Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Arizona Adult Education Standards

"Adult Education Standards are the cornerstone for quality teaching, quality learning, and quality lives."

Adult Education Services
(602) 258-2410
www.ade.az.gov/adult-ed

Tom Horne
Superintendent of
Public Instruction

February 20, 2007

Dear Arizona Adult Educator:

The Arizona Adult Education Standards Initiative affirms our commitment to excellence. This critical initiative, now in its 10th year, has brought together many of the most thoughtful educators in our state to create high standards for adult learners. These standards, recognized nationally for their vision, rigor and outstanding quality, provide evidence that all adult learners in Arizona will receive an educational experience that is consistent, regardless of program type, and one that reflects the highest quality in curriculum and instruction.

Over the past four years in Arizona, significant progress has been made to ensure high academic achievement for students enrolled in K-12 education. I am very pleased that we are demanding high standards and seeing the results in high academic achievement for students enrolled in adult education programs as well. The content and performance standards included in this document provide the cornerstone by which we build quality teaching and learning in our classrooms.

Most importantly, they afford adult learners the support they need to achieve their goals in terms of work, family and community, and, ultimately, to build quality lives.

Sincerely,

Tom Horne
Superintendent of Public Instruction

State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

February 20, 2007

Dear Arizona Adult Educator:

It is with much enthusiasm that I present to you the third edition of the Arizona Adult Education Standards. The Standards Initiative represents one of the most important professional endeavors designed and implemented by Arizona's adult education community to ensure consistency in program content and learner outcomes throughout the state. The fundamental purpose of this work, now in its tenth year, is to ensure the highest levels of achievement for all adult learners through nothing less than extraordinary education!

I am extremely proud of the work represented here. The comments and suggestions received from the field, as well as scholarship and sound research have strengthened and clarified this document immeasurably.

Across the board, the revisions represent a stronger progression, level to level. Gaps have been filled and redundancies eliminated. By merging the content and performance standards into a single unit and streamlining the document, the standards are clearer and easier to use. We expect that an instructor could now share these standards with students so they understand where they are on the continuum of learning.

Experienced and practicing Arizona Adult Educators made up the revision teams. Using their own experiences and feedback from their colleagues, they reviewed research and recommendations from the 2001 National Reading Panel Report, the 2004 American Diploma Project, the GED 2002 requirements, the Arizona revised K-12 Standards and the National Council of Teachers of Mathematics. (Note: all original team and revision team members are identified in the introduction section of this document.)

Multiculturalism, critical thinking, logical reasoning and argument, business writing, the ability to recognize and correct incorrect grammar and usage, use of correct punctuation, sequencing information, and the skills of analyzing, synthesizing and evaluating are peppered throughout the standards. Technology Standards are included - not to be implemented separately - but to be integrated by instructors and learners with the content standards.

The ELAA standards sharpen the connection between English language acquisition for non-English speakers and adult basic education and they facilitate the transition from ELAA to adult basic and adult secondary education.

In response to feedback from the field about the Science and Social Studies standards, the team made a major shift to produce only two levels of standards. The ABE and ASE levels represent content, benchmarked against a compilation of the 'big' ideas in these areas developed by recognized national and international scientists and historians, that teachers can draw on at a more basic and/or a more sophisticated level.

The Citizenship Standards have not yet been revised pending action by the Department of Homeland Security, United States Citizenship and Immigration Services regarding citizenship test requirements. Once the USCIS has published their guidelines, a team will be formed to address any needed revisions to the Citizenship standards.

As you work to implement these standards, I encourage you to send us your comments. The standards are a dynamic, living document, and subject to continuous review and improvement for the benefit of the students we serve.

Once again, Arizona is at the forefront of the standards movement within Adult Education and is recognized as a leader in the field. I want to express my sincere appreciation to the many outstanding adult educators who contributed their expertise, experience and energy to this remarkable initiative. I am deeply grateful for their significant contributions to the profession and in awe of the example their work sets to ensure that Arizona's adult learners receive extraordinary education. By using these standards, teachers will prepare learners for the demands of post secondary education and for demanding positions in the work world of the 21st Century.

Sincerely,

Karen Liersch
Deputy Associate Superintendent
Adult Education Services

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Overview:

Arizona Adult Education Standards Initiative

The Arizona Adult Education Standards Initiative (Standards Initiative) represents a proactive effort by Arizona's adult education community to ensure rigor and consistency in program content and student outcomes for adult learners throughout the state. The Initiative is sponsored by the Arizona Department of Education, Adult Education Services and the products of the initiative have been developed and revised by an outstanding cadre of the state's adult educators.

Arizona Adult Education Standards Revision

In revising the Arizona Adult Education Standards the teams were compelled to retain the character of world-class standards (not minimal competencies) customized for adult learners. The revised standards reflect sensible criteria for usefulness, intelligibility, rigor and measurability, focus on academics, contain the right mix of skills and content, and represent a reasonable pattern of cumulative learning that is manageable (given the constraints of time). The revised Arizona Adult Education Standards support instructors in developing learning opportunities that prepare adult learners for successful transition to higher education, vocational and career development, and effective involvement in their communities as individuals, parents, workers and citizens.

The fundamental goal of this ongoing initiative is to ensure high levels of achievement for all adult learners in Arizona. As such, there are several critical reasons why it is so important to the future of adult education in Arizona as well as in the nation.

Value to the Adult Learner:

The Standards Initiative provides consistent content and performance standards for implementation in all programs funded and certified by the Arizona Department of Education.

Value to Programs and Instructional Practices:

The Standards Initiative improves articulation among adult educators enabling them to assess student performance and measure program effectiveness with greater accuracy. In addition, exemplars of curriculum alignment developed by adult educators during the spring and summer of 2000 also provide outstanding examples of curricula in each of the content areas based on the standards.

Value to the State of Arizona:

The Standards Initiative establishes a strong foundation for effective delivery of services to all adult learners. Moreover, the Initiative offers benchmarks for learning and program performance and sets forth high expectations for quality and accountability.

<u>**Value to the Profession of Adult Education:**</u>

The Standards Initiative raises the bar on instructional performance and accountability that, in turn, increases the credibility of adult education within the field of teaching and learning. In addition, the Arizona Adult Education Standards complement similar efforts on the national level by providing the framework for adult learners to maximize their potential in the community, family, and workplace. The Arizona Adult Education Standards continue to serve as a model for other states' K-12 and adult education standards movements.

Alignment to Arizona K-12 Standards:

As Arizona's academic standards for students in grades K-12 are considered to be among the best in the nation, adult educators used this document as a valuable resource in both crafting and reviewing the adult education standards. Comparing what students in K-12 are capable of accomplishing with expectations for adult learners helped to aim higher when judging the potential of adult learners.

The focus in consulting the Arizona K-12 Academic Standards was to align the documents (i.e., content standards in Adult Education and K-12) in terms of rigor and comprehensiveness. However, no attempt was made to gain a direct one-to-one correspondence between the two documents as the two systems of education clearly serve different populations with specific needs, and facing diverse challenges and opportunities.

How the Adult Education Standards Were Developed

The process used to develop the adult education content and performance standards was designed by the Arizona Department of Education, Adult Education Services.

In order to create a clear focus and ensure leadership of the Initiative from professionals in the field, an open invitation was extended to adult educators statewide requesting participation in the Standards Initiative. The initial team convened in January, 1998 to inaugurate the Initiative. As a result of their thoughtful dialogue and discussion, the following critical statements were created to direct the work of the Standards Initiative.

Beliefs:

We believe adult learners are

- multi-faceted, unique individuals
- capable of learning
- motivated by diverse life experiences
- exploring ways to improve their lives through relevant educational opportunities.

We believe adult education is a learner-centered, interactive process which

- values and supports the individual in defining and achieving personal goals
- develops and improves basic and life skills in the community, family, and workplace.

Vision:

Adult education standards are the cornerstone for quality teaching, quality learning, and quality lives.

Mission:

The Arizona Adult Education Standards Initiative provides the framework for Adult learners to maximize their potential in the community, family, and workplace. The project provides consistency and continuity of educational services throughout the state as well as an easily understood model which communicates the contributions of adult education.

The approach used to create the Arizona Adult Education content and performance standards combined both process and substance. The process was highly participatory and encompassed active involvement and input of more than 250 adult educators across the state during the period of February 1998 – December 2006. The substance focused on the articulation and continuous improvement of rigorous and realistic standards for adult learning in specific areas including reading, writing, mathematics, science, social studies, ESOL, citizenship test preparation, and technology.

The Standards Initiative Timeline

A Steering Committee of adult educators provided overall guidance and direction throughout the initial period. Facilitation of the process was provided by Gail A. Digate of Leadership Learning Systems, Inc. and consultation in developing model content and performance standards was provided by Susan Pimentel of StandardsWork.

A brief description of each phase of the Arizona Adult Education Standards Initiative appears below:

Phase I: January – December 1998

Teams of adult educators met to draft content standards in reading, writing, mathematics, ESOL, and Citizenship Test Preparation. These teams consulted a variety of resources, including the Arizona K-12 Academic Standards. The teams also developed a description of the relationship between the Arizona adult education content standards and the Arizona K-12 academic standards. Several external expert reviewers provided feedback and comments for continuous improvement to the original drafts.

Phase II: January – June 1999

During the second phase of the Initiative, the work of additional teams of adult educators included:

- Conducting focus groups with adult educators and adult learners to solicit comments and suggestions on the drafts of the content standards. Focus group sessions were held in Flagstaff, Phoenix, Tucson and Yuma.

- Conducting a second external review of the standards by Susan Pimentel of StandardsWork in August 1998.

- Following adoption of the content standards by the Design Team, the teams began development of performance standards in reading, writing, mathematics, ESOL and Citizenship Test preparation.

- Planning future implementation efforts supported by Professional Development and Marketing/Communications strategies.

Phase III: July 1999 – June 2000

During the third phase of the Initiative, the focus of work included:

- Initial release of the content standards in reading, writing, mathematics, ESOL, and Citizenship Test preparation at the 1999 Arizona Adult Education State Conference (September 29 – October 2)

- Regional focus groups to solicit input on the performance standards. These sessions were held in Flagstaff, Holbrook, Phoenix, Tucson, and Yuma.

- Revision of both content and performance standards to reflect the federal requirements of an additional level in ABE, the division of Adult Secondary Education (ASE – formerly GED preparation) into two levels, and adding two additional ESOL levels.

- Creation of content standards in science and social studies.

- Regional focus groups to solicit and gather input on drafts of content standards in science and social studies.

- Establishment of a work team to develop recommendations regarding appropriate assessment strategies to align with the content standards and the federal National Reporting System (NRS).

- Creation and training of a cadre of adult educators to support implementation of the Arizona Adult Education Standards Initiative (Standards Specialists).

- A series of curriculum alignment workshop conducted by consultant Colleen Lyman

- The creation of curriculum alignment exemplars in reading, writing, mathematics and ESOL by teams of adult educators from programs across the state (Curriculum Aligners).

- Implementation of a four-day summer institute which brought together more than 100 adult educators (i.e., Standards Specialists and Curriculum Aligners) to complete development of curriculum alignment exemplars and begin the articulation of strategies and action plans designed to support the implementation of the Standards Initiative in adult education programs throughout the state.

  It was during this institute that the State Director of Adult Education remarked that what began as a curriculum framework "project" indeed had become a major "initiative" destined to transform adult education in the state of Arizona and ensure "extraordinary" education to every adult learner.

Phase IV: July 2000 – September 2001

- Implementation of content and performance standards in reading, writing, mathematics, ESOL, and citizenship test preparation by July 1, 2000.

- The curriculum of all programs aligned to reading, writing, mathematics, and ESOL standards by July 1, 2000.

- Technical Assistance and support to adult education programs by Standards Specialists and ADE staff to implement content and performance standards in reading, writing, mathematics, ESOL, and citizenship test preparation.

- Development of performance standards in science and social studies (including input and feedback from the field via the Arizona Department of Education, Adult Education Services website.

- Evaluation of the Standards Initiative (1998 – 2001).

Phase V: July 2001 – June 2003

- Implementation of science and social studies content and performance standards was required of adult education by July 1, 2002.

- Assessment Team recommendations to State Director, March, 2002.

- Technical Assistance and support to adult education programs by Standards Specialists and ADE Staff continues.

- GED 2002 Institute: Year long professional development for ASE teachers aligning standards to new GED Test.

- State purchases adult education assessments. Standards Specialists and State Staff trained, August 2002.

- Local program directors and staff initially trained on assessment policies and procedures (Fall 2002).

- Implementation of state assessment policies required by December 2, 2002.

- Decision to move forward with development of Technology Standards (February, 2003).

Phase VI: July 2003 – June 2006

- Technical Assistance and support to adult education programs by Standards Specialists and ADE staff continues.
- Establishment of a Work Team to develop Technology Standards (September 2003-June 2004).
- Work team convened to revise ESOL Standards (May, 2003-May 2004).
- Focus groups of adult educators and students were held to solicit feedback and comments on Technology Standards drafts (March 2004).
- Release of Technology Standards (October 2004).
- Establishment of Work Teams to revise Standards: Reading, Writing, Math, Science and Social Studies (January 2005-October 2005).
- Work team convened to evaluate ELAA Assessment and make recommendation to State Director (March 2005-December 2005).
- Technology Standards implemented in all programs (July 2005).
- State Technology Plan developed by the Educational Technology Task Force (ETTF) (January-July 2005).
- Technology Integration Project implemented including appointment of programs' Educational Technology Experts (ETEs) (Fall 2005)
- Technical assistance and support to adult education programs by ETEs and ADE Staff for the development of program-specific technology plans (Spring 2006).
- Revision of Reading, Writing, Math, Science and Social Studies completed (July 2006)

The Importance of Science, Social Studies and Technology

The first edition of the Arizona Adult Education Standards was released in September, 1999, and contained content standards in Reading, Writing, Mathematics, ESOL and Citizenship Test Preparation. The 2001 revised edition provided updated content and performance/proficiency standards in these disciplines along with standards in Science and Social Studies.

The purpose of including standards in Science and Social Studies is to ensure that students who *so choose* would have access to instruction in these disciplines. As adult literacy education in Arizona is not compulsory, adult learners *choose* to take the courses that enable them to reach educational goals that further their ability to function in the family, the community and the workplace. Making available to adult learners a solid foundation in the physical, natural and social sciences enables them to invest in their own personal and professional development.

As technological advances propel rapid changes in how people live and work, all adult learners will need to develop and refine skills that keep them competitive and productive in the workplace. Now and into the future, access to and basic computer and Internet skills will enable adult learners to function successfully in the family, the community and the workplace. During FY2000, the ADE provided resources and training to make all ADE-funded programs Internet-connected: for administration, instruction and professional development. During the next three years, the ADE continued to provide resources and training to enable adult education and family literacy teachers to become computer literate and Internet savvy. By the end of FY2004, Arizona's Adult Education Standards were revised to include Technology Standards that identified a higher expectation of adult learners (and teachers) with regard to basic computer and Internet skills.

The Standards Initiative Timeline

1998:

- Applications for participation in Design Team, Steering Committee and Content Task Forces
- Training in change processes and managing change
- Research and review of existing standards and frameworks
- Development of content standards by Task Forces in Reading, Writing, Math, Citizenship and ESOL
- Review of Content Standards by external experts

2000:

- Implementation of Standards in Reading, Writing, Math ESOL and Citizenship Test Preparation (July 1, 2000)
- Identification of Assessment Strategies work team
- Curriculum Alignment training and institute
- Development of performance standards in Social Studies and Science
- Focus groups for Science and Social Studies performance standards
- Realignment of content and performance standards to reflect Federal levels of the National Reporting System (NRS)

2002:

- Recommendations from Assessment Strategies work team on standardized assessment tools
- Full implementation of all content and performance Standards (July 2002)
- Continuing assistance and support for implementation, use and lesson plans alignment by Standard Specialists
- Standardized assessment tools purchased by state
- Training in administration of standardized assessment tools
- Regional trainings in assessments administration
- GED 2002 Institutes (2nd and 3rd)
- Crosswalk of AZ Adult Education Standards with GED 2002 Exam

2004:

- Applications for Reading, Writing, Math, Science and Social Studies Standards revision team
- Technology Standards focus groups
- Third ESOL Institute; alignment of sample activities to revised standards
- Renaming ESOL Standards to ELAA (English Language Acquisition for Adults)
- Release of revised ELAA Standards
- Release of Technology Standards

2006:

- Development of Professional Development System
- Recommendation to State Director on ELAA assessment
- Applications for GED Reframing Initiative
- Training for Program Directors in data-driven decision making
- Continued development of lessons aligned to standards
- Examination of formative assessments aligned to the standards
- Development of programs' Local Technology Plan
- Revised standards finalized

1998 1999 2000 2001 2002 2003 2004 2005 2006 2007

1999:

- Focus groups for draft content standards
- External review by national expert
- Development of performance standards in Reading, Writing, Math, ESOL and Citizenship Test Preparation
- Release of content standards in Reading, Writing, Math, ESOL and Citizenship
- Focus groups for performance standards
- Development of content standards in Science and Social Studies
- Focus groups for Science and Social Studies
- Identification and training of Standards Specialists to support implementation
- Professional Development and Marketing/Communication strategies identified

2001:

- Full implementation of content standards in Arizona Adult Education programs
- Standards Specialists provide consultation and support to programs for implementation of content and performance standards
- GED 2002 Institute (first of three)
- Science and Social Studies Performance Standards distributed
- Evaluation of standards implementation included in State Technical Assistance Review (STAR)

2003:

- Applications for Technology Standards team
- Continued Technical Assistance by Standards Specialists and ADE staff to programs
- Continued development of lessons aligned to the standards including lessons in science and social studies
- Development of draft Technology Standards
- Applications for ESOL Standards revision team
- ESOL Institute Kick-off
- Regional ESOL Institutes

2005:

- Revision of Reading, Writing, Math content and proficiency standards
- Full implementation of Technology Standards
- State Technology Plan released
- Programs identify Educational Technology Experts (ETE)
- Technology Integration Project
- Revision of Science and Social Studies standards to two levels (ABE and ASE)
- Applications for ELAA Assessment team
- Development of rubric to evaluate ELAA assessments

2007:

- Release of Revised Arizona Adult Education Standards
- Continuation of Technology Integration
- Implementation of Adult Education Reframing pilot
- Continuation of development of Professional Learning Communities

How to Read the Content and Performance Standards

If you are confused about the language of standards, you are not alone. This section provides definitions for standards-related terms and an analogy (using a non-academic example) to illustrate several important concepts. The analogy appears in boxes in *italics* .

Goal
A goal is the end result of a learning experience. A goal often is not measurable in an immediate sense. It reflects a state of *being* rather than a state of *action*. A goal expresses a *purpose* for instruction but does not designate the specific abilities that the learner must possess.

> *To improve running skills*

Content Standard
A content standard *supports* the goal. It defines what a learner must *know* and *be able to do*. A content standard (also referred to as an exit standard) is brief, crisp, and written to the point. It uses jargon-free English so instructors and adult learners can understand it easily.

> *The learner is able to run one mile*

Indicators and Sub-Indicators
Indicators and sub-indicators contain all the knowledge and skills a learner needs to master the more broadly stated content standard. In essence, indicators and sub-indicators detail the content standard. Educators may refer to indicators and sub-indicators as "further domain specifications" or "benchmarks" that describe the skills, habits, and understandings that the learner must master.

> *Indicator:*
> *The learner understands the physiology of the body and knows how to run safely*
>
> *Sub-indicators:*
> *Understands physiology of muscles, bones, and*
> - *Cardiovascular system*
> - *Understands how to warm up and cool down safely*
> - *Understands how to pace self and breathe correctly while running*
> - *Uses correct foot position when running (i.e., heel-toe-heel running)*
> - *Observes the rules of the road (e.g., face traffic, observe signs, run on sidewalk or shoulder of the road)*

Performance (Proficiency) Standard

A performance standard indicates how competent or adept a learner's demonstration must be to show attainment of the content standard. In other words, a performance standard defines *"how good is good enough"* to meet the content standard. Performance standards specify the quality of learner performance: acceptable, excellent, or something less. The level of performance is determined by the extent to which students demonstrate command over the concepts or skills outlined in the content standards. Such command must include both quality and quantity.

Performance (Proficiency) Standards:

> Specify particular concepts and skills that the learner must know and be able to do as defined by the content standards (often in greater detail with some additional explanation of the type, quality, range and depth of the performance expectations)

> Define several different levels of achievement that outline the extent to which the learner demonstrates command over the concepts and skills within the content standards. The Arizona Adult Education Standards Initiative has adopted four levels of proficiency:

>> *Beginning* (a ways to go before passing)

>> *Approaching* (getting closer)

>> *Met* (passing)

>> *Exceeds* (excellent performance, beyond passing)

> Establish the difficulty of material with which the learner must work (e.g., vocabulary lists, spelling lists, reading lists or reading difficulty levels).

A learner at one proficiency level is able to display most of the knowledge, skills, and processes at that particular level (e.g., met level) and lower proficiency levels (e.g., approaching and beginning levels). Once assessment strategies have been adopted, the proficiency levels and their descriptors are intended to inform and guide interpretation of the scores. In short, each proficiency level descriptor is a statement of the knowledge, skills, and abilities expected to be held by the average learner who is associated with that level.

In an attempt to ensure consistency across the various disciplines, here are the definitions of the following terms:

Occasionally, seldom	Able to demonstrate skills and command of the concepts up to 49% of the time
Sometimes	Able to demonstrate skills and command of the concepts up to 50 – 74% of the time
Often; most of the time	Able to demonstrate skills and command of the concepts up to 75 – 89% of the time
Consistently	Able to demonstrate skills and command of the concepts up to 90 – 100% of the time

Returning to the sports analogy, consider time trials for Olympic runners as a vehicle to motivate and measure performance. For example, Olympic runners are not simply told they have to run fast in order to qualify for the 100-yard dash; rather, they know exactly what times they need to beat. Without performance standards, a deliberate stroll could constitute running a mile.

> **Performance (Proficiency) Standard:**
> **The learner is able to run one mile in seven minutes.**

Curriculum

Curriculum is best characterized as descriptions of what should take place in the classroom and describes in greater detail the topics, themes, units, and questions contained in the content standards. Curriculum serves as a guide for instructors; addressing teaching techniques, recommending activities, scope and sequence, and modes of presentation considered most effective.

In addition, curriculum indicates those textbooks, materials, activities, and equipment that best help the learner achieve the content standards. Unlike content standards, curriculum can vary from region to region or program to program as well as from teacher to teacher, provided that the focus remains on

delivering the "big" ideas and concepts that the content standards require the learner to understand and apply. **Content standards are the framework for curriculum**.

> *Curriculum within the sports analogy example includes:*
> *Units on physiology, questions and topics to cover, suggested reading material, and training sessions needed in order to ensure the learner is able to run one mile safely and efficiently.*

Assessment

Assessment defines the nature of evidence required to demonstrate that the content standard has been met (e.g., essay, solution to a mathematical problem, answers to questions in reference to a reading passage). To ensure valid and reliable accountability, the assessment selected should test the state standards.

In the charge to the Assessment Strategies Work Team of 2000 and to the ELAA Assessment Strategies Work Team of 2005, the State Director of Adult Education specified the following requirements for assessment in adult education in Arizona.

The Assessment will

- Insure reliability and validity
- Provide for pre-, interim, and post-testing
- Align to, and test, the Arizona Adult Education Content   Standards in Reading, Writing, Mathematics, and ELAA
- Be criterion – or standards – referenced
- Inform instruction
- Serve as an accountability measure
- Be adaptable to a variety of instructional environments
- Accommodate learners with special needs

> *Assessments for the sports analogy might require the learner to run one mile, demonstrating ability to use proper form and observe safety rules of running (this would be an example of performance-based assessment).*
>
> *Another approach might ask the learner to complete a written test, demonstrating understanding of physiology of running (this would be an example of a criterion- referenced test, including multiple choice and short answer questions).*
>
> *Again, the performance standard specifies the learner's degree of proficiency on those demonstrations or assessments, defining what it means to run the mile in one of three ways or levels: expert, competent, or less than competent fashion.*

Sample Activities

Sample activities are designed to illustrate the indicators and sub-indicators**.** They are not required; rather, sample activities are provided to offer instructors some useful ideas, suggestions, and possible ways to bring the standards and indicators to life. In addition, sample activities reflect several core competencies (including communication skills, interpersonal skills, and critical thinking skills) which can be demonstrated within several contexts or settings (including the community, family, and workplace). Sample activities are included in this document as resources for instruction. Sample activities in science and social studies have been cross-referenced to content standards in reading, writing, and mathematics.

> *A sample activity may involve the learner in the process of entering a charity run in support of cancer research*

Core Competencies

Core competencies, the application of knowledge and skills in communication, interpersonal relations, and critical thinking, are designed as a fundamental element in the sample activities throughout the standards.

Communication and *interpersonal skills* reflect the learner's ability to engage in an interactive process while clearly expressing ideas that lead to mutual understanding. The following skill areas are demonstrated in these activities: speaking, listening, reading, and writing. A learner who communicates effectively is able to respond to an audience, demonstrate a clear sense of purpose, organize information, and deliver information using appropriate language and nonverbal behaviors.

Interpersonal skills encompass the ability to interact appropriately with individuals or groups in a variety of settings. Effective interpersonal interactions require the use of *critical thinking skills* such as analysis, synthesis, evaluation, and application in addition to the effective demonstration of communication skills (e.g., speaking, listening, reading, and writing).

The outcome of an activity is influenced by the environment or circumstances in which the activity occurs and the skills applied (e.g., communication, interpersonal, and/or critical thinking). Instructors are expected to integrate Core Competencies throughout all content areas and at all levels of proficiency.

Project Participants
1998

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1999

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1999

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2003 – 2005

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Arizona Adult Education Citizenship Standards

The Arizona Adult Education Citizenship Standards were written in 1998. A revision team will be identified once the US Bureau of Citizenship and Immigration Services finalizes new citizenship testing requirements.

The Arizona Adult Education Citizenship Standards provide an additional source of information and materials for teaching Civics and US History and Government. The Sample Activities provide examples of activities that integrate academics (Reading, Writing, Math) and life skills (oral presentations, discussions, cooperative learning, responsibilities of being a community member) in the context of Civics and Citizenship.

Citizenship Test Preparation*

Standard I: The adult learner demonstrates knowledge of key events, momentous documents, and historic personages in United States history.

Standard II: The adult learner demonstrates knowledge of the structure, function, and symbols of the United States government and how this knowledge applies to the rights and responsibilities of becoming a citizen.

*Standards, indicators and sub-indicators are aligned to the United States Department of Justice, Immigration and Naturalization Service Citizenship Examination.

Standard I: The adult learner demonstrates knowledge of key events, momentous documents, and historic personages in United States history.

Indicator A: Demonstrates knowledge of the founding period of that part of the New World that would eventually become known as the United States of America including:

1. Who the Pilgrims were

2. Where the Pilgrims came from

3. Why the Pilgrims immigrated to the New World from their native land

4. By what means the Pilgrims came to the New World

5. Who helped the Pilgrims establish themselves in their new homeland

6. How Native Americans helped the Pilgrims establish themselves in their new homeland

7. The symbolism of the first holiday the Pilgrims celebrated in the New World

8. Why the early settlers came to Jamestown

Indicator B: Demonstrates knowledge of the Declaration of Independence and the Revolutionary War including:

1. The basic belief - "all men are created equal" - that is the foundation of the Declaration of Independence

2. When the Declaration of Independence was adopted

3. The identity of the main writer of the Declaration of Independence

4. The country that the American colonists fought during the Revolutionary War

5. The date of Independence Day

Indicator C: Demonstrates knowledge of historical personalities, famous statements or speeches, and documents reflecting the spirit of "Americanism" including:

1. Patrick Henry: "Give me liberty or give me death"

2. Thomas Jefferson: The Declaration of Independence (July 4, 1776)

3. George Washington as Father of our Country

4. Abraham Lincoln: Emancipation Proclamation

5. Martin Luther King, Jr. as Civil Rights leader

Indicator D: Demonstrates knowledge of the main participants in World War II including:

1. The principle nations who were aligned against the United States during World War II and why

2. The principle nations who were allied with the United States during World War II and why

Indicator E: Demonstrates knowledge of key United States institutions including:

1. The name and location of the capital (city) of the United States

2. The location and the significance of the White House

3. The name and location of the capital (city) of Arizona

Standard II: The adult learner demonstrates knowledge of the structure, function, and symbols of the United States government and how this knowledge applies to the rights and responsibilities of becoming a citizen.

Indicator A: Demonstrates knowledge of the states that constitute the United States of America including:

1. How many states there are in the United States

2. What the 13 original states were called

3. Which were the 49th and 50th states to join the Union

Indicator B: Demonstrates knowledge of the flag and the national anthem of the United States of America including:

1. The colors of the United States flag

2. How many stars there are on the United States flag

3. The color of the stars on the United States flag

4. What the stars on the United States flag represent

5. How many stripes there are on the United States flag

6. The colors of the stripes on the United States flag

7. What the stripes on the United States flag represent

8. The title of the national anthem and who authored it

Indicator C: Demonstrates knowledge of the United States' form of government and the United States Constitution including:

1. The name of the United States form of government and its meaning

2. The supreme law of the United States

3. What the United States Constitution is called

4. What year the United States Constitution was written

5. What the Introduction to the United States Constitution is called

6. Whose rights are guaranteed by the United States Constitution and the Bill of Rights

7. What the first ten amendments to the United States Constitution are called

8. What the Bill of Rights is

9. Whether or not the United States Constitution can be changed, and if so, what such a change would be called

10. How many changes or amendments to the United States Constitution have been made to date

11. At least one right guaranteed by the first amendment to the United States Constitution

Indicator D: Demonstrates knowledge of the Legislative Branch of the United States government including:

1. That the legislative branch is one of the three branches of the United States government

2. What government body makes federal laws in the United States

3. The government bodies that make up the United States Congress

4. Where Congress meets

5. The duties of Congress

6. Who elects members of Congress

7. How many senators there are in the United States Congress

8. The length of term of United States Senators

9. How many times a United States Senator can be re-elected

Indicator D: (continued)

10. Why there are 100 senators in the United States Congress

11. The names of the state's two United States Senators

12. How many representatives there are in the United States Congress

13. The length of term of United States Representatives

14. How many times a United States Representative can be re-elected

Indicator E: Demonstrates knowledge of the Executive Branch of the United States government and the offices of the President of the United States, the governor of the state, and the mayor or city manager of a city or town including:

1. That the executive branch is one of the three branches of the United States government

2. The first President of the United States

3. Which president is called the "Father of Our Country"

4. The name of the special group that advises the President

5. Who was president during the Civil War

6. Which president freed the slaves

7. Who elects the President of the United States

8. The length of term of the President

9. How many terms the President can serve

10. At least one of the requirements a person must meet in order to be eligible to become President of the United States

11. Who signs a bill into law

12. Who has the power to declare war

13. Who is Commander-in-Chief of the United States military

14. Which president was the first Commander-in-Chief of the United States military

15. Who becomes president of the United States if the President should die while in office

16. Who becomes president of the United States if both the President and Vice President die while in office

17. In which month citizens vote for the President

18. In which month the President is inaugurated

19. What constitutes the Executive Branch of the United States government

20. What the chief executive of a state is called

21. The name of the state governor

22. Which city is the capital of the state

23. What the chief executive of a city is called

24. The name of the mayor of the city in which the student intends to reside and work

Indicator F: Demonstrates knowledge of the Judiciary Branch of the United States government including:

1. That the judiciary branch is one of the three branches of the United States government

2. What constitutes the Judiciary Branch of the United States government

3. The highest court in the United States

4. The duties of the Supreme Court

5. Who appoints Supreme Court Justices

6. How many Supreme Court Justices there are

7. The name of the Chief Justice of the Supreme Court

Standard II: (continued)

Indicator G: Demonstrates a basic knowledge of voting in the United States including:

      1. The two major political parties in the United States

      2. The minimum voting age in the United States

Indicator H: Demonstrates knowledge of the rights and responsibilities of United States citizenship including:

      1. The most important right granted to United States citizens

      2. At least one benefit of being a citizen of the United States

Indicator I: Demonstrates knowledge of the INS interview process including:

      1. What materials to take to the interview

      2. What types of questions may be asked

Citizenship Test Preparation Performance Standards

Proficiency Descriptions:

Beginning	Approaching	Met	Exceeds
The learner: Provides limited personal information on simple forms Names most of the requirements for U.S. Citizenship, (five years of permanent residency or three if married to a U.S. citizen, knowledge of history and government of the United States, ability to speak, read, and write English) Names a few community resources Cites some of the basic expectations of the INS interview but is not familiar with INS procedures Knows a few of the basic concepts of citizenship, including the key elements of democracy (government of the people, participation, liberty, justice) Describes the concept of representation and some of the key roles of government in society Creates a limited list of avenues for political participation	The learner: Responds appropriately to basic personal questions in English commonly found in the interview such as "How many children do you have? What is your address?" Reads and understands many simple directions and fills out simple forms requiring personal information Knows the basic structure of the U.S. Citizenship interview, including: ▪ The oath of citizenship ▪ English language conversation requirements (Interviewees are asked some personal questions about their family, their time in the U.S., etc. to assure that they are conversant in English.) ▪ History and government question requirements (Interviewees are orally asked a maximum of ten of the one hundred questions on U.S. history and government.) ▪ Literacy test requirements (Interviewees are asked to read aloud two or three of the one hundred questions to determine that they are literate in English. They are also required to write one to three dictated sentences with minimal errors in English.) ▪ Information on application (INS agents review information on the application to make sure nothing has changed or to clarify certain points.)	The learner: Knows and uses vocabulary specific to the interview application and exam. For example: The learner can describe the benefits of becoming a U.S. citizen, including 1) the ability to vote, 2) the right to hold federal jobs, and 3) the right to have a U.S. passport Expresses his/her personal goals for becoming a citizen and discusses questions and answers on N-400 application for citizenship, including explaining any absences from the United States since becoming permanent residents, recalling the dates and locations of employment for the past five years, and the ability to answer questions about marital/familial history Correctly completes the citizenship application and is able to answer even grammatically difficult questions (e.g., Have you ever committed a crime for which you were not legally guilty?) Successfully and confidently completes the process of a practice interview, including knowing where the exam will take place, the procedure upon arrival, having proficient interview skills, and knowing how to ask for clarification when needed	The learner: Correctly answers at least 90 percent of the Citizenship questions both orally and in written form. Is familiar with history beyond the one hundred questions, including identifying civil rights leaders (e.g., Cesar Chavez, Martin Luther King, Jr., Susan B. Anthony) and famous American immigrants, and describing some of the larger historical debates within United States history Explains the key differences between political parties and some of the debates within current events. (e.g., student can analyze how the second amendment relates to gun control) Is familiar with local, state, and federal officials, their qualifications, and some of their policies regarding current issues Describes the process of how a bill becomes a law Defines several key political science terms, including impeachment, recall, referendum, and initiatives Is active in his or her community (e.g., writes or calls his/her representative, volunteers in children's schools, senior centers, or other community services)

Citizenship Test Preparation Performance Standards

Proficiency Descriptions (continued):

Beginning	Approaching	Met	Exceeds
(continued) Correctly answers up to 49 percent of the 100 questions on the Citizenship Test of U.S. history and government that represent the most common facts. For example, a student at this level is likely to answer the following types of questions: ▪ What are the colors of the flag? ▪ Who is the President of the United States? ▪ How many states are in the union? ▪ What is the capital of Arizona? ▪ Why do we celebrate the Fourth of July?	(continued) Correctly answers questions on the citizenship exam with a proficiency level of 50 to 69 percent Is familiar with the basic tenets of democracy and U.S. government Identifies specific names and functions of government; the government related questions students are often able to answer at this level include: ▪ What are the three branches of government? ▪ What is the Constitution/Bill of Rights? ▪ Which branch makes the laws? ▪ How many senators are there? ▪ Can the Constitution be changed? ▪ Who becomes the President of the U.S. if the President should die?	(continued) Correctly answers between 70 – 89 percent on the citizenship exam both oral and written form ▪ What are the 49th and 50th states of the union? ▪ How many congressional Representatives are there? ▪ How many amendments are there in the Constitution? ▪ What are the duties of the Supreme Court? ▪ Who is the Chief Justice of the Supreme Court? ▪ Who becomes President of the U.S. if the President and vice-president should die? ▪ For how long do we elect the congressional representatives? Describes the meaning and importance of most of the basic rights guaranteed to all U.S. citizens. Understands the reciprocity between rights and obligations (i.e., why enjoyment of one's rights entails respect for the rights of others) Defines the key components of a representative democracy and identifies and knows how to contact his or her local and state representatives	(continued) Analyzes how most rights are implemented and secured in communities and at a state and federal level. (e.g., what recourse does an individual have when an immigration official enters private property without a warrant)

Citizenship Test Preparation Performance Standards

Proficiency Descriptions (continued):

Beginning	Approaching	Met	Exceeds
	(continued) Describes key facts in U.S. history as well as identifies and summarizes contents of key founding documents (e.g., the Constitution and Bill of Rights, The Declaration of Independence, Pledge of Allegiance) and knows some dates, names and specific events. The history related questions students are often able to answer at this level include: ▪ Who was George Washington, Martin Luther King, Abraham Lincoln? ▪ Why did the Pilgrims come to the United States? ▪ What were the first original states called? ▪ Name the country from which we became independent. Knows that he or she is guaranteed rights under the Constitution and can name two rights from the Bill of Rights (e.g., freedom of speech and the right to remain silent)		

Citizenship Test Preparation Sample Activities

Nature of the Evidence	Applicable Indicators
1. Students can answer open-ended or short answer questions both orally and written. *Examples: Who was the first president of the United States? How can you express your support for a candidate?*	ALL
2. Students can write about a specific theme (such as liberty, freedom) in U.S. history or government. *Examples: Students and teachers can write dialogue journals. Topics may include: Have your rights ever been violated? Describe.* *Pick one thing you would change if you were president.* *What contributions have African-Americans made in U.S. history?*	ALL
3. Students can orally identify and describe visual evidence, locate events on timelines, and label locations on maps. *Example: Using photographs of places of importance or national leaders, students label England, the United States, and their leaders' countries of origin on a map.*	ALL
4. Students can compare and contrast key terms. *Examples: Conquerors/Colonization; Judiciary/Legislative/Executive; Democrat/Republican*	ALL

5. Students can play games related to subject material.
 	
Example: Teacher can make a trivia game out of the questions on the exam. Topics might include:
 	
    a. Women in U.S. history
    b. U.S. Presidents
    c. Minorities in Politics
	ALL

6. Students can compare and contrast, orally or in written form, U.S. history and government with that of their own countries. *Example: Students can discuss differences in the colonization of North and Latin America.*	ALL
7. Students can participate in oral debates and role plays on historical and political issues and the practice interview. Example: *Students take a position supporting either an abolitionist or pro-slavery stance.*	1. A, B, C, D 2. C, E, F, G, H, I

Arizona Adult Education English Language Acquisition (ELAA) Standards

These Standards identify core elements of second (and other) language learning that are important, yet general enough to relate to adult education contexts throughout the state of Arizona. Listening and Speaking, Writing, and Reading are the primary indicators because they are the skills that permeate all language learning contexts. **Language functions**, such as *giving/following directions* reflect general purposes for language use. Crucial to the functions is **supporting grammar and mechanics.** Though they appear in list form, the functions and supporting grammar are not meant to be sequential or representative of greater or lesser importance. They are also not meant to be exhaustive. It is entirely possible that the functions/grammar listed could be covered in a different level, should the learning opportunity present itself and the teacher seize the teachable moment.

The descriptions for the levels in these standards are prescribed by the US Department of Education, Division of Adult Education and Literacy. However, classroom experience has shown that learners in Beginning Literacy may fall into one of these categories:

Low speaking ability and low first language literacy

High speaking ability and low first language literacy

First language literacy, but a different alphabet or learned English by ear

These Standards are a revision of the Arizona Adult Education ESOL Standards first published in 1999. This revision was accomplished by a team of practitioners from Arizona Adult Education programs. The term ELAA (English Language Acquisition for Adults) is used in Arizona to identify the listening/speaking, reading, writing, functions, grammar and mechanics of the English language that are taught to adults who speak languages other than English. ESOL (English for Speakers of Other Languages) refers to our learners. It is used to acknowledge that our learners may be multi-lingual and that English is an additional language that they have learned or are learning. In short, ELAA is "what"; ESOL is "who".

ELAA Beginning Literacy

Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:
1. Provides personal information (e.g. *name, address, age, phone, family, birth date*)
2. Introduces, greets, takes leave
3. Provides basic directions using imperatives
4. Uses numbers for routine tasks such as telling time, counting money

Supporting Grammar and Mechanics:
Applies knowledge of:
a) The verb *to be* in the present tense and in the affirmative, negative and interrogative forms
b) Basic *wh-* questions
c) Possessive nouns and adjectives and subject pronouns
d) Verbs in the imperative form *(e.g. give, take, put, look)*
e) Nouns in singular and plural
f) Basic punctuation (*e.g. period, question mark*)
g) Capitalization rules (*e.g. names, streets, cities, months, days of the week*)
h) Common abbreviations (*e.g. Mrs., St.*)

The learner employs the functions, supporting grammar and mechanics of this level with the following:
Content Indicators

Listening and Speaking	Reading	Writing
Comprehends, follows and responds to simple information of personal relevance.	A. Employs elements of phonemic awareness and phonics. B. Recognizes upper and lower case letters in print. C. Recognizes directionality of text. D. Recognizes basic sight words and rhyming words. E. Recognizes word/sentence boundaries. F. Comprehends and recognizes numbers. G. Recognizes common signs and symbols. H. Reads words and terms related to functions of the level. I. Comprehends basic directions.	Copies letters, words and sentences in different communicative contexts.

ELAA Beginning Literacy Proficiency Standards
Listening and Speaking

Performance Conditions: Learners at this stage comprehend simple statements and questions. They understand the general idea of basic messages and conversations that pertain to common, routine matters. Their interactions are short, face-to-face, informal, and with one person at a time or in small groups. Learners' speech is largely guided by questions and feedback from the instructor, although they can initiate and respond to basic statements. They rely heavily on repetition, gestures and other nonverbal cues to sustain conversations. Learners' speech is slow. Communications that learners listen to and comprehend are short and include familiar, routine words. Context strongly supports their utterances.

Beginning	Approaching	Met	Exceeds
1. Comprehends a few common words and simple phrases in conversations on topics of personal relevance (e.g. social courtesies, basic needs) when spoken slowly with frequent rephrasing, repetitions and contextual clues.	1. Comprehends some words, phrases, and short sentences in conversations on topics of personal relevance (e.g. social courtesies, personal information, basic needs, abilities) when spoken slowly with some rephrasing, repetitions and contextual clues.	1. Comprehends and responds to many words and phrases on topics of personal relevance when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.	1. Comprehends a wide-ranging number of words, phrases and sentences in sustained conversations on topics of personal relevance when spoken at a normal rate with little rephrasing, repetitions, and contextual clues.
2. Comprehends and follows simple routine instructions for classroom activities that depend on gestures and other contextual clues.	2. Comprehends and follows routine (two- to three-step) instructions for classroom activities in the presence of gestures and clear contextual clues.	2. Comprehends and follows imperatives in the classroom.	2. Comprehends and follows common positive and negative imperatives and requests.
3. Listens attentively to short read-aloud stories and identifies a few key details.	3. Listens attentively to short read-aloud stories and identifies some key details.	3. Listens attentively to personally relevant short read-aloud stories and identifies most key details.	3. Listens attentively to short read-aloud stories, poems and informational text and identifies key details and specific facts.
4. Responds to greetings with simple words, gestures and other nonverbal behavior.	4. Responds to and uses common social greetings and simple repetitive phrases using isolated words or strings of two- to three-word phrases (*Hello. How are you? Thank you. You're welcome.*)	4. Participates appropriately in most social interactions, including initiating greetings, courtesy and leave-taking; introducing self, asking about the other; and providing basic personal information (e.g. name, address and age using phrases and simple sentences).	4. Participates actively in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people and asking and responding to detailed questions regarding personal information, using phrases and simple sentences.

