4. Asian
 5. Native American
 - xv. Public assistance
 - xvi. Signature
 - xvii. Size of household
 - b. Respond appropriately in group situations.
 - i. Appropriate verbal and non-verbal feedback
 - ii. Not interrupting others when others are speaking
 - iii. Sharing information appropriate to the situation
 - c. Ask for, give, follow, and clarify directions.
 - i. What does that mean
 - ii. Could you repeat that, please
 - iii. I don't understand
 - iv. Does that mean
2. Consumer Economics
 - a. Count coins and currency and make change.
 - i. Count coins and currency
 - ii. Make change from a one-dollar bill
 - iii. Make change from a twenty-dollar bill
 - iv. Determine equivalent amounts up to twenty dollars

- b. Fill out and cash a check.
 - i. Write a check
 - 1. payee
 - 2. date
 - 3. amount as numbers
 - 4. amount as words
 - 5. signature
 - 6. memo
 - ii. Cash a check
 - 1. endorse
 - c. Read and interpret advertisements and coupons.
 - i. Determine prices
 - ii. Determine qualifications
 - 1. when sale is in effect
 - 2. expiration date of coupon
 - 3. buying restrictions or requirements
 - 4. quantity limits
 - iii. Sales concepts
 - 1. half-off
 - 2. percent off
 - 3. buy one get one
 - d. Interpret charts when purchasing.
 - i. Size charts for clothing
 - 1. height
 - 2. weight
 - ii. Size and price charts for items such as tires
 - e. Make comparisons of prices when shopping.
 - i. Compare product prices from store to store or with or without sales price
 - ii. Compute price each for comparison of multiple-item packages
3. Community Resources
- a. Locate a name and address in a telephone book.
 - i. Locate a name in the alphabetical listings
 - ii. Locate a business in the alphabetical listings
 - iii. Locate a business in the yellow pages, category listings
 - iv. Interpret a listing in the white pages
 - 1. address
 - 2. phone number
 - b. Locate community and public services.
 - i. Hospital
 - ii. Fire department
 - iii. Police department
 - iv. Clinic or doctor's office

- v. Food shelves
- vi. Social service office
- vii. Post office
- c. Locate information on a utility bill.
 - i. Amount due
 - ii. Payment due date
- d. Order from a restaurant and calculate total.
 - i. Order from a menu
 - ii. Compute total costs
 - iii. Calculate tip
 - iv. Order from a fast food menu
- e. Read and interpret location and information signs and symbols.
 - i. hospital
 - ii. restroom
 - iii. playground
 - iv. elevator
 - v. stairs
 - vi. telephone
 - vii. information desk
 - viii. enter
 - ix. exit
 - x. automatic door
 - xi. mail box
- f. Read and interpret transportation signs and symbols.
 - i. Rest area
 - ii. Gasoline
 - iii. Restaurant
 - iv. Hotel
 - v. No turn on red
 - vi. No U turn
 - vii. Lane markers and signs for allowed turns
 - viii. Speed limit
 - ix. School zone
 - x. Pedestrian crossing
 - xi. Playground
 - xii. Merge
 - xiii. Yield
 - xiv. Stop
 - xv. Stop lights
 - xvi. Yellow warning lights
 - xvii. Men at work, work zone
 - xviii. No parking zone, no parking between signs
 - xix. Handicapped parking

- g. Use a map.
 - i. Locate the US, Minnesota, and the city on a map
 - ii. Use a street map to locate a specific location
 - iii. Identify direction—north, south, east, west
 - h. Tell time to the minute.
4. Health
- a. Fill out a medical history form.
 - i. Immunizations
 - ii. Medical conditions—hypertension, high blood pressure, gastro-intestinal, appendix, headache, nausea, numbness, pregnancy, sore throat, stomachache, dizzy
 - b. Read a thermometer to measure body temperature.
 - i. Compare to “normal”
 - ii. Tenths of a degree
 - c. Read a medicine label.
 - i. Dosage amounts
 - ii. Side effects
 - iii. Cautions
 - iv. Whether or not to give to children
 - d. Read a product warning label.
 - i. Do not use near or in water
 - ii. Grounded electrical plug
 - iii. Battery sizes
 - iv. Use in a ventilated area
 - v. Do not mix with ---
 - vi. Keep out of reach of children
 - vii. Poison, poison control center, Mr. Yuk
 - viii. Store in a cool/dark area
 - e. Read nutrition information.
 - i. Serving size
 - ii. Calories, calories from fat, fat calories
 - iii. Ingredients list
 - iv. Vitamins/minerals
 - v. Recommended Daily Allowance
 - f. Recognize basic first aid concepts.
 - i. Bandaging
 - ii. Anti-bacterial ointment
 - iii. Burn ointment
 - iv. Anti-pain medication (aspirin, Tylenol)
 - v. Taking care of a cold
 - vi. Pressure on a wound
 - vii. Ice or heat

- 5. Employment
 - a. Read want ads and job announcements.
 - i. Vocabulary and abbreviations
 - 1. experience, exp
 - 2. necessary, nec
 - 3. full time, ft
 - 4. part time, pt
 - 5. benefits, ben
 - 6. education, ed, educ
 - 7. required, req'd
 - ii. Locate and interpret application instructions and procedures
 - b. Complete a simple job application without assistance.
 - i. Personal information
 - ii. Employment history
 - iii. Education
 - iv. References
 - v. Signature
 - c. Construct a simple resume.
 - i. Name and address
 - ii. Employment history
 - iii. Education
 - iv. Word process final product
 - d. Follow a form to write a cover letter.
 - i. Salutation
 - ii. Three paragraphs
 - 1. I would like to apply for ---
 - 2. My background
 - 3. Please contact me at ---
 - iii. Closing with address
 - e. Identify how to get a job application.
 - i. Phone call
 - ii. Drop in
 - iii. Send a letter
 - f. Read and interpret workplace safety signs and symbols.
 - i. hard hat required
 - ii. eye protection required
 - iii. ear protection required
 - iv. slippery when wet
 - v. electrical hazard
 - vi. biochemical hazard
 - vii. asbestos
 - viii. warning
 - ix. fire
 - x. first aid
 - xi. fire extinguisher
 - xii. eye wash station

- g. Fill out an accident report.
 - i. Narrative retelling
 - ii. Causes, effects
 - iii. Date/time
 - iv. Witnesses
- h. Know how to report workplace safety issues.
 - i. Company specific procedures from a procedures manual
 - ii. OSHA
 - iii. Right to Know
- 6. Government and Law
 - a. Recognize major elected officials.
 - i. Sight recognition of name of US president and Minnesota governor
 - ii. Photographic recognition of US president
 - b. Recognize basic government facts.
 - i. Three branches of government
 - ii. Leaders are elected
 - iii. Governed by laws
 - iv. Constitution
 - c. Recognize illegal activities.
 - i. Hitting a spouse or child
 - ii. Fighting in public
 - iii. Allowing a child to stay home from school for no reason
 - iv. Not enrolling a child in school
- 7. Computation
 - a. Read and write the numbers 0-100.
 - b. Count by 2's, 3's, 5's, 10's, 25's, and 50's.
 - c. Know basic math symbols and concepts.
 - i. Even and odd numbers
 - ii. Addition, subtraction, multiplication, and division signs
 - iii. Equal sign
 - iv. Equal versus unequal
 - v. Greater than, less than
 - d. Know place value from hundred to hundredth.
 - i. Ones
 - ii. Tens
 - iii. Hundreds
 - iv. Tenths
 - v. Hundredths
 - e. Add and subtract without regroup; understand the inverse relationship of addition and subtraction.
 - i. Add and subtract 1- or 2-digit without regrouping
 - ii. Inverse relationship of addition and subtraction
 - f. Multiply and divide through 10; understand the inverse relationship of multiplication and division; multiply and divide without regrouping.

- i. Multiply a 2-digit by a 1-digit without regrouping
 - ii. Multiplication facts for 1 through 10
 - iii. Multiply 3 1-digit numbers
 - iv. Inverse relationship of multiplication and division
 - v. Divide a 2-digit by a 1-digit without regrouping
 - g. Follow a problem solving process.
 - h. Round to 10's and 100's.
 - i. Solve problems with rounding
 - ii. Calculate to check
 - i. Know basic measurement concepts.
 - i. Length
 - 1. inches
 - 2. feet
 - 3. yard
 - 4. mile
 - ii. Capacity
 - 1. cup
 - 2. pint
 - 3. quart
 - 4. gallon
 - iii. Weight
 - 1. pound
 - 2. ounce
 - 3. ton
 - iv. Temperature
 - 1. Fahrenheit
 - 2. Celsius
 - j. Characterize and classify two- and three-dimensional shapes.
 - i. Square
 - ii. Rectangle
 - iii. Circle
 - iv. Triangle
 - v. Cube
 - vi. Sphere
 - vii. Pyramid
 - viii. Cone
 - ix. Cylinder
 - k. Know geometry concepts of symmetry and reflection.
 - i. Symmetry
 - ii. Reflection
- 8. Learning to Learn
 - a. Recognize and spell words with a variety of phonetic patterns.
 - i. Short vowel sounds
 - ii. Silent-e patterns
 - iii. Silent b, k, w
 - iv. Soft c and g

- v. Word endings
 - 1. old
 - 2. ight
 - 3. ind
 - 4. ound
 - 5. ought
 - 6. ive
 - 7. ly
 - 8. consonant –le
 - 9. ture
 - 10. tion
 - 11. sion
- vi. Syllable patterns
 - 1. VC/CV
 - 2. VC/CVE
- vii. Vowel digraphs
 - 1. ow
 - 2. ue
 - 3. ew
 - 4. oi
 - 5. ou
- viii. R controlled syllables
 - 1. ear
 - 2. arr
 - 3. err
 - 4. air
 - 5. are
 - 6. ere
 - 7. ire
 - 8. ore
 - 9. ure
- b. Spell word endings with doubling, silent-e, and y.
 - i. Doubling
 - ii. Silent-e
 - iii. Y to i
 - iv. Plural of words ending in y
- c. Know word parts.
 - i. Prefixes
 - ii. Roots
 - iii. Suffixes
- d. Define unknown words through context, phonics, and structure clues.
 - i. Context clues
 - ii. Phonics
 - iii. Structure

- e. Read and comprehend short newspaper and information articles and fiction.
 - i. Main idea
 - ii. Detail
 - iii. Implied cause or effect
 - iv. Fact and opinion
 - v. Sequence
 - vi. Summarize and paraphrase
 - f. Read and comprehend graphs, charts, and tables.
 - i. Main idea
 - ii. Details
 - g. Alphabetize.
 - h. Organize and classify words.
 - i. By part of speech
 - ii. By definition
 - iii. Generate headings for groups
 - i. Use organizational and informational aids in texts.
 - i. Table of contents
 - ii. Index
 - iii. Headlines
 - iv. Captions
9. Grammar and Writing
- a. Understand the function of paragraph structure.
 - i. Introduction
 - ii. Conclusion
 - iii. Supporting ideas
 - b. Use basic rules of capitalization, commas, and apostrophes.
 - i. Capitalization
 - 1. greeting and closing of a letter
 - 2. proper nouns
 - ii. Commas
 - 1. in dates
 - 2. in greeting and closing of a letter
 - 3. to set off proper names
 - 4. to separate a series
 - iii. Apostrophe
 - 1. contractions
 - 2. possession
 - c. Write declarative sentences with compound subjects and/or predicates.
 - i. From dictation
 - ii. Identify subject and predicate
 - iii. Write declarative sentences with compound subjects and/or predicates
 - iv. Noun/pronoun agreement
 - v. Sentences, fragments, run-ons

- d. Use singular, plural, and possessive nouns; regular and irregular verbs in the past, present continuous, and future tenses; articles; adjectives and adverbs of comparison; object and possessive pronouns.
 - i. Singular and plural nouns
 - ii. Verbs
 - 1. irregular and regular
 - 2. past, present continuous, and future tenses
 - iii. Articles
 - iv. Adjectives and adverbs of comparison
 - v. Object and possessive pronouns
- e. Write a short letter and address an envelope.
- f. Write a set of simple directions.

