

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title:	Adult Basic Education
Program Number:	9900000
CIP:	532.0102000
Course Number:	9900004
Course Title:	Comprehensive Adult Basic Education
Grade Level:	30, 31
Length:	900 Hours
Certification:	Any Field Any Academic Coverage Any Field when Certification Reflects Bachelor or Higher

- I. **PURPOSE:** The purpose of this program is to provide basic literacy and life skills for adults who are performing at or below the eighth grade level. The content develops basic literacy in all areas of knowledge.

- II. **PROGRAM STRUCTURE:** Comprehensive Adult Basic Education is a non-credit course designed to develop literacy skills necessary to be a successful worker, citizen and family member. Comprehensive Adult Basic Education prepares students to enroll in GED preparation courses. A student enrolled in the Comprehensive ABE program may be receiving instruction in one or more content areas (mathematics, language or reading).

This program is divided into Literacy Completion Points (LCPs). Progress through levels (LCPs) may be measured by approved standardized tests or by documentation of proficiency in each standard. It is the teacher's job to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. Though a student need not master 100% of the benchmarks to demonstrate proficiency in a standard, a student must demonstrate proficiency in 100% of the standards to earn a literacy completion point.

- III. **SPECIAL NOTES:** It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several performance standards.

All activities are developed to be done either individually or in groups.

The computer skills are not required, as access to computer technology is not provided every student. The computer sections are optional and will not be necessary to earn Literacy Completion Points (LCPs).

The performance standards and benchmarks have been developed to facilitate documentation of learning gains. Benchmarks or standards may be repeated at multiple levels (LCPs). This is purposeful since: (1) proficiency in certain skills is judged to require more time than is available in one level; (2) the quality of performance expected on certain standards increases with progression through the levels, so that the use of punctuation, for example, at the end of Level C (5.9) should be more proficient than at the end of Level B (3.9) but should occur at both levels; and (3) instruction for skills of critical importance must be offered any student needing to learn that skill, even students entering at the intermediate or functional levels.

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

and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

- IV. **PROGRAM LENGTHS:** The following hours are recommended program lengths for each LCP in the Comprehensive ABE Program. It is understood, however, that each student learns at his or her individual pace and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended. Students in the comprehensive program may enroll in more than one content area simultaneously but not in more than one level of each content area at the same time. Each content area that a student is enrolled in determines program length. For example: A student enrolled in basic reading and basic language may be recommended for 900 hours of instruction.

Mathematics Course Number 9900001 CIP 1532.0102000

Beginning ABE Literacy	0.0-1.9	450 hours
Beginning Basic Education	2.0 -3.9	450 hours
Low Intermediate Basic Education	4.0-5.9	300 hours
High Intermediate Basic Education	6.0-8.9	300 hours

Reading Course Number 9900002 CIP 1532.0102000

Beginning ABE Literacy	0.0-1.9	450 hours
Beginning Basic Education	2.0-3.9	450 hours
Low Intermediate Basic Education	4.0-5.9	300 hours
High Intermediate Basic Education	6.0-8.9	300 hours

Language Course Number 9900003 CIP 1532.0102000

Beginning ABE Literacy	0.0-1.9	450 hours
Beginning Basic Education	2.0-3.9	450 hours
Low Intermediate Basic Education	4.0-5.9	300 hours
High Intermediate Basic Education	6.0-8.9	300 hours

- V. **INTENDED OUTCOMES:** After successfully completing appropriate course(s) for each literacy completion point of this program, the student will be able to perform the following:

Literacy Completion Point A

Mathematics Beginning ABE Literacy

- 01.0 Demonstrate pre-computational skills.
- 02.0 Show awareness of ways numbers are represented and used in the real world.
- 03.0 Demonstrate reasonable proficiency in computing addition and subtraction problems.
- 04.0 Measure quantities in the real world and uses the measures to solve problems.
- 05.0 Identify two-dimensional shapes.
- 06.0 Solve money problems.

Literacy Completion Point B

Mathematics Beginning Basic Education

- 07.0 Show awareness of ways numbers are represented and used in the real world.
- 08.0 Understand number systems.
- 09.0 Compute addition and subtractions problems.
- 10.0 Compute multiplication and division problems.
- 11.0 Apply math skills in word problem applications.
- 12.0 Demonstrate estimation skills.
- 13.0 Use units of measurement.
- 14.0 Recognize a wide variety of patterns, relations, and functions.
- 15.0 Describe and identify three-dimensional shapes.
- 16.0 Solve money problems.

Literacy Completion Point C

Mathematics Low Intermediate Basic Education

- 17.0 Show awareness of ways whole numbers are represented and used in the real world.
- 18.0 Demonstrate proficiency in adding and subtracting whole numbers.
- 19.0 Multiply whole numbers.
- 20.0 Divide whole numbers.
- 21.0 Demonstrate proficiency in number sense, concepts and operations involving fractions.
- 22.0 Demonstrate proficiency with number sense, concepts, and operations involving decimals.
- 23.0 Use estimation to problem solve and compute.
- 24.0 Demonstrate proficiency in measuring quantities and solving problems related to measurement.
- 25.0 Demonstrate proficiency in solving problems involving algebra.
- 26.0 Interpret data from graphs, charts, and maps.
- 27.0 Calculate differences to solve problems encountered in daily living.
- 28.0 Apply arithmetic operations to information contained in printed materials.
- 30.0 Demonstrate proficiency in consumer math skills.