ELAA Beginning Literacy Proficiency Standards
Listening and Speaking (continued)

Beginning	Approaching	Met	Exceeds
1. Uses gestures to communicate basic needs (e.g. pointing toward door when needing to go to the restroom).	1. Communicates some basic immediate personal and survival needs using limited vocabulary.	1. Communicates/interprets information about personal survival needs, using accurate and somewhat varied vocabulary.	1. Communicates/interprets information about immediate and future personal and survival needs using precise, descriptive and varied vocabulary.
2. Identifies by name a few familiar objects, people and events (e.g. family members, body parts, clothing, pets, foods, common occupations, seasons and common school, classroom and home objects).	2. Identifies by name some familiar objects, people and events (e.g. family members, body parts, clothing, pets, foods, common occupations, seasons and common school, classroom and home objects).	2. Identifies by name many familiar objects, people and events (e.g. family members, body parts, clothing, pets, foods, common occupations, etc.).	2. Describes familiar objects, people and events, and classroom, school and home surroundings with both general and more specific words and phrases.
3. Repeats simple sentences for rhythm and intonation patterns.	3. Recites simple rhymes and songs with expressive phrasing and intonation.	3. Retells simple illustrated personal stories in a logical sequence, using key words, phrases, simple sentences and intonation patterns.	3. Retells simple illustrated personal stories in a logical sequence, using expressive phrasing.

ELAA Beginning Literacy Proficiency Standards
Reading

Performance Conditions: Learners at this stage of proficiency can comprehend the general message of basic reading passages dramatized or read to them. These reading passages contain simple language structures and syntax, high frequency vocabulary, and predictable grammatical patterns. Learners also use prior knowledge and their experiences in their first language to understand meanings in English. Learners often rely on visual cues and prior knowledge or experience with the topic so that the context is personally relevant and strongly supports the text.

Beginning	Approaching	Met	Exceeds
		Recognizes directionality of English reading such as tracking words from left to right, top to bottom and return sweep.	
1. Recognizes numbers (1-10) and a few upper and lower case letters in print.	1. Recognizes and names numbers (up to 20) and some upper and lower case letters in print and cursive.	1. Recognizes and names numbers (up to 100) and many upper and lower case letters in print and cursive.	1. Names numbers (up to 100) and all upper and lower case letters in print and cursive.
2. Recognizes English (letter sounds) that correspond to phonemes the learner already hears and produces in his/her native language.	2. Produces English phonemes (letter sounds) that correspond to phonemes the learner already hears and produces, including long and short vowels and initial and final consonants.	2. Produces many English phonemes that do not correspond to phonemes the learner already hears and produces in his or her native language.	2. Produces English phonemes represented by all the single-lettered consonants and vowels.
3. Distinguishes spoken rhyming words from non-rhyming words.	3. Identifies and produces rhyming words in response to an oral prompt.	3. Moves sequentially from sound to sound, isolating the individual phonemes.	3. Recognizes and reads short sentences, made up of simple words, moving sequentially from sound to sound.
4. Identifies the initial sound (not letter) of a spoken word.	4. Identifies the initial and final sounds (not letters) of a spoken word.	4. Orally produces groups of words that begin with the same initial sound.	4. Orally blends many English phonemes to form words.
5. Recognizes and responds to greetings and leave-takings including simple words such as *hello, hi, goodbye.*	5. Recognizes simple vocabulary and short phrases needed to respond to greetings, courtesy, and leave taking and to answer basic questions about personal information (name, age, phone number, birth date, date, time).	5. Recognizes key vocabulary, phrases and some simple sentences needed to initiate and respond appropriately to most basic social interactions, including providing basic personal information.	5. Recognizes key vocabulary, phrases and sentences needed to engage in short, basic social interactions including providing basic personal information.

ELAA Beginning Literacy Proficiency Standards
Reading (continued)

Beginning	Approaching	Met	Exceeds
6. Identifies a few common signs, symbols, labels and captions in the environment.	6. Identifies some common signs, symbols, labels and captions in the environment.	6. Identifies many common signs, symbols, labels and captions in the environment.	6. Identifies and categorizes common signs, symbols, labels and captions in the environment.
7. Recognizes basic words for colors, foods and animals.	7. Identifies and labels by name a few familiar objects, people, animals and events.	7. Identifies and labels by name some familiar objects, people, animals and events.	7. Describes familiar objects, people, animals and events with key vocabulary, phrases and sentences.
8. Recognizes vocabulary that communicates a few personal and survival needs.	8. Recognizes vocabulary that communicates some personal and survival needs.	8. Recognizes vocabulary that communicates most personal and survival needs.	8. Recognizes vocabulary that communicates personal and survival needs.
9. Recognizes that stories follow a certain sequence.	9. Arranges a series of pictures in sequence to demonstrate understanding of the sequence of events in stories read to him or her.	9. Identifies basic sequences of events in simple stories that are read.	9. Retells a simple story, placing events in sequence.
10. Recognizes a small number of familiar words and symbols in text related to simple everyday needs.	10. Recognizes familiar words and symbols in text related to personal information and simple everyday needs.	10. Reads and understands the meaning of simplified, short common forms, simplified maps and diagrams, and common traffic signs and symbols related to immediate needs.	10. Reads and understands common forms, personal and place names, common public signs and other short texts with familiar words and simple phrases in predictable contexts related to immediate needs.
11. Comprehends and follows simple one step written directions that are accompanied by illustrations.	11. Comprehends and follows simple one- to two- step written directions that are accompanied by illustrations.	11. Comprehends and follows basic directions that are accompanied by illustrations.	11. Comprehends and follows basic written directions (illustrations not required or needed).
12. Recognizes basic word and sentence dividers (spacing).	12. Recognizes basic sentence dividers (capitalization and punctuation).	12. Recognizes basic sentence dividers including internal dividers (commas).	12. Reads short sentences using appropriate intonation based on punctuation and other cues.
13. Recognizes and produces a few English phonemes with general accuracy.	13. Recognizes and produces many English phonemes with general accuracy.	13. Recognizes and produces most English phonemes with general accuracy.	13. Recognizes and produces all English phonemes with general accuracy.
14. Occasionally recognizes common abbreviations.	14. Sometimes recognizes common abbreviations.	14. Often recognizes common abbreviations.	14. Consistently recognizes and uses common abbreviations.

ELAA Beginning Literacy Proficiency Standards
Writing

Performance Conditions: Learners at this stage of proficiency copy short sentences (three to seven words) and relate short messages, using vocabulary related to the functions, supporting grammar and mechanics for this level. Forms are simple in format and demand.

Beginning	Approaching	Met	Exceeds
1. Traces letters of the alphabet.	1. Copies letters of the alphabet (upper case).	1. Copies letters of the alphabet (upper and lower case) legibly.	1. Prints letters of the alphabet legibly.
2. Copies numerals (**up to 10**).	2. Copies numerals (**up to 20**).	2. Copies numerals (**up to 100**).	2. Writes numerals (up to 100).
3. Traces simple words (in print and cursive).	3. Copies simple (**printed**) words.	3. Writes short sentences by copying words into given sentence patterns, including punctuation and capitalization.	3. Writes short sentences, printing legibly and spacing letters, words and sentences properly.
4. Fills out short forms by **copying** essential personal information.	4. Fills out short forms with essential personal information (name, address and phone).	4. Fills out simple forms with complete personal information.	4. Fills out forms with **more detailed** personal information.
5. **Occasionally** applies letter-sound relationships to spell simple (CVC) words.	5. **Sometimes** applies letter-sound relationships to spell simple (CVC) words.	5. **Often** applies letter-sound relationships to spell simple (CVC) words.	5. **Consistently** applies letter-sound relationships to spell simple (CVC) words.

ELAA Beginning Literacy Sample Activities*

Function 1: Provides personal information

Supporting Grammar/Vocabulary		Family
Present tense *to be* in affirmative/negative **Vocabulary:** family relationship words, e.g., *mother, father, brother* numbers (ages, addresses, phone, birth date) **Pronunciation:** Difference between teens and multiples of 10, e.g., *thirteen/thirty*	**Speaking:** **Listening:** **Writing:** **Reading:**	Learners say ages of family members. Learners interview each other about their family members. Classmates present family trees with pictures, labels, relationships and ages to other learners. Classmates write corresponding numerical symbol, and family relationship vocabulary. Learners match numerical symbols with written names of family members, each of which are listed in columns. "Who is…?" drill

Function 2: Introduces, greets, takes leave

Supporting Grammar/Vocabulary		Community
Present tense *to be* in affirmative/negative Third person singular Preposition *from* **Vocabulary:** Idioms: *Nice to meet you. See you later* Basic "wh"-questions **Pronunciation:** Contraction: *I'm, he's she's* Intonation of Wh- *(who, what, when, where, why, how, how many, how much)* and yes/no questions Sentential stress: *Nice to **meet** you.* ***Nice to meet you,** too.*	**Speaking:** **Writing:** **Listening/ Reading:**	Learners role-play introducing a friend at a party. Give friend's name and country. Friend responds appropriately to the introduction. Learners take friendly leave of one another as new person is introduced to others at party. Teacher writes names and countries/cities of learners in class. Learners copy names and countries/cities from board. Learners use capitalization appropriately. Teacher creates statements from the dialogue learners create. Learners listen and circle names of persons and countries/cities. Learners participate in listening chain – "I'm from_____. Where are you from?"

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA Beginning Literacy Sample Activities*

Function 3: Provides basic directions using imperatives

Supporting Grammar/Vocabulary		Family
Commands **Prepositions** **Vocabulary:** *first, then, next, etc.*	**Listening/ Speaking:**	Learners respond to directions for classroom procedure. "Stand up, write your name on the board."
		Learners comprehend basic directions on the use of turning a computer on and off.
		Learners work in pairs and tell each other how to turn off the computer.
		Learners play "Simon Says" -learner led game of classroom procedures.
	Writing:	After viewing a picture of a classroom activity, learners write the verbs associated with the activity.
	Reading:	Learners read imperatives from flash cards to another learner.

Function 4: Uses numbers for routines tasks such as telling time, counting money

Supporting Grammar/Vocabulary		Family

Verb "to be:
 	
Vocabulary:
  "Wh"- words
   AM/PM, noon
   Currency vocabulary (nickel, quarter, dime, etc.)
	Listening/ Speaking:	With a partner or in groups learners use flash cards and ask/respond to "What time is it?"

		Teacher shows picture of coins, learners name individual coins.
	Reading:	Learners "set" clock from appointment notes.
		Hand out newspaper ads and play money
		Learners will show the amount that is in the ad
	Writing:	Learners write time from listening activity.
		Teacher dictates time and learners fill in clock (face and digital.)
		Using coin pictures, learners identify amount in writing.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA I

Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:

1. Provides detailed personal information about self and others (background information, height, weight, forms, etc.)
2. Uses common descriptive words for objects, places, routines and people.
3. Follows multiple-step directions (e.g. maps)
4. Uses classroom language (e.g., "How do you spell…?", "Please repeat that.", "Is this correct?")
5. Indicates understanding
6. Expresses wants, feelings and likes/dislikes
7. Expresses abilities/inabilities, and intentions
8. Asks for/grants permission
9. Cautions and warns

Supporting Grammar and Mechanics:

Applies knowledge of:

a) Verbs in the interrogative, affirmative and negative forms of present, present progressive and future tenses
b) Modal auxiliaries *can, may, would like*
c) Pronouns in the object and demonstrative forms
d) Adjectives in the demonstrative form and definite and indefinite articles (*e.g. that/ the/a red blouse*)
e) Prepositions of time and place (e.g., *after, in front of*)
f) Adverbs of time and frequency (e.g., *today, usually*)
g) Simple punctuation *(comma, exclamation point, apostrophe)*

The learner employs the functions, supporting grammar and mechanics of this level with the following:

Content Indicators

Listening and Speaking	Reading	Writing
A. Comprehends, follows and responds to directions and detailed personal information about self and others. B. Initiates and responds to simple questions about familiar objects and topics. C. Expresses feelings.	A. Transitions from phonics to words and sentences. B. Reads numbers to the hundreds of thousands. C. Reads print and cursive. D. Identifies how punctuation is used to express idea/feeling of a text. E. Relates pictorial concept to written words. F. Reads and understands contractions, abbreviations and possessives.	Writes simple sentences in the form of: A. notes, B. simple phone messages, C. personal information/descriptions, D. simple forms.

ELAA I Proficiency Standards
Listening and Speaking

Performance Conditions: Learners at this stage of proficiency comprehend basic vocabulary and grammatical structures in face-to-face conversations with one person at a time or in a familiar, supportive group. Topics are familiar and about common routine matters. Listening communications are short monologues and dialogues on familiar routine topics delivered at a slow-to-normal rate. Learners rely on repetition, gestures, and other nonverbal cues to sustain conversations. Learners' speech is guided by specific questions when necessary. Learners use word order accurately in simple sentences, but make errors when using more complex patterns. They use the more common verb tense forms (present, past, and future) consistently, but sometimes make errors in tense formation and proper selection of verbs. Learners' speech rate is slow to normal.

Beginning	Approaching	Met	Exceeds
1. Comprehends key words, formulaic phrases, and most short sentences in simple predictable conversations on topics of immediate personal relevance (e.g., basic social interactions, needs, warnings) when spoken slowly with frequent rephrasing, repetitions and when using contextual cues.	1. Comprehends a range of expressions used to request personal details, direct classroom activities, identify people, objects, and events and ask for/grant permission when spoken slowly with some rephrasing, repetitions, and when using contextual cues.	1. Produces short predictable discourse on familiar matters including: dates, routines, objects and people; likes, dislikes, wants and feelings when spoken slowly with some rephrasing, repetitions and when using contextual cues.	1. Comprehends and follows short predictable discourse on familiar matters including familiar events, routines, objects and people; likes, dislikes, wants and feelings when spoken at a normal rate.
2. Comprehends and follows one-step directions accompanied by contextual cues and gestures.	2. Comprehends and follows two- to three-step directions accompanied by contextual cues and gestures.	2. Comprehends and follows three- to four-step directions.	2. Comprehends and follows multiple-step directions.
3. Participates in short, routine social conversations with individuals in which they exchange personal information and discuss personal needs, using limited vocabulary.	3. Participates in social conversations in pairs or in small groups in which learners exchange personal information and discuss personal experiences, abilities, wants and needs with accurate and somewhat limited vocabulary.	3. Participates in expanded social conversations held in pairs or in small groups exchanging detailed personal information about self and others; likes/dislikes, wants, feelings; asking for and granting permission; and issuing cautions and warnings using varied vocabulary.	3. Participates in expanded social conversations held in pairs or in small groups exchanging detailed personal information about self and others; likes/dislikes, wants, feelings; asking for and granting permission; and issuing cautions and warnings using purposeful, accurate, descriptive vocabulary.
4. Gives and receives simple compliments in familiar settings.	4. Gives and receives simple compliments and shows gratitude in familiar settings.	4. Gives and receives compliments, shows gratitude, and expresses apologies in familiar settings.	4. Gives and receives compliments, shows gratitude and expresses apologies in all appropriate social and cultural contexts.
5. Responds to questions about the size, color, shape, physical characteristics and number of familiar objects using limited vocabulary.	5. Responds to and asks simple questions about the size, color, shape, physical characteristics and number of familiar objects using somewhat limited vocabulary.	5. Responds to and asks simple questions about the size, color, shape, physical characteristics and number of familiar objects using descriptive vocabulary.	5. Responds to and asks simple questions about the size, color, shape, physical characteristics, and number of familiar objects using accurate and descriptive vocabulary.

ELAA I Proficiency Standards
Reading

Performance Conditions: Learners at this stage of proficiency can comprehend the general message of basic reading passages dramatized or read to them. These reading passages contain simple language structures and syntax, high frequency vocabulary, and predictable grammatical patterns. Learners also use prior knowledge and their experiences in their first language to understand meanings in English. Learners often rely on visual cues and prior knowledge or experience with the topic so that the context is personally relevant and strongly supports the text. The learner uses the functions, supporting grammar and mechanics of this level.

Beginning	Approaching	Met	Exceeds
1. Recognizes and reads numbers up to 50.	1. Recognizes and reads numbers up to 100.	1. Recognizes and reads numbers in the thousands.	1. Recognizes and reads numbers in the hundreds of thousands.
2. Recognizes many upper and lower case letters written in cursive.	2. Recognizes letters written in cursive.	2. Often reads familiar and relevant words written in cursive in a printed text.	2. Consistently reads familiar and relevant words written in cursive in a printed text.
3. Comprehends sound/symbol relationships and basic word formation rules.	3. Recognizes the new spoken word when a specified phoneme is added, changed or removed (e.g., "pat" to "rat", "man" to "an").	3. Reads one-syllable word when a specified phoneme, including a consonant blend is added, changed or removed.	3. Reads multi-syllabic words when specific phoneme(s) are added, changed, or removed (liver to river; cover to hover).
4. Associates the phoneme sound to the letter symbol.	4. Segments one-syllable words into individual phoneme sounds.	4. Segments multi-syllable words into syllables and counts the number of sounds in syllables and syllables in words.	4. Applies knowledge of basic syllabication rules when reading.
5. Recognizes limited vocabulary needed to initiate and respond to greetings, courtesy, and leave taking, to answer basic questions about personal information and to indicate problems in communicating in a variety of ways.	5. Recognizes ordinary and somewhat limited vocabulary needed to: provide specific detailed information about oneself and others, issue cautions and warnings, use classroom language, express likes and dislikes, wants and feelings, ability to do or not do something, and ask for and grant permission.	5. Reads purposeful and somewhat varied vocabulary needed to: provide specific detailed information about self and others, issue cautions and warnings, use classroom language, express likes and dislikes, wants and feelings, ability to do or not do something, and ask for and grant permission.	5. Consistently reads accurate, extensive vocabulary needed to: provide specific detailed information about self and others, issue cautions and warnings, use classroom language, express likes and dislikes, wants and feelings, ability to do or not do something, and ask for and grant permission.

ELAA I Proficiency Standards
Reading (continued)

Beginning	Approaching	Met	Exceeds
6. Recognizes few vocabulary words associated with familiar objects, places, routines, events and people.	6. Identifies some key vocabulary, phrases, and sentences associated with familiar objects, people and events.	6. Often identifies and uses key vocabulary, phrases, and sentences that are associated with familiar objects, people, and events.	6. Consistently identifies and uses key vocabulary, phrases, and sentences associated with familiar objects, people and events and appropriate to the ideas being conveyed.
7. Associates appropriate words to an event shown in a picture.	7. Reads the basic words associated with a picture.	7. Reads words to identify basic wh-questions.	7. Identifies and associates appropriate words in a logical sequence for a series of pictures and uses them to predict outcomes.
8. Identifies words that are in context and that relate to personal information about self.	8. Reads simple sentences about self and others.	8. Reads more detailed sentences about self and others (e.g., height, weight questions on forms).	8. Reads multi-sentence descriptions of and instructions for familiar and relevant topics.

ELAA I Proficiency Standards
Writing

Performance Conditions: Learners at this stage of proficiency are able to write simple sentences on familiar and personally relevant topics using vocabulary related to the functions and supporting grammar and mechanics for this level and the preceding level. Basic vocabulary and structures in simple sentences and phrases are characteristic of learner writing at this level. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

Beginning	Approaching	Met	Exceeds
1. Copies simple sentences.	1. Creates simple sentences with guidance.	1. Writes simple phrases and sentences, three to five words long, on familiar topics (e.g., describing people, places, routines).	1. Writes detailed sentences (6+ words) on familiar topics.
2. Copies simple personal messages.	2. Writes sentences to convey a personal message with guidance.	2. Writes notes (to teacher, boss, friend) of one to two sentences long to convey a personal message including proper greeting and signature, and addresses envelope.	2. Writes notes to convey a personal message, three to four sentences long, using proper format (e.g., heading, greeting, addresses) and addressing envelopes.
3. Copies basic phone messages.	3. Takes down phone number and possibly, name.	3. Takes basic phone messages (name, phone number, time of call).	3. Takes basic phone messages and asks for spelling clarification.
4. Copies basic information onto simple forms.	4. Fills out simple forms with basic personal information (up to 10 items).	4. Fills out simple applications with more detailed personal information (up to 15 items).	4. Fills out simple applications with more detailed personal information (up to 20 items).
5. Copies numerals (up to the hundreds) and numbers (up to ten).	5. Writes numerals and numbers (up to the hundreds) with guidance.	5. Independently writes numerals and numbers (up to the thousands), and to the hundreds of thousands with some assistance, necessary for personal information (e.g., checks, dates, weight).	5. Independently writes numerals and numbers (up to the hundreds of thousands).
6. Occasionally applies spelling and punctuation rules related to the grammar and mechanics of this level.	6. Sometimes applies spelling and punctuation rules related to the grammar and mechanics of this level.	6. Often applies spelling and punctuation rules related to the grammar and mechanics of this level (e.g., plurals, third person singular, capitalization and possessives).	6. Consistently applies spelling and punctuation rules related to the grammar and mechanics of this level.

ELAA I Sample Activities*

Function 1: Provides detailed personal information about self and others (background information, height, weight, forms, etc.)

Supporting Grammar/Vocabulary		Community
Present tense *to be* in affirmative/negative Questioning in affirmative/negative Numbers Possessives **Vocabulary:** *also, age, married, single, divorced* **Pronunciation:** Contractions: *isn't, I'm, aren't, what's* Intonation of Wh- and yes/no questions	**Listening/ Speaking:**	Learners role-play responding to questions about personal information at a social service agency. Teacher reads statements based on the grid about learners' personal information. Learners listen while viewing the grid and mark true or false for each statement.
	Writing/ Reading:	Learners read and fill out forms with name, address, marital status, zip code, phone, date of birth, social security #, and similar information. Learners write personal information on a grid.

Function 2: Uses common descriptive words for objects, places, routines and people.

Supporting Grammar/Vocabulary		Community
Present, present progressive and future tenses in affirmative/negative Demonstrative pronouns; possessive Prepositions of time Adverbs of time and frequency	**Listening/ Speaking:**	Learners circle a picture of a task that is described by the teacher or another learner. Learners describe daily routines. "I get up at 8:00 and I take a shower. I drink two cups of coffee before work.
	Writing/ Reading:	Learners make a list of their daily routines. Learners make a list of things they see in a room and add one or more descriptive words. Learners read the list(s) they have written. Learners sequence a scrambled strip story (using words and pictures) of a classmate's daily routine.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA I Sample Activities*

Function 3: Follows multi-step directions

Supporting Grammar/Vocabulary		Workplace
Commands Demonstrative adjectives Prepositions **Vocabulary:** *first, then, next,* etc.	**Listening/ Speaking:**	Learners work in pairs and tell each other how to turn off the computer.
	Writing:	Learners write a "pass down" (note) to the person on the next shift about how to turn off the computer.
	Reading:	Learners read each other's "pass downs" and turn off their computers by following the instructions.

Function 4: Uses classroom language (How do you spell? Please repeat)

Supporting Grammar/Vocabulary		Workplace
Verbs in the interrogative, affirmative, and negative forms of present, present progressive Prepositions Modals *can, could, may, would* Simple punctuation	**Writing:**	In pairs, learners create a brief phone message to be communicated to a co-worker.
	Listening/ Speaking:	Learners pair up and simulate a phone conversation.
	Reading:	Learners pair up with new partner, exchange written phone messages, read them and ask clarification questions.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA I Sample Activities*

Function 5: Expresses wants, feelings and likes/dislikes

Supporting Grammar/Vocabulary		Community
Verbs in interrogative, affirmative and negative forms of present Modal *can* Questioning in affirmative/negative Adjectives: *sad, happy,* etc. **Vocabulary:** *feel, want to, have to, need to, prefer, like/dislike, because, can't stand*	**Writing:**	Learners develop and write a list of needs that could possibly be met by classmates.
	Reading:	Learners read their list of needs aloud.
	Speaking:	Learners formulate questions to find out who can help them meet each need.
	Listening:	Learners listen to questions from other learners to see if they can meet their needs.

Function 6: Expresses abilities/inabilities and intentions

Supporting Grammar/Vocabulary		Family
Wh- and yes/no questions Conjunctions: *but, and* **Vocabulary:** *can, know how to* in affirmative/negative	**Speaking:**	Learners practice asking/answering questions about activities they can/cannot do. Question: Do you know how to ride a bike? Answer: Yes. Can you swim?
	Writing:	Learners graph their abilities in form of table (can/cannot do) or Venn diagram.
	Listening:	Teacher reads statements about learner's abilities based on the graph in front of class. Learners respond with true/false answers.
	Reading:	Learners read sentences such as "_____ can drive a truck, but he doesn't know how to play soccer." Learners interview classmates to match the person with the written statement.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA I Sample Activities*

Function 7: Asks for/grants permission

Supporting Grammar/Vocabulary		Family
	Writing:	Learners make a list of family rules they have.
Questioning in affirmative/negative		Learners write a family story about their parents' rules when the learners were children.
Present tense	**Reading:**	Learners read aloud each other's family rules.
	Listening:	Learners have to decide who wrote the list that is being read. Teacher asks questions about what learners can or cannot do.
Future tense Prepositions of time and place. Modals may*, can, would like in affirmative and negative*	**Speaking:**	Learners practice dialogues between child and parent: A: Mom, can I stay over night at _____'s house? B: You know you can't go out on a school night. A: How about Saturday? B: I'll think about it. Learners listen to the teacher's questions and respond according to the lists.

Function 8: Cautions and warns

Supporting Grammar/Vocabulary		Workplace
Commands	**Speaking:**	Learners look at pictures of worksites and role-play making safety recommendations or work routines to new worker.
Modals: *can, may*		
Adverbs of time and frequency (*usually, always*)	**Writing:**	Learners write safety warnings that will be read to other learners.
Simple punctuation: exclamation point, comma	**Reading:**	Learners read warnings to one another and match them to pictures.
Vocabulary: *be careful, don't, watch out, make sure you…*	**Listening:**	Learners listen to the teacher reading warnings and match them to pictures.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA II

Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:
1 Checks/indicates understanding
2 Identifies/states similarities/differences
3 Excuses, apologizes, forgives
4 Complains
5 Agrees/disagrees
6 Extends/responds to invitations
7 Describes events, problems and situations
8 Expresses obligations
9 Gives multi-step directions

Supporting Grammar and Mechanics:
a) Verbs in the affirmative, negative and interrogative forms of the past and past progressive tenses
b) Modals <u>should</u>, <u>must</u>, <u>ought to</u>, <u>had better</u>, <u>could</u>, <u>would</u>.
c) Uses <u>want to,</u> <u>must</u> and <u>have to</u>
d) Count/mass nouns and indefinite pronouns (some, any)
e) Comparative and superlative structures
f) Possessive pronouns
g) Prepositions of direction and motion
h) Adverbs of manner and sequence (quickly, finally)
i) Common two-part phrasal verbs (look ___, get ___)
j) Common prefixes and suffixes (re-, un-, mis-, -ed, -ist)

The learner employs the functions, supporting grammar and mechanics of this level with the following:
Content Indicators

Listening and Speaking	Reading	Writing

A. Describes emotions
 	
B. Gives directions
 	
C. Retells stories
 	
D. States simple problem or situation
	A. Reads the vocabulary related to the functions in this and all previous levels.
	
	B. Recognizes mechanical and structural elements that change or enhance meaning.
	
	C. Reads simplified materials for information.
	
	D. Readily reads with young children.
		A. Writes multiple sentences in the form of:
		    a. stories,
		    b. personal, friendly letters,
		    c. detailed phone messages,
		    d. directions,
		    e. forms and applications.
		
		B. Uses simple graphic organizers.

ELAA II Proficiency Standards
Listening and Speaking

Performance Conditions: Learners at this stage of proficiency comprehend short conversations and interactions that are face-to-face with one person at a time or in small groups. The context of the conversations is familiar or clear and predictable. Learners at this stage initiate and sustain conversations, although they often speak with hesitation and rely on known vocabulary. Extended communications typically consist of a series of short, familiar structures. They rely on repetition, gestures and other nonverbal cues to sustain conversations. Circumstances of oral communications range from informal to more formal occasions, and audiences consist of small, familiar groups. Listening communications consist of moderately short monologues and dialogues on familiar, routine topics that are face-to-face or video or audio-mediated at a slow-to-normal rate. Learner's speech rate is slow to normal.

Beginning	Approaching	Met	Exceeds
1. Makes excuses and apologizes using simple vocabulary.	1. Makes excuses, apologizes and invites using limited vocabulary.	1. Describes obligations, complains, makes excuses, apologizes and invites using varied vocabulary and appropriate intonation.	1. Describes obligations, complains, makes excuses, apologizes and invites using accurate and varied vocabulary.
2. Gives single-step directions and commands.	2. Gives one- to two-step routine directions.	2. Gives two- to three-step routine directions using appropriate intonation including simple references to time, location and movement.	2. Gives multiple-step routine directions and instructions, including appropriate intonation and accurate references to time, location and movement.
3. Responds to basic comprehension questions from read aloud texts using simple phrases.	3. Retells information from text in a logical sequence, using key words, phrases and simple sentences.	3. Retells simple stories or events about routine activities or personal experiences, using logical organization and varied vocabulary.	3. Presents coherent personal narrative that includes an introduction, development and conclusion.

ELAA II Proficiency Standards
Reading

Performance Conditions: Learners at this stage of proficiency can comprehend the content of different genres of short text. Language in text is predominantly factual and literal. Narratives that are biographical or descriptive are often related to personal experience. Linguistic and stylistic means of expression remain simple and straightforward. Samples of text include stories, poems, newspaper articles, encyclopedia entries, and reports. The learner uses the functions, supporting grammar and mechanics of this and all previous levels.

Beginning	Approaching	Met	Exceeds
1. Alphabetizes a series of words to the first letter.	1. Alphabetizes a series of words to the second letter.	1. Uses a dictionary, accompanied by illustrations, to find the meaning or spelling of a word.	1. Uses a simple thesaurus to find synonyms and antonyms.
2. Recognizes some common, regular high-frequency words.	2. Recognizes many common, regular, high frequency words.	2. Recognizes many common regular and irregular high frequency words (e.g. the, have, said, of).	2. Develops basic sight vocabulary.
3. Recognizes structure for common compound words (babysitter) and contractions (he's).	3. Sometimes identifies base words that comprise compound words and contractions.	3. Often identifies base words that comprise compound words and contractions.	3. Consistently uses knowledge of base words to read compound words and contractions.
4. Responds orally to stories read to them by answering simple questions using isolated words or strings of two-to three word responses.	4. Responds orally to stories by answering factual comprehension questions using key words and short phrases.	4. Reads short (5-7 sentences) simple stories with illustrations on familiar everyday topics and responds to factual comprehension questions using key words, short phrases and some simple sentences.	4. Identifies characters, setting and key events of stories using key words, short phrases and sentences.
5. Recognizes limited vocabulary needed to check for understanding; identify similarities and differences; issue excuses, apologies, complaints, and invitations; and describe events and problems.	5. Recognizes ordinary and somewhat limited vocabulary needed to check for understanding; identify similarities and differences; issue excuses, apologies, complaints, and invitations; and describe events and problems.	5. Reads purposeful and somewhat varied vocabulary needed to check for understanding; identify similarities and differences; issue excuses, apologies, complaints, and invitations; describe events and problems,	5. Reads accurate, extensive vocabulary needed to check for understanding; identify similarities and differences; issue excuses, apologies, complaints, and invitations; and describe events and problems.

ELAA II Proficiency Standards
Reading (continued)

Beginning	Approaching	Met	Exceeds
6. Recognizes the meaning of a few common prefixes and suffixes when attached to known vocabulary.	6. Recognizes the meaning of some common prefixes and suffixes when attached to known vocabulary.	6. Uses common prefixes or suffixes to determine the meaning of unfamiliar words.	6. Adds a common prefix or suffix to make a new, meaningful word.
7. Occasionally recognizes common synonyms and antonyms.	7. Sometimes recognizes common synonyms and antonyms.	7. Often recognizes common synonyms and antonyms.	7. Associates same or opposite meaning(s) to words being read.
8. Reads aloud a simple sentence on a familiar topic with accuracy, expression and appropriate phrasing.	8. Reads aloud a series of simple sentences on a relevant or familiar topic with some hesitancy.	8. Reads aloud a brief passage (5-10 simple sentences) with accuracy, expression and appropriate phrasing.	8. Reads aloud a passage containing simple and complex sentences on familiar or challenging topics with accuracy, expression and appropriate phrasing.
9. Restates information from expository text, using key words, short phrases and some simple sentences with teacher support.	9. Restates information from text using key words, short phrases and some simple sentences.	9. Responds to basic comprehension questions about text, using key words, phrases and simple sentences.	9. Responds to comprehension questions about text, using key words, phrases and sentences.
10. Locates specific information in plain language texts about events and descriptions of people, places and things.	10. Finds specific detailed information in plain language texts (e.g. short news items, weather forecasts, sales promotion coupons and flyers).	10. Locates information in short business brochures, notices, form letters and flyers.	10. Finds specific detailed information in plain language texts and in charts and schedules.
11. Identifies basic vocabulary involved in discussion of textual organization. (main idea, detail, topic sentence, etc…).	11. Identifies key information, and important details of simple explicit one-to-two paragraph texts.	11. States the overall meaning of a work-related text.	11. Identifies main idea, and key and supporting details in work-related text.

ELAA II Proficiency Standards
Writing

Performance Conditions: Learners at this stage of proficiency are able to express basic personal needs and compose passages on familiar, personally relevant topics, using vocabulary related to the functions, supporting grammar and mechanics for this and the preceding levels. Personal narrative writing is a focus and is characterized by basic vocabulary and structures in simple sentences and phrases. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

Beginning	Approaching	Met	Exceeds
1. Writes simple phrases and sentences on a familiar topic.	1. Writes texts (with guidance) comprised of several simple sentences focused on one main idea, with minimal organization.	1. Writes texts (to describe procedures or tell a story about events, self, family) comprised of several simple sentences focused on one main idea, organized around a topic sentence.	1. Writes texts comprised of several simple sentences using a topic sentence, transitional words and a concluding statement.
2. Fills in a prepared graphic organizer, and uses it to organize writings.	2. Uses graphic organizers, to organize writings, with a lot of guidance.	2. Appropriately uses graphic organizers to organize writings, with some guidance (e.g., mind map, outline).	2. Independently uses graphic organizers to organize writings.
3. Uses an illustrated dictionary to identify and verify vocabulary with significant guidance.	3. Uses an illustrated dictionary to identify and verify new vocabulary with some guidance.	3. Independently uses an illustrated dictionary to identify and verify new vocabulary.	3. Uses a simple English dictionary with guidance.
4. Writes, with guidance, a simple, personal note to convey a personal message.	4. Writes a simple, personal note to convey a personal message.	4. Writes a short friendly letter or note to convey a personal message (to express invitations, thanks, regrets) that is organized and uses a proper format (e.g., heading, greeting, closing, addresses).	4. Writes a short, detailed letter that conveys a clear message, includes varied simple sentences that flow smoothly, and is appropriate for audience and purpose.
5. Takes simple phone messages (name and phone number).	5. Takes phone messages with some detailed information (name, address, and phone number).	5. Takes phone messages with detailed information (name, address, phone number and short text).	5. Takes phone messages with detailed information, including basic directions.
6. Fills out simple application forms with basic personal information.	6. Fills out application forms with required detailed personal information.	6. Fills out application forms with required information including past educational and work experience.	6. Completes authentic application forms that ask for abilities, past educational and work experience and references.
7. Occasionally applies spelling and punctuation rules related to the grammar and mechanics of this level.	7. Sometimes applies spelling and punctuation rules related to the grammar and mechanics of this level.	7. Often applies spelling and punctuation rules related to the grammar and mechanics of this level (e.g., comparatives and superlatives, capitalization).	7. Consistently applies spelling and punctuation rules related to the grammar and mechanics of this level.
	8. Writes multi-step directions with guidance.	8. Writes multi-step directions.	

ELAA II Sample Activities*

Function 1: Checks/indicates understanding

Supporting Grammar/Vocabulary		Community
Modals *can, could, would, must, ought to, had better* in affirmative and negative Past tense Pronunciation: Intonation patterns appropriate to questions.	**Speaking:**	Learner retells a story, including description of the emotions of the characters.
	Listening:	Classmates show comprehension by summarizing the story and asking questions.
	Writing:	Presenter writes questions for the group about the presentation prior to retelling story.
	Reading:	Learners read the presenter's questions and answer them in oral or written form.

Function 2: Identifies/states similarities/differences

Supporting Grammar/Vocabulary		Community
Comparatives and superlatives (*safe, safer, safest*) or joined construction (*more, less, most*) Irregular adjectives: *good, better, best/bad, worse, worst* Wh- questions: "…*difference between*…" "…*like better*…"	**Speaking:**	Learners practice questions and answers about various aspects of life in the United States versus life in their native countries. "What do you like better about living in the United States than in your native country? What do you like better about living in your native country than in the United States?"
	Writing:	Learners write sentences comparing their hometowns to the city they live in now.
	Reading:	Learners read their sentences out loud to the group.
	Listening:	Learners listen to sentences and try to guess where a learner is from.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA II Sample Activities*

Function 3: Excuses, apologizes/forgives

Supporting Grammar/Vocabulary		Family
Past tense: *I didn't mean to. It was my fault.* Future tense: *I'll never do it again. It won't happen again.* Modal in past: *could* **Vocabulary:** *sorry, mean to, fault*	**Speaking:**	Learners role-play apologizing to a family member. A: I'm sorry. I ate the rest of your cake. I thought it was for me. B: That's okay, but please ask me first next time.
	Listening:	Learners hear a series of apologies and excuses, e.g., Maria couldn't go to work today because… which they match with the corresponding picture.
	Writing:	Learners write a letter to family members apologizing and asking for forgiveness for a past offense.
	Reading:	Learners read each other's letters and make corrections and suggestions.

Function 4: Complains

Supporting Grammar/Vocabulary		Workplace
Past and present perfect tense Adverbs of manner and sequence (*quickly, finally*)	**Speaking:**	Learners take turns complaining about working conditions. Q: What are some problems where you work? A: I only work 6 hours a week. B: I work 10 hours and don't get overtime. C: I've been there 5 years and I trained a guy who's been there only 2 years and he got promoted recently.
	Listening:	Next, learners brainstorm as a large group a list of working conditions that need to be improved. Learners take turns going to the board to write down the complaints contributed by classmates.
	Writing:	Based on the concerns generated above, learners write a letter of complaint to a supervisor.
	Reading:	Learners read each other's letters.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA II Sample Activities*

Function 5: Agrees/disagrees

Supporting Grammar/Vocabulary		Workplace
Present tense in affirmative/negative	**Reading:**	Learners read a short passage about rules and responsibilities for workers, e.g., creating rules for the classroom.
Yes/no questions	**Speaking:**	Learners discuss why they agree or disagree with the rules.
Vocabulary: *think, because, either/neither, too, so*	**Writing/ Listening:**	Learners in groups write their own classroom rules that they read aloud to classmates. Discussion continues until a final version of classroom rules is agreed upon.

Function 6: Extends/responds to invitations

Supporting Grammar/Vocabulary		Community
Modals: *should, would, could* Want to/have to Questions in affirmative/negative	**Listening/ Speaking:**	Learners create a dialogue imagining two friends talking about a party. A: So, do you want to go to a party next weekend? B: Well, I should really get some work done around the house. A: Yes, or you could do that during the week, couldn't you? Learners read aloud the dialogues they have created, using first common, then "slang" pronunciations where appropriate.
Tag questions: *You're from Phoenix, aren't you?* **Vocabulary:** *ever, never*	**Reading:**	Learners make inferences about the level of familiarity or comfort between the speakers based on the dialogue they heard or read. Learners read each other's dialogues.
Pronunciation: Contractions: *couldn't, would've* Slang – *wanna, couldn't ja*	**Writing:**	Learners write sample small talk dialogues for a different situation, e.g., strangers on a bus, an acquaintance at the grocery store. Learners write in standard American English.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA II Sample Activities*

Function 7: Describes events, problems and situations

Supporting Grammar/Vocabulary		Workplace
Past tense	**Speaking:**	Learner verbally reports an on-the-job accident to a supervisor.
Past progressive		
Yes/no questions	**Listening/ Writing:**	Learner listens to and writes up the accident report based on learner's verbal information.
Clarification questions		
Pronunciation: /ed/, /t/, /d/ for past tense verbs	**Reading:**	Another learner reads the learner's written report and then verbally reports to the class the situation. Accuracy is checked by comparing it to the contents of the original report.

Function 8: Expresses obligations

Supporting Grammar/Vocabulary		Family
Modals: must, have to	**Listening/ Speaking:**	In small groups, learners will brainstorm what is required to register a child in school.
Possessive pronouns		Spokesperson from each group will report to class.
	Writing:	Learners will make lists of what is reported out.
Pronunciation: /ed/, /t/, /d/ for past tense verbs	**Reading:**	Learners will research what is required by going to their local school, and/or looking the information up on the Internet. Learners will report out and compare their new lists to the list they created in class.

Function 9: Gives multi-step directions

Supporting Grammar/Vocabulary		Workplace/Technology
Common 2-part phrasal verb (*turn on/off; look at, etc.*	**Speaking/ Listening:**	Learner describes a task, including multi-step directions, such as turning on, rebooting or shutting down computer. Classmates show comprehension by following directions.
Prepositions of direction and motion *into, out of, from, on, in, etc.*	**Writing:**	Learners write multi-step directions for completing a task.
	Reading:	Learners read and follow multi-step directions.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA III

Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:
1   Identifies/describes hypothetical events, problems and situations
2   Provides/takes advice and suggestions
3   Identifies/states possibilities and probabilities
4   Describes past routines and abilities
5   Reminds/interrupts politely

Supporting Grammar and Mechanics:
a)   Verbs in the affirmative, negative and interrogative of the present perfect and present perfect progressive tenses
b)   Present real conditional (If…, will….)
c)   Habitual past (e.g. used to, would)
d)   Reflexive pronouns
e)   Connectors (and, however, therefore, etc.) and related punctuation (colon, semi-colon)
f)   Common idioms (e.g. piece of cake)

The learner employs the functions, supporting grammar and mechanics of this level with the following:

Content Indicators

Listening and Speaking	Reading	Writing

Analyzes presentations and social discourse in multiple contexts.	A. Reads and comprehends short stories and descriptive passages that are related to the ESOL III functions and supporting grammar.
	