Name _____

Date _____

At the end of this level you can...

- Define words in context
- Read for main idea, details, conclusions, fact or opinion, and cause or effect
- Read stories, poetry, essays, biographies, information articles, and directions
- Find and explain information in charts, graphs, tables, maps, and pictures
- Explain story elements
- Use reference tools
- Follow capitalization and punctuation rules
- Spell common words
- Write multi-paragraph essays
- Follow a writing process when writing
- Follow standard grammar and usage rules
- Add, subtract, multiply, and divide whole numbers
- Add and subtract fractions and decimals
- Convert fractions and decimals
- Use estimation to solve problems
- Solve consumer math questions
- Solve simple algebra problems
- Find perimeter and area of geometric shapes
- Write a check and interpret a bank statement

By the end of this level, learners will...

1. Communication
 - a. Practice appropriate group communication skills.
 - b. Initiate conversation with a single person.
2. Consumer Economics
 - a. Use banking skills
 - b. Write a check and a deposit form.
 - c. Read and interpret housing availability through want ads and signs.
 - d. Interpret information on landlord and tenant rights.
 - e. Interpret information on driving regulations.
 - f. Interpret information on automobile insurance.
 - g. Interpret information on automobile maintenance.
 - h. Compare and contrast shopping payment options.
 - i. Interpret product ads.
 - j. Interpret product labels.
 - k. Recognize elements of comparison shopping.
 - l. Create a simple family budget.
 - m. Complete a 1040EZ tax form.
3. Community Resources
 - a. Locate information about community agencies and services.
 - b. Use maps to locate places and travel directions.
 - c. Interpret time zone information.
 - d. Use a thermometer to measure temperature.
4. Health
 - a. Compute dosage using a chart or table.
 - b. Interpret nutrition information.
 - c. Identify information on substance abuse problems.
5. Employment
 - a. Identify places to obtain information about employment vacancies.
 - b. Interpret job vacancy information.
 - c. Complete a detailed job application without assistance.
 - d. Create a resume.
 - e. Write a cover letter in response to a specific job
 - f. Ask and answer questions at a job interview.
 - g. Fill out a time card or time sheet.
 - h. Interpret information on a pay stub.
 - i. Compare information about benefit plans and fill out enrollment forms.
 - j. Fill out a productivity chart.
 - k. Locate information on a procedure chart or diagram.
6. Government and Law
 - a. Know basic American history and government facts.

- b. Know information on basic economic systems.
 - c. Know consequences for breaking the law.
7. Computation
- a. Know number names up to 7-digits.
 - b. Add or subtract three or four 3-digit or 4-digit numbers with or without regrouping.
 - c. Multiply a 3-, 4-, or 5-digit number by a 1-, 2-, or 3-digit number with regrouping and with and without remainders.
 - d. Associate verbal names with fraction names and numbers and write numbers as fractions.
 - e. Convert mixed numbers and improper fractions, reduce fractions, and find equivalent fractions.
 - f. Add and subtract fractions with common denominators and multiply proper fractions.
 - g. Associate verbal names with decimal names and numbers and understand place value to thousandths.
 - h. Convert decimals to fractions and fractions to decimals.
 - i. Add and subtract decimals and solve decimal word problems.
 - j. Solve real word problems with estimation and rounding of fractions and whole numbers.
 - k. Write abbreviations for standard units of measurement, use a ruler, and add or subtract measurements.
 - l. Use the formulas for perimeter and area.
 - m. Describe, classify, compare, and sort geometric figures.
 - n. Solve real world problems with the interest formula.
 - o. Solve real world problems with the distance formula.
 - p. Find averages.
8. Learning to Learn
- a. Spell and read words with a variety of sound patterns, accents, and syllabication patterns.
 - b. Use synonyms, antonyms, and homonyms.
 - c. Follow a reading process,
 - d. Differentiate between different genres.
 - e. Evaluate information from graphic documents.
 - f. Comprehend main idea, details, stated and implied cause and effect, sequence, conclusions, fact or opinion, and author's purpose.
 - g. Use standard reference materials, including the internet.
9. Grammar and Writing
- a. Use Edited American English.
 - b. Follow spelling rules for adding suffixes and prefixes.
 - c. Utilize a writing process.
 - d. Organize writing using organization patterns and transitions.
 - e. Identify parts of speech in text
 - f. Use verbs in the present, past, and future tenses.
 - g. Write and identify sentences with various sentence structures.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Practice appropriate group communication skills.
 - i. Verbal and nonverbal feedback
 - ii. Consensus building
 - iii. Active listening
 - b. Initiate conversation with a single person.
2. Consumer Economics
 - a. Use banking skills.
 - i. Recognize how to apply for a loan
 - ii. Savings account interest
 - iii. Reconcile a bank statement
 - b. Write a check and deposit form.
 - c. Read and interpret housing availability through want ads and signs,
 - i. Abbreviations
 - ii. Contact information
 - iii. Match housing description to housing needs and payment abilities and evaluate specific residence as an appropriate choice
 - d. Interpret information on landlord and tenant rights,
 - i. Read and understand a lease
 - ii. Read and understand informational pamphlets on landlord/tenant rights
 - iii. Know where to file complaints
 - iv. Fair Housing
 - e. Interpret information on driving regulations.
 - i. Comprehend driver's license preparation material
 - ii. Read and interpret traffic and driving informational and directional signs and symbols
 - f. Interpret information on automobile insurance.
 - i. Fill out an automobile insurance application form
 - ii. Comprehend written material explaining automobile insurance
 - iii. Compare and contrast insurance plans
 1. what is covered
 2. cost of coverage
 - g. Interpret information on automobile maintenance.
 - i. Interpret a chart showing scheduled automobile maintenance

- ii. Interpret a bill for automobile maintenance
 - 1. estimate
 - 2. final bill
- h. Compare and contrast shopping payment options.
 - i. Credit cards
 - 1. annual percentage rate, APR
 - 2. minimum payment
 - 3. compounded interest
 - 4. in arrears
 - 5. past due
 - ii. Debit cards
 - 1. from a checking account
 - 2. no interest
 - 3. works like a check
 - 4. PIN
 - 5. ATM
 - iii. Cash
 - iv. Check
 - v. Store financing
 - 1. percentage rate
 - 2. down payment
 - 3. payment plans
- i. Interpret product ads.
 - i. Locate price
 - ii. Locate conditions of/restrictions for purchase
 - iii. Identify sales tactic
 - 1. celebrity endorsement
 - 2. going out of business sale
 - 3. limited quantity
 - 4. everybody's got it
- j. Interpret product labels.
 - i. Read and interpret instructions
 - 1. for use
 - 2. for assembly
 - 3. to prepare
 - ii. Interpret price labels
 - 1. price per ounce
 - 2. price per item
 - 3. sales tags
- k. Recognize elements of comparison shopping.
 - i. Methods to gain information about products
 - 1. manufacturer information
 - 2. reviews and reports by independent evaluators
 - 3. word of mouth

- ii. Information to compare
 - 1. price
 - 2. warranties
 - 3. guarantees
 - 4. return policies
 - 5. performance
 - I. Create a simple family budget.
 - i. Budget categories
 - ii. Income and expenses
 - m. Complete a 1040EZ tax form.
 - i. Read a W-2 form
 - ii. Read and follow instructions in a tax booklet
- 3. Community Resources
 - a. Locate information about community agencies and services.
 - i. Locate names, addresses, and phone numbers in the phone book
 - ii. Interpret information in pamphlets as to appropriateness of service for a problem
 - iii. Know the name and contact information for
 - 1. legal information
 - 2. social service information
 - 3. educational programs for children
 - 4. food shelves
 - 5. city information
 - 6. county information
 - 7. driver's license office
 - 8. library
 - 9. domestic violence shelter or hotline
 - 10. hospital
 - b. Use maps to locate places and travel directions.
 - i. Locate county
 - ii. Locate addresses of local businesses
 - iii. Identify a travel route from one location to another using a street map
 - iv. Identify a travel route from one city to another using a highway map
 - c. Interpret time zone information.
 - i. Identify time zones on a map of the US
 - ii. Figure out the time in one area of the US when it is another time in a different area
 - d. Use a thermometer to measure temperature.
 - i. Above and below zero
 - ii. Above and below freezing
 - iii. Fahrenheit and Celsius

4. Health

- a. Compute dosage using a chart.
 - i. Height
 - ii. weight
- b. Interpret nutrition information.
 - i. Percentage of Recommended Daily Allowance met by a serving
 - ii. Subjective understanding if there is too much or too little of an ingredient, vitamin, or mineral
- c. Identify information on substance abuse problems.
 - i. Location of places to assist with alcohol, tobacco, or drug abuse
 - ii. Recognition of symptoms of alcohol, tobacco, or drug abuse
 - iii. Read pamphlets on abuse problems and treatment centers for information on symptoms and assistance