Literacy Completion Point D

Mathematics High Intermediate Basic Education

- 30.0 Understand theories related to numbers.
- 31.0 Demonstrate proficiency in solving problems involving geometry.
- 32.0 Demonstrate proficiency in number sense, concepts, and operations involving fractions.
- 33.0 Demonstrate proficiency in number sense, concepts, and operations involving decimals.
- 34.0 Demonstrate proficiency in mastery of number sense, concepts, and operations involving ratios and proportions.
- 35.0 Demonstrate mastery of number sense, concepts, and operations involving percents.
- 36.0 Demonstrate proficiency in number sense, concepts, and operations involving integers.
- 37.0 Demonstrate proficiency in number sense, concepts, and operations involving geometry.
- 38.0 Use estimation skills to problem solve and compute.

- 39.0 Demonstrate proficiency in measuring quantities and solving problems related to measurement.
- 40.0 Understand and apply theories related to numbers.
- 41.0 Interpret data from graphs, charts, and maps.
- 42.0 Demonstrate proficiency in consumer math skills.

Literacy Completion Point E

Reading Beginning ABE Literacy

- 01.0 Demonstrate mastery of skills prerequisite to reading.
- 02.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading.
- 03.0 Demonstrate knowledge of basic vocabulary.
- 04.0 Demonstrate literal comprehension skills.
- 05.0 Demonstrate evaluative comprehension skills.
- 06.0 Understand how word choice affects meaning.
- 07.0 Respond critically to fiction, nonfiction, poetry, or drama.

Literacy Completion Point F

Reading Beginning Basic Education

- 08.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading development.
- 09.0 Demonstrate knowledge of basic vocabulary.
- 10.0 Construct meaning from a wide range of texts, literary forms, and printed materials.
- 11.0 Demonstrate inferential comprehension skills.
- 12.0 Demonstrate evaluative comprehension skills.
- 13.0 Understand how word choice affects meaning.
- 14.0 Understand the distinguishing features of a variety of literary forms.

Literacy Completion Point G

Reading Low Intermediate Basic Education

- 15.0 Demonstrate basic understanding of phonics/structural analysis as tools for reading.
- 16.0 Demonstrate knowledge of basic vocabulary.
- 17.0 Demonstrate literal comprehension skills.
- 18.0 Demonstrate inferential comprehension skills.
- 19.0 Demonstrate evaluative comprehension skill.
- 20.0 Demonstrate understanding of how word choice affects meaning.
- 21.0 Demonstrate understanding of a variety of literary forms.
- 22.0 Respond critically to fiction, poetry, drama and essay.

Literacy Completion Point H

Reading High Intermediate Basic Education

- 23.0 Understand patterns and functions of language.
- 24.0 Demonstrate knowledge of basic vocabulary.
- 25.0 Demonstrate literal comprehension skills.
- 26.0 Demonstrate inferential comprehension skills.
- 27.0 Demonstrate evaluative comprehension skills.
- 28.0 Demonstrate understanding of how word choice affects meaning.
- 29.0 Demonstrate understanding of the distinctive features in literary forms.
- 30.0 Respond critically to fiction, poetry, drama and essay.

Literacy Completion Point J

Language Beginning ABE Literacy

- 01.0 Produces legible cursive and/or manuscript handwriting.
- 02.0 Apply the beginning rules of capitalization.
- 03.0 Apply the beginning rules of punctuation.

- 04.0 Apply basic grammatical concepts and rules.
- 05.0 Demonstrate the ability to organize information.
- 06.0 Demonstrate understanding of writing as communication.
- 07.0 Demonstrate the ability to effectively speak.
- 08.0 Demonstrate familiarity with computers and computer terminology.

Literacy Completion Point K

Language Beginning Basic Education

- 09.0 Demonstrate beginning knowledge of the conventions of standard written English.
- 10.0 Apply rules of capitalization.
- 11.0 Apply rules of punctuation.
- 12.0 Apply basic grammatical concepts and rules.
- 13.0 Organize information.
- 14.0 Write to communicate ideas and information.
- 15.0 Demonstrate the ability to speak effectively.
- 16.0 Demonstrate basic computer use.

Literacy Completion Point M

Language Low Intermediate Basic Education

- 17.0 Apply rules of capitalization.
- 18.0 Apply rules of punctuation.
- 19.0 Demonstrate competency in spelling.
- 20.0 Observe conventions of editing.
- 21.0 Apply structural and grammatical rules of writing.
- 22.0 Communicate ideas and information through the writing process.
- 23.0 Use speaking strategies effectively.
- 24.0 Perform computer activities.

Literacy Completion Point N

Language High Intermediate Basic Education

- 25.0 Compose structurally and grammatically correct sentences and paragraphs.
- 26.0 Demonstrate an understanding of the functions of the parts of speech.
- 27.0 Effectively communicate ideas and information through the writing process.
- 28.0 Write to communicate ideas effectively in a variety of content areas.
- 29.0 Use the computer to enhance personal learning and performance.