	 B. Identifies basic story elements, cause/effect, fact/opinion.
	
	 C. Locates information in graphic form.
	
	 D. Reads and knows how to use reference materials such as dictionaries and thesauri, and simple computer technologies.
		A. Writes texts, up to and including paragraphs, in the form of:
		   a. formal and informal letters,
		   b. hypothetical situations and solutions,
		   c. detailed messages,
		   d. short narratives.
		
		 B. Creates graphic organizers.

ELAA III Proficiency Standards
Listening and Speaking

Performance Conditions: Learners at this stage of proficiency comprehend standard speech delivered in many settings, including various academic settings with some repetition and rewording. They are able to comprehend the main ideas and relevant details of extended discussions or presentations on a broad variety of general interest topics. They have mastered basic sentence structure and verb tenses but may have some difficulty with more complex structures. Learners' rate of speech is at a slow-to-normal rate.

Beginning	Approaching	Met	Exceeds
1. Recognizes topics in presentations when spoken slowly and with repetitions rephrasing and clarification.	1. Retells basic facts from presentations with contextual support (e.g., graphic organizers, posters, diagrams), repetition, rephrasing and clarification.	1. Rephrases presentations, identifying the purpose, main idea, key words and idiomatic expressions.	1. Rephrases presentations identifying the purpose, main idea, key words, idiomatic expressions and supporting details.
2. Occasionally gives, comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.	2. Sometimes gives, comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.	2. Often gives, comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.	2. Consistently gives, comprehends and follows multiple-step (four or more steps) instructions for familiar processes or procedures.
3. Participates in social conversations held in pairs or in groups on immediate and future needs, wants, and plans, and familiar topics of personal reference using limited vocabulary.	3. Participates in social conversations held in pairs or in groups by asking and responding to questions, providing advice or reminders, granting permission, describing past events and routines and posing hypothetical questions, using somewhat limited vocabulary.	3. Participates in social conversations held in pairs or in groups by asking and responding to questions, providing advice or reminders, granting permission, describing past events and routines, and posing hypothetical questions using varied vocabulary.	3. Opens, develops and closes extended social conversations held in pairs or in groups by asking and responding to questions, providing advice or reminders, granting permission, describing past events and routines, and posing hypothetical questions using precise and descriptive vocabulary.
4. Contributes to classroom and small group discussions by asking/answering questions and making comparisons.	4. Contributes to classroom and small group discussions by asking/answering questions, agreeing/ disagreeing with others and making comparisons.	4. Contributes to classroom discussions by giving suggestions, describing past events and expressing intentions.	4. Contributes to classroom discussions by giving suggestions, describing past events, proposing hypothetical events and expressing intentions.
5. Arranges phrases, clauses, and sentences into correct and meaningful patterns, showing some evidence of connected discourse, using "and, but".	5. Uses phrases and simple sentences, showing some evidence of connected discourse such as ,"and, but, first, next, then, last".	5. Uses phrases and sentences, showing some evidence of connected discourse such as "and, but, first, then, next, last, because, however, therefore".	5. Uses phrases and sentences, showing consistent evidence of connected discourse such as "and, but, first, then, next, last, because, however, therefore, although, yet, nevertheless".

ELAA III Proficiency Standards
Reading

Performance Conditions: Learners at this stage of proficiency can comprehend the content of many different genres of texts independently. They are able to detect the overall tone and intent of text. Language in text is predominantly factual and literal, with some abstract ideas. Most information is explicit; some is implicit so that some level of inference is required to comprehend the text. Narratives that are biographical or descriptive are often related to personal experience. Linguistic and stylistic means of expression in some texts can be complex. Samples of text include stories, poems, newspaper articles, encyclopedia entries, and reports. The learner uses the functions, supporting grammar and mechanics of this and all previous levels.

Beginning	Approaching	Met	Exceeds
1. Recognizes limited vocabulary needed to indicate and check understanding; gives and receives invitations and apologies, issues complaints, describes obligations, identifies similarities and differences, and describes events and situations.	1. Recognizes ordinary and somewhat limited vocabulary needed to ask for and give advice, suggestions, permission and reminders; describes past routines and events; describes hypotheticals; and states intentions, possibilities and probabilities.	1. Reads purposeful and somewhat varied vocabulary needed to ask for and give advice, suggestions, permission, and reminders; describes past routines and events; proposes hypotheticals; and states intentions, possibilities and probabilities.	1. Reads accurate, extensive vocabulary needed to ask for and give advice, suggestions, permission and reminders; describes past routines and events; proposes hypotheticals; and states intentions, possibilities and probabilities.
2. Seldom recognizes another way to say something (e.g., synonyms, circumlocution).	2. Sometimes recognizes another way to say something (e.g., synonyms, circumlocution).	2. Often recognizes that the same thing has been said another way. (e.g., synonyms, circumlocution).	2. Consistently recognizes synonyms and circumlocution.
3. Recognizes some common roots and affixes when attached to known vocabulary (e.g., wonderful, washable, pre-game, misbehavior).	3. Uses knowledge of root words (e.g. like, pay, or happy) and affixes (e.g.,dis-, pre-, un-) to determine the meaning of a few unknown words.	3. Uses knowledge of root words and affixes to determine the meaning of many unknown words.	3. Uses knowledge of root words and affixes to determine the meaning of most unknown words.
4. Determines the intended meaning of a few words with multiple meanings using word, sentence and paragraph clues.	4. Determines the intended meaning of some words with multiple meanings using word, sentence and paragraph clues.	4. Determines the intended meaning of many words with multiple meanings using word, sentence, and paragraph clues.	4. Determines the intended meaning of most words with multiple meanings using word, sentence and paragraph clues.
5. Uses dictionary accompanied by illustrations to find the meanings of known vocabulary.	5. Uses dictionary accompanied by illustrations to determine meanings of some unknown words (e.g., words with multiple meanings, idioms).	5. Uses standard dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms) and a thesaurus to find synonyms and antonyms.	5. Uses standard dictionary to determine meanings of many unknown words (e.g., words with multiple meanings, idioms) and a thesaurus to find synonyms and antonyms.

ELAA III Proficiency Standards
Reading (continued)

Beginning	Approaching	Met	Exceeds
6. Identifies the basic sequence of events and makes relevant predictions about stories.	6. Recognizes simple analogies and similes in literature and texts in content areas (e.g., "Fly like a bird").	6. Demonstrates understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "Give me a hand," "Scared silly," "Piece of cake").	6. Determines the meaning of figurative and metaphorical use of words in context including idiomatic expressions (e.g., "Make a mountain out of a molehill," "Scratching at the window with claws of pine, the wind wants in." *Imogene Bolls, "Coyote Wind")*.
7. Identifies basic story elements in a short text on a familiar topic such as main ideas and some key details of text.	7. Identifies the main ideas, key words and important details a literary selection.	7. Identifies the purpose, main ideas, key words, and important details in text that requires some level of inference.	7. Draws valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text.
8. Identifies basic vocabulary associated with descriptions of cause and effect.	8. Distinguishes cause from effect in text.	8. Identifies stated cause and effect relationships in text.	8. Compares and contrasts elements in reading selections about the same topic.
9. Comprehends and follows up to five-step written directions for classroom activities.	9. Comprehends and follows a short set of written instructions on routine procedures.	9. Comprehends and follows a set of written multi-step instructions to perform routine procedures or answer questions.	9. Comprehends and follows a set of written multi-step instructions to perform routine procedures, answer questions or solve problems.
10. Distinguishes fiction from non-fiction texts.	10. Identifies persuasive words in text used to influence readers' opinions and actions.	10. Distinguishes facts from opinion in common persuasive text (e.g., ads, product labels).	10. Identifies the intended effect of persuasive words and strategies to influence readers' opinions and actions.
11. Locates two to three specific pieces of information from publications (e.g. tables, course schedules, almanacs, cookbooks).	11. Accesses and locates information through table of contents, indexes and glossaries.	11. Accesses and locates information through table of contents, indexes, glossaries, titles, and headings and use of simple computer software.	11. Accesses and locates specific information from informational and functional text by using organizational features of text including contents, indexes, glossaries, titles, headings, captions and key words, or resources on the Internet.
12. Recognizes how vocabulary influences a story.	12. Identifies the vocabulary that supports the main points of a story.	12. Paraphrases main points of a story that includes a scenario.	12. Identifies character, plot, setting and conflict in a story.

ELAA III Proficiency Standards
Writing

Performance Conditions: Students at this stage of proficiency can write short texts using basic vocabulary and common language structures related to the functions, supporting grammar and mechanics for this level and the preceding levels. Personal experience narratives, expository writings and letters are a focus at this level. They can express ideas in the present, future, and past and present perfect tenses. Frequent errors are characteristic of this level especially when learners try to express thoughts that require more complex language structures. Circumstances range from informal to more formal occasions.

Beginning	Approaching	Met	Exceeds
1. Writes texts of up to one paragraph comprised of several simple sentences focused on one main idea organized around a topic sentence.	1. Writes texts of up to two paragraphs with a main idea with some organization and word choices that are accurate but limited with little variation in sentence type.	1. Writes texts of up to two paragraphs with a clear introduction and organization, general supporting ideas, level appropriate vocabulary and functions (e.g., possibilities, probabilities) and some variety in sentence structures.	1. Writes a text containing two paragraphs that support the main idea clearly with ample detail and include some variety in word choice and sentence structure.
2. Uses graphic organizers to organize writings with a lot of guidance.	2. Uses graphic organizers to organize writings with some guidance.	2. Independently uses graphic organizers to organize writings (e.g., mind maps, outlines).	2. Selects from a variety of graphic organizers the ones that are most appropriate for the purpose.
3. Independently uses an illustrated dictionary to identify and verify new vocabulary.	3. Uses simple English dictionary to identify and verify new vocabulary with guidance.	3. Independently uses English dictionary or thesaurus to identify and verify new vocabulary.	3. Independently uses an English dictionary/thesaurus in print and on-line to identify and verify new vocabulary.
4. Writes short letters or notes, to convey an informal message.	4. Writes short letters, formal and informal, with limited details and some sense of audience.	4. Writes short, detailed letters, formal and informal (including job application letters, requests for assistance and information), that are organized appropriately to audience and have a clear purpose.	4. Writes detailed formal and informal letters.
5. Takes short messages (name, address, phone number) from phone calls.	5. Takes detailed messages (name, address, phone number, and short text from phone calls.	5. Takes detailed messages (names, addresses, numbers, dates, times, directions) from phone calls and/or voice mail.	5. Takes detailed messages including some instructions from phone calls and/or voice mail.

Beginning	Approaching	Met	Exceeds
6. Demonstrates control over **simple** sentence patterns.	6. Demonstrates control over simple sentence patterns using **compound subjects and/or verbs.**	6. Demonstrates control over simple sentence patterns and some complex sentences using compound subjects and/or verbs.	6. Demonstrates control over simple **and complex sentence patterns including** variety in sentence length and structure.
7. **Occasionally** spells irregular verb forms correctly.	7. **Sometimes** spells irregular verb forms correctly.	7. **Often** spells irregular verb forms correctly (e.g., past tense, past participles).	7. **Consistently** spells irregular verb forms correctly.
8. **Occasionally** applies punctuation for this level correctly.	8. **Sometimes** applies punctuation for this level correctly.	8. **Often** applies punctuation for this level correctly.	8. **Consistently** applies punctuation for this level correctly.

ELAA III Sample Activities*

Function 1: Identifies/describes hypothetical events, problems and situations

Supporting Grammar/Vocabulary		Workplace
Present conditional (*If…will*)	**Writing:**	Learners generate a list of problem scenarios encountered at work.
Present perfect and present progressive		
Modal, *could, would, should*	**Speaking/ Reading:**	Learners read problems and pose possible solutions for each one.
Clarification questions	**Listening/ Speaking:**	Class prioritizes solutions from most to least effective.

Function 2: Provides/takes advice and suggestions

Supporting Grammar/Vocabulary		Family
Yes/no and Wh- questions	**Speaking/ Listening:**	Learner sits in a circle with a small group of classmates and describes a problem in his/her family. At the end s/he asks, "What should I do?" (Suggestion circle)
		Classmates listen, ask clarification questions and then each takes a turn offering advice, for example, "I think you should stay at your mom's house," or "You might try…"
Modals: *would, should, could, must, might, ought to, had better* in affirmative/negative	**Reading/ Writing:**	Classmates each write down a problem and swap with another learner.
		In pairs, learners read one another's situations and provide written advice. Learners circulate the problem descriptions, read the advice already given and add something new or agree with one listed.

Function 3: Identifies/states possibilities and probabilities

Supporting Grammar/Vocabulary		Community
Modals: *might, could, should, would*	**Speaking/ Listening:**	Learners create a phone conversation about making plans for the weekend. Learners answer true and false questions about the phone conversation they had.
Future tense: *will/going to*		
If…then (will)	**Writing/ Reading:**	Learners read an unfinished story and make predictions about the ending in oral and written form.
Vocabulary: *maybe, probably, more than likely*		

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA III Sample Activities*

Function 4: Describes past routines and abilities

Supporting Grammar/Vocabulary		Workplace
Habitual past Reflexive pronouns Adverbs of time, *before, after, now, when, then*	**Speaking/ Listening:**	Class brainstorms 2 lists of technological devices used in the workplace in the past and those used today. Class identifies job "clusters" (related occupations such as, construction or office related jobs). Learners form groups according to job clusters and practice orally using adverbs of time and the habitual past.
	Writing/ Reading:	Each group narrows down the list of devices/conveniences pertaining to its cluster. Groups, individuals or pairs compose a paragraph comparing how their work was done in the past versus how it is done now. Each group will read it orally to the class.

Function 5: Reminds/interrupts politely

Supporting Grammar/Vocabulary		Family
Past, Present perfect and present perfect progressive	**Speaking:**	Parents are going away for the weekend. They give their teenage children instructions of chores and things that need to get done. Learners role-play this situation using grammar points; dialogue includes interruptions.
Commands Modals *Should've = should of* or *shoulda* *Would've = would of* or *woulda*	**Writing:**	Learners write notes to their children/house sitter about what needs to be taken care of while they're gone.
Connectors	**Reading:**	Learners read brochures about house safety and house sitter employment guides.
Expressions of conversation management: *"Excuse me. I'm sorry, but…"*	**Listening:**	After speaking practice, learners "receive" a phone call from the homeowners who ask questions about the chores they wanted done. They answer using the supporting grammar and interrupters. Owner: Did you remember to water the plants? Sitter: No. I would've, but it rained. Owner: How about taking out the recycling? Sitter: Doesn't that happen tomorrow? Owner: No! You should've done it yesterday. Show parts of video (**Home Alone** or **Uncle Buck**). After viewing, answer questions on a worksheet.

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills**

ELAA IV

Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:
1   Infers, summarizes, and reports
2   Expresses regret, sympathy, empathy and gratitude
3   Expresses certainty, doubt, suspicion
4   Predicts
5   Follows "how-to" instructions

Supporting Grammar and Mechanics:
a)   Verbs in the affirmative, negative and interrogative of the past perfect, future perfect and future perfect progressive tenses
b)   Reported and quoted speech and related punctuation
c)   Embedded questions *(Do you know where the airport is?)*
d)   Tag and negative questions
e)   Present unreal conditional (If…, would…)
f)   Three part phrasal verbs (*e.g. get out of*)

The learner employs the functions, supporting grammar and mechanics of this level with the following:
Content Indicators

Listening and Speaking	Reading	Writing

A.   Paraphrases personal, social and academic discourse.
 	
B.   Comprehends detailed instructions.
 	
C.   Expresses complex emotions.
	A. Recognizes plot, setting and characterization.
	
	B. Recognizes theme, main ideas and essential elements of text.
	
	C. Reads directions, manuals, instruction books.
	
	D. Reads from the Internet.
		A. Writes simple narratives, three to four paragraphs long, in the form of:
		   1. narratives,
		   2. formal letters,
		   3. summaries,
		   4. creative passages.

ELAA IV Proficiency Standards
Listening and Speaking

Performance Conditions: Learners at this stage of proficiency comprehend standard speech delivered in most settings, including various academic groups -- small and large – with some repetition and rewording. They are able to comprehend the main ideas and relevant details of extended discussions or presentations on a broad variety of general interest topics and technical discourse, including those that require some level of inference. Learners can comprehend subtleties and detect affective undertones in spoken language. They draw on a wide range of language forms, vocabulary, and idioms, and they can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses but may have some difficulty with more complex structures. Learners' rate of speech is at a normal-to-fast rate.

Beginning	Approaching	Met	Exceeds
1. Restates the gist of oral discourse on personal, social or academic topics, although some repetition, rephrasing and contextual support is required.	1. Paraphrases main ideas and most important details in oral discourse on personal, social, or academic topics, although a little repetition, rephrasing, and contextual support are required.	1. Summarizes main ideas and supporting details in oral discourse on personal, social, or academic topics with little repetition or rephrasing required.	1. Responds to requests for facts and explain some inferred meanings of a range of descriptive and narrative oral discourse on personal, social and academic topics.
2. Comprehends sets of instructions related to tasks on familiar processes or procedures.	2. Integrates a few pieces of oral information to complete a task on familiar processes or procedures.	2. Integrates several detailed pieces of oral information to complete a task on familiar processes or procedures.	2. Follows an extended set of multi-step instructions on tasks for less familiar processes or procedures.
3. Responds to open-ended questions asking for clarification (e.g. "Classes begin at 7:00pm, don't they?").	3. Responds to and asks open-ended questions to clarify and confirm (e.g. "You didn't come to class yesterday, did you?").	3. Responds to and asks open-ended questions in order to clarify information (e.g. "You have visited your aunt in the hospital, haven't you?").	3. Responds to and asks complex open-ended questions (e.g. "You wouldn't have done that if you had known, would you?").
4. Responds to expressions of sympathy, empathy, and gratitude in socially and culturally appropriate ways.	4. Expresses sympathy, empathy, and gratitude in socially and culturally appropriate ways.	4. Expresses sympathy, empathy, gratitude and humor in socially and culturally appropriate ways.	4. Expresses sympathy, empathy, gratitude and humor in socially and culturally appropriate ways, including idiomatic expressions.
5. Prepares oral questions to ask another learner about his or her interests, experiences and preferences.	5. Briefly interviews another learner about his or her interests, experiences and preferences and reports on one significant detail.	5. Interviews another learner about his or her interests, experiences, and preferences and summarizes the responses.	5. Interviews another learner about his or her interests, experiences, preferences and opinions and evaluates his or her performance.

ELAA IV Proficiency Standards
Reading

Performance Conditions: Learners at this stage of proficiency read and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are able to read a variety of authentic texts including newspaper and magazine articles, novels, poems, reports, editorials and opinion essays. Language in text is at an appropriate level for the general public. Context of text is relevant, but not always familiar and predictable. Language in text is literal and abstract, and explicit and implicit. Inference may be required to identify the writer's purpose or function of the text. The learner uses the functions and supporting grammar and mechanics of this and all previous levels.

Beginning	Approaching	Met	Exceeds
1. Reads limited vocabulary needed to ask for and give advice, suggestions, permission and reminders; describes past routines and events; proposes hypotheticals; states intentions, possibilities and probabilities; and provides advice and suggestions.	1. Reads ordinary and somewhat limited vocabulary needed to draw inferences, express various feelings, summarize/report on events and make predictions.	1. Reads purposeful and somewhat varied vocabulary needed to draw inferences, express various feelings, summarize/report on events and make predictions.	1. Reads and uses accurate, extensive vocabulary needed to draw inferences, express various feelings, summarize/report on events and make predictions.
2. Determines the effect of affixes on root words.	2. Sometimes applies knowledge of common Greek and Latin roots and affixes (e.g. anti, bene, auto, populous) to understand content area vocabulary.	2. Often applies knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.	2. Consistently applies knowledge of common Greek and Latin roots and affixes to understand content area vocabulary.
3. Is aware that words have denotative and connotative meanings.	3. Sometimes distinguishes between the denotative and connotative meanings of words.	3. Often distinguishes between the denotative and connotative meanings of words.	3. Consistently distinguishes between the denotative and connotative meanings of words.
4. Occasionally determines the meaning of figurative language including similes (e.g. "fly like a bird"), metaphors, (e.g. "The doctor inspected the injury with an eagle eye.") and personification of words.	4. Sometimes determines the meaning of figurative language including similes, metaphors, personification and idioms.	4. Often determines the meaning of figurative language, including similes, metaphors, personification and idioms.	4. Consistently determines the meaning of figurative language including similes, metaphors, personification and idioms.
5. Determines the various meanings, pronunciation and syllabication of words by using a dictionary.	5. Determines the meanings, pronunciations, syllabication, synonyms and antonyms of words by using a dictionary.	5. Determines the meanings, pronunciations, syllabication, synonyms, antonyms and correct spellings of words by using a dictionary.	5. Determines the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech and correct spellings by using a dictionary.

ELAA IV Proficiency Standards
Reading (continued)

Beginning	Approaching	Met	Exceeds
6. Occasionally distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement or contrast to determine meaning.	6. Sometimes distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement or contrast to determine meaning.	6. Often distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement or contrast to determine meaning.	6. Consistently distinguishes and interprets words with multiple meanings using word, sentence and paragraph clues such as definition, example, restatement or contrast to determine meaning.
7. Comprehends and follows sequence of narration in popular newspaper and magazine articles and popular easy fiction.	7. Describes the actions of characters, the plot and its components in popular newspaper and magazine articles and popular easy fiction.	7. Identifies the theme of popular newspaper and magazine articles and popular easy fiction.	7. Draws conclusions about the theme, characters, plot of popular newspaper and magazine articles and popular easy fiction.
8. Distinguishes fact from opinion in persuasive text.	8. Identifies cause and effect relationships (stated and implied) in text.	8. Summarizes main ideas and essential elements of text.	8. Draws conclusions and expresses own opinion about ideas in text.
9. Comprehends and follows a set of written multi-step instructions to perform routine procedures.	9. Comprehends and follows a set of written multi-step instructions to perform routine and less routine procedures.	9. Uses information from text and text features to determine the sequence of activities needed to carry out a procedure.	9. Interprets details from a variety of functional text designed to provide directions, solve a problem or answer a question.
10. Identifies various print resources to access for a specific topic.	10. Accesses print resources.	10. Identifies and accesses several pieces of information in on-line electronic or print resources.	10. Critiques print and on-line resources they have accessed for a specific topic.

ELAA IV Proficiency Standards
Writing

Performance Conditions: Learners at this stage of proficiency can write narratives, expository writings, formal business letters and creative passages using vocabulary related to the functions and supporting grammar and mechanics for this level and the preceding levels. They show good control of English morphology and the most frequently used grammatical structures. Learners can express complex ideas and use a wide range of vocabulary, idioms and a full range of verb tenses. Circumstances range from informal to more formal occasions.

Beginning	Approaching	Met	Exceeds
1. Writes texts of up to two paragraphs with an introduction, general supporting ideas, level appropriate vocabulary and some variety in sentence structures.	1. Writes texts of up to three paragraphs, with an introduction, general supporting ideas, level appropriate vocabulary and functions and variety in sentence structures.	1. Writes texts of up to four paragraphs, with a clear introduction, general supporting ideas, logical transitions, a conclusion and variety in sentence structures.	1. Writes compositions consisting of four paragraphs that provide clear and logically sequenced ideas supported by relevant details, varied and descriptive word choice, variety in sentence length and structure and an effective conclusion.
2. Writes informal letters and short, formal letters with minor formatting issues.	2. Writes short, formal letters.	2. Writes detailed, formal letters (e.g. letters of recommendation) using business format.	2. Selects the format (formal or informal) that best fits the intended purpose of the letter.
3. Demonstrates a little control of complex sentence structures.	3. Demonstrates some control of complex sentence structures.	3. Demonstrates good control of complex sentence structures.	3. Consistently demonstrates control of complex sentence structures.
4. Occasionally applies punctuation for this level correctly.	4. Sometimes applies punctuation for this level correctly.	4. Often applies punctuation for this level correctly.	4. Consistently applies punctuation for this level correctly.
5. Conveys information from a table, graph or chart in a coherent paragraph with great difficulty.	5. Conveys information from a table, graph or chart in a coherent paragraph with some difficulty.	5. Summarizes and conveys information from a table, graph or chart in a coherent paragraph with little difficulty.	5. Conveys information from a table, graph or chart in a coherent paragraph.

ELAA IV Sample Activities*

Function 1: Infers, summarizes; reports

Supporting Grammar/Vocabulary		Community
Reported speech	**Listening/ Speaking:**	Half of the learners view a video clip of a crime and report to the rest of the class stating what happened and what was said.
Embedded questions		Or, show a crime video. Stop it before it ends. Have learners guess who committed the crime and give their reasons.
Past tense		
Questions in affirmative/negative	**Writing/ Reading:**	Half of the learners write up a description of the video clip and present it to the rest of the class. The class reads it and watches the clip to verify accuracy.
Adjectives		

Function 2: Expresses regrets, sympathy, empathy and gratitude

Supporting Grammar/Vocabulary		Community
Past, past perfect tenses	**Reading:**	Learners read obituaries in the newspaper or on-line.
Reported speech	**Listening:**	Learners listen to obituaries of famous people and guess who they are.
Embedded questions		
	Speaking:	Learners create a conversation between friends about the death of a friend, or famous person.
		Learners discuss the feelings they would have about the person.
Vocabulary: *deceased, passed away, passed on, lost, survived by, preceded in death by*	**Writing:**	Learners write a note to people who helped, attended or sent memorials.

Function 3: Expresses certainty, doubt and suspicion

Supporting Grammar/Vocabulary		Community
Past perfect, future perfect in affirmative and negative Reported speech Embedded questions	**Listening/ Speaking:**	Learners watch TV news commentaries on the presidential elections and learn about the electoral college. They discuss the electoral college? Why was it created? How many times has the electoral college conflicted with the popular vote? Do you think the college is necessary?
Expressions of certainty or doubt: *I doubt that… I bet that… I'm almost positive that…*	**Writing/ Reading:**	Learners read about the role of the electoral college in presidential elections on the Internet. They also read post-election commentary on current and past elections.
		Learners write an opinion essay about the electoral college.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA IV Sample Activities*

Function 4: Predicts

Supporting Grammar/Vocabulary		Workplace
Present unreal conditional tense (*If…would*) Future perfect and progressive tenses	**Reading:**	Give learners in small groups a "What would you do if" scenario related to a job they may be applying for. Learners read and comprehend the scenario, then brainstorm possible interview questions and responses and also questions that the job seeker would have.
Tag/open-ended and negative questions Three-part phrasal verbs (*look forward to*)	**Listening/ Speaking:**	Learners role-play a job interview using questions and responses they generated from scenario. Learners develop a scoring system for responses. Learners listen to interview and discuss the responses. Then learners predict whether interviewee will or will not get the job.
	Writing:	Teacher assists learners in generating a list of interview questions and questions regarding the future (e.g., *"Where do you see yourself in 5 years? What is your greatest weakness and how do you plan to overcome it? If you found, after you took this job, that it wasn't the right one for you, how would you handle it?"* *Learners write scripts for the interview.*

Function 5: Follows "how-to" instructions

Supporting Grammar/Vocabulary		Workplace
Commands Present unreal conditional tense (*If…would*)	**Listening/ Speaking:**	Class listens to one another mentioning things they know how to do or want to learn how to do (changing a tire, playing a DVD). Learners make presentations or give instructions.
Embedded questions Review multi-step directions (ELAA II)	**Writing:**	Learners write how-to instructions for tasks. (connecting or programming a VCR).
	Reading:	Other learners read the instructions and simulate following them as written.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA V

Standard: The adult English learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.

Functions:
1. Supports or refutes an opinion
2. Gives/responds to feedback
3. Persuades, mediates and negotiates
4. Identifies/states point of view
5. Gives/follows technical instructions (*e.g. programming a VCR, using the ATM, getting an email account*)

Supporting Grammar and Mechanics:
a) Verbs in the affirmative, negative and interrogative of the past perfect progressive and future perfect progressive tenses
b) Past unreal conditionals (*If…, would have…*)
c) Root words, prefixes and suffixes to expand vocabulary
d) Proverbial expressions (*e.g. A penny saved…*)
e) Gerund and participial adjectives (e.g. *interesting vs. interested)*
f) Passive voice
g) Modals in past tense *(should have gone)*

The learner employs the functions, supporting grammar and mechanics of this level with the following:
Content Indicators

Listening and Speaking	Reading	Writing

A. Identifies and uses complex oral discourse and its unspoken or hidden elements.	A. Reads a variety of text and interprets print media (magazine, novel, plays, etc.).
	
	B. Evaluates and draws conclusions from central ideas and concepts.
	
	C. Applies critical thinking skills to text.
	
	D. Reads technical manuals and instructions.
	
	E. Reads material on specific topics found on the Internet.
	
	F. Uses roots, prefixes and suffixes.
		A. Writes essays to:
		  1. tell a story (narrative),
		  2. give how-to instructions,
		  3. describe,
		  4. express an opinion or
		  5. persuade.
		
		B. Writes resumes (functional and chronological).

ELAA V Proficiency Standards
Listening and Speaking

Performance Conditions: Learners at this stage of proficiency understand most standard speech. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics including unfamiliar and technical ones. Listening communications come in the form of lectures, debates, discussions and critiques. Learners are able to comprehend nuanced meaning represented by speech variations in stress, intonation, pace and rhythm. They engage in most communications with minimal errors. Learners have a high degree of fluency and accuracy when speaking on topics that are abstract and not personal. Although learners may make errors with some language forms, the errors do not interfere with meaning.

Beginning	Approaching	Met	Exceeds
1. Paraphrases main ideas of several general conversations or academic presentations on familiar topics.	1. Summarizes main ideas and supporting details of several general interest conversations or academic presentations on familiar topics.	1. Compares and contrasts main ideas and supporting details from several general interest conversations or academic presentations on familiar and unfamiliar topics.	1. Gives point of view on general interest conversations or academic presentations on familiar and unfamiliar topics heard in a variety of regional accents.
2. Identifies something about the emotional state of the speaker from the tone and intonation of the discourse.	2. Identifies the emotional tone and register (e.g. private vs. public voice) of oral discourse.	2. Interprets the "unspoken" emotion or mood of a speaker, and infers speaker's bias, such as sarcasm or irreverence.	2. Interprets the situation, relationship, attitudes, and mood of participants in a discourse or an interview, and summarizes the information presented.
3. Recognizes appropriate register used in formal and informal situations.	3. Recognizes and uses the different registers used in formal and informal situations.	3. Recognizes irony, sarcasm and humor in a variety of interactions.	3. Recognizes and interprets humor in a political cartoon, situation comedy or a joke.
4. Prepares and delivers a short oral report in a content area.	4. Delivers an impromptu speech on a particular subject that is organized and tailored to the audience.	4. Delivers an impromptu speech on a particular subject that persuades, mediates or negotiates and is tailored to the audience.	4. Prepares and delivers a speech defending a point of view or presenting a specific proposal that is organized, suited to the audience and employs resource materials.
5. Follows multi-step technical instructions to carry out a familiar process.	5. Follows multi-step technical instructions to carry out an unfamiliar process.	5. Gives and follows multi-step technical instructions, such as programming a DVD player.	5. Gives and follows multi-step instructions in an extended set of technical directions, such as hooking up a personal computer.

ELAA V Proficiency Standards
Reading

Performance Conditions: Learners at this stage of proficiency are able to read and draw meaning from a wide range of authentic texts, in all styles and forms, including literature and technical text. Language in text can be linguistically complex, but with clear underlying structures. Inference is often required to comprehend the text. Examples of text are expository and persuasive essays, policy and problem-solution papers, research papers, novels, plays and poetry. The learner uses the functions and supporting grammar and mechanics of this and all previous levels.

Beginning	Approaching	Met	Exceeds
1. Reads limited vocabulary needed to ask/respond to questions, express feelings, summarize/ report on events, make suggestions, describe past events, predict future events, propose hypotheticals and express intentions and possibilities.	1. Reads ordinary and somewhat limited vocabulary needed to give and respond to feedback, support or refute an opinion, analyze a point of view, persuade others and mediate conflicts.	1. Reads purposeful and somewhat varied vocabulary needed to give and respond to feedback, support or refute an opinion, analyze a point of view, persuade others and mediate conflicts.	1. Reads accurate, extensive vocabulary needed to give and respond to feedback, support or refute an opinion, analyze a point of view, persuade others and mediate conflicts.
2. Comprehends sufficient key content and descriptive vocabulary to understand many stories of general popular interest.	2. Comprehends sufficient key content and descriptive vocabulary, idioms and colloquial expressions in order to interpret many stories of general interest.	2. Comprehends an expanded range of conceptual language, including idioms and colloquial expressions in order to interpret print material.	2. Interprets idiomatic expressions, colloquialisms, culturally embedded verbal humor and sarcasm.
3. Occasionally determines the meaning of vocabulary using common Greek and Latin roots (e.g. post, aqua, tri, bi).	3. Sometimes determines the meaning of vocabulary using common Greek and Latin roots (e.g. video, mega, minus).	3. Often determines the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes.	3. Consistently determines the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes.
4. Occasionally determines the meaning of some figurative language, including similes, personification and idioms in literary text.	4. Sometimes determines the meaning of some figurative language, including similes, personification and idioms in literary text.	4. Often determines the meaning of some figurative language, including similes, personification and idioms in literary text.	4. Consistently determines the meaning of some figurative language, including similes, personification and idioms in literary text.
5. Determines the various meanings, pronunciation and syllabication of words by using a dictionary.	5. Determines the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech and correct spellings by using general and specialized dictionaries.	5. Determines the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech and correct spellings by using dictionaries, thesauri, and glossaries.	5. Determines the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech and correct spellings by using dictionaries, thesauri, glossaries, CD-Rom and the Internet.

ELAA V Proficiency Standards
Reading (continued)

Beginning	Approaching	Met	Exceeds
6. Finds general information and specific details in authentic, multipurpose texts, (e.g. daily newspaper, short stories, popular novels and sections of textbooks).	6. Grasps the meaning of text and paraphrases or summarizes key points in various texts.	6. Draws conclusions and expresses own opinion about ideas in text including evaluating the ideas in text.	6. Uses inferences to integrate several specific pieces of information across paragraphs or sections of text.
7. Compares and contrasts original text to a summary for accuracy.	7. Compares and contrasts the organizational structures of various texts (cause and effect, logical order, problem-solution).	7. Compares and contrasts the central ideas and concepts from selected readings on a specific topic.	7. Synthesizes information from multiple sources to solve problems or draw conclusions.
8. Identifies vocabulary used in discussion of author's technique and purpose	8. Recognizes techniques authors use to achieve their purposes.	8. Explains how authors use techniques to achieve their purposes.	8. Evaluates effectiveness of techniques authors employ for specific purposes.
9. Distinguishes fact from opinion in persuasive text.	9. Distinguishes fact from opinion in text providing some supporting evidence from text.	9. Evaluates the facts and other details that support the author's argument regarding a particular idea.	9. Evaluates the elements of the author's argument and identifies inferences or fallacies in expository or persuasive text.
10. Follows, explains and paraphrases instructions of compliance.	10. Completes a multi-step, unfamiliar process or procedural task.	10. Comprehends and follows formal instructions for a process or procedure that requires integration or synthesis of several pieces of information.	10. Identifies factual and implied meanings in statements of rules, regulations and laws.

ELAA V Proficiency Standards
Writing

Performance Conditions: Learners at this stage of proficiency write varied, multi-paragraph essays that may be of a specialized or technical nature to relate a sequence of events, tell a story, give "how-to" instructions or to describe a person, object, scene, procedure or routine. They use vocabulary related to the functions and supporting grammar and mechanics for this level and the preceding levels. They are approaching fluency in writing and begin to use the subtleties of written language, although they may make minor errors. Circumstances range from informal to more formal writing in all genres.

Beginning	Approaching	Met	Exceeds
1. Demonstrates **minimal** knowledge of the writing process.	1. Demonstrates some knowledge of the writing process.	1. Demonstrates knowledge of writing process by using graphic organizers, editing and research techniques, revising and writing resources.	1. Demonstrates ability to self-critique one's strengths and weaknesses in the performance of the writing process and to identify areas for improvement and the resources available to foster improvement.
2. Writes simple essays of up to **four** paragraphs long that may lack organization, focus and/or awareness of audience.	2. Writes simple essays of up to four paragraphs that **provide some organization and logic in** sequencing ideas although there is some digression and over-elaboration and/or minimal awareness of audience.	2. Writes five paragraph essays that are clearly organized, develop and support a main idea or argument, use word choices that enhance meaning, exhibit a variety of sentence structures (e.g. technical instructions, opinions) and demonstrate an awareness of audience.	2. Writes concise 5 paragraph essays that are clearly organized, develop and support a main idea with ample and varied details, effective language, word choices that enhance meaning and exhibit a variety of sentence structures.
3. Lists information relating to resumes.	3. Organizes and writes simple resumes.	3. Writes chronological and functional resumes (including objectives, work experience, educational background and references).	3. Writes detailed resumes.

ELAA V Sample Activities*

Function 1: Supports or refutes an opinion

Supporting Grammar/Vocabulary		Community
Present perfect	**Writing:**	The learner writes a descriptive paragraph of a picture (one of four brought in by teacher)
Present perfect progressive	**Speaking/ Reading:**	One learner reads aloud his description to the class.
Yes/no questions		
Clarification questions	**Listening/ Speaking:**	The class listens to the description and chooses the correct picture. The learners tell what words helped them to choose the picture.

Function 2: Gives/responds to feedback

Supporting Grammar/Vocabulary		Workplace
Present and past real conditionals	**Speaking/ Listening:**	Learners role-play a supervisor talking to a worker about his/her performance. The boss thinks the person is a good worker, but works too slowly. The worker has to respond. (Performance review) Learners in other groups listen to the role-play and give feedback.
Past perfect tense		
Modals in past	**Writing:**	Learners write feedback to worker as if they were a supervisor.
	Reading:	In groups, learners read the feedback about their performance.

Function 3: Persuades, mediates, negotiates

Supporting Grammar/Vocabulary		Community
Negative questions (*Why don't you…*)	**Listening/ Speaking:**	The teacher reads part of a story about a controversy between neighbors, e.g., a barking dog problem, but does not read the ending. Each learner predicts his/her own ending to the story. Learners role-play mediation between the two neighbors around the issue of the barking dog. Afterwards, learners return to the predictions to compare them to the results of the role-play.
Past unreal conditional *(If…would have….)* Modals in past tense (*should have done*)		
Proverbial expressions: (*Let sleeping dogs…*) Gerund and participial adjectives	**Writing:**	Learners write a story about a conflict they had with another person, but omit how the conflict was resolved.
	Reading:	Learners read or hear the stories written by their classmates and offer solutions to resolve the conflict. "Have you tried…?" "Why don't you try talking to…?" After solutions are suggested, the author can tell the rest of the story about resolving this conflict.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

ELAA V Sample Activities*

Function 4: Identifies/states point of view

Supporting Grammar/Vocabulary		Community
Past perfect progressive	**Reading:**	Learners view a picture and read about an accident or tragedy.
Gerund and participial adjectives		
Passive voice	**Listening/ Speaking:**	Learners form questions and answers about the picture. *What happened? How could it have been prevented?* Learners role-play "testimony" from people involved in accident and witnesses. Classmates listen to testimony.
Modals in past tense		
	Writing:	Learners write about the accident from the point of view of the people involved and from the point of view of witnesses.

Function 5: Gives/follows technical instructions

Supporting Grammar/Vocabulary		Community/Technology
	Reading:	Learners read directions for using an ATM machine.
Gerund and participial adjectives		
	Listening/ Speaking:	Class is divided into three groups. One group gives oral directions on how to use the ATM. Second group simulates using the ATM following these directions.
Root words, prefixes and suffixes		
	Writing:	Third group writes down directions as they are given.

*Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills

Glossary of ELAA Terms

adjective – a word that describes a noun; often answers the question "What kind of…?" (The *big* dog.)

adverb – a word that describes a verb, an adjective or another adverb. Some types of adverbs are:
 a. frequency - always, usually, often, sometimes, seldom, never, ...
 b. manner - slowly, quickly, carefully, happily, sadly, ...
 c. time - after, before, when, while, since, until, ...

affirmative verb forms - regular or positive forms (I eat pizza. He eats tacos.)

affix – a meaningful form that is attached to a word to make a more complex word (*un* + kind + *ness*); a word part that is added to a base word that changes the meaning or the part of speech; both prefixes and suffixes are affixes.

antonym - a word of opposite meaning; ex. "hot" and "cold" are antonyms

article – a function word that specifies whether a noun is definite (the) or indefinite (a,*an*)

authentic material - material (aural, oral, written, visual) that is actually used in a situation, usually the same as a native speaker would use (application forms, newspaper clippings and articles, radio programs, news broadcasts, ...)

autobiography – a biography of a person told or written by him/herself

auxiliary verb – a verb that accompanies another verb and is used to express person, number, mood, or tense (ex: is, were, can, do, doesn't, should, have)

Auxiliary verbs or helping verbs such as *will, shall, may, might, can, could, must, ought to, should, would, used to, need* are used in conjunction with **main verbs** to express shades of time and mood.

basic features of a text - the different parts of a book: title page, contents page, glossary, index

basic personal information - name, address, city, state, zip, phone number, age, nationality, marital status, social security number . . . .

basic survival situations - situations that require the use of the language to communicate the wants, needs and desires of the student, such as talking to the landlord, child's teacher, people at the store, the boss, others at work, emergency services, doctors . . . .

biography – the story of a person's life as told or written by someone else

characters - the actors in a story

circumlocution – the use of more words than is necessary to express an idea; finding another way to say something using known vocabulary; to talk around a subject

colloquial speech - used in familiar and/or informal conversation or writing

complex sentence – a sentence consisting of more than one clause, especially including a dependent clause *The man who is walking down the street is my father.*

compound sentence – two complete sentences joined with a conjunction *Either you will learn it now or you will learn in a year from now.*

conjunction - a word used to join thoughts: *and, but, or, however*

content or context clues - information found in the material that helps decide the meaning of a word or phrase

conditionals (if clauses) - forms used to state a cause and effect event or situation; state a situation that will cause a particular result

Present/future real or Conditional 1 is used when the action of the if-clause is probable. If + present, will + root form of the verb. *If it rains, I will go home early*.

Present/future unreal or Conditional 2 is used when the action of the if-clause is improbable or unlikely. If + past, would(could, should) + root form of the verb. *If I had a million dollars, I would quit my job.*

Past/unreal or Conditional 3 is used when the action of the if-clause is impossible. If + past perfect, would have + past participle of the verb. *If I had grown to 10 feet, I would have had a lucrative NBA contract.*

cultural allusion - implied reference to a specific culture; something that is generally known within a culture

decode - use various strategies (phonics, content or context clues, root word, . . .) to find a meaning or pronunciation for a word. The reader locates cues such as letter-sound correspondences in a word that reveal enough about it to help in pronunciation or attaching meaning to it.

degrees of comparison – form used with adjectives and adverbs (modifiers)
> **positive or simple -** expresses no comparison
> **comparative - the "-er"or "more/less ____" -** an increase or decrease of the positive form; used to make a specific comparison between two things (He is bigger than she. She is more talkative than her friend. He drives more quickly than others.)
> **superlative - the "- est" or "most/least ____" -** indicates the greatest (or least) degree among three or more things (She is

the most talkative student in the class. He drives the fastest of all the racers.)

demonstrative – a word that indicates a particular thing or things that are near or far; includes demonstrative adjectives (*this* girl, *those* apples) or demonstrative pronouns (*this, that, these, those*)

derivation - formation of a word from a related word base, or the identification of a word's historic origin

descriptive passage - a brief written account describing something

dialogue - usually a formalized or directed conversation focusing on a specific language form using authentic situations

ELAA (English **L**anguage **A**cquisition for **A**dults**) -** The process by which the listening/speaking, reading, writing, functions, grammar and mechanics of the English language are taught to adults who speak languages other than English.