5. Employment

- a. Identify places to obtain information about employment vacancies.
 - i. Want ads
 - ii. Networking
 - iii. Internet job search sites
 - iv. Job postings
 - v. Employment agencies
- b. Interpret job vacancy information.
 - i. Read and understand qualifications and duties of the position
 - ii. Evaluate job appropriateness
 1. qualifications match what candidate is able to do
 2. duties are of interest
 3. pay and hours meet lifestyle requirements
- c. Complete a detailed job application without assistance.
- d. Create a resume.
 - i. Objective
 - ii. Education
 - iii. Experience
 - iv. Special skills
 - v. References
- e. Write a cover letter in response to a specific job.
 - i. Formal letter format
 - ii. Specific information
 - iii. Word processed
- f. Ask and answer questions at a job interview.
 - i. Job interview format
 - ii. Practice appropriate interpersonal skills
 1. hand shake
 2. eye contact
 3. posture

- 4. active listening
 - 5. responding to the question asked
 - iii. Demonstrate job related behavior.
 - 1. punctuality
 - 2. good grooming
 - 3. hygiene
 - g. Fill out a time card or time sheet.
 - i. Enter time in appropriate manner
 - ii. Add up time
 - h. Interpret information on a pay stub.
 - i. Deductions
 - ii. Gross pay
 - iii. Net pay
 - iv. Compute net pay when given gross pay and deductions
 - v. Vacation and sick leave balances
 - vi. Overtime computations
 - vii. Calculate hourly, daily, weekly, monthly, and yearly wage rates
 - i. Compare information about benefit plans and fill out enrollment forms.
 - i. Fill out benefit enrollment forms
 - ii. Read information about benefit options
 - iii. Compare and select benefit options that meet personal needs
 - j. Fill out a productivity chart.
 - k. Locate information on a procedure chart or diagram.
6. Government and Law
- a. Know basic American history and government facts.
 - i. Constitution
 - ii. Bill of Rights
 - iii. Elected officials
 - 1. national
 - 2. state
 - 3. local
 - b. Know information on basic economic systems.
 - i. Capitalism
 - ii. Supply and demand
 - iii. Profit and loss
 - c. Know consequences for breaking the law.
 - i. Trial, trial by jury
 - ii. Probation
 - iii. Work release
 - iv. Prison/jail

7. Computation

- a. Know number names up to 7-digits.
 - i. Whole numbers up to 7-digits
 - ii. Associate verbal name with written name
- b. Add or subtract three or four 3-digit or 4-digit numbers with or without regrouping.
 - i. Add three or four 3-digit or 4-digit numbers with or without regrouping
 - ii. Subtract 3-, 4-, or 5-digit numbers with or without regrouping
- c. Multiply a 3-, 4-, or 5-digit number by a 1-, 2-, or 3-digit number with regrouping and with and without remainders.
 - i. Multiply a 2-digit number by a 2-digit number
 - ii. Multiply a 3-, 4-, or 5-digit number by a 1-, 2-, or 3-digit number with regrouping
 - iii. Divide a 3-, 4-, or 5-digit number by a 1-, 2-, or 3-digit number with and without remainders
- d. Associate verbal names with fraction names and numbers and write numbers as fractions.
 - i. Associate verbal names with word names and numerals
 - ii. Understand comparative size of common fractions
 - iii. Write numbers as fractions
- e. Convert mixed numbers and improper fractions, reduce fractions, and find equivalent fractions.
 - i. Convert mixed and improper fractions
 - ii. Reduce fractions
 - iii. Equivalent fractions
- f. Add and subtract fractions with common denominators and multiply proper fractions.
 - i. Add and subtract fractions with common denominators
 - ii. Multiply proper fractions
- g. Associate verbal names with decimals names and numbers and understand place value to thousandth.
 - i. Associate verbal names with word names and numbers
 - ii. Understand relative size of common decimals
 - iii. Place value to thousandths
- h. Convert decimals to fractions and fractions to decimals.
 - i. Convert decimals to fractions
 - ii. Convert fractions to decimals
- i. Add and subtract decimals to solve decimal word problems.
 - i. Add and subtract decimals
 - ii. Decimal word problems
 1. shopping
 2. banking
 3. unit pricing
 4. mileage

- j. Solve real word problems with estimation and rounding of fractions and whole numbers.
 - i. Solve real word problems with estimation
 - ii. Round fractions and mixed numbers to whole numbers
 - k. Write abbreviations for standard units of measurement, use a ruler, and add or subtract measurements.
 - i. Write abbreviations for standard units of measurement
 - ii. Use a ruler to measure to the $\frac{1}{4}$ inch
 - iii. Add or subtract measurements with no conversions
 - l. Use the formulas for perimeter and area.
 - i. Perimeter
 - ii. Area
 - m. Describe, classify, compare, and sort geometric figures.
 - i. Two-dimensional
 - 1. circle
 - 2. triangle
 - 3. angles
 - 4. square
 - 5. rectangle
 - 6. parallelogram
 - 7. trapezoid
 - 8. pentagon
 - 9. hexagon
 - 10. octagon
 - ii. Three-dimensional
 - 1. sphere
 - 2. pyramid
 - 3. cube
 - 4. rectangular solid
 - 5. cylinder
 - 6. cone
 - n. Solve real world problems with the interest formula.
 - o. Solve real world problems with the distance formula.
 - p. Find averages.
8. Learning to Learn
- a. Spell and read words with a variety of sound patterns, accents, and syllabication patterns.
 - i. Tu, ture, ti, ci
 - ii. Schwa
 - iii. Accent
 - iv. War, wor
 - v. Open syllable V/CV
 - b. Use synonyms, antonyms, and homonyms.
 - i. Define words using synonyms and antonyms
 - ii. Differentiate between synonyms, antonyms, and homonyms
 - iii. Spell homonyms correctly

- c. Follow a reading process.
 - i. Predicting
 - ii. Pre-reading
 - iii. Questioning
 - iv. Re-reading
 - v. Summarizing
 - d. Differentiate between different genres.
 - i. Fiction
 - ii. Drama
 - iii. Poetry
 - iv. Fables
 - v. Legends
 - vi. Biography
 - vii. Essay
 - e. Evaluate information from graphic documents.
 - i. Pictures
 - ii. Maps
 - iii. Signs
 - iv. Diagrams
 - v. Tables
 - vi. Graphs
 - vii. Schedules
 - f. Comprehend main idea, details, stated and implied cause and effect, sequence, conclusions, fact or opinion, and author's purpose.
 - i. Main idea
 - ii. Details
 - iii. Cause and effect (state and implied)
 - iv. Sequence
 - v. Conclusions
 - vi. Fact or opinion
 - vii. Author's purpose
 - g. Use standard reference materials, including the internet.
 - i. Dictionary
 - ii. Encyclopedia
 - iii. Atlases
 - iv. Thesauri
 - v. Internet
9. Grammar and Writing
- a. Use Edited American English.
 - i. Standard capitalization
 - ii. Standard use of commas
 - iii. Standard use of apostrophes
 - iv. Standard use of end punctuation
 - b. Follow spelling rules for adding suffixes and prefixes.

- c. Utilize a writing process.
 - i. Prewriting
 - ii. Drafting
 - iii. Revising
- d. Organize writing using organization patterns and transitions.
 - i. Organization patterns in paragraphs
 - 1. sequence
 - 2. cause-effect
 - ii. Transitions
- e. Identify parts of speech in text.
 - i. Subject
 - ii. Predicate
 - iii. Noun
 - iv. Verb
 - v. Pronoun
 - vi. Adjective
 - vii. Adverb
 - viii. Conjunction
 - ix. Preposition
 - x. Interjection
 - xi. Articles
- f. Use verbs in the present, past, and future tenses.
 - i. Present tenses
 - 1. simple present
 - 2. present continuous
 - 3. present perfect
 - ii. Past tenses
 - 1. simple past
 - 2. past continuous
 - 3. past perfect
 - iii. Future tenses
 - 1. simple future
 - 2. future continuous
 - 3. future perfect
- g. Write and identify sentences with various sentence structures.
 - i. Compound subject and predicate
 - ii. Compound sentence with conjunction
 - iii. Phrases
 - iv. Independent clauses
 - v. Dependent clauses
 - vi. Complex sentences

Name _____

Date _____

At the end of this level you can...

- Determine the meaning of new words in context
- Read and understand a variety of written materials
- Recognize plot elements
- Write multi-paragraph essays
- Follow a writing process
- Identify all parts of speech
- Solve fraction, decimal, and percent problems
- Solve one- and two-step algebra problems
- Find squares and square roots
- Find perimeter, area, and volume
- Solve measurement problems
- Interpret and compare data from graphs and charts
- Compute sales tax, unit prices, and sales prices
- Reconcile a checkbook

By the end of this level, learners will...

1. Communication
 - a. Provide appropriate verbal and nonverbal feedback in face-to-face conversations.
 - b. Use responsive listening.
2. Consumer Economics
 - a. Interpret and compare information on savings plans.
 - b. Create a personal and family budget.
 - c. Fill out an order form.
 - d. Evaluate products through comparison shopping.
 - e. Interpret return policies.
 - f. Complete a credit card application and interpret information on a credit card statement.
 - g. Interpret information on a utility bill.
 - h. Interpret information on home safety and security and develop an emergency plan.
 - i. Read and interpret information on consumer protection.
3. Community Resources
 - a. Communicate with a child's school and know information about children's educational programs.
 - b. Locate information on free or low cost legal information and services.
 - c. Locate information on community assistance agencies,
 - d. Plan a vacation.
4. Health
 - a. Use advanced medical vocabulary to describe medical conditions, medical personnel, and body systems.
 - b. Interpret written medical instructions and information.
 - c. Interpret information on substance abuse problems.
 - d. Develop a meal plan following food pyramid recommendations.
5. Employment
 - a. Read and interpret job-related information.
 - b. Interpret and compute information on time cards and pay stubs.
 - c. Identify employment training opportunities.
6. Government and Law
 - a. Fill out a voter registration card, compare and contrast candidates for elected office, and mark a ballot,
 - b. Fill out federal and state tax forms.
 - c. Identify issues of concern to a particular community and processes that can be used to address the issue.
 - d. Read and interpret information on common laws and ordinances.