ESL/ESOL (English as a **S**econd **L**anguage or **E**nglish for **S**peakers of **O**ther **L**anguages**) -** ESOL identifies who our learners are.

embedded questions - used when questions begin with, "Do you know . . . ." "Could you tell me…." Sentences containing embedded questions will change word order. (Do you know when the movie starts? Could you tell me where the bank is?)

expository – to explain or convey information, explanatory; tell how to; tell purpose

extemporaneous - not planned before, impromptu

false start - when a student begins to speak but stops and restarts using a more correct form

familiar - information the student has learned from previous lessons or knows from life experience vs. unfamiliar- new subject or topic for student, no previous teaching or lessons

fluency - how fluid the language is; the natural flow of the language-effortless, smooth and rapid; read and /or speak with ease, expression and automaticity in a manner that supports comprehension

functional text - written material with a special purpose

gerund - the *–ing* form of the verb that is used as a noun(sitting, eating, talking) *Talking on the phone is a teenager's main occupation.*

group or pair work - when students work in pairs or small groups to practice skills, such as a dialogue, describing something, asking for information

habitual past - see TENSES

homographs – words that are spelled alike but are different in meaning and pronunciation (the noun *conduct* and the verb *conduct;* or the noun *lead* and the verb *lead*)

homonym - spelled and pronounced alike but different in meaning [pool (to combine), and pool (such as a swimming pool)]

homophones - pronounced alike but different in meaning and spelling (son/sun; ewe/you)

idiom or **idiomatic expression -** a sequence of words that is a single unit of meaning different from what the words actually say, usually understandable within a particular culture, language or group of people. (kick the bucket = die)

imperative - see TENSES

infer (inference) - guess, surmise, suggest, conclude or derive a conclusion

inflection - change in voice or pitch during speech; a change in the form of a word indicating grammatical features such as number, person or tense

informational text - written material that gives information to the reader

interpret - gather the information correctly from the material; explain and understand the material

interrogative verb forms - question forms (Are you married? Do you eat pizza?)

intonation - the contrastive use of pitch in speech

irregular formation - forms that do not align with the rules

jargon - the technical language of a special field

L1- language one- the first language of the student, the one they speak at home, the heritage language
L2- language two- the second language of the student, the one they are learning, the target language

language functions - the different ways the language can be used such as greeting, describing, giving directions, expressing emotions, clarifying, checking, making excuses

main ideas - the central topics or point

mechanics - punctuation, capitalization and other rules of writing, spelling, vocabulary use

modals – auxiliaries that describe mood or ability (can, could, may, might, should, will, would, must, ought). Modal verbs are used to express ideas such as possibility, intention, obligation and necessity.

monitor - to watch, check, guide, observe and assist

narrative passage - a brief recitation of details of a story or a series of events in either written or oral format

negative verb forms - forms that say "no" (I don't eat tacos. He didn't eat pizza.)

noun – a person, place, thing, condition, state, idea or concept
- a. count – nouns that can be counted (dog, dogs) and take *many*
- b. mass – nouns that can't be counted. They use a singular verb or take *much* (The *air* is humid. The *water* is cold. This tea has too *much* sugar.)
- c. collective – nouns that name a group of people or things as one unit. They can be singular or plural. (family/families, band/bands, team, public) (The team is on its way to victory. This family has four members. The families of the team members are at the airport).

numerals - numbers

paraphrase – to state the same idea in a different way or with different words; to reword

passage - a brief portion or section of a reading

passive voice - the form used when the action is more important than who did it or it is understood who did it (John built the house in 1955. *(active)* vs. This house was built in 1955 (passive); Mary can solve the problem vs. The problem can be solved. Formed by using some form of the verb "to be" and the past participle of the main verb

phoneme – the smallest unit of sound within a word that distinguishes one word from another; ex. **f**at vs. **b**at *[f]* and *[b]* are phonemes.

phonemic awareness – the ability to hear, identify, and manipulate the individual sounds in speech

phonetically decode - use information about the sound/symbol correspondence to understand and pronounce a new word while reading

phonics – the study of the relationship between letters and the sounds they represent

phonological cues - pronunciation patterns as well as stress and intonation patterns for words and sentences

phrasal verb - a verb consisting of content verb plus a preposition
- a. two part – get up, look out, drop off
- b. three part – catch up with, brush up on, come down with

pitch - the highness or lowness of a sound

plot - the main story line

possessive - a word that indicates ownership
- a. adjective – my, your, his, her, their
- b. pronoun – mine, yours, his, hers, theirs
- c. 's – John's, the cat's

prefix - an affix that is added to the beginning of a word to alter meaning (*un*happy)

pre-reading activities - activities that help the student to comprehend the reading material by explaining the vocabulary, discussing the major point or ideas, going over grammar points, author's point of view, etc.

pre-teach - teacher teaches the vocabulary, grammar point or subject matter before actual activity takes place

prepositions – connecting word; a word that shows the relationship of a noun or pronoun to some other word in the sentence
- a. time – in, on, at *I'll see you at 3:00 on the first Sunday in May.*
- b. place – in, on, at, between, under, over, etc. *The book is on the table, between the lamps.*

prompt - to assist the student in starting to speak or write, or correcting their speech by indicating errors and/or by making suggestions

pronouns - word used to take the place of a noun
- a. subject- I, you, he, she, it, we, they
- b. object- me, you, him, her, it, us, them
- c. possessive- mine, yours, his, hers, ours, theirs
- d. demonstrative- this, that, these, those

e. indefinite- all, any, both, each, either, everyone, many, none, several

f. reflexive- myself, yourself, himself, herself, itself, ourselves, themselves

reported speech - used to report what someone has said. (She said that she watched TV every night.)

rhythm - the perceived regularity of prominent syllables during speech

role play - situation activity where each student is given a role to play, can be general role (student, salesperson, reporter, ...) or specific (Michael Jackson, John Wayne, Madonna)

roots - the base form of a word (*mean, meaning, meaningful, meaningfulness*)

setting - the place where a story takes place, background, scenery

simplify – to make less complicated; to use easier, more familiar or shorter words

small talk - everyday conversations of minor importance, such as asking about health, work, school, family, the weather, sports

sound out - to use phonics to decode a word

stress - the degree of force with which a syllable is uttered. Syllables may be stressed or unstressed in varying degrees.

structural analysis - determine the different types of words (noun, verb, adjective, adverb)
the parts of words (prefix, suffix, endings, root)

subject pronouns - see PRONOUNS

suffix - an affix that is added to the end of a word to alter meaning (bliss*ful*)

summarize - to state the main points or topics briefly

supporting details - the examples that reinforce the main idea

syllabication - the division of words into syllables; division of a word into small parts. Not dependent on meaning

synonym - word that has the same or similar meaning as the given word

tag question - a question added at the end of a sentence usually to make sure information is correct (He is from Mexico, isn't he?)

TENSE – the characteristic of a verb that indicates time
   future tense - the tense that is used for future actions; often expressed with "will" or "going to" + a verb. (I will visit Hawaii on my next vacation. I am going to buy my tickets next week.)

   future perfect tense - the tense that is used for actions that will continue up to a time in the future (I will have been in Phoenix for 35 years in May.)

   future perfect progressive (continuous) tense - the tense that is used to state the duration of an action that will be in progress before another time in the future. (I will have been sleeping for 2 hours by the time he gets home.)

   future progressive tense - the tense that is used for stating what will be happening at a certain time in the future (At 10:30 tomorrow he will be working.)

   habitual past - the tense that is used for describing actions that were a regular occurrence in the past. Uses both *used to* and *would*. (I used to wake up late. I would wake up late every day.

   imperative verb form - command (Sit down!)

   past tense - the tense that is used for completed actions in the past (I ate the pizza yesterday. He went to the movies last night.)

TENSE (continued) –

past perfect tense - tense that is used for an action that happened before another past action (When I arrived, they had already eaten.)

past perfect progressive (continuous) tense - the tense that is used to say how long something had been happening before something else. (They had been playing for 30 minutes when the storm hit.)

past progressive (continuous) tense - the tense that is used for actions that were happening at a certain time (I was eating when you called. They were working at 2:30 yesterday afternoon.)

present tense - the tense that is used for every day, usual and habitual actions (I eat pizza on Friday. He often eats tacos.)

present perfect tense - the tense that is used for the unfinished past or the action that started in the past and continues till the present (I have lived in Phoenix since 1964. He has been in class for two months.)

present perfect progressive - the tense that is used to state the duration of an action that began in the past and continues to the present. (I have been sitting here since 7. I've been thinking of you all day.)

present progressive (continuous) tense - the tense that is used for at the moment or temporary actions (I am typing right now. I am reading a book about world languages.)

tone - the overall feeling or effect created by the pitch, rhythm, volume and/or choice of words

word/sentence boundaries - the spaces and punctuation that mark the beginning and ending of words and sentences in written format

vocabulary – the words of a given language; list of words for students to learn, group of words used in relation to a subject

voice –
1. the sound that is made when the vocal chords vibrate ([*b*] is voiced; [*p*] is unvoiced)
2. the unique written expression of an individual's ideas

Arizona Adult Education Mathematics Standards

The Arizona Adult Education Mathematics Standards were revised to more closely reflect research from the American Diploma Project and the National Council of Teachers for Mathematics. The standards are more specific and greatly strengthened. Some content previously included in higher levels has been moved to lower levels in order for the adult learner to be better prepared to be successful on the GED test, and better prepared for mathematics courses taken in higher education or training. Consistent terminology is used throughout in order to ensure higher levels of understandability.

Additional Content was added that relates to:
- Combinatorics
- Pascal's Triangle
- Line of best fit,
- Scientific calculator use
- Area formulas
- Normal curve
- More emphasis on numeration, factoring and rounding

Members of the math revision team also developed new or realigned existing Sample Activities. We encourage teachers to make use of this invaluable tool.

Mathematics

Standard: The adult learner develops and applies math strategies to a variety of situations.

The Mathematics Standard addresses the following Indicators:
     A   Number Sense
     B   Data Analysis
     C   Algebra
     D   Geometry
     E   Measurement
     F   Logic and Reasoning (Inductive and Deductive: ASE II)

Proficiency Descriptions:

Beginning	Approaching	Met	Exceeds
At this level, the learner demonstrates basic understanding of the concepts and limited reasoning skills. The student's explanations are often minimal and presented without much supporting information.	At this level, evidence indicates some understanding of the concepts. The learner is able to employ problem-solving strategies such as identifying and using appropriate information. Although reasoning skills are evident and supporting information is present, explanations are not always complete.	At this level, the learner makes sound decisions (about how to set up a problem) and applies both procedural knowledge and conceptual understanding to tasks. The learner explains the reasoning used and justifies the procedures selected. The learner notes connections between one problem and another.	At this level, the learner consistently applies both procedural knowledge and conceptual understanding to familiar routine, and unfamiliar non-routine situations; provides solutions that are clear, logical, and go beyond the obvious in the interpretations, and justifies solutions by explaining how, as well as why, the answer was achieved.

Beginning Literacy: Mathematics

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

Number Sense Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Recognizes concrete and symbolic representation of whole numbers. 2. Relates counting, grouping, and place value concepts of whole numbers to 100. 3. Compares and orders numbers to 100, using the number line. 4. Recognizes when an estimate is reasonable.	Applies skills in sub-indicators 1-4 to numbers between 0 and 9.	Applies the skills in sub-indicators 1-4 to numbers between 0 and 50.	Applies the skills in sub-indicators 1-4 to numbers between 0 and 100.	Applies the skills in sub-indicators 1-4 to numbers between 0 and 1000. Describes differences between estimates and actual calculations.
5. Understands the meaning of addition and subtraction and uses the inverse relationship between addition and subtraction to solve problems and check results. 6. Recognizes and uses the following mathematical symbols: **+, -, =.**	Knows and uses single digit addition and subtraction facts without regrouping Solves one-digit addition and subtraction problems given in vertical notation without regrouping.	Knows and uses addition and subtraction facts to 12. Solves one-digit addition and subtraction problems given in vertical notation with regrouping.	Solves one- and two-digit addition and subtraction problems given in both vertical and horizontal notation. Demonstrates that addition joins groups and that subtraction decreases, takes away, compares, or finds the difference.	Selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.
7. Uses and understands the value of US coins and currency.	Recognizes US coins and currency symbols (e.g., $ and ¢) and their values.	Identifies the value of combinations of pennies, nickels, dimes, quarters, half-dollars, and dollar bills.	Identifies the value of a collection of coins and currency and different ways to represent the same amount of money.	Uses combinations of different coins and currency to make change.

Beginning Literacy: Mathematics

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems

Data Analysis Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Identifies, describes and represents relationships displayed in graphs, charts and other formats.	Collects information about objects to answer questions of interest.	Sorts objects according to similar attributes. Asks and answers simple questions related to data representations.	Classifies and records data from a sample set. Constructs a display of data using concrete objects, picture graphs or charts. Describes relationships displayed in simple graphs, charts or other representations.	Represents data using tables and graphs such as line plots, bar graphs and line graphs. Draws conclusions and makes educated guesses about a situation based on information gained from data.

Indicator C: Applies algebraic concepts and methods to explore, analyze or solve real-life problems

Algebra Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Recognizes and extends a variety of patterns.	Sorts, classifies, and orders objects by a single attribute such as size, number or other property.	Sorts, classifies, and orders objects by two attributes. Repeats a pattern (sequences of sounds, shapes or simple numeric patterns.	Extends patterns using objects, symbols and numbers. Skip counts forward and backward by 2's, 5's, and 10's to at least 100.	Creates, analyzes and explains repeating and growing patterns.
2. Writes and solves number sentences.	Solves number sentences that express relationships involving addition and subtraction.	Writes and solves number sentences from problem situations that express relationships involving addition and subtraction, including **+, -, =**.	Writes and solves number sentences from problem situations that express relationships involving addition and subtraction, including **+, -, <, >, =**.	Constructs and solves open sentences that have variables (e.g., 42 + x = 57) Uses the commutative and associative rules for addition to simplify mental calculations and to check results.

Beginning Literacy: Mathematics

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze and solve real-life problems

Geometry Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Analyzes characteristics and properties of two and three dimensional geometric shapes.	Recognizes and names basic two dimensional shapes (e.g., triangle, square, rectangle). Sorts basic two dimensional shapes. Draws two dimensional shapes.	Recognizes and names three dimensional shapes (e.g., cone, cube, cylinder, sphere). Draws or constructs two and three dimensional geometric shapes.	Describes similarities and differences of two and three dimensional shapes (e.g., number of corners, edges, faces, sides). Investigates and predicts the results of putting together and taking apart two and three dimensional shapes.	Classifies familiar two- and three-dimensional shapes by common attributes such as shape of curved and straight lines, number and shape of faces, position, roundness, edges, and vertices.
2. Identifies positions of objects in space.	Identifies positions of objects in space (e.g., beside, inside, above, below).	Identifies the relative positions of two objects in space.	Arranges and describes objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).	Identifies shapes under rotation (turns), reflections (flips), translation (slides), and enlargement. Describes direction of translations (e.g., left, right, up, down).

Indicator E: Applies knowledge of standard measurements to real-life situations

Measurement Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Demonstrates an understanding of US customary units and tools of measurement.	Identifies units of measure such as inches, pounds, minutes, and degrees.	Identifies the unit of measure of each specific tool (e.g., ruler = inches; scale = pounds, ounces; watch = minutes, seconds, hours; thermometer = degrees).	Selects and uses the appropriate unit and tool (e.g., ruler, thermometer, measuring cup, scale, stop watch) to measure the given attribute (weight, length, temperature, time, volume) of an object or event.	Identifies and uses appropriate US Customary units and tools (e.g., ruler, protractor, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.
2. Applies knowledge of basic measurement concepts.	Recognizes and describes the attributes of length, height, weight, and temperature.	Compares the length, weight, and height of two or more objects using direct comparison (e.g., which object is shorter, longer, lighter, heavier).	Makes and uses estimates of measurement including time, length, height, weight and temperature.	Understands the concept of converting simple units of measure (e.g., cups to quarts, inches to feet) within the same measurement system.

ABE I: Mathematics

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

Number Sense Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Counts, reads, and writes whole numbers to 100,000. 2. Identifies the place value and represents numbers to 100,000 using various forms, including expanded notation. 3. Compares and orders whole numbers on the number line. 4. Rounds off numbers to 100,000 to the nearest ten, hundred, thousand, and ten thousand. 5. Recognizes sets to which a number may belong (odds, evens, multiples and factors) and uses these in the solution of problems.	Applies the skills in sub-indicators 1-5 to numbers between 0 and 1000.	Applies the skills in sub-indicators 1-5 to numbers between 0 and 10,000.	Applies the skills in sub-indicators 1-5 to numbers between 0 and 100,000.	Applies the skills in sub-indicators 1-5 to positive numbers greater than 100,000.
6. Understands the meaning of the four operations and uses inverse relationships between them to solve problems and check results. 7. Recognizes and uses the following mathematical symbols: ×, ÷. 8. Identifies language that indicates which operation to perform.	Uses addition to check subtraction problems and vice versa. Skip counts forward and backward by 2's, 5's, and 10's to at least 100. Demonstrates that multiplication is repeated addition of equal numbers and/or groups. Demonstrates that division is repeated subtraction or the placing of items into groups of equal size.	Solves problems involving addition and subtraction of multi-digit whole numbers between 0 and 100,000. Skip counts by 3's and 4's. Solves problems involving multiplication and division using single-digit whole numbers without remainders.	Masters the multiplication and division facts through 12. Solves problems involving multiplication and division of two-digit whole numbers by one- and two-digit numbers without remainders. Selects appropriate operation in addition or subtraction to solve one-step word problems and determines the reasonableness of results.	Selects appropriate operation in multiplication and division to solve one-step word problems and determines the reasonableness of results. Solves problems involving multiplication of multi-digit numbers by two-digit numbers. Understands the special properties of 0 and 1 in multiplication and division.

ABE I: Mathematics

Indicator A: (continued)

Number Sense Sub-Indicators	Beginning	Approaching	Met	Exceeds
9. Understands fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a set, and as locations on the number line. 10. Adds and subtracts simple fractions. 11. Solves problems involving the four operations of money amounts in decimal notation.	Recognizes representations of half and whole.	Matches a fraction and number word to a pictorial representation of halves, thirds, fourths and tenths. Adds and subtracts simple fractions in context (e.g., ½ of a pizza is the same amount as 2/4 of another).	Represents and describes equivalencies of common fractions (halves, thirds, fourths, tenths). Adds and subtracts simple fractions with like denominators (e.g., 1/8 + 3/8 = ½). Multiplies and divides money amounts in decimal notation using whole-number multipliers and divisors.	Identifies the fractional measures on a number line (to sixteenths). Adds and subtracts fractions with unlike denominators.
12. Estimates the answers to whole number calculations; knows when approximation or a rounded solution is appropriate.	Rounds whole numbers to tens and hundreds.	Rounds whole numbers to nearest thousand.	Rounds whole numbers through 100,000 to the nearest multiple of 10. Uses estimation to check the reasonableness of results of whole number computation.	Estimates and computes the sum or difference of whole numbers and positive decimals to two places.

ABE I: Mathematics

Indicator B: Applies data collection, data analysis, and probability to interpret, predict and/or solve real-life problems

Data Analysis Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Reads and constructs tables, charts, and graphs (pictographs, horizontal and vertical bar graphs, circle graphs).	Reads and interprets pictographs.	Reads data from surveys, interviews, and observations to construct simple chars and graphs. Reads and interprets bar graphs.	Constructs, reads, analyzes and interprets pictographs, circle graphs and bar graphs. Makes and labels a graph (horizontal bar, vertical bar, circle graph, pictograph) from data.	Summarizes and displays the results of probability experiments in a clear and organized way (e.g., line plot, bar graph). Identifies the modes, median and any apparent outliers for numerical data sets.
2. Predicts and describes the likelihood of outcomes in simple probability experiments.	Describes events that are certain, or impossible.	Identifies outcomes that are likely or unlikely to occur in one-step probability experiments.	Organizes (e.g., sorts, sequences, tallies) data from a simple one-step probability experiment. Predicts the most likely or least likely outcome in a simple one-step probability experiment. Compares the outcome of the experiment to the prediction.	Expresses outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; ¾). Uses results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

ABE I: Mathematics

Indicator C: Applies algebraic concepts and methods to explore, analyze or solve real-life problems

Algebra Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Creates and describes a variety of patterns (e.g., numbers or geometric shapes) and formulates generalizations to make predictions.	Extends patterns using objects, symbols and numbers.	Creates simple patterns. Identifies the pattern in skip counting (e.g., 2, 4, 6 – add 2 to each number).	Creates, analyzes and explains repeating and growing patterns. Explains the logic of a pattern and formulates generalizations to make predictions about what element comes next.	Extends and recognizes a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4's or by multiplying the number of horses by 4).
2. Selects appropriate symbols, operations and properties to represent and solve simple number relationships.	Solves number sentences that express relationships involving addition and subtraction.	Finds the missing element in a number sentence involving multiplication and division. Expresses simple unit conversions in symbolic form (e.g., ___inches = ___feet x 12).	Writes and solves number sentences from problem situations that express relationships involving multiplication and division. Uses the commutative and associative properties of addition and multiplication to simplify mental calculations and check results. Selects appropriate operational and relational symbols to make an expression true.	Constructs and solves open sentences that have variables (e.g., 6 x a = 18). Solves problems involving numeric equations or inequalities. Solves simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

ABE I: Mathematics

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze and solve real-life problems

Geometry Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Identifies and describes two- and three-dimensional geometric shapes and uses this knowledge to show relationships and solve problems.	Identifies a few attributes of simple polygons.	Identifies the characteristics of simple polygons (i.e., side, leg, angle, right angle). Classifies polygons: including pentagons, hexagons, and octagons. Identifies lines that intersect.	Describes characteristics of solid geometric figures: cubes, spheres, pyramids, cones, cylinders. Classifies two and three dimensional geometric shapes according to the number and shape of faces, edges and vertices. Identifies parallel and perpendicular lines. Measures angles by degrees and uses correct terminology to describe them.	Measures, identifies, and draws angles, perpendicular and parallel lines, rectangles and triangles by using appropriate tools. Understands and uses two-dimensional coordinate grids (e.g., knows that the length of a horizontal line segment equals the difference of the x coordinates; knows that the length of a vertical line segment equals the difference of the y-coordinates).

ABE I: Mathematics

Indicator E: Applies knowledge of standard measurements to real-life situations

Measurement Sub-Indicators	Beginning	Approaching	Met	Exceeds
1.Chooses and uses appropriate units and measurement tools to quantify the properties of objects. 2. Understands and uses formulas to solve problems involving perimeter and area.	Estimates the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them. Determines what attributes of an object or event are measurable.	Describes how the attributes of some objects and events can be measured using different units of measurement. Finds the perimeter of a polygon. Identifies the appropriate type of measurement for each attribute of an object or event: • Length - inches, feet and yards • Capacity - cups, gallons • Weight - ounces, pounds, tons • Area - square unit • Volume - cubic unit • Time - second, minute, hour, day, month, year, decade, century • Temperature - degrees on Fahrenheit scale, degrees on Celsius scale	Understands and uses formulas to compute perimeter and area of square and rectangular figures. Chooses and uses appropriate units and tools to measure an object or event with US customary units. Using US customary units, estimates a measurement of a given object or event and compares the estimation to actual measurement. Compares equivalent units of measurement within US customary system (e.g., 2 cups = 1 pint, 3 cups > 1 pint).	Recognizes that rectangles that have the same area can have different perimeters and that rectangles that have the same perimeter can have different areas.

ABE II: Mathematics

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

Number Sense Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Represents, orders, and compares very large and very small positive numbers (decimals, fractions, mixed numbers) using a number line. 2. Understands the place value of whole numbers and decimals.	Applies the skills in sub-indicators 1-2 to whole numbers between 0 to 100,000 and decimals to the tenths.	Applies the skills in sub-indicators 1-2 to decimals to the hundredths and whole numbers to 1,000,000.	Applies the skills in sub-indicators 1-2 to decimals to the thousandths and positive whole numbers to 1,000,000,000.	Compares and orders positive and negative fractions, decimals, and mixed numbers and place them on a number line. Understands the concept of infinity.
3. Multiplies and divides (long division) multi-digit whole numbers. 4. Identifies and uses correct order of operations. 5. Understands and uses the following mathematical symbols: $/, \cdot, \%, *, (\,), \{\,\}, \angle$.	Divides multi-digit whole numbers by single digit divisors without remainders.	Divides multi-digit whole numbers by single digit divisors with remainders. Knows how to factor small whole numbers.	Multiplies multi-digit numbers. Divides multi-digit whole numbers by multi-digit divisors by fractional remainders Determines the prime factors of all numbers through 50. Uses a calculator to verify written work.	Understands and computes positive integer powers of nonnegative integers; computes examples as repeated multiplication. Adds with negative integers and subtracts positive integers from negative integers and verifies the reasonableness of results. Solves addition, subtraction, multiplication, and division problems that use positive and negative integers and combinations of these operations.
6. Performs operations with fractions and mixed numbers.	Identifies models of mixed numbers. Identifies fractions as proper, improper or mixed numbers. Adds and subtracts simple fractions with like denominators. Multiplies simple fractions.	Adds and subtracts fractions with unlike denominators. Divides simple fractions.	Adds, subtracts, multiplies, and divides fractions, including mixed numbers. Reduces answers to lowest terms. Simplifies fractions by finding common factors.	Determines the least common multiple and the greatest common divisor of whole numbers; uses them to solve problems with fractions. Interprets and uses ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b. a to b, a:b).

ABE II: Mathematics

Indicator A: (continued)

Number Sense Sub-Indicators	Beginning	Approaching	Met	Exceeds
7. Performs operations with decimals and mixed numbers.	Adds, subtracts, and multiplies decimals.	Divides decimals by whole numbers.	Adds, subtracts, multiplies, and divides decimals including mixed numbers.	Solves problems with decimals that require a combination of operations.
8. Represents and uses numbers in equivalent forms.	Writes fractions and decimals in equivalent forms: halves, quarters, fifths and tenths.	Converts simple fractions to decimals and vice versa.	Interprets percent as part of 100. Determines equivalent fractions, mixed numbers, decimals and percents, and demonstrates how they are equivalent.	Uses proportions to solve problems with cross-multiplication understanding it as the multiplication of both sides of an equation by a multiplicative inverse. Calculates given percentages of quantities and solves problems involving discounts at sales, interest earned, and tips.
9. Estimates results of computations with whole numbers, positive fractions, mixed numbers and decimals.	Uses estimation to check the reasonableness of results with whole numbers; rounds.	Uses estimation to check the reasonableness of results with fractions, mixed numbers and decimals and rounds numbers where appropriate.	Selects the appropriate operation to solve problems and determines the reasonableness of results. Estimates and rounds very large (e.g., millions) and very small (e.g., thousandths) numbers.	

ABE II: Mathematics

Indicator B: Applies data collection, data analysis, and probability to interpret, predict and/or solve real-life problems

Data Analysis Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Analyzes data in tables, charts, and graphs (pictographs, bar graphs, circle graphs).	Reads tables, charts, pictographs, circle graphs and bar graphs.	Organizes the data and constructs and reads tables, charts, pictographs, circle graphs and bar graphs.	Interprets and analyzes data from graphs and representations (circle graphs, histograms, and bar graphs) where each symbol represents one unit or multiple units.	Compares data in more than one chart or graph.
2. Predicts the likelihood of events and quantifies it as a percent or ratio.	Identifies outcomes that are more likely, less likely, or equally likely to occur.	Uses words such as *all and none* to make reasonable statements about the probability of events Uses percentages and fractions to describe the probability of an event.	Uses the results of probability experiments to predict a future event. Represents probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100; verifies that the probabilities computed are reasonable.	Represents all possible outcomes for compound events in an organized way. Understands that the probability of either of two disjointed events occurring is the sum of the two individual probabilities. Understands that the probability of one event following another, in independent trials, is the product of the two probabilities.
3. Understands the definition of mean or average and computes averages.	Defines mean or average.	Describes the concept of sample.	Computes an average based on information from pictographs, circle graphs and bar graphs.	Knows the concepts of mean, median, and mode; computes and compares simple examples to show that they may differ.

ABE II: Mathematics

Indicator C: Applies algebraic concepts and methods to explore, analyze or solve real-life problems

Algebra Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Uses variables to understand and solve simple algebraic expressions.	Uses a letter to represent an unknown number.	Writes and solves simple expressions with one variable when the value of the variable is given. Interprets and evaluates mathematical expressions that use parentheses. Knows and understands that equals added to equals are equal and that equals multiplied by equals are equal.	Evaluates simple algebraic expressions in one variable using substitution. Identifies the variable and the constant in word problems. Uses parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	Represents and describes how changing the value of one variable in a relationship results in a change in another. Understands that an equation such as y=3x + 5 is a prescription for determining a second number when a first number is given. Knows and uses the distributive property in equations and expressions with variables.
2. Represents simple functional relationships.	Identifies what is represented by the variable.	Solves for a variable in expressions involving functional relationships.	Sets up proportional relationships, using a single variable.	Solves problems involving linear functions with integer values; writes the equation; and graphs the resulting ordered pairs of integers on a grid.

ABE II: Mathematics

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze and solve real-life problems

Geometry Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Compares, contrasts and analyzes the attributes of, properties of and relationships between geometric shapes.	Identifies intersecting, parallel, and perpendicular lines. Describes and compares the attributes of plane and solid geometric figures and uses the understanding to show relationships and solve problems. Measures angles by degrees and uses correct terminology to describe them.	Uses two-dimensional coordinate grids to represent points and graphs lines and simple figures. Identifies attributes of quadrilaterals, triangles, and other geometric figures (e.g. parallel sides for the parallelogram, right angles for a rectangle, two equal sides of isosceles triangle). Identifies the radius and diameter of a circle. Knows the sum of the angles of any triangle is 180 degrees and the sum of the angles of any quadrilateral is 360 degrees. Identifies right angles in geometric figures and determines whether other angles are greater or less than a right angle.	Draws the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation y=3x and connect with a straight line). Compares and contrasts the characteristics of polygons (e.g., number of sides, shape of faces, corners, right angles, diagonals, and symmetry). Compares and contrasts the characteristics of solid geometric figures (e.g., cube, rectangular containers, sphere, prism, pyramid). Identifies symmetry (line and rotational) in two-dimensional shapes. Knows the definitions of right angles, acute angles, obtuse angles. Understands and uses the formulas to compute area and perimeter of square and rectangular figures.	Recognizes that rectangles can have the same perimeter but different areas. Visualizes and draws two-dimensional views of three-dimensional objects made from rectangular solids. Knows definitions of different triangles (e.g., equilateral, isosceles, scalene) and quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).

ABE II: Mathematics

Indicator E: Applies knowledge of standard measurements to real-life situations

Measurement Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Measures with US customary and metric units.	Describes how the attributes of objects and events can be measured using different units of measurement.	Measures various attributes of objects and events with appropriate tools and customary and metric measuring units. Using US customary or metric units, estimates a measurement of a given object or event and compares the estimation to actual measurement and justifies the reasonableness of the answer.	Identifies the appropriate type of measurement for each attribute of an object or event and justifies answer (length - inches, feet and yards, millimeters, centimeters, meters, kilometers) • Capacity - cups, gallons, milliliters, liters • Weight - ounces, pounds, tons, grams, kilograms • Area - square unit • Volume - cubic unit Compares units of measurement to determine more or less relationships using US customary and metric units (e.g. quart < liter).	Derives and uses the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle. Understands the concept of volume and computes the volume of rectangular solids.

ABE III: Mathematics

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

Number Sense Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Finds, plots and orders integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line. 2. Understands and applies number theory concepts. 3. Understands absolute value.	Finds integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line. Expresses a quantity as an equivalent fraction, decimal, and percent. Identifies and defines primes, composites, and factors.	Positions integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line. Sorts and defines numbers by their properties. States the multiples of a given number; determines the least common multiple and the greatest common divisor of whole numbers; uses them to solve problems with fractions. Demonstrates an understanding of absolute value.	Orders integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line. Uses number concepts including primes, factors, and multiples, to build number sequences. Demonstrates an understanding of the divisibility rules in factoring. Plots, defines, solves, and simplifies expressions involving absolute value.	Differentiates between rational and irrational numbers. Knows that every rational number is either a terminating or repeating decimal and converts terminating decimals into reduced fractions.

ABE III: Mathematics

Number Sense Sub-Indicators	Beginning	Approaching	Met	Exceeds
4. Computes with positive and negative integers, decimals, fractions, mixed numbers, and percents. 5. Solves real-life math problems involving ratios, proportions, and percentages. 6. Understands and uses the following mathematical symbols: $\sqrt{}$, superscripts, °, ≈, $\|$.	Identifies the distance between two given points on the number line. Adds with negative integers and subtract positive integers from negative integers and verify the reasonableness of results. Solves one-operation word problems containing some irrelevant information. Identifies the whole, part, and percent in problems involving percents. Uses proportions to solve problems with cross-multiplication understanding it as the multiplication of both sides of an equation by a multiplicative inverse.	Applies rules for the addition, subtraction, multiplication and division of integers (signed numbers). Solves two-operation word problems containing whole numbers, decimals, percents, and fractions. Calculates given percentages of quantities involving (e.g., discounts, sales tax, interest-earning savings plans, tips, down payments, unit process). Recognizes relationships in proportional equivalents. Sets up a ratio and proportion problem.	Solves word problems using rational numbers (positive and negative) Solves addition, subtraction, multiplication, and division problems with positive and negative integers and combinations of these operations Solves word problems involving the order of operations. Solves multiple-operation word problems involving whole numbers, fractions, decimals, and percents. Calculates the percentage increase and decrease of a quantity. Uses ratios and proportions in the solution of problems involving unit rates and scale drawings, using appropriate notations: (a/b. a to b, a:b).	Applies computation, estimation, and/or proportions to solve multi-step word problems involving integers, rational numbers, exponents, square roots, and scientific notation.

ABE III: Mathematics

Indicator A: (continued)

Number Sense Sub-Indicators	Beginning	Approaching	Met	Exceeds
7. Understands and uses exponents (positive and negative), roots and scientific notation. 8. Interprets and evaluates expressions involving integer exponents and simple roots and approximation of imperfect roots. 9. Investigates geometric progressions and describes them.	Understands and computes positive integer powers of nonnegative integers (powers of 10); computes examples as repeated multiplication. Demonstrates relationship between exponents and repeated multiplication. Recognizes logical progression in number patterns.	Reads, writes, and compares rational numbers in scientific notation. Names the square root of a number with a perfect square. Multiplies and divides whole number powers with like base number. Applies the rules of exponents to positive and negative integers.	Estimates the square root of any whole number to the nearest whole number. Demonstrates the inverse relationship between positive and negative exponents (reciprocals). Takes positive and negative rational numbers to positive whole number powers. Analyzes and determines the rules for extending symbolic, arithmetic, and geometric progressions, e.g., ABBCCC; 1, 5, 9, 13 …; 3, 9, 27,…. Pascal's Triangle.	Multiplies and divides expressions involving exponents with a common base. Multiplies, divides, and simplifies rational numbers using exponent rules. Uses the inverse relationship between raising to a power and extracting the root of a perfect square integer.
10. Selects the appropriate operation to solve problems and determines the reasonableness of results.		Recognizes the degree of precision needed in a problem.	Uses estimation to check the reasonableness of results of problems involving integers, exponents, and roots.	
11. Uses scientific calculator to perform mathematical operations as appropriate.	Calculates percentages using a scientific calculator.	Computes exponents using a scientific calculator.	Calculates with fractions, decimals and percentages using a calculator to check results.	Calculates problems with a combination of fractions, decimals, and percentages.

ABE III: Mathematics

Indicator B: Applies data collection, data analysis, and probability to interpret, predict and/or solve real-life problems

Data Analysis Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Constructs and interprets graphs, tables, and charts.	Organizes the data and constructs and reads tables, charts, pictographs, circle graphs and bar graphs.	Organizes the data and constructs and reads histograms, line and bar graphs, circle graphs. Interprets and analyzes data from histograms and line graphs.	Selects appropriate graphic form to best depict the data. Analyzes graphs using more than one data source. Formulates questions from graphs, tables, and charts. Constructs circle graphs using ratios, proportions and percents.	Identifies data that represent sampling errors and explains why the sample (and the display) might be biased. Analyzes data displays and explains why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.
2. Understands and applies the concepts of central tendency.	Defines mean, median, and mode.	Calculates mean, median and mode.	Compares data sets using the concepts of mean, median and mode.	Describes the characteristics and limitations of the samples. Knows why a specific measure of central tendency provides the most useful information in a given context. Understands how additional data added to data sets may affect the computations of measures of central tendency.
3. Determines probabilities of independent events through real-life simulations and compares the results with predictions.		Understands the difference between independent and dependent events. Predicts outcomes in an independent probability experiment and compares the outcomes to the predictions. Represents all possible outcomes for compound events in an organized way.	Understands that the probability of either of two disjoint events occurring is the sum of the two individual probabilities. Understands that the probability of one event following another, in independent trials, is the product of the two probabilities.	Computes independent and conditional probabilities.

ABE III: Mathematics

Indicator C: Applies algebraic concepts and methods to explore, analyze or solve real-life problems

Algebra Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Writes and solves linear equations, inequalities and functions; graphs and interprets their results.	Uses variables in simple expressions, computes the value of the expression for specific values of the variable. Translates word problems into one-operation expressions using correct mathematical symbolism (e.g., **<, >,≠, =**).	Solves a linear equation requiring addition and subtraction. Represents and describes how changing the value of one variable in a relationship results in a change in another. Understands and uses the following mathematical symbols: **≠, ≤, ≥,** $\sqrt{}$**,** superscripts. Simplifies an expression by combining like terms (e.g., $3x + 2 + 2x + 3 = 5x + 5$). Plots the values of quantities whose ratios are always the same (e.g., cost to the number of an item); fits a line to the plot.	Constructs and solves a linear equation requiring addition, subtraction, multiplication, or division. Identifies and uses correct order of operations for algebraic expressions. Uses the associative, commutative, identity, inverse, and distributive properties to simplify calculations and justify each step in the process. Solves equations and inequalities involving absolute values. Solves problems involving linear functions with integer values; writes the equation; and graphs the resulting ordered pairs of integers on a grid.	Writes and evaluates an algebraic expression for a given situation, using up to three variables. Simplifies numerical expressions by applying properties of rational numbers (identity, inverse, distributive, associative, commutative); justify the process used. Graphs linear functions, noting the vertical change per unit of horizontal change is always the same and knows that the ratio (rise over run) is called the slope of a graph. Solves simple two-step linear equations and inequalities in one variable over the rational numbers.
2. Writes and solves word problems using algebraic expressions and equations.	Defines the following: monomial, term, expression, coefficient, constant, variable equation and inequality.	Translates word problems with one variable and a constant into algebraic terms.	Simplifies expressions and solves multi-step word problems by finding the value of the variable and justifying each step.	Represents quantitative relationships graphically and interprets the meaning of a specific part of a graph in the situation represented by the graph. Multiplies and divides monomials.

ABE III: Mathematics

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze and solve real-life problems

Geometry Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Demonstrates an understanding of the properties of similarity, congruence, and symmetry as related to geometric figures. 2. Analyzes attributes of and constructs geometric figures.	Using appropriate vocabulary, describes the properties of: similarity, congruence and symmetry. Identifies congruent figures.	Identifies figures that have bilateral and rotational symmetry. Determines if two figures are similar. Identifies the results of subdividing or rotating a given shape or combining two or more shapes.	Describes the conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures. Graphs points and identifies coordinates of points (all four quadrants). Determines the results of translating and reflecting a given shape.	Identifies and constructs basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors, central angles, radii, diameters, and chords of circles) using a compass and straightedge. Identifies elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describes how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).
3. Identifies and uses the properties of angles to solve problems.	Identifies and draws angles. Identifies the attributes of alternate interior, corresponding, vertical, complementary, and supplementary angles.	Draws, and accurately measures right, acute, obtuse, straight, and reflex angles. Classifies triangles by their angles and sides as equilateral, isosceles, scalene, or right.	Uses the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle. Knows that the sum of the angles of any triangle is 180˚ and the sum of the angles of any quadrilateral is 360˚ and uses this information to solve problems. Understands and uses the Pythagorean Theorem to solve problems.	Knows and understands the Pythagorean theorem and its converse; uses it to find the length of the missing side of a right triangle and the lengths of other line segments.

ABE III: Mathematics

Indicator D: (continued)

Geometry Sub-Indicators	Beginning	Approaching	Met	Exceeds
4. Understands the concept of a constant such as π and its relation to circular figures.	Identifies the radius and diameter of a circle.	Applies the formulas for the circumference and area of a circle.	Knows the formulas for the circumference and area of a circle. Knows common estimates of π (3.14) and uses these values to estimate and calculate the circumference and the area of circles; compare with actual measurements. Uses formulas to calculate the area of basic two-dimensional figures and volume of three-dimensional figures, including cylinders, cones, and spheres.	Knows and uses the formulas for the volume of triangular prisms and cylinders (area of base x height); compares these formulas and explains the similarity between them and the formula for the volume of a rectangular solid.

ABE III: Mathematics

Indicator E: Applies knowledge of standard measurements to real-life situations

Measurement Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Uses formulas and standard procedures to solve problems involving measurement.	Estimates and uses U.S. customary and metric measurement to describe and make comparisons. Measures basic geometric shapes and angles using appropriate devices (e.g., protractor, ruler, compass).	Differentiates between perimeter, area, and volume; between weight and mass; between capacity and volume. Selects the degree of measurement precision and accuracy required for the situation. Compares weights, capacities, geometric measures, times, and temperatures within and between measurement systems.	Converts Fahrenheit to Celsius and vice versa. Differentiates between perimeter, area, and volume of polygons and solids, using concrete and illustrative modes. Uses formulas to find: • Area of complex or irregular shapes • Surface area of rectangular containers • Volume of rectangular containers, cylinders and triangular prisms. Uses scientific notation to express units of measurement in large scales, e.g., distance of sun from earth = 93,678,912 miles = 93.678912×10^{6}. Uses scientific notation to express units of measurement in small scales using negative exponents. Uses similarity and proportionality to solve measurement problems.	Understands that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.

ASE I: Mathematics

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

Number Sense Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Compares and contrasts the real number system and its various subsystems with regard to their structural characteristics.	Reads, writes, and compares rational numbers in scientific notation (positive and negative powers of 10), and use them in calculations and problem situations. Knows that every rational number is either a terminating or repeating decimal and that every irrational number is a non-repeating decimal. Expresses rational numbers as fractions, finite or repeating decimals, or percents; converts between these.	Describes the properties of real, rational, irrational, integer, and whole numbers. Defines, compares, orders, and applies frequently used irrational numbers, such as $\sqrt{2}$ and π. Uses the laws of exponents for integer exponents (e.g., write $2^2 \times 2^3$ as $2 \times 2 \times \ldots$ and then as a single power of 2; write 2^{-3} as a fraction).	Compares the relationships in and between real, rational, irrational, integer, and whole numbers. Uses the properties of operations on real numbers (commutative, associative, distributive, identity, inverse and closure properties).	Understands the structure of natural numbers, rational numbers, real numbers, and complex numbers, and the relationships among these four number systems. Knows and uses the properties of operations on real numbers, including the existence of nth roots of positive real numbers for any positive integer n, and the nth power of positive real numbers.

ASE I: Mathematics

Indicator A: (continued)

Number Sense Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Computes fluently and accurately with real numbers. 3. Understand the uses of mathematical symbols as well as the limitations on their appropriate uses.	Uses ratios, rate, proportion and percent to solve problems (e.g., markups, commissions, profits, simple and compound interest). Calculates weighted averages such as course grades, consumer price indexes, and sports ratings.	Solves problems involving ratio units such as miles per hour, dollars per pound, or persons per square mile. Uses computation, estimation, and/or proportions to solve one-step word problems involving integers, rational numbers, exponents, square roots, and scientific notation. Understands the uses of mathematical symbols as well as the limitations on their appropriate uses (e.g., equal signs, parentheses, superscripts).	Uses the inverse relationship between squaring and finding the square root of a perfect square integer to solve problems. Multiplies and divides numbers written in scientific notation. Understands and uses the inverse relationship between exponents and logarithms. Applies computation, estimation, and/or proportions to solve multi-step word problems involving integers, rational numbers, exponents, square roots, and scientific notation. Understands the uses of mathematical symbols as well as the limitations on their appropriate uses (e.g., ∩, U)	Simplifies numerical expressions with powers and roots, including fractional and negative exponents. Estimates squares and square roots, cubes and cube roots, and understands the concept of the nth root. Understands and uses the rules of exponents; deduces and uses simple laws of logarithms. Uses the definition of logarithms to translate between logarithms in different bases. Uses the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values. Uses addition, subtraction, multiplication and division to solve problems involving monomials, binomials, polynomials, and algebraic fractions and mixed expressions.
4. Identifies whether an exact or approximate solution is appropriate, and evaluates the reasonableness of results.	Makes estimates or approximations to a specified degree of accuracy.	Makes estimates or approximations to a specified degree of accuracy.	Gives answers to numerical problems to a specified degree of accuracy. Uses scientific calculator to perform mathematical operations as appropriate.	

ASE I: Mathematics

Indicator B: Applies data collection, data analysis, and probability to interpret, predict and/or solve real-life problems

Data Analysis Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Constructs and interprets tables, charts, and graphs that represent data sets with more than one variable.	Organizes and represents a given data set graphically.	Chooses an appropriate graphic format to organize and represent data. Represents data using frequency tables, histograms, circle graphs, scatter plots, stem-and-leaf diagrams, and box-and-whisker plots.	Organizes collections of data into frequency charts, stem-and-leaf plots, scatterplots, and matrices.	Uses the forms of stem-and leaf plots or box-and-whisker plots to display a single set of data or to compare two sets of data. Represents two numerical variables on a scatterplot and informally describes how the data points are distributed and any apparent relationship that exists between the two variables.
2. Makes valid inferences and predictions based on statistical analysis. 3. Describes the characteristics and limitations of samples.	Differentiates between a sampling and a census. Formulates predictions based on a data set.	Finds the mean, mode, range, median, and quartile of a data set. Describes how the relative size of a sample affects the validity of the predictions. Defines standard deviation. Describes the characteristics and limitations of the samples. Formulates and justifies predictions from a given set of data. Identifies data that represent sampling errors and explains why the sample (and the display) might be biased.	Understands the meaning of, and computes the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set. Determines possible graphical distortions and manipulation of statistics. Knows why a specific measure of central tendency provides the most useful information in a given context. Makes valid inferences and evaluates the reasonableness of conclusions drawn from data. Recognizes standard deviation. Determines the line of best fit.	Determines the variance and the standard deviation of a normally distributed random variable. Knows the standard distributions (normal, binomial, and exponential); uses them to solve problems.

ASE I: Mathematics

Indicator B: (continued)

Data Analysis Sub-Indicators	Beginning	Approaching	Met	Exceeds
4. Determines probabilities of dependent and independent events.	Expresses probability as a fraction or ratio.	Expresses probability as a ratio or percent. Uses area models to compute probabilities for simple compound events (e.g., multiple coin tosses or rolls of dice).	Applies the set operations of union and intersection and the concept of complement, universal set, and disjoint sets and uses them to solve problems, including those involving Venn diagrams. Uses basic combinatorics ("fundamental counting principle").	Knows the definition of the notion of independent events and uses the rules for addition, multiplication, and complementation to solve for probabilities of particular events. Knows the definition of conditional probability and uses it to solve for probabilities in finite sample spaces.

Indicator C: Applies algebraic concepts and methods to explore, analyze or solve real-life problems

Algebra Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Sets up and solves linear equations and inequalities with complex coefficients using algebraic and graphical methods.	Graphs a linear equation and identifies the X and Y intercepts. Creates a graph from a table of values.	Finds the slope using the point slope formula. Recognizes linear equations as functions.	Derives linear equations by using the point slope formula. Sets-up, simplifies, and solves linear equations and inequalities using substitution, elimination, and graphing. Solves linear equations with fractional coefficients (e.g., Celsius to Fahrenheit conversion).	
2. Sets up and solves systems of equations and inequalities.	Solves systems of equations and inequalities graphically (e.g., "Which of the shaded regions represents the solution to the system?").	Solves systems of equations and inequalities by subtraction.	Solves everyday problems that can be modeled using systems of linear equations or inequalities.	Uses symbolic, numeric, and graphical methods to solve systems of equations and/or inequalities involving algebraic, exponential, and logarithmic expressions.

ASE I: Mathematics

Indicator C: (continued)

Algebra Sub-Indicators	Beginning	Approaching	Met	Exceeds
3. Solves quadratic equations.	Plots and draws quadratic relationships on a coordinate plane.	Solves quadratic equations by factoring.	Understands and applies the quadratic formula.	Solves quadratic equations by completing the square.
4. Performs operations using polynomial expressions.	Adds and subtracts polynomials.	Multiplies polynomials with emphasis on 1st and 2nd degree polynomials.	Divides polynomials Applies basic factoring techniques (e.g., difference of 2 squares, common factor for all terms, perfect squares of binomials).	Demonstrates fluency in computations with polynomials and understands the relationships among the solutions of an equation, the zeros of a function, the x-intercepts of a graph, and the factors of a polynomial.
5. Demonstrates a basic understanding of functions.	Demonstrates the functional relationships of linear and quadratic equations.	Identifies the dependent and independent variables of functions. Represents functions, patterns, and relationships in different ways (e.g., statements, formulas, and graphs).	Creates, describes, extends, and generalizes a variety of patterns, including linear, quadratic, and exponential functional relationships. Converts between tabular, symbolic and graphical representations of functions. Performs basic arithmetic operations with rational expressions and functions.	Determines the effects of transformation on functions (i.e., what remains constant, what changes and how). Demonstrates an understanding of relations and functions; identifies the domain, range, and dependent and independent variables of functions. Uses the language of algebra to express generalizations and to model, analyze, and interpret real-world phenomena using functions and relations.

ASE I: Mathematics

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze and solve real-life problems

Geometry Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Uses coordinate geometry to describe spatial relationships (parallelism, perpendicularity, distance), validate properties (regularity, congruence, similarity, symmetry) of various geometric figures, and to solve problems.	Locates an ordered pair of positive numbers on a rectangular coordinate plane.	Defines and graphs ordered pairs of positive numbers on a rectangular coordinate plane. Knows geometric properties of lines (slope and midpoint of a line segment). Demonstrates the ability to visualize solid objects and recognize their projections, cross sections, and graph points in 3-D. Draws the results and interprets transformations on figures in the coordinate plane such as translations, reflections, rotations, scale factors, and the results of successive transformations. Applies transformations to the solution of problems.	Defines and graphs any ordered pair on a rectangular coordinate plane. Identifies elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describes how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect). Determines a line's slope and x- and y-intercepts from its graph or from a linear equation that represents the line. Finds a linear equation describing a line from a graph or a geometric description of the line (e.g., by using the point-slope or slope y-intercept formulas.	Interprets the solution set of a single linear equation in two variables as a line in the plane. Interprets the solution sets of a two by two system as a pair of lines in the plane.

ASE I: Mathematics

Indicator D: (continued)

Geometry Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Uses properties and theorems of geometric figures to make additional conjectures and to solve problems	Knows correct geometric notation, including the notation for line segment and angle. Recognizes special types of polygons (e.g., isosceles triangles, parallelograms, and rhombuses).	Applies properties of sides, diagonals, and angles in special polygons; identifies their parts and special segments (e.g., altitudes, midsegments); determines interior angles for regular polygons. Solves simple triangle problems using the triangle angle sum property and/or the Pythagorean theorem. Identifies and constructs basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors, central angles, radii, diameters, and chords of circles) using a compass and straightedge.	Knows and understands the Pythagorean theorem and its converse; uses it to find the length of the missing side of a right triangle and the lengths of other line segments. Applies congruence and similarity correspondences (e.g., $\triangle ABC \cong \triangle XYZ$) and properties of the figures to find missing parts of geometric figures. Uses the properties of special triangles (e.g., isosceles, equilateral, 30º–60º–90º, 45º–45º–90º) to solve problems. Knows and uses the formulas for the volume of triangular prisms and cylinders (area of base x height); compares these formulas and explains the similarity between them and the formula for the volume of a rectangular solid.	Applies the triangle inequality and other inequalities associated with triangles (e.g., the longest side is opposite the greatest angle) to make additional conjectures and to solve problems. Uses properties and theorems about congruent and similar figures and about perpendicular and parallel lines to make additional conjectures and to solve problems.

ASE I: Mathematics

Indicator E: Applies knowledge of standard measurements to real-life situations

Measurement Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Uses formulas and standard procedures to solve problems involving measurement.	Describes the effects of approximate error in measurement and rounding on measurements and on computed values from measurements.	Finds and uses measures of perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles. Uses dimensional analysis for unit conversion and to confirm that expressions and equations make sense.	Finds and uses measures of lateral areas, surface areas, and volumes of prisms, pyramids, spheres, cylinders, and cones, and relates these measures to each other using formulas (e.g., find the volume of a sphere with a specified surface area). Relates changes in the measurement (including units) of one attribute of an object to changes in other attributes (e.g., how changing the radius or height of a cylinder affects its surface area or volume). Understands that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.	

ASE II: Mathematics

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable

Number Sense Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands and appreciates the systems of natural numbers, rational numbers, real numbers, and complex numbers, and the relationships among these four number systems.	Compares the relationships in and between real, rational, irrational, integer, and whole numbers. Uses the properties of operations on real numbers (commutative, associative, distributive, identity, inverse and closure properties). Multiplies and divides monomial expressions with integer exponents.	Knows and uses the properties of operations on real numbers, including the existence of Nth roots of positive real numbers for any positive integer n, and the nth power of positive real numbers. Understands the structure of natural numbers, rational numbers, real numbers, and complex numbers, and the relationships among these four number systems. Estimates squares and square roots, cubes and cube roots, and understand the concept of the Nth root.	Simplifies numerical expressions with powers and roots, including fractional and negative exponents. Understands and uses the rules of exponents; deduces and uses simple laws of logarithms. Uses the definition of logarithms to translate between logarithms in different bases. Uses the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values. Uses addition, subtraction, multiplication and division to solve problems involving monomials, binomials, polynomials, and algebraic fractions and mixed expressions. Demonstrates fluency in computations with polynomials and understands the relationships among the solutions of an equation, the zeros of a function, the x-intercepts of a graph, and the factors of a polynomial.	Knows how real and complex numbers are related both arithmetically and graphically. In particular, plot complex numbers as points in the plane. Adds, subtracts, multiplies, and divides complex numbers.

ASE II: Mathematics

Indicator B: Applies data collection, data analysis, and probability to interpret, predict and/or solve real-life problems

Data Analysis Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Describes, in general terms, the normal curve and uses its properties to answer questions about sets of data that are assumed to be normally distributed.		Describes the central tendency characteristics of the normal curve. Determines the variance and the standard deviation of a normally distributed random variable.	Describes, in general terms, the normal curve and uses its properties to answer questions about sets of data that are assumed to be normally distributed. Determines if data gathered from a real-world situation fits a normal curve.	Applies uniform, normal, and binomial distributions to the solutions of problems.
2. Constructs and draws inferences including measures of central tendency, variability, and correlation from charts, tables, graphs and data plots that summarize data from real-life situations.	Explains the effects of sampling on statistical claims and recognizes misuses of statistics. Constructs histograms, line graphs, circle graphs and box-and-whisker plots.	Uses mode, quartiles and range as a means for effective decision making in analyzing the data. Uses the forms of stem-and leaf plots or box-and-whisker plots to compare two sets of data. Represents two numerical variables on a scatterplot and informally describes how the data points are distributed and any apparent relationship that exists between the two variables.	Draws conclusions about the "spread" of data given the variance and standard deviation (e.g., compare sets of data with the same central tendency, but with different variance). Organizes collections of data into frequency charts, stem-and-leaf plots, box-and-whisker plots, scatter plots and matrices and determine outliers. Designs a statistical experiment based on a given hypothesis. Draws a line or a curve which closely fits a scatter plot.	Describes a set of frequency distribution data by spread (variance and standard deviation), skewness, symmetry, number of modes, or other characteristics. Uses these concepts in everyday applications. Finds the line of best fit to a given distribution of data by using a least squares regression.

ASE II: Mathematics

Indicator B: (continued)

Data Analysis Sub-Indicators	Beginning	Approaching	Met	Exceeds
3. Evaluates the effect of sampling methods on data collected and statistical claims.	Evaluates the reasonableness of conclusions drawn from the interpretation of data in a graphic format.	Identifies and analyzes graphical distortions, possible representations of bias, and manipulation of statistics. Determines, from a given plot of data, whether it has strong or weak, positive or negative correlation.	Differentiates between a biased and an unbiased sample; recognizes the impact of interpreting data from a biased sample.	Knows basic facts concerning the relation between the mean and standard deviation of a sampling distribution and the mean and the standard deviation of the population distribution.
4. Applies curve fitting to make predictions from data.			Draws a line or a curve which closely fits a scatterplot.	
5. Determines probabilities through experiments and/or simulations and compares the results with prediction. 6. Explains the concept of a random variable.	Determines probabilities through experiments and/or simulations and compares the results with predictions.	Uses simulations to estimate probabilities of real-life situations. Explains and uses the concept of a random variable.	Knows the definition of the notion of independent events and uses the rules for addition, multiplication, and complementation to solve for probabilities of particular events. Knows the definition of conditional probability and uses it to solve for probabilities in finite sample spaces. Uses combinatorics (e.g., fundamental counting principle, permutations, and combinations) to solve problems, including computing geometric probabilities and probabilities of compound events.	Knows the central limit theorem and uses it to obtain approximations for probabilities in problems of finite sample spaces in which the probabilities are distributed binomially.

ASE II: Mathematics

Indicator C: Applies algebraic concepts and methods to explore, analyze or solve real-life problems

Algebra Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands and compares the properties of classes of functions (e.g., linear, polynomial, rational, radical, exponential, logarithmic, and trigonometric).	Understands the concept of a function, finds domains and ranges, decides if a given relation is a function. Identifies the independent and dependent variables from a real-life situation.	Uses functional notation, evaluates a function at a specified point in its domain, and performs operations on functions with emphasis on the domain and range. Analyzes the attributes of functions (e.g., rates of change, zeros, intercepts, asymptotes). Converts between tabular, symbolic and graphical representations of functions. Uses the language of algebra to express generalizations and to model, analyze, and interpret real-world phenomena using functions and relations.	Determines the effects of transformation on functions (i.e., what remains constant, what changes and how). Given algebraic, numeric, and/or graphical representations, recognizes functions as polynomial, rational, logarithmic, or exponential, and describes their behavior. Solves everyday problems that can be modeled using various functions, absolute values, and square roots. Including compound interest, exponential growth and decay, and direct and inverse variation problems.	Recognizes translations and scale changes of a given function $f(x)$ resulting from substitutions for the various parameters a, b, c, and d in $y = af(b(x + c/b)) + d$. Describes qualitatively the effect of the changes described in Bullet #1 on polynomial, rational, exponential, and logarithmic functions.
2. Interprets algebraic equations and inequalities geometrically and describes geometric relationships algebraically.	Writes an equation of the line that passes through two given points.	Determines from two linear equations whether the lines are parallel, are perpendicular or coincide. Creates a linear equation from a table of values.	Sketches and interprets graphs of linear inequalities, linear equations and nonlinear functions. Recognizes which type of expression best fits the context of a basic application (e.g., linear equation to solve distance/time problems; quadratic equation to explain the motion of a falling object; or compound interest as an exponential function). Solves quadratic equations graphically, by factoring, completing the square, or using the quadratic formula.	Finds solutions to quadratic equations with real coefficients and real or complex roots graphically, by factoring, by completing the square, or by using the quadratic formula.

ASE II: Mathematics

Indicator C: (continued)

Algebra Sub-Indicators	Beginning	Approaching	Met	Exceeds
3. Performs mathematical operations on matrices.	Completes the elements within a matrix.	Adds and subtracts matrices.	Multiplies and divides matrices.	Uses matrices to solve systems of linear equations.
4. Uses the methods and operations of algebra to simplify expressions and to solve equations, inequalities, and systems of equations and inequalities.	Expresses the relationship between two variables using a table, equation, graph, and matrix and describes the relationship suggested by two or more graphs.	Evaluates numerical and algebraic absolute value expressions and algebraic expressions using substitution.	Solves equations involving one radical. Solves a variety of equations and inequalities using algebraic, graphical, and numerical methods. Simplifies expressions with powers and roots, including fractional exponents.	

Indicator D: Uses geometric properties, relationships, and methods to identify, analyze and solve real-life problems

Geometry Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Translates between three- and two-dimensional figures.	Sketches prisms, pyramids, cones, and spheres. Identifies arcs, chords, tangents and secants of a circle.	Represents a three-dimensional object by a two dimensional drawing.	Identifies the characteristics of a three-dimensional object from its two-dimensional representation.	Represents three-dimensional objects using two-dimensional projections or perspective drawings.

ASE II: Mathematics

Indicator D: (continued)

Geometry Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Deduces properties of, comparisons of, and relationships between figures from given assumptions using informal deductive reasoning.	Classifies prisms, pyramids, cones, cylinders and spheres by base shape, lateral surface shape, related surface area and volume formulas.	Finds similarities and differences among geometric shapes and designs using a given attribute (e.g., height, area, perimeter, diagonals, angle measurements). Determines whether a figure is symmetric with respect to a line or a point.	Verifies characteristics of a given geometric figure using coordinate formulas such as distance, mid-point, and slope to confirm parallelism, perpendicularity, and congruency. Understands the ideas behind simple geometric proofs and develops and writes simple geometric proofs (e.g., the Pythagorean theorem).	Writes simple proofs of theorems in geometric situations, such as theorems about: • triangles, congruent and similar figures • perpendicular and parallel lines (e.g., the longest side is opposite the greatest angle, two lines parallel to a third are parallel to each other • perpendicular bisectors of line segments are the set of all points equidistant from the two end points.
3. Recognizes and analyzes Euclidean transformations (e.g., reflections, rotations, dilations and translations).	Determines whether a given pair of figures on a coordinate plane represents a translation, reflection, rotation and/or dilation.	Classifies transformations based on whether they produce congruent or similar non-congruent figures. Deduces properties of figures using transformations in coordinate systems, identifying congruency and similarity.	Determines the effects of a transformation on linear and area measurements of the original figure and sketches the figure that is the result of a given transformation. Applies transformational principles to practical situations (e.g., enlarge a photograph) and gives the new coordinates of a transformed geometric figure.	Translates between synthetic and coordinate representations (e.g., a straight line is represented by the algebraic equation Ax + By = C).
4. Applies understanding of special right triangles, the Pythagorean Theorem, and trigonometric functions to determine information about lengths and angle measures.	Knows and understands the Pythagorean theorem and its converse; uses it to find the length of the missing side of a right triangle and the lengths of other line segments.	Solves simple right-triangle trigonometric equations involving sine, cosine and tangent and uses an appropriate right-triangle trigonometric model to solve a real-life problem.	Uses the definitions of trigonometric functions to find the sine, cosine and tangent of the acute angles of a right triangle.	Proves the Pythagorean theorem and its converse, making explicit the axioms and preceding theorems used in the proofs. Knows and uses the law of cosines and the law of sines to find missing sides and angles of a triangle.

ASE II: Mathematics

Indicator F: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments

Logic & Reasoning Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Uses inductive and deductive logic to construct simple valid arguments. 2. Determines the validity of arguments. 3. Formulates counterexamples and uses indirect proof. 4. Develops and analyzes algorithms.	Draws a simple valid conclusion from a given if ... then statement and a minor premise and places the statements in logical order. Uses Venn diagrams to determine the validity of an argument.	Determines the validity of arguments. Recognizes the difference between a statement verified by mathematical proof (i.e., a theorem) and one verified by empirical data (e.g., women score higher than men on vocabulary tests). Lists related if….then statements in logical order.	Constructs a simple informal deductive proof (e.g., write a proof of the statement: "You can fly from Bombay to Mexico City, given an airline schedule"). Produces a valid conjecture using inductive reasoning by generalizing from a pattern of observations (e.g., if 10' = 10, 10'= 100, 10'= 1000, make a conjecture). Determines the validity of arguments and if the converse of a given statement is true or false. Analyzes assertions about everyday life by using principles of logic (e.g., examine the fallacies of advertising). Determines the purpose of and writes an algorithm that explains a particular mathematical process (e.g., tell a younger child how to find the average of two numbers).	Formulates counterexamples and uses indirect proof to show that a given invalid conjecture is false (e.g., Nina makes a conjecture that x' > x' for all values of x. Find a counterexample.). Uses inductive and deductive logic to construct simple valid arguments.

Mathematics Sample Activities

Standard: The adult learner develops and applies math strategies to a variety of situations.

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable (Number Sense)

	Family	Workplace	Community
Beginning Literacy	Families play board games or video games that require players to add and subtract whole numbers to move along game path to goal. Recite with your children, *The Graceful Elephant*, a Mexican folktale, and tell what number comes after 11, after 12, etc.	Students play the role of a store customer and make purchases with correct bills and coins.	Students look through magazines, newspapers, and online for ads. Write numerals to match number words and vice versa.
ABE I	Families play board games or video games that require players to use basic operations with whole numbers to move along game path to goal. Students learn how to use a calculator and the calculator function on the computer.	Students evaluate the reasonableness of a solution produced by a calculator or cash register.	Students write or type a weekly grocery list of items to be purchased. Estimate the cost of each item and the estimated total cost. Check against actual cost.
ABE II	When dividing a cake for family and communicating about the parts of the whole, students use fraction names to indicate the part.	Students inventory items at their workplace that total approximately $10,000. Enter the inventory into a spreadsheet and total it.	Students predict the number of cars that pass through the busiest intersection in their community during rush hour. Then based on a sample taken from a couple days in a row, students compare the result with their prediction. Students identify fractions based on cutting pizza(s) in the classroom. Illustrate subtraction and addition of fractions. (Be sure number of pizzas is appropriate to class size.)

Mathematics Sample Activities

Indicator A: Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable (Number Sense, continued)

	Family	Workplace	Community
ABE III	Using percentages, students express the percent of money their family spends yearly on rent, food, entertainment, etc. Students make a pie chart or graph on the computer to record this information.	Students determine what percent or fraction of paycheck is paid in various taxes and deductions. Students make a pie chart or graph on the computer to record this information.	Students research their city's budget and determine what percent or fraction is spent on fire, police, etc. Students use Internet to find distances to the moon, sun, distance around the earth and express in scientific notation. Students use Casio calculator for fraction, mixed number and decimal calculations. Complete table of equivalent proper and improper fractions and decimals.
ASE I	Students evaluate advantages and disadvantages of purchasing a home or renting an apartment, including the monthly cost of each, mortgage costs and tax credits. Make a table on a computer to list advantages and disadvantages.	Students collect information from various businesses where individuals work about prices of goods. Determine best buys and provide reasons. Record this information in a database or spreadsheet to be sorted and categorized.	Students evaluate the personal costs of recycling cans, the amount received in payment, and the environmental effects. Students share with others various strategies for determining taxes and tips on a restaurant bill.
ASE II	Read your utility bill (electricity, natural gas, or water) or call the billing department of your local utility to get a current cost schedule. Find out whether the cost is conditional. If it is conditional, write input conditions in both interval and inequality form.	Students use inventory or balance sheets or invoices to find examples of whole numbers, integers, and rational numbers.	Students set up a basketball tournament consisting of 64 teams. The teams play on Wednesdays, Saturdays, and Sundays. How many game days are needed to identify the two teams for the final game if play starts on Wednesday and half the teams are eliminated each day? On which day will the final game be played? Students will complete the league schedule.

Indicator A sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Mathematics Sample Activities

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems (Data Analysis)

	Family	Workplace	Community
Beginning Literacy	Students conduct a simple survey among family members (e.g., favorite dessert). Record answers on the computer.	Students conduct a simple survey at the workplace. Record answers on the computer.	Students conduct a simple survey among class members on a community issue. Record answers on the computer.
ABE I	Students use the Internet to plan a trip . Break down expenses and graph (e.g., food, gas, etc.). Determine where you are spending the greatest amount of money.	Students identify 3 outcomes that are most likely, less likely, or equally likely to occur at the workplace tomorrow.	Students estimate and compare the weight of classroom objects. Record findings in a table or spreadsheet.
ABE II	Students create a pictograph or bar graph that represents the amount of silverware in their kitchen. Can be hand drawn or charted with a computer.	Students determine average salaries based on education levels using internet or other sources.	Students describe how they would choose a sample of people in their neighborhood to survey their voting preferences.
ABE III	Students measure height and weight of each family member. Make chart. Find average, mean, range and mode. Compare pencil and paper results with computer.	Students develop a scale model of work area to determine alternative furniture arrangement. Use a drawing function on a computer to develop the model. Students examine and predict hiring trends based on historical data for their place of work.	Students compare and report on the temperatures in various cities using the weather charts from newspapers. Make a spreadsheet of the results. Students examine and predict hiring trends based on historical data for their city.
ASE I	Students graph or chart the calories and fat content of a family's favorite foods eaten in one week. Students measure a room in their house to determine and compare the total cost of various types of floor coverings.	Students use established bus routes and schedules to determine and calculate distances and time spent traveling between home and the workplace.	Students develop a possible ride-share program for the class. Measure distance, times, and routes from home to school. Students evaluate magazine or newspaper polls for bias in sampling procedures.

Mathematics Sample Activities

Indicator B: Applies data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems (Data Analysis, continued)

	Family	Workplace	Community
ASE II	Students gather information on children's heights in the neighborhood and determine whether the distribution of heights fits a normal curve. Students play a game of cards, draw two cards at random from a standard deck of 52 cards, and determine the probability that both are hearts? Now draw a third card. What is the probability that the third card is a heart if the first two were already hearts?	Students construct a pie graph of job classifications at the workplace. Students evaluate the probability/odds of winning a football poll among different numbers of participants in a workplace. Quality control for a manufacturing process measures the weight of parts at the end of the production line. The weights follow a normal distribution with mean weight 45 ounces and standard deviation 0.5 ounces. One part is chosen at random for testing. Ask students to determine the probability that this part will weigh more than 46 ounces?	Students research crime reports in different neighborhoods and organize data into charts, stem and leaf plots, etc. Students determine approximately how much time the average student spends on homework during a one-week period. Each student is to ask one of his/her friends for the information, making sure that no one student is asked more than once. (a) Students find the mean, median, and mode for these data. Explain or show how you found each answer. (b) Based on this sample, students determine which measure (or measures) that you found in part a best describes the typical student? Explain your reasoning. (c) Describe a sampling procedure that would have led to more representative data.

Indicator B sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Indicator C: Applies algebraic concepts and methods to explore, analyze or solve real-life problems (Algebra)

	Family	Workplace	Community
Beginning Literacy	Students work a jigsaw puzzle.	Students match patterns while hanging wallpaper.	Students determine the side of a street for a particular address.
ABE I	Students bring in samples of wallpaper patterns to class. Describe patterns. Create their own wallpaper using patterns.	Students analyze business monthly income and determine patterns (seasonal, etc.)	Students examine the scores of students over a year and determine a pattern.

Mathematics Sample Activities

Indicator C: Applies algebraic concepts and methods to explore, analyze or solve real-life problems (Algebra, continued)

	Family	**Workplace**	**Community**
ABE II	Students describe in written form the decorative pattern of an item in their home.	Students sort and classify according to observable attributes 50 objects at their workplace. Use a table or spreadsheet to record findings. Students determine how much money they will make if they work overtime at time-and-a-half pay.	Students determine the distance between Arizona cities using a scale map.
ABE III	Students plan a trip to Disneyland. Calculate how long it will take to get there at differing rates of speed. Students use a calculator to figure square roots or percents.	Students determine the simple interest for a new company car. Find and use an interest table on the Internet. Students determine the hourly rate of pay when given a contract rate (yearly salary) for several employees.	Students determine number of bleachers necessary to accommodate a specific number of spectators at a local sports field.
ASE I	Students chart current ages of their family and determine how old each family member will be in the year 2010. Students use signed numbers to explain credit card usage to family members. Students get estimates on a home repair for under $50.00 (e.g., bike repair). Determine the costs of the parts. Then write an inequality that shows the possible labor costs that takes into consideration both the costs of the parts and that the repair will not cost more than $50.00.	Students develop and solve algebraic equations using simulated work situations. Students graph the number of sick days taken by employees. Find the slope of equation of line and determine average.	Students make a Battleship board game using a four-quadrant grid. Construct using a spreadsheet program if desired.
ASE II	Students make up riddles involving family members' ages using inequalities. For example: Who in the family is older than 2 and younger than 10? ($X > 2$ and $X < 10$; $2 < X < 10$)	Students assume employees are to plan and construct a 12 square foot flower garden to beautify the workplace. What shape would be "best"? Consider the relationships between area, length, width, perimeter, radius, and circumference. Graph some of the relationships.	Students compare the slopes of several handicap access ramps in the community. Evaluate for ease of use. Record the information in a table or chart.

Indicator C sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Mathematics Sample Activities

Indicator D: Uses geometric properties, relationships and methods to identify, analyze and solve real-life problems (Geometry)

	Family	Workplace	Community
Beginning Literacy	Students identify shapes of baking dishes.	Students identify flat and solid objects found in the workplace.	Students explore classroom and label geometric shaped objects. Make labels on the computer.
ABE I	Students form different geometric shapes in various colors in home and bring to class for discussion (compare & contrast).	Students find and record examples of intersecting, parallel, and perpendicular lines in their immediate workplace. Use the computer to make a list, then alphabetize the list.	Students compare the different roof styles in their community, estimating angles and postulating reasons for these angles. Make a table or chart of the types and number of each within a specific area.
ABE II	Students compare and contrast the characteristics of simple polygons in one room in their home.	Students compare and contrast characteristics of simple solid geometric figures in your workplace.	Students identify streets in their neighborhood that intersect, are parallel, or are perpendicular.
ABE III	Students describe the type of house they live in if there are no right angles. Students draw a symmetrical design for their home.	Given the distance between home and work, students use the Pythagorean theorem to find the distance to the local shopping center.	Students measure the angles of streets on a map that do not intersect at right angles.
ASE I	Students design a model home. Determine how many geometric shapes make up the design. Students compare cost of building using complex geometric designs versus simple rectangular shapes (e.g., cost of hexagonal vs. rectangular foundation or frame).	Students determine how many trapezoid tables will be used for a meeting in a given room.	Students interview an architect to determine the best geometric design for a community center. Students draw a scale model of a parking lot in their community including parking and open spaces.
ASE II	Students design a floor pattern using geometric shapes and transformations.	Students plan and build a scale model of the workplace.	Students enlarge or reduce a drawing through the use of a grid overlay and dilation or reduction. Compare to computer generated drawings.

Indicator D sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Mathematics Sample Activities

Indicator E: Applies knowledge of standard measurements to real-life situations (Measurement)

	Family	Workplace	Community
Beginning Literacy	Students list household measurement tools and describe how they would use them. Make a bar or pictograph of this information on the computer.	Students estimate distance from home to work.	Students compare the lengths of time traffic lights stay red versus green.
ABE I	Students determine the perimeter of their residences.	Students determine the surface area of an average office desk.	Students determine high and low temperatures for a day and calculate the difference.
ABE II	Students measure approximately how many square feet of carpet it would take to cover all the floors in their home.	Students estimate approximately how many hours and minutes they spend working at their job each year. Students use appropriate formula to determine area of an office.	Students calculate the average high temperature of their locality for one calendar month.
ABE III	Students plan a family trip, calculating distance, mpg and cost of trip. Graph this information.	Students determine the number of boxes of a certain size that will fit into a workplace storeroom. Create illustration on a computer.	Students create a scale drawing of playground in neighborhood park. Students convert a large number of kilometers to meters and write in scientific notation.
ASE I	Students determine the cost of filling a swimming pool with water and provide the number of gallons needed. Use computer spreadsheet to illustrate.	Students compare volume of circular and rectangular trash containers at work. Use computer spreadsheet to illustrate.	Students construct theatrical props (for a school production, etc.) based on a scale drawing.

Indicator E sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Indicator F: Uses both inductive and deductive reasoning in making conjectures and testing the validity of arguments (Logic and Reasoning, Inductive and Deductive)

	Family	Workplace	Community
ASE II	Students devise a Venn diagram showing familial relationships. For example, these may include maternal and paternal generational relationships or gender relationships in the immediate family. Use the computer to chart this information.	Students invent an alternative system for adding a column of numbers without the use of a calculator. Use a calculator or the computer to verify your findings.	Students analyze an argument presented in a newspaper or magazine article, in a news or TV broadcast, or online and determine if the converse is true or false.

Indicator F sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Glossary of Math Terms

absolute value - a number's distance from zero on a number line

acute angle - an angle of less than 90 degrees

alternate interior angles - equal angles formed on opposite sides of a transversal passing through two or more parallel lines

angle - the measurable space (usually in degrees) between two lines that meet in a point

analyze - to examine carefully and in detail by separating something into constituent parts

area - the measure in square units of the surface of a solid or the surface of any flat region

attribute - distinctive feature or characteristic

average - the quotient of a set of numbers added, then divided by the number of members in the set

base - the bottom of the figure and/or the lower of two parallel lines

capacity - the measure of how much can be contained in a three dimensional figure

census - the total count of a population

circle - a plane curve equidistant from a center point

circumference - the boundary line or perimeter of a circle

combinatorics - a collection of objects that fit a defined criteria

complementary angles - adding up to 90 degrees

composite number - a number with factors other than itself and one

congruent - having the same size and shape

constant - algebraic quantity whose value does not change

coordinate - one of a set of numbers that determines the location of a point in a given dimension

corresponding angles - equal angles made by a line intersecting two parallel lines

critical thinking skills - higher level abilities including synthesis, analysis, interpretation, application, and evaluation

cube - a solid having six square faces

cylinder - a solid bounded by two parallel planes and having a circular surface

decagon - a ten-sided polygon

diagonal - in geometry, a line joining two non-adjacent vertices of a polygon

diameter - a straight line passing through the center of a circle that divides the circle in half

difference - the result in subtraction

equation - a mathematical statement in which one expression is equal to another

equilateral triangle - a three-sided figure in which all the interior angles and sides are equal

evaluate - to determine the value of

exponent - that which indicates how many times a number or variable is used as a factor

expression - an algebraic statement involving one or more terms

face - external surface area bound by edges of a solid geometric shape

factor - to determine the multiples of a certain product

factors - any two or more quantities which are multiplied together

fraction - a quantity expressed as the relationship of the parts identified (numerator) in relationship to the total number of parts of the whole (denominator)

height - the perpendicular distance from the base to the opposite vertex of geometric figures such as triangles and parallelograms

hexagon - a six-sided polygon

hypotenuse - the side opposite the right angle in a right triangle

inequality - statement indicating that two quantities are not equal

integers - a set of numbers consisting of the whole numbers and their oppositely signed expressions

interest - a charge paid for borrowing money

interior angles - the angles between two line segments formed by a transversal intersecting the line, or the angles formed by the sides of any polygon

interpret - to draw meaning from a data set by applying critical thinking skills

intersect - to meet or cut through

inverse operation - the opposite of a given process (e.g., addition and subtraction, multiplication and division)

isosceles triangle - a three-sided figure with two equal sides and two equal angles

length - the measure of the greatest dimension

like terms - terms that contain exactly the same variable(s) with the same exponent(s)

mass - the measure of the quantity of matter a body contains

mean - another word for arithmetic average

median - the middle value in a set of numbers arranged in sequential order

mode - the value that occurs most frequently in a given series of numbers

number meaning - the quantity or set of objects represented by a numeral or number word

number word - the representation of a quantity or set of objects using a literary symbol (e.g., seven, thirty)

numeral - the representation of a quantity or set of objects using a number symbol (e.g., 7, 30)

obtuse - an angle whose measure is greater than 90 degrees, but less than 180 degrees

octagon - an eight-sided polygon

order of operations - the sequence in which operations are to be performed in an expression or equation (i.e., operations within parentheses, then exponents, then multiplication, division, addition, subtraction)

ordered pairs - pairs of numbers (x and y coordinates) which define a point on a rectangular coordinate grid

parallel - lying in the same plane, separated by the same distance, never intersecting

parallelogram - a four-sided figure in which opposite sides are parallel

pentagon - a five-sided polygon

percent - the proportional relationship of the fractional expression of any quantity and that quantity expressed as parts of 100 (e.g., 1/2=50/100= 50%)

perimeter - the outer boundary of an area

perpendicular - intersecting at or forming right (90 degree) angles

pi (π) - the ratio of the circumference to the diameter of a circle (usually rounded to 3.14)

place value - the numeric category/grouping (e.g., (in base 10) ones, tens, hundreds, that a numeral represents according to its position in the overall numeral)

plane - a surface containing all the straight lines connecting any two points on it

point - the intersection of two lines

polygon - a closed plane figure whose sides are line segments (e.g., pentagon 5-sided)

prime factor(s) - the factor(s) of a number which cannot be broken down into other factors

prime number(s) - a number with no other factors except itself and one

probability - a number expressing the likelihood of occurrence of a specific event

product - the result in multiplication

proportion - an equality between ratios

Pythagorean Theorem - in a right triangle, the square of the hypotenuse is equal to the sum of the squares of the other two legs

quadrilateral - a four-sided polygon

quotient - the result in division

radius - a line segment from the center of a circle to its edge

range - the difference between the greatest and smallest values in a set of numbers

ratio - the relative size of two quantities expressed as the quotient of one divided by the other

rational number - whole number, fraction, or decimal

rectangle - a parallelogram with four right angles

rectangular container - a solid having six rectangular faces

rectangular coordinate plane - a grid where a horizontal line called the x-axis and a vertical line called the y-axis intersect perpendicularly at a point called the origin

reflex angle - an angle whose measure is greater than 180 degrees and less than 360 degrees

rhombus - a parallelogram with four equal sides

right angle - a 90 degree angle

right triangle - a triangle containing a 90 degree angle

round - express a number to its nearest designated equivalent

sampling - a systematically determined part of a larger group used to make predictions about characteristics of the larger group

scale (to scale) - a convenient representation of one quantity or magnitude in terms of another

scalene triangle - a triangle with three unequal sides and angles

scatterplot, **scatter diagram** or **scatter graph** - a graph that visually displays the relationship between two variables

scientific notation - a shorthand way of writing large or small numbers using the powers of ten

side - linear boundary of a plane geometric shape

similar figures - objects or figures that are the same shape but not necessarily the same size

slope - the relationship of the rise or decline of a line to the run of the line as measured on a coordinate plane

square - a rectangle with four sides of the same length

square root - two equal factors of a number

sum - the result obtained by addition

supplementary - adding up to 180 degrees

symmetry - characteristic of a geometric shape in which a line can be drawn producing congruent mirror images

term - an algebraic quantity containing a sign with a constant and/or variable

transversal - a line that intersects one or more other lines

trapezoid - a quadrilateral in which one pair of opposite sides is parallel

triangle - a three-sided polygon

variable - a symbol used to represent a quantity capable of assuming any value

vertex - the point at which two lines intersect or meet to form one or more angles

volume - the amount of space measured in cubes occupied by an object or region of space

weight - the measurement of the mass of an object in relation to the gravitational force attracting it

width - the measurement of something from side-to-side

Arizona Adult Education Reading Standards

The Arizona Adult Education Reading Standards were revised to include more explicit phonemic awareness and phonics as recommended by the 2001 National Reading Panel Report, as well as much of the content recommended in the 2004 American Diploma Project.

The revised Reading Standards include a heavier emphasis on logical reasoning and argument, and critical thinking , skills that colleges and business feel are critical to success. The Standards are also more closely aligned to the English Language Acquisition for Adults Standards to sharpen the connection between the skills needed to communicate and comprehend effectively for both non-native and native English speakers.

The Reading Standards place a heavier emphasis on multi-culturalism to better reflect our student population and include specific focus on drama, poetry and literature, as well as requiring students to read literary texts from around the world.

Reading

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

The Reading Standard addresses the following Indicators:

    A   Recognition and Decoding Strategies
    B   Vocabulary
    C   Functional and Informational Text
    D   Literary Selections

Proficiency Descriptions:

Beginning	Approaching	Met	Exceeds
At this level, evidence indicates that the learner applies basic understanding of the concepts and limited reasoning skills. The student's explanations are often minimal and presented without much supporting information.	At this level, the student meets beginning proficiency and evidence indicates some understanding of the concepts. Although reasoning skills are evident and supporting information is present, explanations are not always complete.	At this level, the student meets beginning and approaching proficiencies and makes sound decisions. The learner applies both procedural knowledge and conceptual understanding to tasks, and explains and justifies the reasoning used.	At this level, the student meets beginning, approaching, and met proficiencies and consistently applies both procedural knowledge and conceptual understanding to both familiar and unfamiliar situations and provides conclusions that are clear, logical, and go beyond the obvious.

Beginning Literacy: Reading

Indicator A: Understands and applies recognition and decoding strategies to pronounce and derive the meaning of words

Recognition & Decoding Strategies Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Identifies upper- and lower-case letters.	Recognizes and names some upper and lower case letters of the alphabet (e.g., uppercase and lowercase letters that are similar such as *Ss, Pp, Cc*).	Recognizes and names many upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., *D d*).	Recognizes and names all upper and lower case letters of the alphabet.	
2. Generates sounds from all letters and letter patterns (e.g., consonant sounds, vowel sounds and patterns, consonant blends and digraphs, and diphthongs).	Identifies the initial and final sounds (not letters) of a spoken word. Pronounces a few graphemes with general accuracy while reading aloud (e.g., sounds that relate to their letter names such as /m/, /n/, /p/).	Distinguishes initial (e.g., s/a/t), medial (e.g., s/a/t), and final sounds (e.g., s/a/t) in single-syllable words. Pronounces many graphemes with general accuracy while reading aloud. Distinguishes spoken rhyming words from non-rhyming words. Blends two to four phonemes orally into recognizable words (e.g., /c/a/t makes cat; /fl/a/t makes flat).	Orally produces groups of words that begin with the same initial sound. Moves sequentially from sound to sound and represents the number and order of two and three isolated phonemes. Generates a series of rhyming words, including consonant blends. Blends short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllables (e.g., an, man). Generates sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combines those sounds into recognizable words. Pronounces most graphemes with general accuracy while reading aloud.	Moves sequentially from sound to sound and represents the number, order, and similarity or difference of two and three isolated phonemes. Orally blends many phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man). Generates sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blends those sounds into recognizable words. Pronounces graphemes with general accuracy when reading multi-syllabic words aloud.