- e. Read and discuss information about governmental activities.
 - f. Identify political leaders.
7. Computation
- a. Use a scientific calculator
 - b. Perform multiple operations using whole numbers and decimals.
 - c. Sequence, add, subtract, multiply, and divide decimals.
 - d. Add, subtract, multiply, and divide fractions.
 - e. Convert fractions, decimals, and percents.
 - f. Calculate percent.
 - g. Solve word problems using ratio and proportion.
 - h. Solve word problems using the interest, distance, and cost formulas.
 - i. Solve geometry problems using area, perimeter, and volume formulas.
 - j. Measure using various measurement tools.
 - k. Add, subtract, multiply, and divide measurements with and without regrouping.
 - l. Compute mean, median, and mode,
8. Learning to learn
- a. Identify unknown words through context clues.
 - b. Comprehend a variety of printed materials.
 - c. Comprehend specific elements of fiction.
 - d. Define and identify figurative language.
 - e. Use reading strategies.
9. Grammar and writing
- a. Write a multi-paragraph narrative essay.
 - b. Follow a writing process.
 - c. Identify all parts of speech in a sentence.
 - d. Write compound and complex sentences.
 - e. Practice self-editing skills.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Provide appropriate verbal and nonverbal feedback in face-to-face conversations.
 - i. Use language appropriate to situations
 1. social
 2. academic
 3. employment
 - ii. Employ language sensitive to gender and cultural bias and concerns
 - b. Use responsive listening.
 - i. Paraphrase
 - ii. Summarize
 - iii. Elaborate
 - iv. Clarify
 - v. Ask relevant questions
 - vi. Make relevant comments
2. Consumer Economics
 - a. Interpret and compare information on savings plans.
 - i. Interpret charts detailing interest rates
 - ii. Compare savings plans
 - b. Create a personal and a family budget.
 - i. Create a circle graph of budget information
 - ii. Express budget amounts in percentages and fractions
 - c. Fill out an order form.
 - i. Fill out a catalog order form
 - ii. Compute sales tax
 - iii. Compute shipping and handling charges
 - d. Evaluate products through comparison shopping.
 - i. Compare unit pricing
 - ii. Evaluate products
 1. price
 2. warranty
 3. guarantee
 - e. Interpret return policies
 - i. Differentiate among return, exchange, and store credit
 - f. Complete a credit card application and interpret information on a credit card statement.
 - i. Complete a credit application

- ii. Interpret information on a credit card statement
 - 1. beginning balance
 - 2. payments
 - 3. charges
 - 4. interest
 - 5. minimum payment
 - 6. total balance
 - 7. where to send payment
 - 8. what to do if unable to pay
 - 9. when to send payment
 - 10. what to do to change address
 - g. Interpret information on a utility bill.
 - i. Information on a utility bill
 - 1. charges
 - 2. payment required
 - 3. where to send payment
 - 4. what to do if unable to pay
 - 5. when to send payment
 - ii. Determine where to call to
 - 1. start service
 - 2. discontinue service
 - 3. report a service problem
 - h. Interpret information on home safety and security and develop an emergency plan.
 - i. Read informational articles on home safety and security
 - ii. Identify potential safety hazards in a home
 - iii. Develop an emergency plan and emergency kit
 - i. Read and interpret information on consumer protection.
 - i. Read informational articles on consumer protection
 - ii. Know where and how to report unsatisfactory products or service
 - 1. Where
 - a. In store
 - b. Better Business Bureau
 - c. Internet
 - 2. How
 - a. Face to face
 - i. Store manager
 - ii. Store owner
 - b. Nonpersonal
 - i. Phone call
 - ii. Complaint letter
3. Community Resources
 - a. Communicate with a child's school and know information about children's educational programs.

- i. Write notes to a child's teacher
 - 1. explain absence
 - 2. request information about child's performance
 - ii. Children's educational programs
 - 1. before and after school care
 - 2. enrichment classes
 - 3. Early Childhood Family Education
 - 4. Special Education
 - 5. Gifted and Talented
 - 6. ESL, ELL, ESOL
 - b. Locate information on free or low cost legal information and services.
 - i. Locating
 - 1. phone book
 - 2. personal referrals
 - 3. referrals from social service counselors
 - 4. flyers, posters, business cards
 - ii. Read informational articles about legal services
 - c. Locate information on community assistance agencies.
 - i. Homeless shelters
 - ii. Food shelves
 - iii. Domestic violence shelters and hotlines
 - iv. Mental illness assistance
 - v. Child care assistance
 - vi. Housing assistance
 - d. Plan a vacation.
 - i. Budget
 - ii. Where to go
 - iii. Informational articles about places
 - iv. Maps
 - v. Request information about places
 - 1. letter
 - 2. phone
 - 3. internet
- 4. Health
 - a. Use advanced medical vocabulary to describe medical conditions, medical personnel, and body systems.
 - i. Conditions
 - 1. Cholesterol
 - 2. Hypertension
 - 3. Arthritis
 - 4. Alzheimer's
 - 5. Diabetes
 - ii. Medical personnel
 - 1. Pediatrician
 - 2. Gynecologist

- 3. Obstetrician
 - 4. Internist
 - 5. Oncologist
 - 6. Dermatologist
 - iii. Body systems
 - 1. respiratory
 - 2. circulatory
 - 3. neurological
 - 4. muscular
 - 5. skeletal
 - 6. gastro-intestinal
- b. Interpret written medical instructions and information.
 - i. When to use a medication
 - ii. Side effects
 - iii. Physical therapy instructions
 - iv. Nutrition instructions
- c. Interpret information on substance abuse problems.
 - i. Alcoholism
 - ii. Eating disorders
 - iii. Drug abuse
 - iv. Treatment facilities and options
 - v. Informational articles
 - 1. symptomology
 - 2. places to go for assistance
- d. Develop a meal plan following food pyramid recommendations.
 - i. Food pyramid recommendations
 - 1. serving, serving size
 - 2. categories
 - a. protein
 - b. sweets, oil, fat
 - c. fruit, vegetables
 - d. starches, bread, grain
 - ii. Develop a meal plan to fit a certain calorie count

5. Employment

- a. Read and interpret job-related information.
 - i. Flow charts
 - ii. Organizational chart
 - iii. Procedures
 - 1. narrative
 - 2. graphic
 - iv. Forms
 - 1. accident report
 - 2. leave request
 - 3. productivity reports

- b. Interpret and compute information on time cards and pay stubs.
 - i. Compute overtime pay
 - ii. Compute deductions based on percent
 - iii. Compute yearly gross and net pay
 - c. Identify employment training opportunities.
 - i. Identify types of training for specific jobs
 - ii. Identify types of training in general
 - 1. vocational college
 - 2. community college
 - 3. 4-year university or college
 - 4. for-profit technical school
 - 5. continuing education courses
6. Government and Law
- a. Fill out a voter registration card, compare and contrast candidates for elected office, and mark a ballot.
 - i. Fill out a voter registration card
 - ii. Compare and contrast candidates for elected office
 - 1. background
 - 2. stance on issues
 - 3. other factors of interest
 - iii. Mark a ballot
 - b. Fill out federal and state tax forms.
 - i. Interpret written directions on filling out tax forms
 - ii. Fill out federal and state tax forms
 - iii. Use a tax table to determine tax
 - c. Identify issues of concern to a particular community and processes that can be used to address the issue.
 - i. Sources for issues
 - 1. neighborhood groups, block clubs
 - 2. newspaper articles
 - 3. media reports
 - ii. Identify processes that can be used to address the issue
 - 1. protesting
 - 2. petitioning
 - 3. city council
 - d. Read and interpret information on common laws and ordinances.
 - i. Read notices and posted signs
 - ii. Read and interpret information on common legal rights
 - iii. Read and interpret information on a traffic ticket
 - e. Read and discuss information about governmental activities.
 - i. International affairs
 - ii. Legislative activities
 - iii. Judicial activities
 - iv. Executive activities
 - v. Military activities
 - vi. Law enforcement activity

- vii. Local policy-making
 - 1. city, township
 - 2. school district
 - 3. county
 - f. Identify political leaders.
 - i. Identify elected officials
 - 1. president
 - 2. vice-president
 - 3. senator
 - 4. representative
 - 5. governor
 - 6. state senator
 - 7. state representative
 - 8. mayor
 - 9. council members
 - 10. school board members
 - 11. county commissioners
 - ii. Identify other political leaders
 - 1. leaders of countries in the news
 - 2. federal officials in the news
- 7. Computation
 - a. Use a scientific calculator.
 - b. Perform multiple operations using whole numbers and decimals.
 - i. Order of operations
 - ii. Associative and distributive properties
 - c. Sequence, add, subtract, multiply and divide decimals.
 - i. Add
 - ii. Subtract
 - iii. Multiply
 - iv. Divide
 - v. With and without regrouping
 - vi. Vertical and horizontal notations
 - vii. Sequence
 - d. Add, subtract, multiply, and divide fractions.
 - i. Add, subtract, multiply, and divide
 - ii. Proper, improper, and mixed numbers
 - iii. With and without regrouping
 - e. Convert fractions, decimals, and percents.
 - i. Convert fractions to decimals
 - ii. Convert fractions to percents
 - iii. Convert decimals to fractions
 - iv. Convert decimals to percents
 - v. Convert percents to fractions
 - vi. Convert percents to decimals

- f. Calculate percent.
 - i. Calculate for part, whole, and percent
 - ii. Calculate sales tax
 - iii. Calculate tip
 - g. Solve word problems using ratio and proportion.
 - i. Associate verbal names, written word names and standard numerals with ratios and proportions
 - ii. Understand the relationship between ratio and proportion and fractions
 - iii. Solve word problems using ratio and proportion
 - h. Solve word problems using the interest, distance, and cost formulas.
 - i. Interest formula
 - ii. Distance formula
 - iii. Cost formula
 - i. Solve geometry problems using area, perimeter, and volume formulas.
 - i. Area
 - ii. Perimeter
 - iii. Volume
 - j. Measure using various measurement tools.
 - i. Dials
 - ii. Scales
 - iii. Rulers
 - iv. Gauges
 - k. Add, subtract, multiply, and divide measurements with and without regrouping.
 - l. Compute mean, median, and mode.
8. Learning to Learn
- a. Identify unknown words through context clues.
 - b. Comprehend a variety of printed materials.
 - i. Comprehension
 - 1. main idea, stated and implied
 - 2. details
 - 3. facts
 - 4. predict outcomes
 - 5. author's point of view
 - 6. validity of information
 - ii. Types of material
 - 1. newspapers
 - 2. magazines
 - 3. directions
 - 4. fiction
 - 5. nonfiction

- c. Comprehend specific elements of fiction.
 - i. Plot
 - ii. Setting
 - iii. Characters
- d. Define and identify figurative language.
 - i. Symbolism
 - ii. Metaphor
 - iii. Simile
 - iv. Irony
- e. Use reading strategies.
 - i. Skimming and scanning
 - ii. Outlining
 - iii. SQ3R
 - iv. Note-taking
- 9. Grammar and writing
 - a. Write a multi-paragraph narrative essay.
 - i. Narrative
 - ii. Transitions
 - iii. Consistent point of view
 - iv. Consistent verb tense
 - b. Follow a writing process.
 - i. Prewriting
 - 1. brainstorming
 - 2. clustering
 - ii. Drafting
 - iii. Revising
 - c. Identify all parts of speech in a sentence.
 - d. Write compound and complex sentences.
 - i. Compound sentences
 - 1. with conjunction
 - 2. with conjunctive adverb
 - 3. with semicolon
 - ii. Complex sentences with dependent clauses
 - e. Practice self-editing skills.
 - i. Consistent verb tense
 - ii. Punctuation use
 - iii. Subject/verb agreement
 - iv. Spelling

Name _____

Date _____

At the end of this level you can...

- Fill out personal information forms for a variety of situations
- Practice effective group communication
- Interpret information about mortgages, credit, and purchasing
- Compare savings plans
- Communicate with health care providers and insurers
- Develop a career plan
- Understand elements of job performance and evaluation
- Interpret information on workplace discrimination and harassment
- Understand common workplace technology and systems
- Communicate effectively orally and in writing in the workplace
- Understand the legislative process
- Identify historical documents
- Identify the US states, major countries and regions of the world, and geographical features
- Understand information on basic legal and civic rights
- Calculate percent
- Solve algebraic equations
- Convert between metric units
- Interpret a scale drawing
- Know different types and relationships of angles and triangles including the Pythagorean relationship
- Solve real world problems using probability
- Demonstrate critical thinking skills
- Demonstrate inductive and deductive reasoning
- Use a decision making and problem solving process
- Analyze fiction, drama, poetry, non-fiction, and graphic documents
- Write paragraphs and essays of various types
- Evaluate writing for errors and clarity

By the end of this level, learners will...

1. Communication
 - a. Fill out personal information forms for a variety of situations.
 - b. Practice effective group communication.
2. Consumer Economics
 - a. Interpret information about mortgages.
 - b. Interpret information in a credit report.
 - c. Research information on a major purchase and compare financing options.
 - d. Interpret information on the maintenance and repair of possessions.
 - e. Compare savings plans.
3. Community Resources
 - a. Interpret information on business licensing and regulations.
 - b. Understand aspects of culture.
4. Health
 - a. Communicate with health care providers and insurers.
 - b. Interpret health information.
 - c. Understand health maintenance practices.
5. Employment
 - a. Develop a career plan.
 - b. Interpret workplace information.
 - c. Understand elements of job performance and evaluation.
 - d. Interpret information on workplace discrimination and harassment.
 - e. Understand common workplace technology and systems.
 - f. Interpret machine operating and repair instructions.
 - g. Communicate effectively orally and in writing in the workplace.
 - h. Understand purpose and types of workplace resources.
6. Government and Law
 - a. Locate and interpret information on special interest groups.
 - b. Understand the legislative process.
 - c. Identify historical documents.
 - d. Identify the US states, major countries, regions of the world, and geographical features.
 - e. Understand information on basic legal rights.
 - f. Understand information on civic responsibilities.
 - g. Interpret information on recycling.
7. Computation
 - a. Calculate discounts and percent of increase and decrease.
 - b. Solve one- and two-step algebraic equations with one variable.
 - c. Convert between metric units.

- d. Solve equations with the mathematical concepts of square, square roots, parentheses, and order of operations.
 - e. Interpret a scale drawing.
 - f. Know different types and relationships of angles and triangles including the Pythagorean relationship.
 - g. Solve real world problems using probability.
8. Learning to Learn
- a. Set personal, educational, and workplace goals.
 - b. Create a schedule.
 - c. Demonstrate critical thinking skills.
 - d. Demonstrate inductive and deductive reasoning.
 - e. Demonstrate ability to use decision making factors.
 - f. Demonstrate ability to use a problem solving process.
 - g. Interpret information on personal management.
 - h. Analyze fiction.
 - i. Analyze drama.
 - j. Analyze poetry.
 - k. Analyze non-fiction.
 - l. Analyze graphic documents.
9. Grammar and writing
- a. Use Edited American English in all written tasks
 - b. Follow a writing process.
 - c. Write sentences correctly in a variety of structures.
 - d. Write paragraphs and essays of various types.
 - e. Evaluate writing of others for errors and clarity.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Fill out a personal information forms for a variety of situations.
 - i. school enrollment
 - ii. training
 - iii. children's school
 - iv. financial aid
 - v. census forms
 - vi. Respond to questions in all areas
 1. name
 2. address
 3. phone number, fax number
 4. email
 5. gender
 6. ethnicity
 7. marital status
 8. household income
 9. educational background
 10. financial information
 11. disability status
 - b. Practice effective group communication.
 - i. Team building and team work
 1. team roles, positive and negative
 2. verbal and nonverbal feedback
 3. leadership
 4. consensus
 - ii. Team management skills
 1. assuming leadership role
 2. materials management
 3. setting agendas
 4. note-taking
2. Consumer Economics
 - a. Interpret information about mortgages.
 - i. Interest rates
 - ii. Payback term
 - iii. Escrow
 - iv. Down payment
 - v. Balloon payment
 - vi. Research mortgage interest rates through various sources

- b. Interpret information in a credit report.
 - i. Write a letter to correct credit information
 - c. Research information on a major purchase and compare financing options.
 - i. Research sources
 - 1. internet
 - 2. non-profit organizations
 - 3. magazines
 - 4. recommendations for others
 - ii. Compare product information
 - 1. price
 - 2. warranty
 - 3. guarantee
 - 4. service
 - 5. financing options
 - iii. Compare financing options
 - 1. term
 - 2. interest rate
 - 3. down payment
 - 4. monthly payment
 - 5. penalty for early payback
 - iv. Make a budget plan to purchase the item
 - d. Interpret information on the maintenance and repair of possessions.
 - i. Operating instructions
 - ii. Assembly instructions
 - iii. Safety instructions and warnings
 - iv. Warranties and guarantees
 - v. Repair instructions
 - e. Compare savings plans.
 - i. IRA
 - ii. pension
 - iii. 401K, 403B
 - iv. savings account
 - v. money market account
 - vi. certificate of deposit
 - vii. stocks and bonds
 - viii. government bonds
3. Community Resources
- a. Interpret information on business licensing and regulations.
 - i. Identify business types that need licensing (i.e. child care)
 - ii. Identify licensing agencies
 - iii. Complete licensing paperwork
 - b. Understand aspects of culture.
 - i. Ethnic groups
 - ii. Religion
 - iii. Social issues

- iv. Cultural groups
 - v. Language groups
4. Health
- a. Communicate with health care providers and insurers.
 - i. Make a complaint
 - ii. Request service
 - iii. Enroll in a plan
 - iv. Question a bill
 - b. Interpret health information.
 - i. AIDS
 - ii. Sexually transmitted diseases
 - iii. Communicable diseases
 - iv. Non communicable diseases
 - v. Conditions
 - vi. Treatment
 - c. Understand health maintenance practices.
 - i. Immunizations
 - ii. Preventive care
 - 1. physicals
 - 2. teeth cleaning
 - 3. eye exams
 - iii. Healthy diet
 - iv. Exercise
5. Employment
- a. Develop a career plan.
 - i. Skills, abilities, and interests
 - ii. Training requirements
 - iii. Career availability and viability
 - b. Interpret workplace information.
 - i. Employee handbooks
 - ii. Personnel policies
 - iii. Job manuals
 - iv. Safety procedures
 - c. Understand elements of job performance and evaluation.
 - i. Job descriptions
 - ii. Performance evaluations
 - iii. Raises
 - iv. Set performance goals
 - d. Interpret information on workplace discrimination and harassment.
 - i. Sexual, gender, ethnic, religious
 - ii. Workplace reporting
 - iii. Reporting beyond the workplace
 - e. Understand common workplace technology and systems.
 - i. Filing
 - 1. alpha
 - 2. numeric

- 3. alpha-numeric
 - ii. Basic computer operation
 - 1. keyboarding
 - 2. use of common software
 - 3. keyboard and mouse commands
 - iii. Receptionist
 - 1. take messages
 - 2. answering the phone
 - 3. placing on hold
 - 4. business voice mail
 - f. Interpret machine operating and repair instructions.
 - g. Communicate effectively orally and in writing in the workplace.
 - i. Give, follow, clarify, and respond to
 - 1. Feedback
 - 2. Instructions
 - 3. Criticism
 - ii. Interpret and write
 - 1. memos
 - 2. notes
 - 3. reports
 - 4. letters
 - 5. email
 - iii. Team work
 - 1. work cooperatively
 - 2. promote effective group interaction
 - 3. take personal responsibility
 - 4. negotiation
 - h. Understand purpose and types of workplace resources.
 - i. Human resources
 - ii. On-site medical
 - iii. Employee assistance programs
 - iv. Dislocated worker services
 - v. Training programs
 - vi. Tuition assistance
6. Government and Law
- a. Locate and interpret information on special interest groups.
 - i. Funding
 - ii. Lobbying
 - iii. Political Action Committees
 - iv. Role in making laws
 - b. Understand the legislative process
 - i. Role of the legislative branch of federal and state government
 - ii. Who makes up the legislative system
 - iii. How a law is drafted and enacted

- c. Identify historical documents.
 - i. US Constitution
 - ii. Declaration of Independence
 - iii. Bill of Rights
 - d. Identify the US states, major countries, regions of the world and geographical features.
 - i. Locate the states
 - ii. Locate major countries and regions of the world
 - iii. Identify geographical features
 - e. Understand information on basic legal rights.
 - i. Basic court procedures
 - ii. Rights of the accused
 - iii. Reporting a crime
 - iv. Victim of a crime
 - f. Understand information on civic responsibilities.
 - i. Voting
 - ii. Jury duty
 - iii. Paying taxes
 - g. Interpret information on recycling.
 - i. Local process
 - ii. Why
7. Computation
- a. Calculate discounts and percent of increase and decrease.
 - i. Calculate discount
 - ii. Calculate percent of increase/decrease
 - b. Solve one- and two-step algebraic equations with one variable.
 - i. One variable
 - ii. One and two step equations
 - iii. Set-up and solve algebraic equations from word problems.
 - c. Convert between metric units.
 - i. Measure using metrics
 - ii. Convert between metric units
 - d. Solve equations with the mathematic concepts of square, square roots, parentheses, and order of operations.
 - i. Square
 - ii. Square root
 - iii. Parentheses
 - iv. Order of operations
 - e. Interpret a scale drawing.
 - i. Draw an item to scale
 - ii. Interpret a scale drawing
 - f. Know different types and relationships of angles and triangles.
 - i. Angles
 - 1. types
 - 2. degrees
 - 3. relationships