Beginning Literacy: Reading

Indicator A: (continued)

Recognition & Decoding Strategies Sub-Indicators	Beginning	Approaching	Met	Exceeds
3. Applies phonetic skills to decode words.	Recognizes the new written word when a specified phoneme is added, changed or removed (e.g., change "hat" to "cat", "pan" to "an").	Uses knowledge of familiar word patterns/families (e.g., -ite, -ight, -ought) to decode words.	Demonstrates command of sound/symbol relationships and basic word formation rules in phrases, simple sentences, or simple text.	Applies phonetic skills to decode words accurately and fluently.
4. Recognizes high frequency words.	Recognizes a few (5 to 25) common high frequency sight words.	Recognizes some (26 to 50) common high-frequency sight words.	Recognizes many (51 to 75) common regular and irregular sight words (e.g., *the, have, said, of).*	Develops basic sight vocabulary (76 to 100 words).
5. Demonstrates understanding of print concepts of the English language (how print corresponds to spoken language; that letters make words and words make sentences).	Identifies letters, words, and sentences.	Recognizes the distinguishing features of a sentence (e.g., capitalization, ending punctuation). Alphabetizes a series of words to the first letter.	Recognizes the distinguishing features of a paragraph (e.g., indentation of first word, introductory sentences, supporting sentences, concluding sentences). Alphabetizes a series of words to the second letter.	Identifies some organizational features (e.g., title, table of contents, chapter titles, glossary) of a book. Alphabetizes a series of words to the third letter.

Indicator B: Acquires and uses new vocabulary in relevant contexts

Vocabulary Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Knows the meaning of basic sight words and numbers		Knows the meaning of basic sight words and numbers to the tens	Knows the meaning of basic sight words and numbers to the hundreds	Knows the meaning of basic sight words and numbers to the thousands.
2. Associates the correct word or phrase with the picture cues.	Identifies and sorts some common objects into basic categories (e.g., colors, foods, animals).	Identifies and sorts many common objects into basic categories (e.g., colors, foods, animals).	Classifies common objects into categories and associates the correct word or phrase with picture cues.	Describes familiar objects, people, and events in both general and specific language.

Beginning Literacy: Reading

Indicator C: Applies reading skills to interpret functional and informational text

Functional & Informational Text **Sub-Indicators**	**Beginning**	**Approaching**	**Met**	**Exceeds**
1. Identifies common signs, symbols, and labels in the environment.	Identifies a few common signs, symbols, labels, and captions in the environment.	Identifies some common signs, symbols, labels, and captions in the environment.	Identifies many common signs, symbols, labels, and captions in the environment.	
2. Follows simple written directions, and maps.	Comprehends and follows simple one-step (two- to three-words) written directions for classroom activities that are accompanied by picture cues.	Comprehends and follows simple one- to two-step (two- to five-words) written directions for classroom activities. Locates features on a simple map.	Comprehends and follows short two- to three-step written directions for classroom activities. Reads a map to plan out a route (e.g., historical sites, camping, recreational ideas).	Comprehends and sequentially follows short two- to three-step written directions for classroom activities.
3. Reads and comprehends short, simple connected text by responding to basic questions.	Reads simple forms that ask for personal information such as name, address, phone number and gender.	Restates information from text. Reads, understands and identifies basic vocabulary found in simple want ads and job applications.	Responds to basic comprehension questions about text.	Abstracts information from a paragraph to fill out a form.

Beginning Literacy: Reading

Indicator D: Applies reading skills to interpret literary selections

Literary Selections Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Identifies characters, settings, and key events of narratives.	Answers simple yes-no questions about stories.	Answers basic comprehension questions about stories.	Often identifies the characters, setting and key events of stories.	Consistently identifies the characters, setting and key events of stories.
2. Makes predictions about content based on features of texts (title, cover, illustrations).	Demonstrates an understanding of prediction and sequence by arranging a series of familiar pictures in sequence.	Demonstrates an understanding of prediction and sequence by arranging a series of pictures in sequence.	Often makes predictions about content based on book title, illustrations, and text.	Consistently makes predictions about content based on book title, illustrations, and text.
3. Retells stories.	Places story graphics in sequence to retell a story.	Sometimes describes the beginning, middle and ending of reading selections.	Often describes the beginning, middle and ending of reading selections.	Consistently retells a simple story, placing events in sequence.
4. Recognizes elements of rhyme and rhythm within language.	Recognizes repetitive sounds in passages.	Recognizes elements of rhyme and rhythm in sentences.	Recognizes elements of rhyme and rhythm in paragraphs.	Recognizes elements of rhyme and rhythm in poetry.
5. Makes connections between information and events in text and own experiences.	Occasionally makes connections between information and events in text and own experiences.	Sometimes makes connections between information and events in text and own experiences.	Often makes connections between information and events in text and own experiences.	Consistently makes connections between information and events in text and own experiences.

ABE I: Reading

Indicator A: Understands and applies recognition and decoding strategies to pronounce and derive the meaning of words

Recognition & Decoding Strategies Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Demonstrates command of basic word formation rules, including word families and spelling patterns based on phonological rules.	Occasionally recognizes and uses knowledge of spelling patterns such as consonant blends, consonant digraphs (e.g., th, sh, ck) and vowel digraphs and diphthongs (e.g., ea, ie, ee) when reading. Occasionally uses inflectional endings (e.g., -s, -ed, -ing) to identify base words (e.g., *look, looks, looked, looking*).	Sometimes recognizes and uses knowledge of spelling patterns (e.g., inflectional endings; orthographic patterns and rules such as *oil/toy, match/speech, badge/cage*; contractions) when reading. Sometimes uses inflectional endings (e.g., -s, -ed, -ing) to identify base words (e.g., *look, looks, looked, looking*).	Often recognizes and uses knowledge of spelling rules when reading.(e.g., drops the final e when adding endings, doubling consonants, changing y to I, words ending in –tion and –sion, regular phonogram patterns). Often reads and uses inflectional forms of words, including irregular plurals (e.g., *wife/wives*).	Consistently recognizes and uses knowledge of spelling rules when reading.(e.g., drop the final e when adding endings, doubling consonants, changing y to I, words ending in –tion and –sion, regular phonogram patterns). Consistently reads and uses inflectional forms of words, including irregular plurals (e.g., *wife/wives*).
2. Applies knowledge of basic syllabication rules based on phonetic skills	Segments spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., *s/p/l/a/t=splat; r/i/ch=rich*).	Segments spoken phonemes contained in two-syllable words into individual phoneme sounds (e.g., tiger makes /t/i/g/e/r/.	Segments multi-syllable words into syllables and counts the number of sounds in syllables and syllables in words.	Applies knowledge of basic syllabication rules when reading (e.g., sup/per, fam/i/ly, mul/ti/pli/ca/tion).
3. Recognizes high frequency words.	Recognizes few (26 to 50) common high frequency sight words.	Recognizes some (51 to 75) common high frequency sight words.	Recognizes many (76 to 125) common regular and irregular sight words (e.g., *the, have, said, of)*.	Develops basic sight vocabulary (126 to 200 words).

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ABE I: Reading

Indicator B: Acquires and uses new vocabulary in relevant contexts

Vocabulary Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Identifies and uses knowledge of common prefixes and suffixes to determine the meanings of unfamiliar words.	Occasionally recognizes the meaning of a few common prefixes (e.g., un-, re-, dis-,) and suffixes (e.g., -ful, -ly, -less) when attached to known vocabulary.	Sometimes recognizes the meaning of common prefixes and suffixes when attached to known vocabulary.	Often recognizes the meaning of common prefixes and suffixes to determine the meaning of unfamiliar words.	Consistently recognizes the meaning of common prefixes and suffixes to determine the meaning of unfamiliar words.
2. Recognizes the meaning of common antonyms, and synonyms.	Occasionally recognizes the meaning of common antonyms and synonyms (e.g., beginning/ end; start/finish).	Sometimes recognizes the meaning of common antonyms and synonyms.	Often recognizes the meaning of common antonyms and synonyms.	Consistently recognizes the meaning of common antonyms and synonyms.
3. Uses context clues to determine word meaning.	Recognizes that words sometimes have multiple meanings (e.g., present: gift, time).	Applies words that have multiple meanings in sentences.	Often determines word meaning using context clues.	Consistently determines word meaning using context clues.
4. Uses a glossary to understand unfamiliar words.	Uses picture dictionary to find the meanings of known vocabulary.	Uses personal dictionary with pictures to find the meaning of known vocabulary.	Uses glossary as well as other sources to find the meanings of unfamiliar vocabulary.	Uses a standard dictionary as well as other sources to find the meanings of unfamiliar vocabulary; comprehends the type of information a dictionary contains.
5. Identifies words that comprise contractions, common abbreviations, and compound words.	Occasionally identifies the words that comprise contractions (e.g., *haven't, aren't*), abbreviations, and compound words.	Sometimes identifies the words that comprise contractions, abbreviations, and compound words.	Often identifies the words that comprise contractions, abbreviations, and compound words.	Consistently identifies the words that comprise contractions, abbreviations, and compound words.
6. Uses knowledge of base words to determine the meaning of compound words and contractions.	Recognizes that two words can make a compound word (e.g., lunchtime, daydream, everyday).	Sometimes determines the meaning of compound words, using knowledge of the two words that make up a compound word.	Often determines the meaning of compound words, using knowledge of the two words that make up a compound word.	Consistently uses structural cues to recognize words and their meanings (e.g., compounds, base words, contractions and inflections.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ABE I: Reading

Indicator C: Applies reading skills to interpret functional and informational text

Functional & Informational Text **Sub-Indicators**	**Beginning**	**Approaching**	**Met**	**Exceeds**
1. Follows simple (one- and two-step) written directions.	Comprehends and follows two- to five-word written directions.	Comprehends and follows short two- to three-step written directions.	Comprehends and follows up to five-step written directions.	Comprehends, follows, and evaluates a set of written, multi-step directions for classroom activities.
2. Identifies and uses organizational features of texts.	Identifies the table of contents, indices, and appendices to locate information in text.	Identifies the uses for the table of contents, indices, and appendices to locate information in text and sometimes uses these features.	Often uses the table of contents, indices, and appendices to locate information in text.	Consistently uses the table of contents, indices, and appendices to locate information in text.
3. Identifies the main ideas, relevant facts, and comprehends author's purpose in text.	Identifies author's stated purpose.	Identifies the main ideas and relevant facts.	Comprehends the author's purpose through the main idea and relevant facts.	Evaluates the main ideas and relevant facts in text and the author's purpose.
4. Draws simple, logical conclusions from reading materials.	Identifies cause and effect relationships in text.	Identifies cause and effect relationships and draws some other conclusions based on information in the text.	Makes inferences based on clues from the text.	Evaluates conclusions drawn from the text.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ABE I: Reading

Indicator D: Applies reading skills to interpret literary selections

Literary Selections Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Describes the story elements of narratives from various cultures.	Predicts what might happen next in a reading selection.	Compares a prediction about an action or event to what actually occurs in the reading selection. Identifies the components and main problem or conflict of a plot and its resolution.	Describes basic story elements in a literary selection: plot, setting, and characters (major and minor). Identifies the theme (e.g., moral, lesson, meaning, message, view or comment on life) and point of view of a literary selection.	Compares characters, setting, plot, and narrator of two stories. Recognizes and describes multiple themes in literary works from various cultures.
2. Explains how an author's life and time are reflected in the work, as appropriate.	Identifies the time, place, and culture of the reading selection.	Gives examples about how an author's life and time are reflected in the work.	Describes how the author's time, place and culture affect the reading selection.	Evaluates how an author's life, time, place and culture affect the reading selection.
3. Responds to critical thinking questions about the reading material.	Occasionally responds to questions about the text, e.g., who, what, when, where, why, and how.	Sometimes responds to critical thinking questions about the text.	Often responds to critical thinking questions about the text.	Consistently responds to critical thinking questions about the text.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ABE II: Reading

Indicator A: Understands and applies recognition and decoding strategies to pronounce and derive the meaning of words

Recognition & Decoding Strategies Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Reads with automaticity (immediate recognition), accuracy, and proper expression.	Reads regularly in instructional level materials that are challenging but manageable at 50 wpm.	Reads regularly in instructional level materials that are challenging but manageable at 70 wpm.	Reads regularly in instructional level materials that are challenging but manageable at 90 wpm.	Reads regularly in instructional level materials that are challenging but manageable at 100 wpm.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

Indicator B: Acquires and uses new vocabulary in relevant contexts

Vocabulary Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Knows and uses structural analysis (roots and affixes) to determine the meaning of unfamiliar words.	Recognizes some common roots and affixes when attached to known vocabulary (e.g., wonderful, washable, pre-game, misbehavior).	Sometimes uses knowledge of root words (e.g., *like, pay, or happy)* and affixes (e.g., *dis-, pre-, un-)* to determine the meaning of some unknown words.	Often uses knowledge of root words and affixes to determine the meaning of some unknown words.	Consistently uses knowledge of root words and affixes (to determine the meaning of some unknown words.
2. Knows and demonstrates understanding of idiomatic expressions.	Understands that idiomatic expressions are not literal (e.g., "off your chest," "keep in touch," "keep it in mind," "on edge").	Demonstrates understanding of common idiomatic expressions.	Demonstrates understanding of how and when to use idiomatic expressions.	Demonstrates understanding of idiomatic expressions by responding to and using such expressions appropriately.
3. Applies basic syntactic rules (word order) and context to confirm the meaning of words.	Occasionally determines the intended meaning of words with multiple meanings using word, sentence, and paragraph clues.	Sometimes determines the intended meaning of words with multiple meanings using word, sentence, and paragraph clues.	Often determines the intended meaning of words with multiple meanings using word, sentence, and paragraph clues.	Consistently determines the intended meaning of words with multiple meanings using word, sentence, and paragraph clues.
4. Uses a standard dictionary and other resources to find the meanings of unknown vocabulary.	Comprehends what kind of information a standard dictionary contains.	Determines the various meanings, pronunciation, and syllabication of words by using a dictionary.	Determines the meanings, pronunciations, syllabication, synonyms, antonyms, and correct spellings of words by using a dictionary.	Uses multiple reference aids, including a thesaurus, a synonym/antonym finder, a dictionary, and software to clarify word meanings and usage.
5. Knows correct usage of homophones and homographs.	Knows what homophones are (e.g., here, hear; to, too, two; hole, whole).	Knows correct usage of a few problematic homophones (e.g., wear, where; bear, bare).	Knows correct usage of some problematic homophones (e.g., there, their, they're; your, you're).	Knows correct usage of many problematic homophones.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ABE II: Reading

Indicator C: Applies reading skills to interpret functional and informational text

Functional & Informational Text Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Accesses and locates specific information by using organizational and other features of text.	Accesses and locates information through table of contents.	Accesses and locates information through table of contents, indexes, and glossaries. Applies skimming and scanning reading strategies to locate information	Accesses and locates information through table of contents, indexes, glossaries, titles, and headings. Locates information in charts, graphs, labels and other simple authentic materials found in the community or workplace.	Accesses and locates specific information from informational and functional text by using organizational features of text, including contents, indices, glossaries, titles, headings, captions, key words and various graphics.
2. Follows multiple -step written directions.	Comprehends and follows up to five-step written directions for classroom activities.	Comprehends and follows a set of written instructions on routine procedures.	Comprehends and follows a set of written, multi-step instructions to perform routine procedures or answer questions.	Comprehends and follows a set of written, multi-step instructions to perform routine procedures, answer questions, or solve problems.
3. Draws conclusions about the ideas or events of reading materials and provides evidence from text.	Identifies main ideas and key details of text in short text on a familiar topic.	Identifies the main ideas, key words, and important details.	Summarizes the main ideas that are stated in the text. Describes the author's stated or implied purpose and supplies evidence from the text.	Draws valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ABE II: Reading

Indicator D: Applies reading skills to interpret literary selections

Literary Selections Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Determines the underlying theme or author's message and relates it to prior experience or the experiences of others.	Determines how the story relates to prior experience of the student or to the experiences of others.	Recognizes the historical and/or cultural perspectives in reading selections.	Determines the underlying theme or author's message and relates it to the historical and cultural perspectives of the text.	Compares and contrasts the underlying theme or author's message from two literary selections.
2. Interprets sensory images and symbolism in poetry or other literary work.	Responds to sensory images and symbolism in poetry.	Identifies the sensory images and symbolism in poetry.	Interprets sensory images and symbolism in poetry or other literary work.	Compares and contrasts sensory images and symbolism in poetry or other literary work.
3. Identifies structural elements particular to drama, including scenes, acts, cast of characters and stage directions.	Defines structural elements of drama.	Identifies structural elements particular to drama, including scenes and acts.	Identifies structural elements particular to drama, including scenes, acts, cast of characters and stage directions.	Describes the structural elements in drama selections and explains how they are similar and different in at least two selections.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ABE III: Reading

Indicator A: Understands and applies recognition and decoding strategies to pronounce and derive the meaning of words

Recognition & Decoding Strategies Sub-Indicators	Beginning	Approaching	Met	Exceeds
Instructors should continue to address the sub-indicators of the earlier levels as needed.				

Indicator B: Acquires and uses new vocabulary in relevant contexts

Vocabulary Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Uses knowledge of Greek and Latin roots to understand words specific to other content areas such as the sciences, social sciences, and humanities.	Determines the effect of affixes on root words.	Sometimes applies knowledge of common Greek and Latin roots and affixes (e.g., *anti, bene, auto populous*) to understand unknown vocabulary.	Often applies knowledge of common Greek and Latin roots and affixes to understand unknown vocabulary.	Consistently applies knowledge of common Greek and Latin roots and affixes to understand unknown vocabulary.
2. Applies context clues to confirm meaning of figurative, idiomatic and technical words and words with multiple meanings.	Identifies figurative, idiomatic and technical words.	Sometimes applies context clues to confirm meaning of figurative, idiomatic and technical words and words with multiple meanings.	Often applies context clues to confirm meaning of figurative, idiomatic and technical words and words with multiple meanings.	Consistently applies context clues to confirm meaning of figurative, idiomatic and technical words and words with multiple meanings.
3. Distinguishes between the denotative and connotative meanings of words and explains "shades of meaning" for related words.	Knows the difference between the denotative and connotative meanings of words.	Sometimes distinguishes between the denotative and connotative meanings of words.	Often distinguishes between the denotative and connotative meanings of words.	Consistently distinguishes between the denotative and connotative meanings of words. Readily provides appropriate words for various shades of meaning.
4. Uses multiple reference aids to clarify word meanings and usages.	Determines the various meanings, pronunciation, and syllabication of words using multiple reference aids.	Determines the various meanings, pronunciation, syllabication, antonyms, and correct spellings of words by using multiple aids.	Uses multiple reference aids, including a thesaurus, synonym/ antonym finder, a dictionary, and software to clarify word meanings and usage.	

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ABE III: Reading

Indicator C: Applies reading skills to interpret functional and informational text

Functional & Informational Text Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Applies knowledge of the organizational features of text to aid comprehension.	Applies knowledge of chronological and logical order in text to aid comprehension.	Applies knowledge of cause/effect and comparison /contrast as organizational schemes to aid comprehension.	Applies knowledge of spatial order, problem/solution, and classification schemes to aid comprehension.	Analyzes the effectiveness of the selected organizational scheme.
2. Reads and interprets common workplace forms.	Responds appropriately to a set of instructions and completes a task.	Explains a procedure about a complex or unfamiliar work process.	Reads and interprets charts, graphs, labels and other simple authentic materials found in the community or workplace. Reads and interprets common legal forms and manuals (student loans, mortgages, lease agreements, etc.).	Evaluates the adequacy of details and facts to achieve a specific purpose.
3. Summarizes the main idea and supporting details in text and relates to other sources, life experiences, and related topics.	Identifies the main ideas, key words, and important details in text.	Identifies the main ideas, key words, and important details in text that requires some level of inference.	Summarizes the main idea and supporting details in text and relates to other sources, life experiences, and related topics. Draws valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text.	Compares (and contrasts) the central ideas, problems, or situations from selected readings on a specific topic.
4. Distinguishes facts from opinions.	Identifies persuasive words in text used to influence readers' opinions and actions.	Explains the intended effect of persuasive words and strategies to influence readers' opinions and actions.	Identifies author's point of view in an expository or persuasive selection. Distinguishes facts from opinion in common persuasive text (e.g., editorials, newspaper articles, reviews).	Compares (and contrasts) readings on the same topic and explains how authors reach different conclusions based upon differences in assumptions, beliefs, or biases.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ABE III: Reading

Indicator D: Applies reading skills to interpret literary selections

Literary Selections Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Describes the literary elements and characteristics that define the genres of fiction, nonfiction, drama, and poetry.	Creates a simple table or chart that shows the characteristics of one form of literature (poetry, fiction, non-fiction).	Creates a simple table or chart that shows the characteristics of two forms of literature (poetry, fiction, non-fiction).	Creates a simple table or chart that shows the characteristics of the three forms of literature (poetry, fiction, non-fiction).	Analyzes the characteristics of various genres (e.g., poetry, short story, biography, drama) as forms chosen by an author to accomplish different purposes.
2. Makes defensible inferences about the interactions between characters (e.g., conflicts, motivations, relationships) and how they affect the events and plot.	Identifies qualities of key characters.	Describes a character's traits using textual evidence (e.g., dialogue, actions, narrations).	Describes a character's motivations and how a character's traits influence a character's actions.	Compares and contrasts character's key qualities, points of view, and themes across a variety of literary works from different cultures.
3. Identifies literary devices that define a writer's style with emphasis on the use and meaning of figurative language.	Identifies the importance of "shades of meaning" in determining word choice in a piece of literature.	Identifies how an author's use of words creates tone and mood.	Identifies literary devices that define a writer's style with emphasis on the use and meaning of figurative language.	Draws conclusions about style, mood, tone, and meaning of prose, poetry and drama based on the author's word choice and use of figurative language.
4. Compares and contrasts versions of traditional or contemporary literature from different cultures.	Reads and describes stories from different cultures.	Compares different versions of the same story from different cultures.	Compares and contrasts versions of traditional or contemporary literature from different cultures for similarities and differences related to themes or characters.	Identifies similarities and differences in mythologies from different cultures (e.g., ideas of afterlife, roles of deities).
5. Interprets the characteristics and structural elements of poetry including rhyme scheme, line breaks, alliteration, rhythm, repetition and figurative language.	Recognizes the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmical patterns in a poetry selection.	Describes meaning and characteristics of various forms of poetry (e.g., limerick, haiku, free verse).	Responds to and analyzes the effects of the sounds in words (alliteration, onomatopoeia, rhyme scheme, free verse, couplets) and figurative language (metaphor, simile) in order to uncover the meaning of a poem.	Analyzes the characteristics and structural elements of a variety of poetic forms (e.g., epic, sonnet, ode, ballad, lyric, narrative poem, free verse, haiku).
6. Identifies and analyzes author's techniques in plays.	Identifies elements of setting, plot, and characterization in plays.	Identifies author's use of dialogue and description in drama.	Analyzes elements of setting, plot, characterization and author's use of dialogue and description in plays.	Compares and contrasts techniques used for setting, plot, characterization, dialogues and descriptions in plays.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ASE I: Reading

Indicator A: Understands and applies recognition and decoding strategies to pronounce and derive the meaning of words

Recognition & Decoding Strategies Sub-Indicators	Beginning	Approaching	Met	Exceeds
Instructors should continue to address the sub-indicators of the earlier levels as needed.				

Indicator B: Acquires and uses new vocabulary in relevant contexts

Vocabulary Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Applies knowledge of complex Greek and Latin roots to draw inferences about the meaning of specialized vocabulary.	Occasionally applies knowledge of complex Greek and Latin roots to draw inferences about the meaning of specialized vocabulary.	Sometimes applies knowledge of complex Greek and Latin roots to draw inferences about the meaning of specialized vocabulary.	Often applies knowledge of complex Greek and Latin roots to draw inferences about the meaning of specialized vocabulary.	Consistently applies knowledge of complex Greek and Latin roots to draw inferences about the meaning of specialized vocabulary.
2. Interprets idioms, colloquial expressions, ironies, and sarcasm.	Comprehends sufficient key content and descriptive vocabulary to understand many stories of general popular interest.	Comprehends sufficient key content and descriptive vocabulary, idioms, and colloquial expressions in order to interpret many stories of general interest	Comprehends an expanded range of conceptual language, including idioms and colloquial expressions in order to interpret broadcast media productions.	Interprets figurative language, idiomatic expressions, colloquialisms, culturally embedded verbal humor, and sarcasm in media and other presentations.
3. Infers the meaning of analogies, metaphors, allusions and similes.	Recognizes simple analogies and metaphors in literature and texts in content areas (e.g., "boiling mad," "things are running smoothly," "heated debate," "icy stare," " bright idea").	Sometimes determines the meaning of figurative language, including similes (e.g., "fly like a bird"), metaphors, (e.g., "The doctor inspected the injury with an eagle eye") and personification.	Often determines the meaning of figurative language, including similes, metaphors, personification, and idioms.	Consistently determines the meaning of figurative language, including similes, metaphors, personification, and idioms and how the writer's word choice affects the meaning of text.
4. Interprets words with multiple meanings using clues in text such as definitions, examples, restatements, or comparison/ contrast.	Interprets words with multiple meanings using word, sentence, and paragraph clues in texts.	Explains words with multiple meanings using definitions and examples in texts.	Interprets words with multiple meanings using word, sentence, and paragraph clues in text such as definitions, examples, restatements, or comparison/contrast.	Applies interpretation of words with multiple meanings using word, sentence, and paragraph clues in text such as definitions, examples, restatements, or comparison/contrast.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ASE I: Reading

Indicator C: Applies reading skills to interpret functional and informational text

Functional & Informational Text Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Compares and contrasts the organizational structures of various expository text (cause and effect, logical order, problem-solution)	Identifies organization of text and relationship links between paragraphs.	Identifies organization of text, topic sentences, and logical links between paragraphs.	Compares and contrasts the central ideas and concepts from selected readings on a specific topic, and explains how authors use organizational elements to achieve their purposes.	Synthesizes information from multiple sources to draw subtle inferences, conclusions and/or generalizations about evidence and point of view of text.
2. Analyzes instructions in informational or technical texts to perform specific tasks, answer questions, or solve problems.	Recognizes and describes information from texts, charts and graphs	Integrates information from texts, charts and graphs to draw conclusions about the ideas presented.	Interprets details from a variety of functional texts designed to provide directions, solve a problem, or answer a question.	Evaluates the adequacy of functional text that is designed to provide directions, solve a problem, or answer a question, by determining what information is missing or extraneous.
3. Explains how writers focus ideas, provide evidence and use arguments to persuade others and make their points.	Identifies the facts and other details that support the author's argument regarding a particular idea.

Identifies persuasive strategies to elicit a desired response from the reader. | Evaluates the facts and other details that support the author's argument regarding a particular idea.

Identifies author's bias.

Describes the essential ideas, arguments, and perspectives of text. | Evaluates the range and quality of evidence used to support the main idea and/or author's conclusion.

Evaluates the author's bias and use of persuasive strategies.

Connects the essential ideas, arguments, and perspectives of text. | Evaluates the elements of the author's argument and identifies unsupported inferences or fallacious reasoning in expository text. |
| 4. Analyzes two or more texts addressing the same topic to determine how authors reach similar or different conclusions. | Extracts factual details from texts. | Identifies author's purpose, perspective, and thesis, and unstated assumptions in expository or persuasive selections. | Makes defensible inferences about the author's purpose, perspective, thesis, and unstated assumptions in expository or persuasive selections. | Extends ideas presented in text and makes useful connections to other topics. |

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ASE I: Reading

Indicator D: Applies reading skills to interpret literary selections

Literary Selections Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Makes defensible inferences about the elements of narratives, including how they are presented by different authors.	Identifies the events, settings, moods, plots, characters and meanings of narratives from various cultures.	Describes elements of setting: place, historical period, time of day. Describes elements of plot: exposition, conflict, rising action, falling action and resolution. Describes elements of characterization: qualities, motives, actions, thoughts, and development. Identifies the influence of culture, ethnicity, and historical eras on the theme, supporting the inferences with evidence from the selection.	Makes connections between and among the events, setting , mood, plot and characters in a narrative. Supports a judgment about the effectiveness of author's use of literary elements and figurative language. Evaluates the influence of culture, ethnicity, and historical eras on the theme, supporting the inferences with evidence from the selection. Recognizes the use of ambiguity, contradiction, paradox and irony in literary selections.	Evaluates the aesthetic qualities of text and how an author's choice of words and imagery sets the tone, advances the work's theme and appeals to the senses.
2. Reads and interprets the meaning of poetry.	Identifies the effects of rhyme, rhythm, and meter within poetry.	Identifies the sounds (alliteration, internal rhyme, rhyme scheme), figurative language, and graphics (capital letters, line length, word position). Identifies the influence of culture, ethnicity, and historical eras on the poetry, supporting the inferences with evidence from the selection.	Analyzes the effects of sounds, figurative language, and graphics to uncover the meaning in a poem. Evaluates the influence of culture, ethnicity, and historical eras on the poetry, supporting the inferences with evidence from the selection.	Evaluates the aesthetic qualities of poetry and how an author's choice of words and imagery advances the works themes and appeals to the senses. Explains how such elements of moods, setting, and plots reveal themselves in poetry.
3. Reads and interprets drama.	Identifies dramatic conventions: the events, settings, moods, plots, characters within drama and plays.	Identifies the author's use of dialogue and description. Identifies the influence of culture, ethnicity, and historical eras on poetry, supporting the inferences with evidence from the selection.	Analyzes how dramatic conventions (monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text. Evaluates the influence of culture, ethnicity, and historical eras on the poetry, supporting the inferences with evidence from the selection.	Evaluates the aesthetic qualities of dramas and how an author's choice of words and imagery advances the works themes and appeals to the senses. Analyzes the similarities and differences in the presentations of setting, character, and plot in texts, plays, and films.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ASE II: Reading

Indicator A: Understands and applies recognition and decoding strategies to pronounce and derive the meaning of words

Recognition & Decoding Strategies Sub-Indicators	Beginning	Approaching	Met	Exceeds
Instructors should continue to address the sub-indicators of the earlier levels as needed.				

Indicator B: Acquires and uses new vocabulary in relevant contexts

Vocabulary Sub-Indicators	Beginning	Approaching	Met	Exceeds
Instructors should continue to address the sub-indicators of the earlier levels as needed.				

ASE II: Reading

Indicator C: Applies reading skills to interpret functional and informational text

Functional & Informational Text Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Evaluates documents for purpose, organizational pattern, logic, clarity, and relevancy of information.	Identifies and recognizes the clarity and relevance of graphic information.	Evaluates clarity and relevance of graphic information.	Evaluates technical journals or workplace documents for purpose, organizational pattern, logic, clarity, and relevancy of information.	Synthesizes information from multiple informational and technical sources (primary source materials, professional journals) to solve problems or draw conclusions.
2. Traces the logical line of argumentation in support of a conclusion and identifies logical fallacies in arguments,	Recognizes the data used to substantiate the author's hypotheses, conclusions, or generalizations.	Assesses the adequacy and appropriateness of data to substantiate the author's hypotheses conclusions, or generalizations. • Recognizes contradictions in information texts.	Evaluates the interrelationships between and among ideas and concepts within a text. Recognizes use or abuse of ambiguity in informational texts and explains their effect on the reader. Distinguishes between a summary and a critique.	Synthesizes the information presented to determine the logic or fallacies of arguments.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

ASE II: Reading

Indicator D: Applies reading skills to interpret literary selections

Literary Selections Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Analyzes how a work of literature reflects the heritage, traditions, attitudes and beliefs of its author and/or time.	Compares and contrasts the motivations and reactions of literary characters from different eras and cultures confronting similar situations or conflicts.	Explains the relevance of setting (place, time and customs) to the mood, tone and meaning of text, using textual evidence to support the claims.	Compares works from various cultures that express a universal theme, providing credible evidence to support the comparisons.	Relates literary works to the political and economic ideas and the social and cultural traditions of their eras.
2. Analyzes the effectiveness and impact of diction and imagery in conveying the meaning of narratives, poems and drama.	Identifies controlling images, understatement, overstatement, irony, paradox, allusion, oxymoron, and puns.	Analyzes the use of controlling images, understatement, overstatement, irony, paradox, allusion, oxymoron, and puns.	Explains the effectiveness and impact of controlling images, understatement, overstatement, irony, paradox, allusion, oxymoron, and puns on the meaning of narratives, poems and drama.	Analyzes patterns of imagery or symbolism and connects them to theme and/or tone and mood.

Students are expected to have mastered all the skills and concepts of the previous ABE level.

Reading Sample Activities

Standard: The adult learner develops and applies reading strategies for the understanding of written materials.

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words (Recognition and Decoding Strategies)

	Family	Workplace	Community
Beginning Literacy	Students recognize letters in family members' names using a name game format. Students associate written words with common household items (e.g., door, wall, TV, pot, sink). Students associate written words with basic computer parts (e.g., mouse, screen, printer, keyboard). Students listen to single syllable rhyming words and generate additional words.	Students match words with workplace signage. Students apply phonetic rules to vocabulary found on paycheck stub and other simple work-related documents.	Students identify sight words (e.g., Dolch word list, in newspapers). Students recognize letters and sight words found in community buildings (e.g., post office, grocery store, schools). Students match various holiday greetings with the name of the holiday.
ABE I	Students participate in a "Read-Along," locate details, and provide the details in a close exercise. Students identify basic computer-related vocabulary terms. Students alphabetize a family list for birthday celebrations. Students read family names and birth months and match names to months and months to names.	Students apply decoding strategies to unfamiliar words in the workplace. Students locate parts (e.g., auto parts) for customers from an alphabetical list.	Students decode rhyming words in "My Country 'Tis of Thee" using consonant and vowel sound relationships. Students decode words in context in "The Pledge of Allegiance" by using phonetic letter/sound relationships. Students identify the meaning of safety signs. Students identify basic vocabulary used in restaurant menus.

Reading Sample Activities

Indicator A: Applies recognition and decoding strategies to pronounce and derive the meaning of words
(Recognition and Decoding Strategies, continued)

	Family	Workplace	Community
ABE II	Students read, alone or with children, texts appropriate for elementary and intermediate grades. Students conduct research on the Internet and report on a historic location or event in Arizona. Students follow simple-language, user-friendly computer screen commands.	Students read measures, weights, temperature, volume, etc. on displays/instruments used regularly in the workplace. Students scan a paragraph to locate specific dimensions of an object commonly used on the job. Students read and follow emergency signs.	Students use information from a building directory to label locations of offices, restrooms, entrances/exits, etc., on a simple diagram of the building. Students read a preview of a simple announcement, in print or online, of a special event and give back basic information.

Indicator A sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.
Note: Indicator A is not specifically addressed beyond ABE II

Indicator B: Acquires and uses new vocabulary in relevant contexts (Vocabulary)

	Family	Workplace	Community
Beginning Literacy	Students create and read short simple sentences using pre-printed word cards. Students listen to a dictated word list (using a computer or recorder) and select corresponding flash card. Students match pictures to words on a computer.	Students match vocabulary with common workplace signage. Students recognize terminology of simple job opportunities. Students recognize emergency vocabulary associated with the workplace.	Students use newspaper ads to match vocabulary with pictures (e.g., grocery, drug store, hardware). Students use paper-pencil or a computer to create a shopping list from newspaper ads.
ABE I	Students read labels on medicines and cleaning products. Students read and interpret abbreviations found in computer terminology. Students look up their names and addresses in phone books, in print or online, and time each other on how long it takes to find the information. Students discuss nicknames and relate them to full names in print or online.	Students identify and use common abbreviations in the workplace (e.g., weight, time, distance, costs, public signage). Students develop a list of synonyms and antonyms associated with workplace safety and/or their job. Students use a work-related glossary to find tools or products related to their job.	Students use the thesaurus, book and/or computer version, to determine related words and concepts about their community. Students use a phone book, in print or online, to look up addresses of local businesses. Students compare abbreviations used for streets.

Reading Sample Activities

Indicator B: Acquires and uses new vocabulary in relevant contexts (Vocabulary, continued)

	Family	Workplace	Community
ABE II	Students use knowledge of root words to determine the meaning of unknown words within a passage (in printed and/or electronic form) on family life. Students acquire necessary vocabulary (PIN, select, etc), to successfully access account balance on ATM.	Students recognize when and with whom certain idiomatic expressions are appropriate. Students can determine the meaning of an expression used in the workplace and contrast its use outside of the workplace. Students refer to the glossary to identify and define unfamiliar words found in a benefits package.	Students locate specific information, in print or electronically, about events and people in the community, the nation or the world. Students determine the basic terms of a product warranty. Students identify basic vocabulary used in newspapers, magazine ads, or websites.
ABE III	Students enter keywords in an online search engine to find information pertaining to family issues. Students examine "junk mail" and other promotional materials and categorize the types of materials advertised.	Students enter keywords in an online search engine to find information pertaining to work issues. Students read a work memo, email, or project report to verify understanding of specific terms to explain information. Students interpret information listed on a payroll stub or state and federal income tax forms. Students consult standard reference materials (e.g., occupational reference manuals, job search aids with technology-based resources) for career exploration. Students read and interpret common workplace policies and/or procedures (e.g., drug-free workplace, dress code, sexual harassment, grievance) by defining unknown words.	Students enter keywords in an online search engine to find information pertaining to community issues. Students summarize the meaning of the lyrics to the National Anthem. Students look at online food advertisements from around the country and identify the terms used for the same items. Students list types of items advertised and the climate conditions associated with these items.

Indicator B: Acquires and uses new vocabulary in relevant contexts (Vocabulary, continued)

	Family	Workplace	Community
ASE I	Students examine articles from a variety of national and international newspapers and/or websites written on the same topic. Students read manuals for appliances and household electronics and develop a list of similar terms used in the directions. Students read mythology stories with children and write vocabulary items that have meaning in their current lives.	Students compare and contrast a specific job at different sites as outlined in a job description. Students watch a video of a new work process and list appropriate vocabulary and synonyms related to the process. Students identify vocabulary used in the workplace that have Latin or Greek roots and discuss their relationship to the job (opti-, tele-, etc.). Students explain the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to scientific processes or resources at work.	Students examine political cartoons available in newspapers, magazines, and online to identify idiomatic language and the ways cartoonists have used language in interesting and new ways. Students analyze printed and online reports on local, national and global ecological issues to identify and define unknown words. Students research cities/towns with Greek or Latin name origins in their new or former home state/country. Students watch four televised political advertisements from a recent election, pointing out which words have a denotative meaning and which ones have a connotative meaning per their own interpretation. Students describe how the connotative words affected their overall opinion of the message and the effects those words had on the persuasiveness of the message. Students look for common literary allusions in local newspapers such as "Scrooge, " "House of Glass," "fiddling While Rome Burned," "Pollyanna," "Patience of Job," "Achilles' Heel," "Damocles' Sword," "Crossed the Rubicon," "Tilting at Windmills," and "Pandora's Box."

Indicator B sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Note: Indicator B is not specifically addressed beyond ASE I

Reading Sample Activities

Indicator C: Applies reading skills to interpret functional and informational text (Functional and Informational Text)

	Family	Workplace	Community
Beginning Literacy	Students match caution words to household items. Students match these words and items to their locations in the home. Students indicate appointments for themselves and family members on a calendar at home. Students check expiration dates on food.	Students match documents or items they possess with information requested on an application form. Students read a chart of the location of tools used in the workplace and compare with actual location.	Students read a cash register receipt, check amount, date and name of store. Students identify the major cross streets in their neighborhood and find them on a map of their city/town.
ABE I	Students read and follow simple instructions (e.g., a basic recipe, children's homework assignments). Students apply reading skills to materials relating to family (short selections from parenting magazines, advice columns, health-related publications and websites). Students find information in a TV Guide.	Students use a catalogue in print or online to order replacement parts for tools used on the job. Students identify facts and main ideas in company newsletter articles (printed and/or online). Students arrange a list of work-related activities in sequence using cut and paste on a word processing program. Students read a "while you were out" phone message.	Students read a movie review in the newspaper or online and restate the author's conclusions. Students use the yellow pages and/or online resources to locate names and addresses of local businesses that offer services they are interested in. Students list key information points in an advertisement.
ABE II	Students read an email message from a friend or relative. Students follow proper sequence for programming a VCR. Students design and read a log of activities for the preceding and coming weeks. Students read an instruction book for a home appliance such as a can opener or coffee maker.	Students follow written directions for completing employment forms, in paper form and/or online, such as I-p, W-2, benefits enrollment forms. Students scan, read and use information from charts, graphs, tables and maps using newspapers, magazines, consumer ads and transportation schedules in print and online. Students label a work-flow diagram for their job.	Students follow map directions located in a text or online. Students use media reports, such as websites, cartoons, photos, and headlines to draw conclusions and make predictions. Students compare advertisements to make purchase decisions for such things as food, toys, entertainment, etc.

Reading Sample Activities

Indicator C: Applies reading skills to interpret functional and informational text (Functional and Informational Text, continued)

	Family	Workplace	Community
ABE III	Students use reading strategies to complete a community-related survey. Students use a food chart to analyze their families' diets. Students examine "junk mail" and other promotional materials for factual accuracy. Students restate terms of a lease or contract and ask relevant questions. Students evaluate the terms of a lease or a contract by restating the terms, asking pertinent questions, and using prior knowledge to make a decision about leasing an apartment or a house, purchasing a car or appliances.	Students read and correct a manual describing their work processes. Students consult standard reference materials (occupational reference manuals, job search aids with technology-based resources) for career exploration. Students interpret information on a payroll stub. Students read a work memo, email or project report to verify understanding and explain information.	Students review data on weather charts in the newspaper or online to determine the weather forecast for a specified area and date, such as a major holiday. Students complete a consumer survey on line. Students enter keywords in an online search engine to find information pertaining to community issues. Students evaluate documents in support of and against an issue, such as building a new sports complex in the community; how these documents address such issues , the types of persuasive strategies used by stakeholders, and their reliance on either logical or emotional appeals.
ASE I	Students search the IRS website for the appropriate forms and information bulletins they need in completing their tax returns. Students read arguments related to issues affecting the family and identify the authors' bias. Students research a health-related issue on the Internet.	Students evaluate web pages of companies within the same industry, particularly the industry in which they work. Students compare job descriptions of similarly named positions within an industry and contrast with similarly named jobs in other industries. Students recreate order of events from a real or fictitious report. Students interpret charts, graphs, tables and diagrams to determine success of a company. Students compare the tone and style of a written correspondence between an employer and employee and/or shareholders.	Students read articles on the same or similar products in various publications, such as *Consumer Reports*, and develop a chart comparing and contrasting the products. Students read articles online or in the newspaper that describe a political or social problem facing the community. Students identify how the author describes the problem. Students compare Chamber of Commerce literature and websites with their own experience. Students evaluate a famous political speech, such as Martin Luther King, Jr.'s "I Have a Dream" speech or Colin Powell's "Sharing the American Dream" speech, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.