- ii. Triangles
 - 1. types
 - 2. degrees
 - 3. symmetry
 - 4. congruency
 - 5. Pythagorean relationship
 - g. Solve real world problems using probability.
 - i. Compute probability of an event
 - ii. Real world applications of probability
- 8. Learning to Learn
 - a. Set personal, educational, and workplace goals.
 - i. Personal
 - ii. Educational
 - iii. Workplace
 - b. Create a schedule.
 - i. To do lists
 - ii. Prioritizing
 - c. Demonstrate critical thinking skills.
 - i. Paraphrase
 - ii. Causal relationships
 - iii. Comparisons
 - iv. Classifications
 - v. Fact vs opinion
 - vi. Judgments
 - vii. Assumptions
 - d. Demonstrate inductive and deductive reasoning.
 - i. Hypothesize
 - ii. Predict
 - iii. Conclude
 - iv. Synthesize
 - e. Demonstrate ability to use decision making factors.
 - i. Goals
 - ii. Constraints
 - iii. Consequences
 - iv. Alternatives
 - f. Demonstrate ability to use a problem solving process.
 - i. Identify a problem and causes
 - ii. Hypothesize an outcome
 - iii. Implement a solution
 - iv. Evaluate outcome
 - v. Modify
 - g. Interpret information on personal management.
 - i. Stress management
 - ii. Self-esteem
 - iii. Values
 - iv. Self-image

- h. Analyze fiction.
 - i. Plot
 - ii. Characters
 - iii. Setting
 - iv. Figurative language
 - v. Theme
- i. Analyze drama.
 - i. Structure
 - ii. Protagonist
 - iii. Antagonist
 - iv. Stage directions
 - v. Theme
 - vi. Characterization
- j. Analyze poetry.
 - i. Rhythm and rhyme
 - ii. Figurative language
 - iii. Use of language
 - iv. Visual representation on a page
 - v. Speaker
 - vi. Theme
- k. Analyze non-fiction.
 - i. Main idea
 - ii. Support
 - 1. cause-effect
 - 2. order of importance
 - 3. problem-solution
 - iii. Author bias
 - iv. Purpose
 - v. Social studies and science topics
- l. Analyze graphic documents.
 - i. Main idea
 - ii. Factual details
 - iii. Opinions
 - iv. Author bias
 - v. Inferences
 - vi. Conclusions
- 9. Grammar and writing
 - a. Use Edited American English in all written tasks.
 - b. Follow a writing process.
 - i. Prewriting
 - 1. brainstorming
 - 2. clustering
 - 3. mapping
 - 4. outlining
 - ii. Multiple drafts

- iii. Revising
 - 1. content
 - 2. clarify
 - 3. tone
- iv. Editing
 - 1. mechanics
 - 2. usage
 - 3. grammar
- v. Publishing/sharing
- c. Write sentences correctly in a variety of structures.
 - i. Compound sentences
 - ii. Complex sentences with subordination
 - iii. Appositives
 - iv. Parallelism
 - v. Subject-verb agreement
 - vi. Pronoun-antecedent agreement
- d. Write paragraphs and essays of various types.
 - i. Narrative
 - ii. Problem-solution
 - iii. Descriptive
 - iv. Opinion
 - v. How-to
- e. Evaluate writing of others for errors and clarity.
 - i. Locating and correcting errors
 - 1. spelling
 - 2. grammar
 - 3. usage
 - 4. punctuation
 - 5. agreement
 - ii. Clarity of message
 - iii. Paragraphing

Name _____

Date _____

At the end of this level you can...

- Practice effective interpersonal skills
- Understand information on banking and credit
- Read and understand information on housing
- Follow safety, maintenance, and repair instructions
- Understand consumer protection measures
- Know about community agencies and services
- Understand and fill out medical forms
- Read and understand medical directions and labels
- Understand how to get and keep a job
- Read and understand job-related materials
- Communicate orally and in writing on the job
- Understand the political process
- Understand historical, geographic, economic, governmental, and legal information
- Use a variety of strategies to solve all types of mathematical problems
- Use critical thinking skills
- Read and write a variety of documents for a variety of purposes and audiences

By the end of this level, learners will...

1. Communication
 - a. Use appropriate non-verbal behavior.
 - b. Use appropriate language for various purposes.
 - c. Use appropriate language for various situations.
2. Consumer Economics
 - a. Read and interpret information when making purchases of goods and services.
 - b. Read and interpret information on consumer-related topics.
 - c. Read and interpret credit card applications, agreements, and bills.
 - d. Read and interpret information in catalogs and on order forms.
 - e. Read and interpret lease and rental agreements.
 - f. Read and interpret information on utilities.
 - g. Read and interpret information about tenant and landlord rights.
 - h. Read and interpret information on housing loans and home insurance.
 - i. Read and interpret information about home and personal possession maintenance and repair.
 - j. Read and interpret information about home safety and security.
 - k. Read and interpret information on banking services.
 - l. Read and interpret information on financial planning.
 - m. Compute mileage and gasoline consumption.
 - n. Read and interpret highway and traffic signs and driving regulations.
 - o. Use a highway map.
 - p. Read and interpret information related to automobile purchase, maintenance, and insurance.
3. Community Resources
 - a. Read, locate, and interpret information in a telephone directory.
 - b. Take and interpret telephone messages.
 - c. Interpret transportation schedules and fares.
 - d. Read, interpret, and locate information on community agencies and services.
 - e. Read and interpret information about leisure activities.
 - i. Vacation planning
 - ii. Entertainment schedules
 - iii. Ordering from a restaurant
 - iv. Attractions information and schedules
 - f. Read and interpret information about ethnic, cultural and language groups.
 - g. Read and interpret information about the arts.

4. Health
 - a. Recognize and use vocabulary related to symptoms, illnesses, and ailments.
 - b. Read and interpret medical instructions.
 - c. Read and interpret health information.
 - d. Interpret and fill out medical history forms.
 - e. Read and interpret product safety labels.
 - f. Read and interpret information about measures to prevent accident and injury.
 - g. Read and interpret basic first-aid instructions.
 - h. Read and interpret information on communicable diseases.
 - i. Read and interpret information on substance abuse.
 - j. Read and interpret nutritional information and food safety.
5. Employment
 - a. Know and utilize various resources to obtain employment.
 - b. Read and interpret information about job training opportunities.
 - c. Understand and interpret job-related information.
 - d. Understand and interpret job-related safety standards and procedures.
 - e. Understand information related to job performance.
 - f. Communicate job-related information orally and in writing.
 - g. Practice skills related to effectively working with other people.
6. Government and Law
 - a. Read and interpret information on voting and the political process.
 - b. Understand historical information.
 - c. Understand geographical information.
 - d. Read, interpret, and understand information about legal rights and responsibilities.
 - e. Read, interpret, and complete tax forms.
 - f. Read, interpret, and discussion information about governmental activities.
 - g. Read and interpret information about civic responsibilities and activities.
 - h. Read and interpret information about science and the environment.
 - i. Read, interpret, and understand economic concepts.
7. Computation
 - a. Use a variety of strategies to solve mathematical problems.
 - b. Solve real world problems using whole numbers, decimals, fractions, and percents.
 - c. Solve real world problems using consumer formulas.
 - d. Recognize and apply simple geometric and algebraic formulas.
 - e. Measure using a variety of instruments and measurement scales.
 - f. Interpret spatial relationships.
 - g. Interpret numerical data from graphs.
 - h. Interpret statistical information presented by news sources.

8. Learning to Learn
 - a. Read for a variety of purposes.
 - b. Read a variety of materials.
 - c. Demonstrate and ability to use critical thinking skills.
 - d. Demonstrate study skills.
 - e. Identify and utilize informational resources
 - f. Understand information about effective personal management.
9. Grammar and Writing
 - a. Write for a variety of audiences.
 - b. Write for a variety of purposes.
 - c. Write a variety of documents.
 - d. Write use the conventions of Edited American English.

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
 - a. Use appropriate non-verbal behavior.
 - b. Use appropriate language for various purposes.
 - i. informational
 - ii. describe
 - iii. state needs
 - iv. command
 - v. agree/disagree
 - vi. ask permission
 - vii. persuade
 - viii. caution
 - ix. influence
 - x. request
 - xi. advise
 - xii. negotiate
 - c. Use appropriate language for various situations.
 - i. Social
 - ii. School
 - iii. Work
 - iv. Family
2. Consumer Economics
 - a. Read and interpret information when making purchases of goods and services.
 - i. Prices
 - ii. Warranties
 - iii. Guarantees
 - b. Read and interpret information on consumer-related topics.
 - i. Safety procedures
 - ii. Recall letters
 - iii. False advertising
 - iv. Pyramid schemes
 - v. Consumer fraud
 - c. Read and interpret credit card applications, agreements, and bills.
 - d. Read and interpret information in catalogs and on order forms.
 - e. Read and interpret lease and rental agreements.
 - f. Read and interpret information on utilities.
 - i. Utility bills
 - ii. Service information
 - iii. Repair information
 - g. Read and interpret information about tenant and landlord rights.

- h. Read and interpret information on housing loans and home insurance.
 - i. Read and interpret information about home and personal possession maintenance and repair.
 - i. Service agreements
 - ii. Repair instructions
 - iii. Work estimates
 - iv. Repair bills
 - v. Instruction labels
 - vi. Safety instructions
 - vii. Care labels
 - viii. Operating instructions
 - j. Read and interpret information about home safety and security.
 - i. Crime alert letters and posters
 - ii. Alarm instructions
 - iii. Safety product instructions
 - k. Read and interpret information on banking services.
 - i. Checking accounts
 - ii. Savings accounts
 - iii. Personal loans
 - iv. Car loans
 - v. Home loans
 - vi. Retirement accounts
 - l. Read and interpret information on financial planning.
 - m. Compute mileage and gasoline consumption.
 - n. Read and interpret highway and traffic signs and driving regulations.
 - o. Use a highway map.
 - p. Read and interpret information related to automobile purchase, maintenance, and insurance.
3. Community Resources
- a. Read, locate, and interpret information in a telephone directory.
 - b. Take and interpret telephone messages.
 - c. Interpret transportation schedules and fares.
 - i. City bus
 - ii. Airplane
 - iii. Train
 - d. Read, interpret, and locate information on community agencies and services.
 - i. Emergency assistance agencies
 - 1. housing
 - 2. food
 - 3. domestic violence
 - ii. Governmental
 - 1. police
 - 2. fire

- 3. low income housing
 - 4. Social Security
 - 5. Medicare
 - 6. library
 - 7. driver's license information
 - iii. Medical and health facilities
 - 1. clinics
 - 2. hospitals
 - 3. treatment centers
 - 4. immunization clinics
 - iv. Educational services
 - 1. K-12 schools
 - 2. community education
 - 3. colleges and universities
 - 4. preschools
 - v. Child care services
 - e. Read and interpret information about leisure activities.
 - i. Vacation planning
 - ii. Entertainment schedules
 - iii. Ordering from a restaurant
 - iv. Attractions information and schedules
 - f. Read and interpret information about ethnic, cultural and language groups.
 - g. Read and interpret information about the arts.
4. Health
- a. Recognize and use vocabulary related to symptoms, illnesses, and ailments.
 - b. Read and interpret medical instructions.
 - i. Doctor's instructions
 - ii. Prescription labels
 - iii. Over-the-counter medicine labels
 - c. Read and interpret health information.
 - i. Preventative health
 - ii. Immunizations
 - iii. Health alerts
 - iv. Health awareness
 - d. Interpret and fill out medical history forms.
 - e. Read and interpret product safety labels.
 - f. Read and interpret information about measures to prevent accident and injury.
 - g. Read and interpret basic first-aid instructions.
 - h. Read and interpret information on communicable diseases.
 - i. Read and interpret information on substance abuse.

- j. Read and interpret nutritional information and food safety.
 - i. Balanced diet
 - ii. Food storage
 - iii. Food handling
- 5. Employment
 - a. Know and utilize various resources to obtain employment.
 - i. Want ads
 - ii. Networking
 - iii. Job postings
 - iv. Internet job sites
 - v. Employment agencies
 - b. Read and interpret information about job training opportunities.
 - c. Understand and interpret job-related information.
 - i. Work agreements
 - ii. Union agreements
 - iii. Union contracts
 - iv. Pay stubs
 - v. Benefit forms
 - vi. Timekeeping forms, time clocks
 - vii. Employee handbooks
 - viii. Personnel policies
 - ix. Job manuals
 - d. Understand and interpret job-related safety standards and procedures.
 - i. Safety manuals
 - ii. OSHA information
 - iii. Equipment instructions
 - e. Understand information related to job performance.
 - i. Job descriptions
 - ii. Performance appraisals
 - iii. Continuing education
 - f. Communicate job-related information orally and in writing.
 - i. Follow, clarify, or give
 - 1. feedback
 - 2. instructions
 - ii. Give and respond to criticism
 - iii. Correspondence
 - 1. letters
 - 2. memos
 - 3. email
 - iv. Workplace forms
 - 1. status reports
 - 2. productive reports
 - g. Practice skills related to effectively working with other people.
 - i. Work cooperatively on a team
 - ii. Learn from others

- iii. Communication skills
 - iv. Initiative and resourcefulness
 - v. Leadership skills
 - vi. Respecting others
 - vii. Motivating others
 - viii. Negotiation
 - ix. Multicultural awareness and respect
6. Government and Law
- a. Read and interpret information on voting and the political process.
 - i. Voter qualifications
 - ii. Voter registration
 - iii. Electoral process
 - iv. Candidate information
 - v. Special interest groups
 - b. Understand historical information.
 - i. Major events US history
 - ii. US historical documents
 - iii. Major events in world history
 - c. Understand geographical information.
 - i. Various types of maps
 - 1. political
 - 2. topographical
 - 3. economic
 - ii. Information about US states
 - iii. Information about major US and world cities
 - iv. Information about geographical features
 - d. Read, interpret, and understand information about legal rights and responsibilities.
 - i. Common laws and ordinances
 - ii. Common legal forms
 - iii. Basic legal rights
 - iv. Procedures for obtaining legal advice
 - v. Basic court procedures
 - vi. Traffic tickets
 - vii. Common infractions and crimes and legal consequences
 - viii. Reporting a crime
 - e. Read, interpret, and complete tax forms.
 - i. Income tax
 - ii. Sales tax
 - iii. Tax tables
 - iv. Tax publications
 - f. Read, interpret, and discussion information about governmental activities.
 - i. International affairs
 - ii. Legislative activities
 - iii. Judicial activities

- iv. Executive activities
- v. Military activities
- vi. Law enforcement activities
- vii. Local policymaking
- viii. Local, state, and federal governmental leaders
- g. Read and interpret information about civic responsibilities and activities.
 - i. Community problems and solutions
 - ii. Civic organizations
 - iii. Voting
 - iv. Jury duty
- h. Read and interpret information about science and the environment.
 - i. Physics and energy
 - ii. Geology and earth science
 - iii. Physical science
 - iv. Chemistry
 - v. Biology
 - vi. Technology
- i. Read, interpret, and understand economic concepts.
 - i. Statistics
 - ii. Issues
 - iii. Trends
 - iv. Economic systems

7. Computation

- a. Use a variety of strategies to solve mathematical problems.
- b. Solve real world problems using whole numbers, decimals, fractions, and percents.
- c. Solve real world problems using consumer formulas.
- d. Recognize and apply simple geometric and algebraic formulas.
- e. Measure using a variety of instruments and measurement scales.
 - i. US standard measurement
 - ii. Metric measurement
 - iii. Linear dimensions
 - iv. Geometric shapes
 - v. Rules, scales, gauges, dials, switches, controls
- f. Interpret spatial relationships.
- g. Interpret numerical data from graphs.
 - i. Line graph
 - ii. Bar graph
 - iii. Picture graph
 - iv. Circle graph
- h. Interpret statistical information presented by news sources.

8. Learning to Learn

- a. Read for a variety of purposes.
 - i. Information
 - ii. Entertainment

- iii. Persuasion
- iv. Education
- b. Read a variety of materials
 - i. Novels
 - ii. Poetry
 - iii. Drama
 - iv. News articles
 - v. Information articles
 - vi. Brochures
 - vii. Instruction manuals
 - viii. Directions
 - ix. Recipes
 - x. Charts, graphs, and tables
 - xi. Schedules
 - xii. Textbooks
 - xiii. Editorials
 - xiv. Essays
 - xv. Biography and autobiography
- c. Demonstrate and ability to use critical thinking skills.
 - i. Analysis of a situation, statement, or process
 - 1. component elements
 - 2. causal and part/whole relationships
 - ii. Comparison
 - 1. differentiating
 - 2. sorting
 - 3. classifying
 - iii. Inferences
 - 1. inductive and deductive reasoning
 - 2. hypothesize
 - 3. predict
 - 4. conclude
 - 5. synthesize
 - 6. fact vs opinion
 - 7. mandatory vs discretionary
 - iv. Evaluation of a situation, statement, or process
 - 1. assemble information
 - 2. provide evidence
 - 3. make judgments
 - 4. examine assumptions
 - 5. identify contradictions
 - v. Generate ideas
 - 1. divergent and convergent approaches
 - 2. creative imagination
 - 3. brainstorming

- d. Demonstrate study skills.
 - i. Study strategies
 - ii. Note taking
 - iii. Memorization strategies
 - iv. Test taking
 - e. Identify and utilize informational resources
 - i. Internet
 - ii. Dictionaries
 - iii. Encyclopedias
 - iv. Indexes
 - v. Tables of contents
 - vi. Glossaries
 - vii. Appendixes
 - f. Understand information about effective personal management.
 - i. Personal values, qualities, interests, abilities, and aptitudes
 - ii. Self-image, self-esteem
 - iii. Coping with negative feedback
 - iv. Stress reduction
 - v. Accommodating personal, family, and work responsibilities
 - vi. Dealing with change
9. Grammar and Writing
- a. Write for a variety of audiences.
 - i. Employer
 - ii. Co-worker
 - iii. Friend
 - iv. Child's teacher
 - v. General public
 - vi. Family member
 - vii. Teacher
 - viii. Product manufacturer
 - ix. Health professional
 - b. Write for a variety of purposes.
 - i. Instruct
 - ii. Inform
 - iii. Complain
 - iv. Entertain
 - v. Persuade
 - vi. Report
 - c. Write a variety of documents.
 - i. Essays
 - ii. Paragraphs
 - iii. Letters
 - iv. Memos
 - v. Reports
 - vi. Notes
 - d. Write use the conventions of Edited American English.

Resources

Most of these titles have multiple levels. Correlations are often available for a title to CASAS competencies through the publisher's web site. Publisher web sites are available at the end of this section. Another useful resource is the CASAS curriculum matrix that matches CASAS competencies to published materials.

Specific to ESL

<i>Basic English Grammar</i>	Regents Prentice Hall
<i>Clear Speech</i>	Cambridge
<i>Everyday English</i>	National Textbook Company
<i>Expressways</i>	Delta Systems
<i>Fundamentals of English Grammar</i>	Regents Prentice Hall
<i>Grammar Dimensions</i>	Delta Systems
<i>Grammar in Action</i>	Newbury House
<i>Life Prints</i>	New Readers Press
<i>Longman Photo Dictionary</i>	Longman
<i>Look at the U.S.</i>	Contemporary Books
<i>Oxford Picture Dictionary</i>	New Readers Press
<i>Pronunciation Paris</i>	Cambridge
<i>Real Life English</i>	Steck-Vaughn
<i>Side by Side</i>	Longman
<i>Survival English: English through Conversations</i>	Regents Prentice Hall
<i>Understanding and Using English Grammar</i>	Regents Prentice Hall
<i>Word by Word Picture Dictionary</i>	Regents Prentice Hall
<i>Working in English: Beginning Language Skills for the World of Work</i>	Contemporary Books

Specific to ABE

<i>Basic Essentials of Math</i>	Steck-Vaughn
<i>Challenger</i>	New Readers Press
<i>Comprehension Skills</i>	Steck-Vaughn
<i>Foundations Math</i>	Contemporary Books
<i>Foundations Reading</i>	Contemporary Books
<i>Foundations Science</i>	Contemporary Books
<i>Foundations Social Studies</i>	Contemporary Books
<i>Foundations Writing</i>	Contemporary Books
<i>GED Language Arts Reading</i>	Steck-Vaughn
<i>GED Language Arts Writing</i>	Steck-Vaughn
<i>GED Mathematics</i>	Steck-Vaughn
<i>GED Science</i>	Steck-Vaughn
<i>GED Social Studies</i>	Steck-Vaughn

Language Skills Books
Mathematics Skills Books
Reading for Today
Vocabulary Connections
*Voyager: Reading and Writing for Today's
Adults*

Steck-Vaughn
Steck-Vaughn
Steck-Vaughn
Steck-Vaughn
New Readers Press

General

Communication Skills that Work
Critical Reading Series
Easing into Essays
Expressions
Marshal Computer Books (web site)

Contemporary Books
Jamestown
New Readers Press
Contemporary Books
[www.marshalladulthoodeducation.org/student
activities.htm](http://www.marshalladulthoodeducation.org/student_activities.htm)

Math Skills that Work
News for You
Number Power
Reading Skills that Work
Ready to Work
Rosetta Stone (Software)
Step by Step
True Stories
Viewpoints

Contemporary Books
New Readers Press
Jamestown
Contemporary Books
Contemporary Books
www.rosettastone.com
Learning Disabilities Association
Addison-Wesley Publishing
Contemporary Books

Learning Plan Web Sites

The following web sites have learning plans that match many of the competencies listed in this Scope and Sequence.