Reading Sample Activities

Indicator C: Applies reading skills to interpret functional and informational text (Functional and Informational Text, continued)

	Family	Workplace	Community
ASE I (continued)	Students research various ways to travel to another location, and determine which means is appropriate based on such factors as time, total costs, additional transportation, accommodations, etc. that may be needed.	After collecting samples of several different applications for employment from different area employers, students evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant. Students follow the directions to use a spreadsheet or database program on the computer. Thereafter, they evaluate the presentation of information for clarity and ease of use.	Students review a selection of historical and scientific essays pertaining to their community and determine their organizational structures such as cause and effect, problem and solution, comparison and contrast, and proposition and support. Students read and critique several editorials about a local topic of importance such as the redevelopment of historically Hispanic neighborhoods. Students evaluate how developers, long-time citizens, new homeowners, etc., understand and characterize the trend.
ASE II	Students read and follow directions for setting up a computer station and connecting to the Internet. Students determine the terms of a product warranty and summarize the process of registering a claim covered by the warranty. Students evaluate a loan application and develop related questions. Students analyze the author's bias and use of persuasive strategies to accomplish a purpose in nonfiction, printed or online selections on modern family life.	Students read and identify the hardware and software needed for setting up a network within the job-site. Students evaluate promotional materials for job-related products to help them decide if replacement/updated materials are necessary. Students critique a manual for its visual appeal, completeness and logic of sequence. Students evaluate a company policy statement.	Students read political articles on issues and evaluate the completeness of the information based on their experience and prior knowledge. Students read the pros and cons in a voter's guide and identify the issues and candidates' stand on them. Students use the Internet to research initiatives presented to local government. Students evaluate different arguments on a legal issue, such as the legal age for getting a driver's license. After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, students describe the techniques each author uses to persuade the reader.

Indicator C sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Reading Sample Activities

Indicator D: Applies reading skills to interpret literary selections (Literary Selections)

	Family	Workplace	Community
Beginning Literacy	Students select children's books based on type of illustrations and vocabulary. Students select greeting cards appropriate for the occasion.	Students determine if illustrations for on-the-job situations are appropriate for the workplace	Students Identify and recognize names of characters and/or objects associated with major holidays (Santa Claus, fireworks).
ABE I	Students connect events and information from texts and websites to personal experiences. Students select and prepare readings from a children's storybook in order to read to a child. Students determine the tone and voice needed to read a children's story to a child.	Students compare descriptions of jobs from the early 20th century to jobs in the 21st century. Students determine the underlying theme or author's message in fictional or non-fictional works and relate them to personal experience and workplace values of honesty, responsibility and fairness in the workplace.	Students read a fictional selection and relate the theme to a true-life experience that could have happened in the student's community. Students compare and contrast different versions of the same stories from different cultures.
ABE II	Students use the Internet to relate tales describing family traditions from different countries, cultures and/or regions of the country to their own. Students use appropriate tone and gestures when reciting a piece of poetry.	Students compare and contrast tales from different cultures and describe different work traditions and attitudes for men, women and children.	Students use literary characters/ symbols to make a point regarding a community issue (e.g., He's a wolf in sheep's clothing). Students evaluate the historical and cultural references made in a short story or article about a community issue.
ABE III	Students compare and contrast motivations and reactions of literary characters from different historical eras and cultures confronting similar family situations or conflicts.	Students compare real life and work experiences to characters in a story and analyze the character's qualities such as ambition or laziness, and courage or cowardice, and how they affect his/her job and work relationships.	Students analyze a literacy piece to see how the setting, geography, and/or political situation affect the story.

Reading Sample Activities

Indicator D: Applies reading skills to interpret literary selections (Literary Selections, continued)

	Family	Workplace	Community
ASE I	Students use the Internet or other resources to research ethnic and/or cultural roots of a literacy piece. Students evaluate print or online selections on self-esteem, parenting, personal growth and/or personal relationships.	Students examine printed or online writings on leadership effectiveness and personal empowerment to determine how values, attitudes and beliefs are applied in the workplace.	Students select and read a variety of culturally and ethnically diverse biographical or auto-biographical short stories and determine the similarities and differences in life in the various communities. Students read regional literary fiction or non-fiction selections and discuss their relevance to everyday life in the community. Students listen to, write and engage in a poetry slam – the competitive art of performance poetry -- as a means of paying attention to writing and performance and the meaning of poetry.
ASE II	Students identify a writer's style in biographical and autobiographical accounts of culturally and historically important people. Students study different poetic forms and their histories using *The Princeton Encyclopedia of Poetics* (for advanced thinkers), *Sound and Sense* (which places a focus on technique) or www.poets.org. Students practice writing different forms by writing about their first dance through sonnets, villanelles and sestinas.	Students identify and analyze the characters' attitudes towards the workplace, employers and fellow employees based on the author's use of literary techniques. Students identify the author's attitude toward the workplace based on the literary techniques used.	Students compare and contrast US culture with other cultures found in literacy selections. Students analyze the philosophical, political, religious, ethical, and/or social influences that shape characters' traits, and the selection's plot and settings.

Indicator D sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

300 Most Frequently Used Words in Rank Order

the	would	such	world	few	water	young	church
of	their	like	still	house	less	days	ever
and	we	our	own	use	public	let	least
to	him	over	see	during	put	room	power
a	been	man	men	without	think	president	development
in	has	me	work	again	almost	side	
that	when	even	long	place	hand	social	light
is	who	most	get	American	enough	given	thing
was	will	made	here	around	far	present	seemed
he	more	after	between	however	took	several	family
for	no	also	both	home	head	order	interest
it	if	did	life	small	yet	national	want
with	out	many	being	found	government	possible	members
as	so	before	under	Mrs.	system	rather	mind
his	said	must	never	thought	better	second	country
on	what	through	day	went	set	face	area
be	up	back	same	say	told	per	others
at	its	years	another	part	nothing	among	done
by	about	where	know	once	night	form	turned
I	into	much	while	general	end	important	although
this	than	your	last	high	why	often	open
had	them	way	might	upon	called	things	God
not	can	well	us	school	didn't	looked	service
are	only	down	great	every	eyes	early	certain
but	other	should	old	don't	find	white	kind
from	new	because	year	does	going	case	problem
or	some	each	off	got	look	John	began
have	could	just	come	united	asked	become	different
an	time	those	since	left	later	large	door
they	these	people	against	number	knew	big	thus
which	two	Mr.	go	course	point	need	help
one	may	how	came	war	next	four	sense
you	then	too	right	until	program	within	means
were	do	little	used	always	city	felt	whole
her	first	state	take	away	business	along	matter
all	any	good	three	something	give	children	
she	my	very	states	fact	group	saw	
there	now	make	himself	though	toward	best	

Dolch Word Lists

List 1, 2 and 3; know by the end of First Grade.

List 4; know by the end of Second Grade.

List 5; know by the end of Third Grade.

List 1		List 2		List 3		List 4		List 5	
and	one	an	out	after	may	always	or	about	long
away	play	are	please	again	of	around	pull	better	much
big	red	at	pretty	an	old	because	read	bring	myself
blue	run	ate	ran	any	once	been	right	carry	never
can	said see	be	ride	as	open	before	sing	cleat	only
come	to	black	say	ask	over	best	sit	cut	own
down	the	brown	she	by	put	both	sleep	done	pick
find	three	but	so	could	round	buy	tell	draw	seven
for	two	did	soon	every	some	cat	their	drink	shall
funny	up	do	that	fly	stop	cold	these	eight	show
go	we	eat	there	from	take	does	those	fail	six
help	where	four	they	give	thank	don't	upon	far	small
here		get	this	going	them	fast	us	full	start
in		good	too	had	then	first	use	got	ten
is		have	want	has	think	five	very	grow	today
it		he	was	her	walk	found	wash	hold	together
jump		into	well	him	were	gave	which	hot	try
little		like	went	his	when	goes	why	hurt	warm
look		new	what	how		green	wish	if	
make		no	white	last		its	work	keep	
me		now	who	know		made	would	kind	
my		on	win	let		many	write	laugh	
not		our	with	live		off	your	light	

Arizona Adult Education Science Standards

The Arizona Adult Education Science Standards revision, like the revised Social Studies Standards, also responds to teacher feedback on use and usefulness. The Science Standards have been revised into two levels, ABE and ASE, and address Science in the following areas:

Nature of Science
Science as Inquiry
Science and Technology
Life Science
Physical Science
Earth and Space Science

The standards include the acquisition of a broad knowledge base and the ability to use a range of reasoning skills including analyzing and solving problems, applying information to new situations, explaining results and interpreting information.

The Science Standards are cross-walked with the Reading, Writing, Math and Technology Standards, and allow teachers to draw on the "big ideas" identified by the national and international scientific community at a basic and more sophisticated level.

Science

Standard: The adult learner applies methods of science and technology toward the advancement of personal and community well being.

The Science Standard addresses the following indicators:

A	Nature of Science
B	Science as Inquiry
C	Science and Technology
D	Life Science
E	Physical Science
F	Earth and Space Science

Proficiency Descriptions:

Beginning	Approaching	Met	Exceeds
At this level, the evidence indicates basic understanding of the concepts and limited reasoning skills. The learner's explanations are often minimal and presented without much supporting information.	At this level, the learner demonstrates some understanding of the concepts. Although reasoning skills are evident and supporting information is present, explanations are not always complete.	At this level, the learner makes sound decisions and applies both procedural knowledge and conceptual understanding. The learner explains and justifies reasoning used.	At this level, the learner consistently applies both procedural knowledge and conceptual understanding to both familiar and unfamiliar situations providing solutions that are clear, logical and go beyond the obvious.

ABE: Science

Indicator A: The learner understands that science is a special way of knowing that uses questioning, reasoning, theorizing and experimentation

Nature of Science Sub-Indicator	Beginning	Approaching	Met	Exceeds
1. Understands and uses the processes of scientific investigation and scientific ways of knowing.	Recognizes how scientific knowledge, thinking processes and skills are used in a variety of careers. Recognizes that scientific inquiry has produced much knowledge about the world, that some is still unknown and may always be unknown. Recognizes that scientific contributions have been made by all kinds of people everywhere in the world.	Describes major advances in science and technology and their impact on society. Recognizes that when an experiment is repeated under the same conditions, the results should be the same. Understands that scientists have ethical codes that extend to potential risks to human subjects, property and communities.	Defines the terms: hypothesis, model, principle, law, theory and paradigm. Explains how scientific theory, hypothesis generation and experimentation are related. Recognizes that scientific ideas are tentative, subject to change and often require experimental and observational confirmation. Explains the interplay among society, politics and the research that gets funded.	Analyzes and evaluates the validity of conclusions based on scientific studies. Analyzes an argument by reviewing current scientific understanding, weighing evidence and examining the logic used to determine the validity of the argument. Illustrates how a new discovery could impact further scientific thought. Describes major scientific contributions of historical figures and their continuing impact on society (e.g., Newton, Galileo, Einstein, Darwin, Salk, Watson & Crick).

ABE: Science

Indicator B: The learner understands the processes of scientific investigation and concepts that unify scientific disciplines

Science as Inquiry Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Designs, conducts, describes and evaluates investigations.	Formulates basic questions about objects, organisms, events and relationships in a natural and designed world. States simple hypotheses about cause-and-effect relationships. Performs observations, simple measures and comparisons and records data. Sorts, classifies and sequences objects, organisms, or events based on observations. Constructs models (e.g., paper airplane, solar system) that illustrate simple concepts, and compares those models to what they represent.	Plans and designs a basic experiment. Conducts an experiment using safe procedures and records data. Organizes and presents data using appropriate mathematical analyses and graphical representations (e.g., bar graph, line graph, frequency table, Venn diagram). Reports through various means the conclusions of an experiment. Describes the functions of variables in experiments.	Formulates hypotheses. Designs and executes scientific investigations, testing only one variable at a time using a control. Interprets data in graphical representations; establishes relationships based on evidence and logical argument; and draws conclusions. Presents information in a report including gathering, recording and organizing data accurately. Uses histograms, stem and leaf plots, scatter plots, circle graphs, flow charts, line graphs and bar graphs correctly. Analyzes the reliability of scientific reports from magazines, television or other media, using evidence to support or refute conclusions.	Designs and conducts an investigation of a scientific problem, and reports results to peers, teachers and others. Analyzes and critiques alternative explanations to phenomena. Bridges relationships among hypotheses, laws, concepts, experiments conducted and data collected.
2. Understands and applies concepts that unify scientific disciplines.	Observes and describes simple systems.	Identifies parts of familiar systems, describes relationships among those parts and records changes and patterns of change within these systems.	Describes the parts and functions of a system and/or subsystems.	Understands the regularity and order of systems, including a whole in terms of its parts and parts in terms of how they relate to one another and to the whole. Explains conservation of mass and energy, and the connections among systems.

ABE: Science

Indicator C: The learner understands the connections between science and technology

Science & Technology Sub-Indicator	Beginning	Approaching	Met	Exceeds
1. Understands the impact of science and technology on human activity and the environment.	Describes how science and technology are interrelated. Identifies occupations that require the application of science and technology. Identifies ways that scientific technology affects our daily lives, jobs and recreation.	Describes how human activities can induce hazards through resource acquisition, urban growth, land use decisions and waste disposal. Evaluates the merit of a proposed solution to a social or environmental problem. Explains how technology has impacted both earth and space science.	Describes and compares the intended benefits and unintended consequences of scientific and technological innovations, including how they affect quality of life and availability of resources. Analyzes the risk factors associated with natural, biological, chemical, social and personal hazards.	Demonstrates an understanding of the reciprocity between science and technology including assessing the consequences of any design adaptations to the natural world.

Indicator D: The learner understands the characteristics of living things and the interrelationships of living organisms with one another and their environments

Life Science Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands the characteristics of living things and the diversity of life.	Classifies organisms according to common characteristics. Traces the life cycles of various organisms.	Constructs a simple classification system based on physical characteristics of organisms. Identifies and differentiates between the basic structures and functions of various cells. Identifies the basic structures in plants and animals and describes their functions.	Identifies organisms based on existing classification systems. Compares and contrasts the basic structures, components and functions of different types of cells, tissues and organs. Identifies the main structures of cells, tissues and organ systems within an organism and identifies the interrelationships among them.	Describes the physiology of each system in multi-celled organisms and how each relates to homeostasis.

ABE: Science

Life Science Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Understands the interdependence and interaction of living things with their environments.	Identifies living versus non-living components within ecosystems, and describes the interaction between the two. Explains how organisms cause changes, beneficial or detrimental, to their environments.	Describes organism adaptations or constancy over geologic time. Describes relationships among various organisms within an environment (e.g., predator/prey, parasite/host, food chains and webs).	Describes the theory of evolution. Describes species' diversity and adaptation, variation and extinction over geologic time. Explains the interaction and interdependence of living and non-living components within ecosystems, including the adaptation of plants and animals to their environment, food webs, resource use and energy transfer. Describes how green plants are the foundation of the energy flow in most ecosystems because they are capable of producing their own food by photosynthesis.	Explains the processes of photosynthesis and respiration in the interdependency of plants and animals. Describes how an environmental change could affect various species within an ecosystem. Explains how natural selection provides a mechanism for evolution. Explains the possible effects of atmospheric change brought on by acid rain, volcanic dust, green house gases and ozone depletion.
3. Understands how organisms change over time in terms of biological adaptations and genetics.	Recognizes that offspring within families have both similarities and differences.	Describes the role of genes in heredity and distinguishes between physical characteristics which are and are not inherited. Describes the processes of sexual and asexual reproduction.	Describes the role of chromosomes and genes in heredity. Distinguishes between dominant and recessive traits and describes information that is carried in a gene.	Explains how exposure to certain factors may increase the rate of mutation and cause variances in human diversity. Using scientific evidence, illustrates that descent from common ancestors produced today's diversity of organisms.
4. Understands the major structures and functions of the human body systems.	Recognizes that component parts make up the human body systems (e.g., digestive, muscular, skeletal), including major organs (e.g., lungs, heart, skin) within systems.	Identifies the major components of vital body systems and identifies the functions of those systems (e.g., digestion, respiration, reproduction, circulation, excretion, movement, control, coordination).	Identifies and describes the function of the systems for digestion, respiration, reproduction, circulation, excretion, movement, control and coordination in the human body. Explains how systems in the body work together. Identifies the function of feedback and equilibrium in the human body.	Describes the feedback loops of the endocrine and nervous systems. Describes how the complementary activity of major body systems provides cells with oxygen and nutrients, and removes toxic waste products such as carbon dioxide. Describes the advances in health practices and ways to prevent disease.

ABE: Science

Indicator E: The learner understands the nature of matter and energy, including their forms, the changes they undergo and their interactions

Physical Science Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands energy and matter have multiple forms and can be changed from one form to another.	Identifies the different states of matter, and recognizes that matter can change and exist in one or more states. Describes, measures and compares tangible objects in terms of common physical properties (e.g., length, mass, volume, temperature, size, weight, shape, texture, flexibility, color).	Understands that all matter is composed of one or more elements and that all elements are composed of atoms. Classifies objects and mixtures of substances based on common physical and chemical properties (e.g., states of matter, mass, volume, electrical charge, density, boiling points, pH, magnetism, solubility). Identifies various types of energy sources and describes how energy is transferred.	Understands the principles involved in the conservation of matter. (i.e., matter changes but does not go away: Iron + oxygen = rust) Predicts the effects of external forces on the properties of matter. Classifies and describes matter in terms of elements, compounds, mixtures, atoms and molecules. Describes how energy is a property of many substances, occurs in many forms (heat, light, electrical, mechanical, sound, nuclear and chemical, either potential or kinetic) and can be transferred in many ways.	Defines the law of conservation of energy. Knows that atoms and molecules are perpetually in motion and that the states (solid, liquid, and gaseous) of matter depend on molecular motion.
2. Understands chemical reactions are processes in which atoms are rearranged into different combinations of molecules.	Differentiates between a physical change and a chemical change. Recognizes that rearranging combinations of atoms creates new substances.	Distinguishes between mixtures and compounds. Understands that elements are made up of atoms and arranged according to their atomic weight in the Periodic Table of the Elements.	Describes, measures and calculates quantities before and after a chemical or physical change within a system and uses that data to support the concept of conservation of mass within a closed system. Understands the central role of carbon plus the five other key elements that make up most of the Earth's biomass.	Explains how, in chemical reactions, the number of atoms stays the same no matter how they are arranged, so their total mass stays the same. Describes how reactions occur at different rates and that rates can be changed by altering concentration of reactants, temperature, surface areas and catalysts.

ABE: Science

Indicator E: (continued)

Physical Science Sub-Indicators	Beginning	Approaching	Met	Exceeds
3. Understands that electricity and magnetism are related effects that have many useful applications in everyday life.	Demonstrates that light, heat, motion, magnetism, gravity and sound can cause changes. Identifies electrical conductors and insulators.	Describes the connection between electricity and magnetism (i.e., all electric currents produce magnetic effects).	Explains how electrical circuits provide a means of transferring energy from sources such as generators to devices in which heat, light, sound and chemical changes are produced. Understands different methods of producing electricity.	Knows how to build a simple electromagnet.

Indicator F: The learner understands the composition, formative processes and history of the Earth, the solar system and the universe

Earth & Space Science Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands the composition of Earth, including its atmosphere, hydrosphere and lithosphere.	Describes the basic Earth materials (rock, soil, water and gas) and their physical properties. Identifies major features of the Earth's surface (e.g., mountains, rivers, plains, plateaus). Investigates and describes the general characteristics of atmosphere and the fundamental processes of weather. Describes the water resource, its uses, importance and cyclic patterns of movement through the environment.	Describes the layers of the Earth and their compositions. Describes currents, waves, tides and ocean floor features. Describes the properties and composition of the layers of the atmosphere. Describes the basic characteristics of the Earth's bodies of fresh water and salt water.	Describes the composition (including minerals, rocks and soil) and the structure of the Earth including landforms, oceans and lithospheric plates. Describes the composition and physical characteristics of the Earth's bodies of water. Describes the composition, properties and structures of the atmosphere, such as the range and distribution of temperature and pressure in the troposphere.	Explains the processes of the hydrologic cycle including evaporation, condensation, precipitation, surface runoff and groundwater percolation, infiltration and transpiration. Describes the thermal structure and chemical composition of the atmosphere.

ABE: Science

Earth & Space Science Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Understands the basic composition of the solar system and universe.	Distinguishes between revolution and rotation. Identifies the planets in our solar system and describes their relationship to the Sun. Recognizes that a major source of the Earth's heat and light is the Sun.	Identifies and describes the patterns of movement of objects visible in the sky over time (e.g., seasonal position of the sun, constellations, the moon). Describes common objects in the solar system and explains how they are related.	Describes the motion of the Earth in relation to the Sun, including the concepts of day, night, year and the seasons. Describes common objects in the universe and explains their relationships including the concepts of multiple star systems, star clusters, galaxies, sun, moon, eclipses, planets, asteroids, comets and gravity.	Explains the laws of planetary motion (Kepler). Describes the composition and characteristics of the Sun (this is a typical star powered by nuclear reactions) and how it powers winds and ocean currents and is the Earth's major source of energy.
3. Explains how geologic evidence allows us to understand the evolution of life on Earth.	Describes how fossils provide evidence about the plants and animals that lived long ago.	Describes how life and environmental conditions have changed over time (geologic and recent). Explains how fossils are formed and provide evidence of how life and environmental conditions have changed.	Describes theories about the origin of the universe (e.g., Big Bang Theory).	Analyzes the theories of the origin of the universe and the evidence that supports them.
4. Analyzes the Earth's cycles and processes of change.	Describes the difference between weather and climate. Defines basic terms associated with weather systems including fronts, pressure systems and types of clouds. Identifies the natural events and forces that shape the Earth's surface, including earthquakes, volcanic activity, weathering and erosion. Describes how natural processes and events may affect humans.	Explains how rock and soil are formed. Explains how water is cycled in nature and identifies the distribution of water on the Earth, underground and in the atmosphere. Describes the natural events and forces that shape the Earth's surface, including earthquakes and volcanic activity. Describes how the Earth's natural process, such as weathering and erosion affect the Earth's surface.	Explains how plate tectonics are involved in the formation of the Earth's structures. Describes the distribution and circulation of the world's water through ocean currents, glaciers, rivers, ground water and atmosphere. Compares Earth processes today, including erosion, movement of lithospheric plates and changes in atmospheric composition, to those that occurred in the past.	Uses the theory of plate tectonics to explain the relationship among volcanoes, earthquakes, mid-ocean ridges and deep-sea trenches.

ASE: Science

Indicator A: The learner understands that science is a special way of knowing that uses questioning, reasoning, theorizing and experimentation

Nature of Science Sub-Indicator	Beginning	Approaching	Met	Exceeds
1. Understands and uses the processes of scientific investigation and scientific ways of knowing.	Explains why keeping accurate and detailed records are important. Explains how scientific theory, hypothesis generation and experimentation are related. Knows that scientists cannot always control conditions in order to obtain evidence and will instead observe as wide a range of natural occurrences as possible to discern patterns.	Explains how peer review, reporting of methods and outcomes of investigations and accepting criticism are important to the ethical traditions of science. Understands that new ideas are limited by the historical context in which they are conceived, are often initially rejected by the scientific establishment and grow or transform slowly through the contributions of many different investigators.	Analyzes an argument by reviewing current scientific understanding, weighing evidence and examining the logic used to determine the validity of the argument. Illustrates how a new discovery could impact further scientific thought. Describes major scientific contributions of historical figures and their continuing impact on society (e.g., Newton, Galileo, Einstein, Darwin, Salk, Watson & Crick).	Analyzes and evaluates the validity of conclusions based on scientific studies.

Indicator B: The learners understands the processes of scientific investigation and concepts that unify scientific disciplines

Science as Inquiry Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Designs, conducts, describes and evaluates investigations.	Executes scientific investigations, testing only one variable at a time using a control. Analyzes the reliability of scientific reports from magazines, television or other media, using evidence to support or refute conclusions.	Designs and conducts an investigation of a scientific problem and reports results to peers, teachers and others. Writes clear, step-by-step instructions for conducting investigations or following a procedure.	Proposes solutions to practical and theoretical problems based on information gained from scientific investigations. Analyzes and critiques alternative explanations to phenomena.	Analyzes investigations and solves problems that require combining and applying concepts from more than one area of science.

ASE: Science

Science as Inquiry Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Understands and applies concepts that unify scientific disciplines.	Describes the parts and functions of a system and/or subsystems.	Illustrates the relationship of equilibrium to form and function within natural and designed systems. Understands the regularity and order of systems, including a whole in terms of its parts and parts in terms of how they relate to one another and to the whole. Explains conservation of mass and energy and the connections among systems.	Predicts the effects of various factors on the equilibrium of a system. Knows how different hierarchies of structure of matter (atoms, molecules, DNA, organisms, geological forms, or ecosystems) are related, how structure is directly related to function and how individual structures contribute to the overall behavior of the system.	Describes the characteristics and properties of various cycles and the ways in which matter is converted from one form to another, including: • geochemical cycles –movement of elements among the solid Earth, atmosphere, oceans and organisms • water cycles – weather and climate • carbon cycles – role of plants in removing carbon dioxide from the atmosphere, using carbon to synthesize sugars • rock cycles – weathering, sedimentation and reformation • food cycles – from ocean plants to land plants, the animals that feed on them, then the decomposition of those animals after death to return matter to the cycle.

Indicator C: The learner understands the connections between science and technology

Science & Technology Sub-Indicator	Beginning	Approaching	Met	Exceeds
1. Understands the impact of science and technology on human activity and the environment.	Identifies how technology can affect personal growth. Illustrates how an invention or new technology could impact further scientific thought.	Describes how the factors of technology, world events, public personalities and societal views can affect the development and acceptance of scientific thought. Explains how an accepted idea could be challenged by scientific innovation.	Demonstrates an understanding of the reciprocity between science and technology including assessing the consequences of any design adaptations to the natural world.	Applies scientific thought processes of skepticism, objectivity and logic to seek a solution to a personal, social or environmental issue.

ASE: Science

Indicator D: The learner understands the characteristics of living things and the interrelationships of living organisms with one another and their environments

Life Science Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands the characteristics of living things and the diversity of life.	Describes how energy is used in growth, development maintenance and repair of cells.	Describes how a single-celled organism carries out the function of each of the systems found in multi-celled organisms.	Describes the physiology of each system in multi-celled organisms and how each relates to homeostasis.	Explains the molecular interactions within cells.
2. Understands the interdependence and interaction of living things with their environments.	Lists factors that can affect population size, growth, stability and quality of life, and identifies the effects of each factor. Suggests ways in which the following events affect living organisms: floods, droughts, earthquakes, heat waves, storms, sunspots, novas. Describes the factors that influence the reuse, recycling and conservation of water.	Predicts how change in an environmental factor can affect the success or failure of a population to survive. Illustrates how increasing human populations affect natural resources and environmental pollution. Discusses the availability, geographic distribution, wise use, conservation and recycling of the Earth's finite rock, mineral and fossil fuels. Explains how biotic and abiotic factors cycle in an ecosystem.	Explains the processes of photosynthesis and respiration in the interdependence of plants and animals. Describes how an environmental change could affect various species within an ecosystem. Explains how natural selection provides a mechanism for evolution. Explains the possible effects of atmospheric change brought on by acid rain, volcanic dust, green house gases and ozone depletion.	Explains how biodiversity is the result of genetic changes that occur in constantly changing environments. Explains how ecosystems are altered by climate changes, various natural causes, human activity, or when a new or non-native species appears.
3. Understands how organisms change over time in terms of biological adaptations and genetics.	Describes the role of chromosomes and genes in heredity. Distinguishes between dominant and recessive traits and describes information that is carried in a gene.	Describes how mutations contribute to genetic diversity. Describes the structures and functions of DNA, RNA and protein. Using scientific evidence, illustrates that descent from common ancestors produced today's diversity of organisms.	Compares the purpose and process of mitosis with meiosis. Explains how exposure to certain factors may increase the rate of mutation and cause variances in human diversity. Identifies the relationship of DNA, genes and chromosomes and explains how a mutation affects this relationship.	Explains the processes of gene replication, transcription and translation. Explains the genetic basis for Mendel's laws of segregation and independent assortment.

ASE: Science

Indicator D: (continued)

Life Science Sub-Indicators	Beginning	Approaching	Met	Exceeds
4. Understands the major structures and functions of the human body.	Describes how the immune system functions and how disease affects the body.	Explains the complementary activities of major body systems. Describes how the functions of individual systems within humans are integrated to maintain a homeostatic balance in the body.	Describes the feedback loops of the endocrine and nervous systems. Describes how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. Describes the advances in health practices and ways to prevent disease.	Explains how the human immune system is designed to protect against microscopic organisms and foreign substances that enter from outside the body and against some cancer cells that arise within.

Indicator E: The learner understands the nature of matter and energy, including their forms, the changes they undergo and their interactions

Physical Science Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Explains how physical and chemical properties can be used to classify and describe matter.	Identifies and measures qualitative and quantitative relationships associated with energy. Classifies and describes matter based on physical and chemical properties.	Differentiates among elements, atoms and compounds and their relationship to each other. Relates equilibrium in physical science to homeostasis in life science. Relates an element's location in the Periodic Table to its atomic number and mass.	Explains how hierarchies of structures of matter (atoms, molecules, DNA, organisms, geological forms or ecosystems) are related. Explains how structure is directly related to function, and how individual structures contribute to the overall behavior of the system.	Explains the development of atomic theory and the structure of the atom from the ancient Greeks to the present (Dalton, Thompson, Rutherford, Bohr, and modern theory). Uses an element's location in the Periodic Table to determine its number of valence electrons, and predicts what stable ion or ions an element is likely to form in reacting with other elements.

ASE: Science

Indicator E: (continued)

Physical Science Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Understands the enormous variety of biological, chemical and physical properties of matter result from the ability of atoms to form bonds.	Determines physical and chemical properties of a substance through observation, experimentation and measurement.	Uses the Periodic Table to predict the properties of elements and compounds. Explains the ability of atoms to form bonds. Explains how energy is exchanged or transformed in all chemical reactions and physical changes of matter.	Describes chemical reactions by writing balanced chemical equations. Assesses chemical reaction rates and the factors that effect chemical reaction rates (e.g. temperature and catalyst). Explains how equilibrium is established when forward and reverse reaction rates are equal.	Predicts chemical formulas based on the number of valence electrons. Explains the nature of ionic, covalent, and hydrogen bonds and gives examples of how they contribute to the formation of various types of compounds. Writes the equilibrium expression and calculates the equilibrium constant for a reaction.
3. Understands the laws of conservation of energy and momentum to predict and describe the movement of objects.	Uses the law of conservation of energy to explain energy changes in chemical reactions. Explains how the sum of energy and matter in systems remains the same despite transference of energy and change in matter.	Differentiates between gravitational and electromagnetic forces. Uses the universal laws of gravitation to predict how gravity forces changes of distance and/or mass. Applies the properties of electricity to everyday situations.	Describes, measures and calculates characteristics of moving objects and their interactions (e.g., force, velocity, acceleration, potential energy, kinetic energy) within a system using Newton's laws of motion. Uses the First Law of Thermodynamics to explain the energy changes within a physical system.	Analyzes the concepts of mass, force and acceleration and their relationships to Newton's three laws of motion and to the universal law of gravitation. Describes a sequence of events that illustrates the Second Law of Thermodynamics.

ASE: Science

Indicator F: The learner understands the composition, formative processes and history of the Earth, the solar system and the universe

Earth & Space Science Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands how the interactions among the lithosphere, hydrosphere and atmosphere have resulted in ongoing evolution of the Earth's systems over geologic time.	Differentiates among sudden disastrous natural occurrences and slower progressive natural hazards.	Describes the processes of the hydrologic cycle including evaporation, condensation, precipitation, surface runoff and groundwater percolation, infiltration and transpiration.	Explains the principles of hydrology, including surface and ground water flows, aquifers, percolation, desalinization and sources of water contamination and pollution. Describes the thermal structure and chemical composition of the atmosphere.	Explains how the composition of the Earth's atmosphere has evolved over geologic time (outgassing, origin of atmospheric oxygen, variations in carbon dioxide concentration). Explains the nitrogen and carbon cycles and their roles in the improvement of soils for agriculture.
2. Explains the composition and evolution of our solar system.	Illustrates the Earth's tilt, rotation, and revolution and their effects on seasons and the length of days. Explains how the solar system is composed of a star, planets, moons, asteroids, comets and residual material left from the evolution of the solar system.	Describes characteristics of the Milky Way galaxy. Describes the characteristics and motions of the various objects in our solar system, including planets, satellites, comets and asteroids. Explains the influence of gravity and inertia on the motions of objects in our solar system.	Explains laws of planetary motion (Kepler). Describes the composition and characteristics of the Sun and how it powers winds and ocean currents and is the Earth's major source of energy.	Describes the relationship between planetary systems, stars, multiple-star systems, star clusters, galaxies and galactic groups in the universe.
3. Explains the history of the Earth, its solar system and the universe.	Explains the effect of asteroids on shaping the surface of planets and their moons and on mass extinctions of life on the Earth.	Explains the diversity of life through time and the evolution and extinction of species on the Earth.	Analyzes the theories of the origin of the universe and the evidence that supports them. Explains the nebular theory concerning the formation of solar systems.	Explains how the concept of conservation of energy is at the heart of advances in fields as diverse as the study of nuclear particles and the study of the origin of the universe.

Science Sample Activities

Standard: The adult learner applies methods of science and technology toward the advancement of personal and community well-being.

Indicator A: The learner understands that science is a special way of knowing that uses questioning, reasoning, theorizing and experimentation. (Nature of Science)
&
Indicator B: The learner understands the processes of scientific investigation and concepts that unify scientific disciplines. (Science as Inquiry)

	Family	Workplace	Community
ABE	Students identify and use safe procedures in the storage and use of chemicals in the home. Students pick a room, closet, cabinet, or drawer. Sort and classify contents into groups according to physical properties (e.g., size, weight, color, texture, shape). Determine how many ways they can be grouped together. (Writing: BL-A2 ; Reading BL-C1; ABE I-C3; ABE II-A1, C1, 2, 3; ABE III-C1; ASE I- C2) Students identify basic parts of a simple familiar system (e.g., clock, bike, and park) and describe the relationship between the parts. Students evaluate the family's water intake. Collect data of how many 8-ounce glasses of water they drink over a period of 24 hours. Graph the results for the family. Devise a plan to ensure that everyone is taking in at least six glasses of water daily. (Math ABE III B-1; Writing: BL-A2; ABE 1-A2; ABE II-A1; Reading: ABE I-C2; ABE II-B3, C1,2,3; ABE III-C1; ASE I-C2)	Students sort items on a desktop or from within a desk drawer. Classify content into groups according to physical properties (e.g., size, weight, color, texture, shape). (Reading: ABEI-C2; ABE II-B3, 4; C1,2,3) Students apply knowledge that objects are made out of different materials (paper, cloth, plastic, metal, wood, stone, glass) by identifying an object (or part of one) composed of each type. Students collect and graphically represent data comparing preferences of co-workers using a survey of ten categories that offer two options (e.g., smoking/non-smoking, soda/coffee, cookies/chips). Make predictions about larger groups for each category. Use results to check your predictions. (Writing BL-A2; ABE I-A2; ABE II-A1)	Students investigate how many ways duct tape can be used for problem solving. Compare duct tape to other tapes in terms of physical properties, including strength, durability and function. Students conduct an experiment to determine which brand of paper towel is the best in terms of form and function, cost, and personal preference, and write an advertisement for the brand highlighting the findings of the investigation and chart on a computer. (Math ABE III B-1; Writing: BL-A2, B1,2,3,4,5; ABE I-A1,2; ABE II-A1; Reading BL-D5; ABE I-C2,3,4; ABE II-A1, C1, 2, 3) Students research a biological hazard (viral, bacterial, or parasitic) that has affected the community. Investigate and identify the cause, symptoms and treatments or cures. Identify risk factors and precautions people should take to protect themselves against common hazards. Compare local with national risk factors. (Reading: BL-C1, D5; ABE I-C3, 4; D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1,2,3; ASE I-B4, C2; ASE II-C1,2)

Technology Standards can easily be integrated into these activities.

Science Sample Activities

Indicator A: The learner understands that science is a special way of knowing that uses questioning, reasoning, theorizing and experimentation. (Nature of Science, continued)
&
Indicator B: The learner understands the processes of scientific investigation and concepts that unify scientific disciplines. (Science as Inquiry, continued)

	Family	Workplace	Community
ASE	Students keep a written record for one week of all food and drink they consume. List approximate amounts and categorize each entry as a protein, carbohydrate or fat. (Math ASE I B-2, 3, 4; Writing: BL-A2; ABE I-A2; ABE II-A1; Reading: BL-D5; ABE I-C4; ABE II-A1, B4, C1,2,3; ABE III- C1) Students approximate the role of pressure in the formation of metamorphic rocks. Snap wooden toothpicks in half, leaving them connected. Make similar piles of these "mineral grains" side by side on a tray. Place large books on top of one pile and press. Observe differences in the "rocks" brought about by pressure. (Reading: ABEI-B2) 📇Students prepare different soil mixes using commercial potting soil, worm compost and sand. Compare growth of plants in the different mixes and chart on a computer. (Reading: ABEI-C1)	📇Students create a chart showing the hierarchy of responsibility for a system such as a business, school or church to illustrate the interrelationship of each member to others. (Math ASE I B-1, 2, 4; Writing: BL-A2, B1,2,3,4,5; ABE I-A1,2; ABE II-A1; Reading: BL-D5; ABE I-C2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1) Students identify an environmental problem at work and list several proposed solutions. (Reading: BL-D5; ABE I-B4,5; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4,C2; ASE II-C1,2) Students identify the activities at work that take knowledge of science and technology. (Reading: BL-D5; ABE I-B4,5, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ASE I-B4,C2) 📇Students identify the snacks in a vending machine and sort them by different characteristics (e.g., taste, color, color of package, price). Determine how many ways they can be grouped together and chart on a computer. (Math ASE I B-1,2)	Students identify a community environmental problem, list several proposed solutions, and evaluate the consequences and costs to each faction within the community. (Reading: BL-D5; ABE I-B4,5, C2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2) Students identify a local facility that is science-based (e.g., planetarium, water/sewage treatment plant, Audubon Society, arboretum) and investigate the types of activities with which it is involved. (Reading: BL-D5; ABE I-B4,5, D3; ABE II-A1) Students use a hand lens to observe, describe and document the properties of a soil sample (e.g., color, texture, granularity, etc.) They are asked to repeat this activity with a sample of wet soil, sand and dried soil. Students should contrast their findings and compare their documentation efforts to those of others. (Writing: BL-A2; BL-B1,2,3,4,5; ABE I-A2; ABE II-A1)

📇 Technology Standards can easily be integrated into these activities.

Science Sample Activities

Indicator C: The learner understands the connections between science and technology. (Science and Technology)

	Family	Workplace	Community
ABE	Students describe a technological device and how it affects their daily life. Students invent new uses for used items. Identify items in the home that can be recycled by reusing them in other ways. Be creative. Students evaluate how technological inventions have impacted life in the home (e.g., computers, the Internet, cable/digital cable television, DVD players, etc.). List the changes these have or can make on one's lifestyle. (Reading: BL-D5; ABE I-C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1) ⌨Students prepare a timeline that shows changes in the way we communicate now and in the past. (Math ABE III A-5,10; B-1, 2, 3; Writing: BL-A2; ABE I-A2; Reading: BL-D5; ABE I-C1,2,3,4; ABE II-A1; ABE III-C1) Students evaluate the claims and potential risks and benefits of an advertised product (diet plan, tooth cleaner, over the counter drug, etc.). (Reading: BL-D5; ABE I-C1,2,3,4, D3; ABEII- A1, B3,4, C1,2,3; ABE III-C1; ASE I-, B4, C2; ASE II-C1,2)	Students identify examples of simple technology (e.g., paper clip, scissors, zipper) and describe how they are used in the workplace. Students identify and explain how work might be done differently if certain technologies had not been invented and whether the same work would require hiring more employees. Students identify major scientific contributions that have had a direct impact on how work is produced around the community (e.g., pagers, cellular phones, laptop computers, FAX machines, etc.). (Reading: BL-D5; ABE I-B4, C2,3,4, D3; ABE II-A1; B3,4, C1,2,3; ABE III-C1; ASE I-B4,C2; ASE II-C1,2) ⌨Students investigate the cost of acquiring new or updating technology and determine advantages and disadvantages of each. Use findings to support or refute recommendations for purchase. (Math ABE III A-1, 2, 4, 5, 10, 11; B-1, 3; E-1; Reading: BL-D5; ABE I-B4, C,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2)	Students explain why people should wash their hands before and during food preparation and consumption. Students identify occupations that require the application of science and technology. Ask a variety of questions to gather information about the jobs. (Reading: BL-D5; ABE I-C3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4) Students investigate the ways that law enforcement agencies use science and technology to solve crimes in the community. (Reading: BL-D5; ABE I-C2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4) ⌨Students describe how the Internet has affected human activity. Investigate the history of the Internet and make a prediction about its uses in the future. (Reading: BL-D5; ABE I-B4, C1,2,3,4, D3; ABE II-A1; B3,4, C1,2,3; ABE III-C1; ASE I-B4; ASE II-C1,2) Students prepare a timeline showing the technological advances in science and medicine. (Math ABE III B-1; Writing: BL-A2; ABE I-A2; Reading: BL-D5; ABE I-C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4)
ASE	Students identify a machine or appliance used in their homes and list the ways it has affected their lives. Students describe how life would be affected by removing any three technological products from their lives.	Students describe ways in which technology used in their workplace has affected the environment for better or for worse. (Reading: BL-D5; ABE II-A1) Using a piece of paper, students design a container that can be filled with water. Explore how many times the container can be filled with water before it falls apart. Discuss why some designs may be more effective than others. (Math ASE I D-2; E-1)	Students interview community leaders to assess their plans to accommodate the population after a natural disaster. Students compare and contrast the benefits and risks of genetic engineering. (Reading: BL-D5; ABE I-B4, C1,2,3,4, D3; ABE II-A1, B3,4,C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2)
⌨	Technology Standards can easily be integrated into these activities.		