TechNet Living Library (Pre-GED)
Florida Adult ESOL Task Force
*Tennessee Adult ESOL Curriculum
Resource Book*

fitech1.inetu.net/lessons.asp
www.floridaadultesol.org
aeonline.coe.utk.edu/esolcrg.pdf

Publisher	Phone	Web Address
Steck Vaughn	800-531-5015	www.steck-vaughn.com
Contemporary Books	800-621-1918	www.contemporarybooks.com
Glencoe	800-334-7344	www.glencoe.com
Cambridge	800-872-7423	www.cup.org
Globe-Fearon	800-526-9907	www.globefearon.com
Jamestown	800-872-7323	www.glencoe.com
New Readers Press	800-448-8878	www.newreaderspress.com
Lakeshore	800-421-5354	www.lakeshorelearning.com
Curriculum Associates	800-225-0248	www.curricassoc.com
J. Weston Walch	800-341-6094	web.walch.com/jww1/index_jww.htm
Longman	866-596-7598	www.longman.com
Linmore	800-336-3656	www.linmore.com
Pro Lingua	800-366-4775	www.prolinguaassociates.com
Delta Systems	800-323-8270	www.delta-systems.com
Heinle and Heinle	877-633-3375	www.heinle.com
Oxford University Press	800-451-7556	www.oup-usa.org
Pearson Education ESL	800-375-2375	www.pearson.com

National Reporting System Functional Levels

Beginning ABE Literacy

Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<ul style="list-style-type: none"> • no or minimal reading or writing skills in any language • may be able to read and write own name or simple isolated words • may be able to write letters or numbers and copy simple words • may be no or incomplete recognition of the alphabet • may have difficulty using a writing instrument. little or no comprehension of how print corresponds to spoken language 	<ul style="list-style-type: none"> • little or no recognition of numbers or simple counting skills or may have only minimal skills 	<ul style="list-style-type: none"> • little or no ability to read basic signs or maps • can provide limited personal information on simple forms • few or no workplace skills • can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology

Beginning ABE

Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<ul style="list-style-type: none"> • can read and print numbers and letters • limited understanding of connected prose • need frequent re-reading • can write a limited number of basic sight words and familiar words and phrases • may be able to write simple sentences or phrases, including very simple messages • narrative writing is disorganized and unclear • inconsistently uses simple punctuation (e.g., periods, commas, question marks) • frequent errors in spelling 	<ul style="list-style-type: none"> • can count, add and subtract three digit numbers • can perform multiplication through 12 • can identify simple fractions and perform other simple arithmetic operations 	<ul style="list-style-type: none"> • able to read simple directions, signs and maps • able to fill out simple forms requiring basic personal information • can write phone messages and make simple change • minimal knowledge of, and experience with, using computers and related technology • can handle basic entry level jobs that require minimal literacy skills • can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery • can read want ads and complete simple job applications

Low Intermediate ABE

Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<ul style="list-style-type: none"> • can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary • can write simple notes and messages on familiar situations, but lacks clarity and focus • sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization) 	<ul style="list-style-type: none"> • can perform with high accuracy all four basic math operations using whole numbers up to three digits • can identify and use all basic mathematical symbols 	<ul style="list-style-type: none"> • able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications • can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic • can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation) • can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification • can write a short report or message to fellow workers • can read simple dials and scales and take routine measurements

High Intermediate ABE

Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<ul style="list-style-type: none"> • can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order) • can use context to determine meaning • can interpret actions required in specific written directions • can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures • can self and peer edit for spelling and punctuation errors 	<ul style="list-style-type: none"> • can perform all four basic math operations with whole numbers and fractions • can determine correct math operations for solving narrative math problems • can convert fractions to decimals and decimals to fractions • can perform basic operations on fractions 	<ul style="list-style-type: none"> • able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams • can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs • can complete forms such as a job application and reconcile a bank statement • can handle jobs that involve following simple written instructions and diagrams • can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual • can learn or work with most basic computer software, such as using a word processor to produce own texts • can follow simple instructions for using technology

Adult Secondary (ASE) Low

Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<ul style="list-style-type: none"> • can comprehend expository writing and identify spelling, punctuation and grammatical errors • can comprehend a variety of materials such as periodicals and non-technical journals on common topics • can comprehend library reference materials and compose multi-paragraph essays • can listen to oral instructions and write an accurate synthesis of them • can identify the main idea in reading selections and use a variety of context issues to determine meaning • writing is organized and cohesive with few mechanical errors • can write using a complex sentence structure • can write personal notes and letters that accurately reflect thoughts 	<ul style="list-style-type: none"> • can perform all basic math functions with whole numbers, decimals and fractions • can interpret and solve simple algebraic equations, tables and graphs • can develop own tables and graphs • can use math in business transactions 	<ul style="list-style-type: none"> • able or can learn to follow simple multi-step directions, and read common legal forms and manuals • can integrate information from texts, charts and graphs • can create and use tables and graphs • can complete forms and applications and complete resumes • can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers • is proficient using computers • can use most common computer applications • can understand the impact of using different technologies • can interpret the appropriate use of new software and technology

Adult Secondary (ASE) High

Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<ul style="list-style-type: none"> • can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals • can use context cues and higher order processes to interpret meaning of written material • writing is cohesive with clearly expressed ideas supported by relevant detail • can use varied and complex sentence structures with few mechanical errors 	<ul style="list-style-type: none"> • can make mathematical estimates of time and space • can apply principles of geometry to measure angles, lines and surfaces • can also apply trigonometric functions 	<ul style="list-style-type: none"> • able to read technical information and complex manuals • can comprehend some college level books and apprenticeship manuals • can function in most job situations involving higher order thinking • can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery • can evaluate new work situations and processes

		<ul style="list-style-type: none"> • can work productively and collaboratively in groups and serve as facilitator and reporter of group work • able to use common software and learn new software applications • can define the purpose of new technology and software and select appropriate technology • can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use
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Beginning ESL Literacy

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<ul style="list-style-type: none"> • cannot speak or understand English, or understands only isolated words or phrases 	<ul style="list-style-type: none"> • has no or minimal reading or writing skills in any language • may be able to read and write own name or simple isolated words • may be able to write letters or numbers and copy simple words • may be no or incomplete recognition of the alphabet • may have difficulty using a writing instrument • little or no comprehension of how print corresponds to spoken language 	<ul style="list-style-type: none"> • functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information • may recognize only common signs or symbols (e.g., stop sign, product logos) • can handle only very routine entry-level jobs that do not require oral or written communication in English • no knowledge or use of computers or technology

Beginning ESL

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<ul style="list-style-type: none"> • can understand frequently used words in context and very simple phrases spoken slowly and with some repetition • little communicative output and only in the most routine situations • little or no control over basic grammar • survival needs can be communicated simply • some understanding of simple questions 	<ul style="list-style-type: none"> • can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading • can write a limited number of basic sight words and familiar words and phrases • may also be able to write simple sentences or phrases, including very simple messages. • narrative writing is disorganized and unclear • inconsistently uses simple punctuation (e.g., periods, commas, question marks) • contains frequent errors in spelling 	<ul style="list-style-type: none"> • functions with difficulty in situations related to immediate needs and in limited social situations • has some simple oral communication abilities using simple learned and repeated phrases • may need frequent repetition • can provide personal information on simple forms • can recognize common forms of print found in the home and environment, such as labels and product names • can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. • minimal knowledge or experience using computers or technology

Low Intermediate ESL

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<ul style="list-style-type: none"> • can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition • can ask and respond to questions using such phrases • can express basic survival needs and participate in some routine social conversations, although with some difficulty • has some control of basic grammar 	<ul style="list-style-type: none"> • can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary • can write simple notes and messages on familiar situations, but lacks clarity and focus • sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization) 	<ul style="list-style-type: none"> • can interpret simple directions and schedules, signs and maps • can fill out simple forms, but needs support on some documents that are not simplified • can handle routine entry level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated • can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer)

High Intermediate ESL

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<ul style="list-style-type: none"> • can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition • can communicate basic survival needs with some help • can participate in conversation in limited social situations and use new phrases with hesitation • relies on description and concrete terms • inconsistent control of more complex grammar 	<ul style="list-style-type: none"> • can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order) • can use context to determine meaning • can interpret actions required in specific written directions • can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures • can self and peer edit for spelling and punctuation errors 	<ul style="list-style-type: none"> • can meet basic survival and social needs • can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects • can write messages and notes related to basic needs • complete basic medical forms and job applications • can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally • can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology

Low Advanced ESL

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<ul style="list-style-type: none"> • can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech • can speak creatively, but with hesitation • can clarify general meaning by rewording and has control of basic grammar • understands descriptive and spoken narrative • can comprehend abstract concepts in familiar contexts 	<ul style="list-style-type: none"> • able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context • can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently • can write simple narrative descriptions and short essays on familiar topics, such as customs in native country • has consistent use of basic punctuation, but makes grammatical errors with complex structures 	<ul style="list-style-type: none"> • can function independently to meet most survival needs • can communicate on the telephone on familiar topics • can interpret simple charts and graphics • can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. • can use all basic software applications • understands the impact of technology • selects the correct technology in a new situation

High Advanced ESL

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<ul style="list-style-type: none"> • can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed • can converse and understand independently in survival, work and social situations • can expand on basic ideas in conversation, but with some hesitation • can clarify general meaning and control basic grammar, although still lacks total control over complex structures 	<ul style="list-style-type: none"> • can read authentic materials on everyday subjects and can handle most reading related to life roles • can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics • uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts • can write multiparagraph essays with a clear introduction and development of ideas • writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors 	<ul style="list-style-type: none"> • has a general ability to use English effectively to meet most routine social and work situations • can interpret routine charts, graphs and tables and complete forms • has high ability to communicate on the telephone and understand radio and television • can meet work demands that require reading and writing and can interact with the public • can use common software and learn new applications • can define the purpose of software and select new applications appropriately • can instruct others in use of software and technology