Science Sample Activities

Indicator D: The learner understands the connections between science and technology. (Life Science)

	Family	Workplace	Community
ABE	Students identify and list how family members have both similar and different characteristics. Discuss traits that are inherited and those that might result from interaction with the environment over time. (Writing: BL-A2; ABE I-A2) Students describe what happens when a healthy plant is placed in a dark closet for a week. For example, students investigate the role of sunlight in changing the colors of poinsettias. Students analyze the frequency of physical fitness activities for each family member over a week's time. Devise a plan to incorporate physical fitness activities into their daily schedules. Discuss the advantages of having a fitness regimen. (Math ABE II B-1, 3; ABE III B-1; Writing: BL-A2) Students use the Food Guide Pyramid (USDA) to plan nutritionally balanced meals for the family's breakfast, lunch/dinner menus for the week. Investigate healthy snacks to eat in between meals. (Reading: BL-D5; ABE I-B2,3,4,5,6; C2,3,4; ABE II-A1) Students recognize characteristics of plants that show adaptations to their environments. Students compare and contrast a plant with an animal (e.g., rattlesnake/Saguaro cactus). (Writing: BL-A2) Students hypothesize about why people get more colds and flu during the winter and discuss ways to prevent the spread of illness. (Reading: BL-D5; ABE I-C4)	Students explain the impacts of food and sleep on the body, work performance, and safety. (Reading: BL-D5; ABE I-B2,3,4,5,6; ABE II-A1) Students conduct an experiment to find out which of their co-workers have the inherited characteristic of rolling their tongue and which ones do not. Make a prediction about which will be the larger group. Use results to check predictions, document and report findings. (Math ABE III B-3) Students investigate which plants grow best in an office with no windows or with artificial light. Identify plants that will thrive in a windowless office. Students compare the effects of eating a carbohydrate-based snack (e.g., apple, crackers, chips) versus a protein-based snack (a snack with at least 10 g of protein). On one day eat the carbohydrate snack, and record how they feel in half-hour intervals. Note the time they start to feel tired and the time they start to feel hungry. The next day, repeat this with the protein snack. Compare the results. (Reading: BL-D5; ABE I-B2,3,4,5,6; C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2) Students identify a pest in the immediate environment, and use an understanding of food webs to propose and test a way to eliminate the pest without introducing environmental poisons. (Writing: BL-A2)	Students identify ways that humans depend on natural and man-made environments, investigate and discuss ways to protect, preserve and maintain them. (Reading: BL-D5; ABE I-B2,3,4,5,6, D3; ABE II-A1; ABE III-C1; ASE I-B4, C2) Students compare and contrast the various ways diseases are transmitted from one person to another. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2) Students investigate plants that are used to treat medical conditions and diseases, such as cancer. Use the Internet, books, and periodicals to help with research. Which parts of a plant can be used to make medicine? How are plants made into medicine? How many types of these medicines could they find? Have they ever used a medicine that was made from a plant? (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2) Students investigate Fetal Alcohol Syndrome and Fetal Alcohol Effects. How are these two the same? How are they different? They do the same with the effects of smoking during pregnancy. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2) Students survey (sample) the local community to see how many possess certain inheritable traits (tongue rolling, ear wiggling, widow's peak, chin cleft, etc.) to determine the dominance of certain traits.(Math ABE II B-1,3;ABEIII B-3;Writing:BL-A2)

 Technology Standards can easily be integrated into these activities.

Science Sample Activities

Indicator D: The learner understands the connections between science and technology. (Life Science, continued)

	Family	Workplace	Community
ABE (continued)		Students conduct a research project to identify bird species and compare their distribution using a field guide for the region to see if local distributions are the same as they are regionally. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2) Students investigate workplace pollutants and the ways of reducing them. (Writing: BL-A2, B1,2,3,4,5; ABE I-A2 Reading: BL-D5; ABE I-C3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2)	Students compare the benefits of pesticides with the risks and effects on the environment and life. (Writing: BL-A2; Reading: BL-C1, D5; ABE I.-B2,3,4,5,6, C1,2,3,4; D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2) Students investigate the benefits of organic/biological controls in growing crops around the nation. (Reading: BL-C1, D5; ABE I.-B2,3,4,5,6, C1,2,3,4; D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2)
ASE	Students write a week's menu that provides all the appropriate nutrients for optimum function of bodily systems. (Reading: BL-D5; ABE I-B3,4,5,6, C1,2,3,4; ABE III-C1) Students compare eye colors of family members for as many generations as possible, noting dominant traits, and determining as best as possible whether parents and grandparents are homozygous or heterozygous. (Math ASE I B-1, 2) Students study the effects of inbreeding on families or pets. (Reading: BL-D5; ABE I-B2,4, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4) Students examine and compare manmade objects engineered to enhance the senses or protect parts of bodies that are centers of the senses, e.g., hearing aids, gloves, glasses, ear plugs. Students follow the complete life cycle of a metamorphic organism such as a frog or a moth. Draw pictures of the frog at various stages of development.	Students conduct an experiment to determine the effects of light, noise and temperature on worker efficiency. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1; ABE III-C1; ASE I-B4, C2; ASE II-C1,2) Students investigate the benefits and risks of the latest attempts at genetic engineering. (Writing: BL-A2; Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASEI-B4,C2; ASE II-C1,2) Students study a crime case to determine how DNA evidence might help to solve the crime. Compare the physical properties of hard and soft woods (density, hardness, knots, etc.) and their use in construction at work. Students observe and document the effects of decay on materials (e.g., fruits) left to rot. (Writing: BL-A2; B1,2,3,4,5; ABE II-A2; ABE II-A1)	Students create an ecosystem of at least five species, and document how an environmental change affects each species. (Writing: BL-A2, B1,2,3,4,5; ABE I-A2; ABE II-A1; Reading: BL-D5; ABE I-B2,4, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4,C2) Students prepare a timeline that shows the history of medical treatments for diseases and wounds. (Math ASE I B-1; Reading: BL-D5; ABE I-B2,4, C1,2,3,4; ABE II- B3,4, C1,2,3; ABE III-C1; ASE I-B4,C2) Students look at genetic evidence that corresponds to certain diseases. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2) Students investigate the effects of adding non-indigenous species to an environment.

Science Sample Activities

Indicator D: The learner understands the connections between science and technology. (Life Science, continued)

	Family	Workplace	Community
ASE (continued)	Students discuss the challenges of living in a coastal, desert or mountainous environment. What stresses do plants and animals need to adapt to? Students observe plants' responses to stresses in their environment. Students use computer simulations to model the growth of plants on a plot of land or a sand dune or after a volcanic eruption. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1; ABE III-C1)	Students establish a compost bin. Analyze the decay of the contents and the gradual appearance of various organisms over time.	Students investigate the adaptation of plants to their environment. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2) Students compare heads, bodies, and tails of geckos. Explain how these adaptations help the gecko survive. (Reading: BL-D5; ABE B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1) Students compare a desert food chain to a coastal food chain. Students investigate the interactions of organisms in a local environment. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1) Students review the data (on websites) gathered by scientists who are conducting long-term ecological research. How are they monitoring sea level rises? Effects of global warming? (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2)

Technology Standards can easily be integrated into these activities.

Science Sample Activities

Indicator E: Understands the nature of matter and energy including their forms, the changes they undergo and their interactions (Physical Science)

	Family	Workplace	Community
ABE	Students measure the amount of time it takes for an apple slice to change color and compare it to a potato slice. (Math ABE II E-1) Students predict which items in their house are magnetic and use a refrigerator magnet to check predictions. Students compare usage of electricity from month to month using the utility company's billing statement. Determine ways to decrease the family's use of electricity. (Math ABE II A-2; ABE III B-1; E-1; Reading: BL-D5; ABE I-B3, C1,2,3,4) Students identify items in the home that are flammable and/or volatile and how to store them safely. (Writing: BL-A2; Reading: BL-C1, D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3) Students identify and describe chemical and physical changes that take place when cooking different foods. (Writing: BL-A2) Students slice a number of different fruits and vegetables into pieces that measure the same size. Make predictions about which ones will float. Test each piece separately in a bowl of water. Check results with original predictions. (Writing: BL-A2; ABE I-A2) Students examine, build and/or repair a simple mechanical device (bicycle, part of car, grandfather clock) and describe how it works.	Students compare the mass and volume of items to be safely stored in a storage cabinet or shed. (Math ABE III D; E-1) Students describe how electricity produces heat, light, sound and magnetic effects. Explain the impact of electricity on workplace activities. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4,C2) Students investigate the effect of magnetism on computers. Identify items that contain magnets or strong electromagnetic fields. Students explain the importance of fuses, circuit breakers and GFIs and describe safety practices. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4,C2) Students conduct an energy audit of the workplace and develop procedures for reducing waste (of energy). (Writing: BL-A2,B.1,2,3,4,5; ABE I-A2; ABE II-A1; Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1) Students devise a fire safety plan, which includes escape routes from their place of work (or each room in the house). (Reading: BL-D5; ABE I-B2,3, C1,2,3,4; ABE III-C1)	Using previous observations of force and motion, students predict the bouncing pattern of a basketball under different throwing conditions. Students compare the momentum of several different types of balls down a sloped surface. What effect does the shape, size and angle have on speed, and distance? Check predictions with results. (Math ABE III E; C-1, C-2) Students compare the frequency, length, and speed of a swing to a pendulum. (Math ABE III B-1, D-3; Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4) Students investigate solar energy as an alternative to using electricity. Determine the advantages and disadvantages of using ONLY solar energy. Identify changes people can make to their homes to utilize solar energy and reduce the amount of electricity that they use. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4,C2) 💻Students investigate food additives (e.g., artificial sweeteners, artificial emulsifiers, preservatives). Compare the advantages to the disadvantages of having chemicals in the foods that we eat. Research health risks associated with food additives. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4,C2; ASE II- C1,2)

💻   Technology Standards can easily be integrated into these activities.

Science Sample Activities

Indicator E: Understands the nature of matter and energy including their forms, the changes they undergo and their interactions (Physical Science, continued)

	Family	Workplace	Community
ABE (continued)	Students use knowledge of wave frequency and pitch to compare and purchase stereo speakers. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4,C2) Ask students to bring in different types of containers from home. Discuss and demonstrate whether the containers are appropriate to hold solids and liquids (e.g., an unwaxed cardboard box will absorb water and eventually disintegrate while a glass bottle will not).	Students use solid objects such as a ball, a cube, and a cone. First try to roll each object on a hard smooth level surface. Observe and describe its motion and the path it takes. Next, tilt the surface, place each object on it at the center and release the object. Observe and describe its motion and the path it takes. Repeat using various surfaces, (e.g., rough, soft, etc.) and then devise the best way to move heavy objects at work. (Reading: BL-D5; ABE I-B2,3, C1,2,3,4) Students measure the distance that objects move on a hard, smooth surface after being pushed or pulled with different force. Repeat using various surfaces (e.g., rough, soft, etc.) in order to determine the best means to move objects at work. (Reading: BL-D5; ABE I-B2,3, C1,2,3,4)	Students explain the difference between recycling and reusing items in terms of mass and energy conservation. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, C1,2,3; ABE III-C1; ASE I-B4) Students compare the benefits and risks of nuclear energy. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4,C2; ASE II- C1,2) Students prepare a timeline showing when different subatomic particles were discovered. (Math ABE III A-1; Writing: BL-A2; ABE I-A2 Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4,C2)
ASE	Students trace solar energy to its use by living organisms. (Reading: BL-D5; ABE I B2,3,4,5,6, C1,2,3,4; ABE II-A1, C1,2,3; ABE III-C1; ASE I-B4) Students investigate heat transfer by placing plastic, metal and wooden spoons in hot water and determining how quickly they heat up (conduction). • Investigate heat transfer from a room by adding 50 ml of cold water to a cup or beaker. Stir it and record its temperature changes every few minutes over a ten-minute period. • Investigate heat transfer to the room by adding 50 ml of warm water to a cup or beaker. Stir and record temperature changes every few minutes over a ten-minute period. (Math ASE I B-1, 2; Reading: BL-D5; ABE I-C1,2,3,4)	Students determine how different construction materials affect cost, quality and usefulness of furniture. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, B3, C1,2,3; ASE I-C2) Students manipulate various objects. Observe the different methods (forces) that can be used to make objects move. Include pushing with a stick, pulling with a string, and pushing by blowing on a light object. Devise the best way to move various objects at work with the least effort. Students use the objects from the preceding activity and an inclined smooth hard surface. Note that objects slide or roll down.	Students list air quality problems in urban areas, potential solutions and the effects of both on the community. (Writing: BL-A2, .B1,2,3,4,5; ABE I-A2; Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4)

Science Sample Activities

Indicator E: Understands the nature of matter and energy including their forms, the changes they undergo and their interactions (Physical Science, continued)

	Family	Workplace	Community
ASE (continued)	Use tuning forks to demonstrate the relationship between vibration and sound. Use a flashlight, mirrors and water to demonstrate reflection and refraction. Design and build a prototype to inhibit solar heating of a car (e.g., windshield reflector, window tinting) (Reading: BL-D5; ABE I-B2,3,4,5,6; C1,2,3,4) Provide a collection of materials that are good conductors and good insulators. Have students determine each material's electrical conductivity by testing the materials with a simple battery/bulb circuit. Use atomic models (or Lego blocks, assigning colors to various atoms) to build molecules of water, sodium chloride, carbon dioxide, ammonia, etc. (Reading: BL-D5; ABE I-B2,3,4,5,6; C1,2,3,4)	Students balance a large block of wood on a smaller one (fulcrum). Observe that adding some weight to one end of the large block will unbalance it. Find ways to keep it balanced by using two weights, one on each side of the fulcrum. Consider how fulcrums (levers) are used in industry. (Math ASE II D-2; Reading: BL-D5; ABE I-B2,3, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1) Students design and construct a simple game or toy (prototype) that works because of electromagnets. At work, students calculate the volumes of regular objects from linear measurements. Measure the volumes of the same objects by displacement of water. Use the metric system. Discuss the accuracy limits of your procedures and how they explain any observed differences between your calculated volumes and your measured volumes. (Math ASE I E-1; Writing: BL-A2; ABE I -A2; Reading: BL-D5; ABE I-B2,3, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1)	Rub two pieces of wood together (mechanical energy) and observe, plot and graph the change in temperature of the wood. Using given insulating materials, try to keep an ice cube from melting.

Science Sample Activities

Indicator F: The learner understands the composition, formative processes and history of the Earth, the solar system and the universe. (Earth and Space Science)

	Family	Workplace	Community
ABE	Students observe and keep a record of the changes of an object's shadow during the course of a day and investigate the source of the variation. (Math ABE III B-1; ABE II E-1); Writing: BL-A2; Reading: BL-D5; ABE I-B2,3,4,5,6; C1,2,3,4) Students identify items in the home that can be recycled (e.g., paper, newspaper, aluminum cans, plastics, etc.). With the plastics, look for the symbol for recycling (three arrows curved into the shape of a triangle). Devise a plan to get the family to participate in recycling these items. Students observe and record the shape of the moon for several months, then make drawings to predict what will happen in the next week. Students do some stargazing with a constellation chart or guide. Students demonstrate the ability to use a star chart properly so they can trace constellations. (Writing: BL-A2, B1,2,3,4,5; ABE I-A2; ABE II-A1) Students identify planets that are visible in the night sky. (Reading: BL-D5; ABE I-B2,3,4,5,6; C1,2,3,4) Students investigate old buildings and/or headstones in local cemetery for evidence of differential weathering and explain any differences found. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, C1,2,3) Students compare and contrast planets in the solar system. (Writing: BL-A2, B 1,2,3,4,5)	Students identify items in the workplace made of basic earth materials. Students identify the seasons, their characteristics (e.g., amount of daylight, general temperature range, weather patterns) and calendar events associated with them. Observe and note how the changing of the seasons affects the people they work with, as well as the general atmosphere of the office/workplace. (Reading: BL-D5; ABE I-B2,3,4,5,6; C1,2,3,4; ABE II-C1,2,3; ABE III-C1) Students identify items in the office/workplace that are made from limited (natural) resources. Investigate possible alternatives (e.g., using items made of man-made materials, items made from recycled goods, altering procedure that utilizes limited resources items, etc.). Use findings to determine the best solution for decreasing the overall consumption of limited resources items. Students examine their workplace to identify safest place(s) to be in case of extreme weather and/or earthquake and develop plan for all personnel in case of such event. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-C1,2,3; ABE III-C1) Students hold a strip of paper in various positions around a fan to determine patterns in air movement.	Students identify possible geological hazards in the community (rockslides, flooding in washes, etc.) and recommend ways to avoid them. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2) Students explain and describe how physical environments change due to human activity (e.g., building housing developments, utilizing recreational areas, damming rivers). (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE III-C1; ASE I-B4) Students collect and record weather data and note how human activities are affected by it. (Writing: BL-A2, B.1,2,3,4,5; ABE I-A2; ABE II-A1; Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, C1,2,3; ABE III-C1) Students investigate a local environmental issue, such as air or water pollution. Evaluate possible solutions. Identify the best solution and modify if necessary. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1) Students investigate the causes and problems associated with the "Greenhouse Effect." Identify the culprits responsible for breaking down the ozone layer in the Earth's atmosphere. Evaluate possible solutions. Research what is being done on global, national, and local levels, and devise a plan as far as what they can do on a personal level to help slow global warming. (Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3-4, C1,2,3; ABE III-C1; ASE I-B4, C2; ASE II-C1,2)

Science Sample Activities

Indicator F: The learner understands the composition, formative processes and history of the Earth, the solar system and the universe. (Earth and Space Science, continued)

	Family	Workplace	Community
ASE	Students place white flowers (e.g., carnation, rose) in vase with food coloring added to the water. Observe change in flower color and relate to uptake of pollution by plants. Students identify products using recycled resources and compare their quality and price to similar products using virgin resources. (Reading: BL-C1, D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-C2; ASE I-B4) Students engage in composting (worm farms). Students illustrate the growth of crystals (important in forming both igneous and sedimentary rocks). Make concentrated solutions of various salts. Allow them to evaporate slowly and observe the formation of crystals. Commonly used salts include table salt (sodium chloride), alum, and Epsom salt. In the classroom, students demonstrate evaporation, condensation and precipitation. (Reading: BL-D5; ABE I-B2,3,4, C1,2,3,4; ABE II-C2) Students create a model of the solar system and use a flashlight to demonstrate the effects of the earth's rotation and revolution. (Math ASE I E; ASE II B-5; Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-C2) Using a model (light source and sphere), students demonstrate how the various phases of the moon are formed. Students look at maps and photos to observe coastal changes. (Reading: BL-C1,2; ABE I-B2,3, C1,2,3,4; ABE II-C2)	Students initiate a recycling project and determine the costs and convenience involved in collection, transportation and sale of collected products. (Writing: BL-A2; Reading: BL-D5; ABE I-B2,3,4,5,6; C1,2,3,4; ABE II-A1, C1,2,3; ABE III-C1; ASE I-B4, C2) Students construct a mini-landfill. Unearth and observe decomposition of buried waste (e.g., food, paper, plastic, metal). Students visit local sites that show examples of the earth changing due to slow processes (e.g., schoolyard, mountains) and rapid processes (e.g., localized erosion after a large storm). Document the changes using newspaper photographs. (Writing: BL-A2, B1,2,3,4,5; ABE I-A2; ABE II-A1; Reading: BL-C2, D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III C1) Students watch national/international weather broadcasts. Discuss the relationship between precipitation, temperature and location on the globe. (Reading: BL-C2, D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, C1,2,3; ABE III-C1; ASE I-B4) Students use weather websites or access newspaper websites from other international cities.	Students record the temperature outdoors in a sunny location and in a shady location. Discuss the reason for the difference in temperature. (Math ABE III A-4; Writing: BL-A2; ABE I-A2) Using graphs, students chart the change in days' lengths and average temperatures for at least six months. Correlate the Earth's tilt to the results. (Math ASE I A-4; B-1, 2, 3; Writing: BL-A2; ABE I-A2; Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1; B3,4, C1,2,3; ABE III-C1; ASE I-B4, C2) Students use the Internet to investigate the health effects of long-term space travel. (Reading: B-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, B3,4, C1,2,3; ABE III-C1; ASE I- B4, C2; ASE II-C1,2) Students identify a place subject to periodic flooding, evaluate the positive and negative consequences of flooding, study different ways of maintaining, reducing or eliminating the likelihood of flooding and make recommendations for appropriate land use. (Reading: BL-C2, D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-A1, B3,4, C1,2,3; ABE III-C1) On a diagram of the water cycle, students show the effects of regional weather events such as heavy rainstorms, heavy winter snow totals and droughts. (Reading: BL-D5; ABE I-B2,3,4,5,6;, C1,2,3,4) With a hand lens, students examine a sample of coarse sand containing many kinds of grains. Also examine a collection of local rocks. Notice that rocks usually contain grains of many different minerals and that sand grains can be pure minerals, e.g., quartz, mica, etc.

 Technology Standards can easily be integrated into these activities.

Indicator F: The learner understands the composition, formative processes and history of the Earth, the solar system and the universe. (Earth and Space Science, continued)

	Family	Workplace	Community
ASE	Students acquire a collection of minerals that includes (a) duplicates of the same mineral, somewhat different in appearance (size, shape, exact color) and (b) samples of minerals that look similar but are actually different. Sort as accurately as possible. Test all samples using three field tests: magnetism, streak and hardness. If this new information changes prior conclusions about samples being identical or not, re-sort the minerals. (Writing: BL-A2) Students create a model that demonstrates how the tilt of the Earth causes seasonal changes. (Math ASE II B-5; ASE I E-1)		Students discuss the scales (e.g., the Richter Scale) used to measure earth events. (Math ASE I F-1, 2, 3, 4; Reading: BL-D5; ABE I-B2,3,4,5,6, C1,2,3,4, D3; ABE II-A1, C1,2,3; ABE III-C1; ASE I-B4,C2) Students study the local landscape, and if possible, natural (undeveloped) terrain (e.g., a state park) for signs of glaciation (e.g., eskers, drumlins, kettle holes). Discuss whether any of these features give evidence as to which way the glacier that formed them was moving. (Reading: BL-C2, D5; ABE I-B2,3,4,5,6, C1,2,3,4; ABE II-C1,2,3; ABE III-C1)

Glossary of Science Terms

acceleration - a change in velocity (either speed or direction)

cell - the structural and functional basic unit of all living things

chromosomes - threadlike structures located in cell nuclei of organisms which determine the individual characteristics of the organism

climate - characteristic pattern of weather elements in an area over a period of time

density - mass of a substance per unit volume

equilibrium - state of a system in which forces, influences, reactions, etc. balance each other out so there is no net change

force - push or pull

front - sloping interface between two air masses of different temperature and humidity

gene - unit of heredity composed of DNA forming part of a chromosome

heterozygous – a zygote with inherited different alleles at one or more loci

histogram - a graphic representation of a frequency distribution in which the widths of the contiguous vertical bars are proportional to the class widths of the variable and the heights of the bars are proportional to the class frequencies

homeostasis - state of equilibrium produced by a balance of functions and chemical composition within a system

homozygous – having identical alleles at corresponding chromosomal loci

inertia - resistance to acceleration

kinetic energy - energy of motion

law - a formulation describing a relationship that is presumed to hold between or among phenomena for all cases in which the specified conditions are met

law of conservation of energy - the total energy of an isolated system remains constant regardless of changes within a system

law of conservation of mass - the total mass of an isolated system is unchanged by the interaction of its parts

1st law of thermodynamics - (see the law of conservation of energy)

2nd law of thermodynamics - the ability of a closed system to do work will decrease over time

mass - measure of a body's inertia, usually measured by gravitation (weight)

matter - anything having mass and volume

meiosis - cell division creating four reproductive cells, each with one half the chromosome number of the parent cell

mitosis - division of a cell creating two daughter cells containing the same number and kind of chromosomes as the mother cell

Newton's law of gravity - gravity is a force between two objects, directly proportional to the product of their masses and inversely proportional to the square of the distance between them

Newton's laws of motion -
1) a body at rest tends to remain at rest, and a body in (straight line) motion tends to remain in motion unless acted upon by an outside force
2) the acceleration of a body is proportional to the body's mass and the force acting upon it (F= ma)
3) if one body exerts a force on another, there is an equal and opposite reaction (opposite force) exerted on the first body by the second

organ - any distinct part of an organism specialized to perform one or more functions (will contain many different tissues)

paradigm - an example that epitomizes a set of beliefs at a point in time

pH - from a scale used to express acidity or alkalinity of a solution (pH of 7 is neutral, pH <7 is acid, pH >7 alkaline)

potential energy - energy stored in a body or system as a consequence of its position, shape, or state

pressure system - air mass, area of atmosphere possessing more or less uniform temperature and humidity

principle - a rule or law concerning the operation of natural phenomena or mechanical processes

revolution - orbital motion about a point

rotation - motion in which the path of every point in a moving object is circular or a circular arc centered on a specified axis

scatter plot - graph of points representing a collection of data

solubility - measure of the ability of a substance to be dissolved in a liquid

theory - systematically organized knowledge applicable in a relatively wide variety of circumstances, especially a system of assumptions, accepted principles, and rules of procedures devised to analyze, predict, or otherwise explain the nature or behavior of a specified set of phenomenon

tissue - collection of similar cells organized to carry out one or more particular functions

velocity - speed of a body in a specified direction

volume - space occupied by a body or mass of fluid

weather - state of atmospheric conditions (humidity, precipitation, temperature, cloud cover, visibility, wind) at any one place and time

Arizona Adult Education Social Studies Standards

The Arizona Adult Education Social Studies Standards revision demonstrates how the team has responded to feedback from the field regarding their use and usefulness. The team made a major shift to produce only two levels of standards: an ABE level and an ASE level.

Few adult students enroll in Adult Education to specifically study Social Studies; however, knowledge about World and US History, Citizenship and Government, Geography and Economics, as well as how to apply the skills related to historical research are pivotal in the development of a well-rounded, educated and responsible community member. New and realigned Sample Activities not only reflect the areas covered in the Social Studies Standards, but are also cross-referenced to Reading, Writing, Math and Technology Standards and Indicators.

The revised Social Studies Standards enable teachers to draw on content that has been identified by national and international historians as "big ideas in social studies", at a more basic and a more sophisticated level. The Standards provide our learners a roadmap to place in perspective the people, ideas and events that have shaped our nation and the world.

Social Studies

Standard: The adult learner uses and applies social studies concepts in a variety of situations.

The Social Studies Standards include Indicators in the areas of:

    A   **Historical Research**
    B   **World and US History**
    C   **Citizenship and Government**
    D   **Geography**
    E   **Economics**

Proficiency Descriptions:

Beginning	Approaching	Met	Exceeds
At this level, evidence indicates basic understanding of the concepts and limited reasoning skills. The learner's explanations are often minimal and presented without much supporting information.	At this level, the learner meets beginning proficiency and provides evidence of some understanding of the concepts. Although reasoning skills are evident and supporting information is present, explanations are not always complete.	At this level, the learner meets beginning and approaching proficiency, makes sound decisions and applies both procedural knowledge and conceptual understanding. The learner explains and justifies the reasoning used.	At this level, the learner meets beginning, approaching, and met proficiency and consistently applies both procedural knowledge and conceptual understanding to both familiar and unfamiliar situations providing conclusions that are clear, logical, and go beyond the obvious.

ABE: Social Studies

Indicator A: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret and employ information from historical materials

Historical Research Sub-Indicator	Beginning	Approaching	Met	Exceeds
1. Demonstrates research skills, including the ability to ask relevant questions and frame reasoned opinions and arguments based on evidence from primary and secondary sources.	Sequences events in one's personal life in chronological order using a timeline. Sequences key eras in World, United States, and Arizona history. Describes the importance of individual action and character through the lives of famous persons from recent World, United States, and Arizona history.	Applies chronological terms correctly, including decade, century and generation. Identifies and locates primary and secondary information resources. Distinguishes fact from fiction in historical stories. Interprets historical data in the form of simple graphs and tables.	Constructs timelines of key events, people, and periods of the historical era being studied and explains how major events are related to each other. Uses primary and secondary sources to report on places, events, documents, and persons from World, United States, and Arizona history. Interprets historical, geographical, civics, and economics information presented in graphs, diagrams, tables and other visual displays. Frames questions that can be answered by historical study and research. Analyzes a historical source and identifies the author's main points and purpose. Differentiates between facts and the author's opinions.	Applies chronological and spatial thinking to understand the meaning, implications, and import of historical and current events. Assesses the credibility of primary and secondary sources and draws sound conclusions from them. Evaluates different historical accounts and opinions of the same event, person or issue.

ABE: Social Studies

Indicator B: Recognizes key historical places, events, documents, cultures and figures in the world and in the United States

World & U.S. History Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands the major historical events and figures related to ancient civilizations through the present day.	Describes the ancient civilizations of Egypt and China, including their contributions of written language, calendars and architectural monuments such as the pyramids and the Great Wall of China. Describes the ancient civilizations of Greece and Rome, including music, art, religion and sports. Identifies important inventions of the 19th, 20th and 21st centuries.	Describes the cultures of the ancient civilizations of the Old and New Worlds and identifies their major contributions to later civilizations. Describes the medieval cultures of Europe, Asia, Africa and the Americas, including their major achievements in science and philosophy. Describes the major turning points of World War I and World War II and the final outcomes.	Analyzes the origins, challenges and impacts of the Age of Exploration. Explains how the Renaissance and Reformation influenced education, art, religion and government in Europe. Explains the worldwide causes and effects of the Industrial Revolution. Describes the causes and effects of World War I and World War II. Describes the origins, functions and impact of the League of Nations and United Nations.	Analyzes human origins and how the achievements and ideas that arose in the ancient world have shaped the course of world history, including tools and technology; shifts in economies; intellectual achievements; codes of ethics, justice and rule of law.
2. Understands the major historical events and figures related to the founding and growth of the United States from the colonial period through the present day.	Describes the exploration and conquest of the New World by European explorers, including their goals, challenges, successes and failings. Describes the contribution of Native Americans to the development of the early United States. Describes and locates areas of American expansion into the West and its impact on indigenous peoples.	Describes the people and events associated with the development of the United States Constitution and its significance to the foundation of the American Republic. Describes the distinctive economies, symbols, customs and oral traditions of Native Americans. Defines the Industrial Revolution and its effects on American life.	Describes the reasons for colonization, including religious freedom, desire for land, economic opportunity, and a new life; and the key differences among the Atlantic colonies. Describes the economic and political causes, consequences and key individuals of the American Revolution. Explains how the United States acquired additional territory and the concept of Manifest Destiny.	Describes political, religious, and economic aspects of colonization, including slavery, early representative government and democratic practices that emerged. Describes the aspirations, ideals and events that served as the foundation for the creation of a new nation forged from 13 colonies. Describes reasons for and destinations of the major westward migrations and its impact on American Indian nations, including broken treaties and the Long Walk of the Navajos.

ABE: Social Studies

Indicator B: (continued)

World & U.S. History Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. (continued)	Describes the impact of 20th and 21st century inventions on everyday life.	Describes the role of the United States in World War I and World War II. Describes the causes and effects of the Great Depression. Describes the major social problems and domestic policies in contemporary American society.	Describes the economic and political causes, course and consequences of the Civil War, including how it divided the American people. Describes the character and lasting consequences of Reconstruction. Describes the transformation of the American economy and the changing social, economic and political conditions caused by the Industrial Revolution. Describes the economic and political considerations leading to the Korean Conflict and the Vietnam War, and the results of both. Describes the United States foreign policy since World War II (e.g. Cuban Missile Crisis, Cold War, Mid-East policy, relations with Mexico and Canada).	Analyzes the nature and lasting consequences of the Civil War, including the attempts to protect the rights of freedmen, and heightened racial antagonism as exemplified by the rise of the Ku Klux Klan. Explains the Industrial Revolution in terms of the impact of technological innovations and mass production, urbanization, immigration, unionism and social welfare. Describes the human and natural crises of the Great Depression and the policies and controversies that emerged from the New Deal. Analyzes the impact of World War II and the Cold War on United States foreign policy.

ABE: Social Studies

Indicator C: Demonstrates knowledge of the ideals, rights and responsibilities of United States Citizenship and how governments function

Citizenship & Government Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands citizens' rights and responsibilities.	Discusses formation of personal values and beliefs. Explains why we have rules and the consequences of violating them. Discusses why and how groups form. Describes benefits and challenges of a diverse community. Describes the community benefits of public service and volunteerism.	Defines group norms, values and beliefs. Discusses the effects of social stratification, ethnicity and gender on individual beliefs, attitudes, prejudices and behaviors. Describes our shared principles, goals, customs and traditions as a nation. Describes the individual's legal obligations to obey the law, serve as a juror and pay taxes.	Explains the legal obligations and responsibilities of citizenship. Describes skills needed to participate in community life and the importance of doing so. Evaluates the impact of norms, values and beliefs on specific group behaviors.	Analyzes the balance between an individual's rights and majority rule. Analyzes the Voting Rights, Civil Rights and Women's Rights movements. Discusses the loss of rights and which rights can be restored.
2. Identifies concepts of government.	Describes the basic structure of the Democratic-Republic form of the United States government. Identifies the fundamental values of Colonial America (individualism, religious freedom, etc.). Explains the inalienable rights of individuals and the purpose of government.	Identifies fundamental principles in the Declaration of Independence. Identifies the fundamental principles of the United States' Constitution. Explains the powers granted to the President, Congress and the Supreme Court. Explains the relationships among federal, state, county, city/town and tribal governments. Explains the importance of political decision making, petitioning public officials and analyzing issues.	Identifies fundamental constitutional rights expressed in the Bill of Rights (e.g., freedom of religion, expression, due process, right to a fair trial). Explains the concepts of Federalism, separation of powers, and checks and balances. Explains the relationship among the Magna Carta, the Declaration of Independence, the Articles of Confederation, the Constitution and the Bill of Rights. Describes the processes of recall, referendum and initiative in Arizona.	Explains the basic structures of communism, dictatorships, monarchy and theocracy. Describes Judeo-Christian ideas relevant to the development of the United States Republic. Describes the worldwide spread of the ideas of the American Revolution. Analyzes the rights, protection, limits and freedoms included in the United States Constitution and its amendments. Analyzes the structures, powers, and roles of the executive, legislative and judicial branches of the United States' government.

ABE: Social Studies

Indicator D: Demonstrates use of geographic tools to locate and analyze information about people, cultures, places and environments

Geography Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands the characteristics, purposes and use of geographic tools.	Describes and defines natural features (landforms, bodies of water, mountain, desert, natural resources, etc.). Draws simple maps such as providing directions to local points. Locates current position on a map or globe.	Interprets and uses a map key. Uses longitude and latitude to locate positions on a map or globe. Describes the characteristics and uses of various types of maps. Recognizes and locates specific land masses and bodies of water.	Describes the purposes of, and differences among, maps, globes and aerial photographs. Constructs and interprets maps, charts, graphs and geographic databases. Identifies and locates physical and cultural features in local and other communities.	Constructs and interprets thematic maps depicting various aspects such as world trade and culture.
2. Explains the effects of interactions between human and natural systems, including changes in the significance, use and distribution of natural resources.	Describes how people can conserve and replenish certain resources.	Describes how people have depended on the physical environment and its natural resources to satisfy their basic needs.	Explains how and why humans modify ecosystems and the consequences.	Analyzes how changes to the natural environment can increase or diminish its capacity to support human activities.
3. Describes natural and man-made characteristics of places and uses this knowledge to define regions.	Explains how geographic factors affect human activities.	Describes and locates major natural and man-made features that define regions in the US and in the world. Discusses how and why cultures and societies form.	Describes the causes for and effects of migration and settlement of places. Explains the distribution of cultures and how they create a cultural landscape.	Explains and interprets basic patterns of geo-political, population and cultural geography. Analyzes how urban communities evolve.

ABE: Social Studies

Indicator E: Employs basic economic concepts, evaluates problems and makes rational choices related to the roles of consumer, worker and citizen

Economics Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands basic economic concepts such as trade, opportunity costs, specialization, voluntary exchange and price incentives.	Understands the basic concepts of supply and demand. Describes how economic concepts relate to personal financial choices (e.g., interest, credit, savings and investments).	Uses charts, bar graphs and pie charts to describe and analyze basic economic concepts. Applies the concept of scarcity to family, community and business choices and decision-making.	Uses basic economic concepts (exchange, opportunity costs, specialization and prices) to describe key economic events in United States history. Understands cost-benefit analysis, the choices made by individuals and societies to allocate goods and services among competing interests. Analyzes the implications of scarcity and overabundance at a national level.	Describes the basic principles of micro- and macro-economics. Analyzes how producers, consumers, savers and investors make decisions by analyzing anticipated marginal benefits and costs that usually involve trade-offs (marginal analysis).
2. Describes the functions of the major institutions in the United States economy and how consumers, businesses and governments interact.	Describes the characteristics of production, distribution and exchange in an economy.	Describes the factors that effect economic growth (human capital, real capital, entrepreneurs). Discusses the roles of producers, consumers and financial institutions in the economy.	Describes the operation of a market economy. Describes government taxing and spending decisions and their effects on economic growth. Describes benefits of specialization and exchange.	Analyzes similarities and differences among market, command and mixed economic systems. Describes the effects of international commerce on the United States. Explains Adam Smith's ideas of a market economy, including private property, freedom of enterprise, competition, consumer choice and the limited role of government.

ASE: Social Studies

Indicator A: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret and employ information from historical materials

Historical Research Sub-Indicator	Beginning	Approaching	Met	Exceeds
1. Applies chronological thinking, relationships in time, connections between causes and effects and connections between continuity and change to analyze world and domestic events.	Frames open-ended questions suitable for historical study and research to gather pertinent information. Interprets historical documents, events and issues, and analyzes the ideas and actions of historical figures in the context of their time.	Applies chronological and spatial thinking to understand the meaning, implications and importance of historical and current events. Assesses the credibility of primary and secondary sources and draws sound conclusions from them. Evaluates different historical accounts and opinions of the same event, person or issue. Interprets historical, geographical, civics and economics information presented in graphs, diagrams, tables and other visual displays.	Compares the present with the past; evaluates the consequences of past events and decisions and determines the lessons learned. Traces the development of an author's argument, viewpoint or perspective in an historical account. Shows connections between particular events and larger social, economic and political trends and developments. Examines different points of view on the same historical events and determines the context in which the statements were made, including the questions asked, the sources used and the author's perspectives.	Applies historical skills to analyze modern regional conflicts in the world and develop historical interpretations. Makes predictions and draws conclusions about current events based on past history.

ASE: Social Studies

Indicator B: Recognizes key historical places, events, documents, cultures and figures in the world and the United States

World & U.S. History Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Analyzes the significant patterns, themes, ideas and interrelationships between and among countries of the world from ancient civilizations to the present day.	Recognizes various forms of religion and government of ancient civilizations including the traditions, customs, beliefs and enduring impacts of each in today's world. Describes the worldwide impact of post-World War II technology on living patterns, popular culture and the environment. Describes the significance of World War II events including Pearl Harbor, the Holocaust, D-Day invasions and the use of the atomic bomb.	Describes the geographic, political, economic and social characteristics of the Ancient Greek and Roman Civilizations, with emphasis on the development of concepts of government, citizenship, scientific and cultural advancements. Describes the rise of commerce, trade and the merchant class in Medieval Europe, including the impacts of the Catholic Church and the Crusades. Describes the principal theaters of battle, major turning points and geographic factors resulting in the Allied victory of World War II. Explains the global impact of recent ethnic and religious conflicts.	Describes the democratic and scientific revolutions as they evolved throughout the Enlightenment. Analyzes patterns of change during the 19th century era of imperialism from varied perspectives. Explains the rise of nationalism and the associated influence of ethnic and ideological conflicts as they relate to World War I. Analyzes the rise of totalitarianism and the influence of world conflicts as they relate to the start of World War II. Describes the major international developments after World War II, including the creation of the state of Israel, the rebuilding of Western Europe, Soviet control of Eastern Europe, and Mao Tse-tung and the Chinese Revolution. Evaluates the ideologies and outcomes of independence movements in the emerging Third World.	Explains the rise of Western civilizations, including the origins of democratic principles and ideals (e.g., the rise of institutional pluralism in civil society, the rule of law and individual rights and responsibilities). Analyzes the struggles faced in overcoming political oppression, slavery, religious persecution and discrimination based on race or gender. Explains the connection between ideas and action, and how revolutions in thought have caused important shifts in politics, science, religion, education, economic, and artistic expression.

ASE: Social Studies

Indicator B: (continued)

World & U.S. History Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Analyzes the significant patterns, themes and ideas in US history.	Describes the political, religious and economic aspects of North American colonization, including slavery and the early representative government and democratic practices that emerged. Describes the reasons for and destination of the major westward migrations.	Describes the impacts of western expansion on American Indian nations, including broken treaties and the Long Walk of the Navajos. Analyzes the nature and lasting consequences of the Civil War, including the attempts to protect the rights of freedmen and heightened racial antagonism as exemplified by the rise of the Ku Klux Klan. Explains the Industrial Revolution in terms of the impact of technological innovations and mass production, urbanization, immigration, unionism and social welfare. Describes the human and natural crises of the Great Depression and the policies and controversies that emerged from the New Deal.	Describes the aspirations, ideals, and events that served as the foundation for the creation of a new nation forged from 13 colonies. Applies the skills of historical analysis to current social, political, geographic and economic issues facing the United States, including the reasons for and impact of the nation's changing immigration policy, the persistence of poverty and the new world order. Analyzes the impact of World War II and the Cold War on United States foreign policy.	Analyzes patterns and relationships within and among the United States and world nations, continents and regions, including economic competition and interdependence; ethnic, racial and religious enmities; political and military alliances; peacemaking and war-making. Examines contemporary policy alternatives that have both national and worldwide implications.

ASE: Social Studies

Indicator C: Demonstrates knowledge of the ideals, rights and responsibilities of citizenship and how governments function

Citizenship & Government Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Evaluates citizens' rights and responsibilities.	Discusses skills needed to participate in America's government. Describes the poll tax and how it discriminated against certain people. Explains the process of naturalization.	Explains the right to vote and the events that led to African Americans, Native Americans and women gaining this fundamental right. Discusses how African Americans, Native Americans and women used activism to obtain their civil rights. Explains the rights and the obligations of citizens with emphasis on the connection between self-interest and the common good.	Analyzes the Civil Rights and Women's Rights movements. Describes the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service and serving in the military or alternative service. Explains how civil society provides opportunities for individuals to associate for social, cultural, religious, economic and political purposes.	Summarizes landmark Supreme Court Decisions – *Roe v. Wade, Brown v. Board of Education, Miranda v. State of AZ.* Takes and defends positions on the scope and limitations of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
2. Identifies concepts of governments with particular emphasis on the development and analysis of the US political system.	Analyzes the structures, powers, and roles of the executive, legislative, and judicial branches of the United States government. Explains why and how the United States Constitution was created.	Cites Judeo-Christian ideas relevant to the development of the United States. Analyzes the rights, protection, limits and freedoms included in the United States Constitution and its amendments. Explains the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government.	Analyzes the rights, protections, limits and freedoms included in the Constitution and Bill of Rights with emphasis on the conflicts that arise between rights. Describes the Electoral College including how the numbers are calculated, how the votes are earned, the role of delegates and how it is possible to be elected without a majority vote. Compares the democracy in the United States with parliamentary democracies, monarchies, and dictatorships, including the role and rights of citizens, the rule of law, the sources of authority and the distribution of power.	Analyzes the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic, and the American creed as an ideology extolling freedom and equal rights under law. Analyzes the historical sources and ideas of the United States government, including the influence of the Greeks, Romans and the great political philosophers. Explains the Federalist and Anti-Federalist arguments for and against the Constitution.

ASE: Social Studies

Indicator D: Demonstrates use of geographic tools to locate and analyze information about people, places and environments

Geography Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Analyzes the interactions between human activities and the natural world in different regions, including changes in the meaning, use, distribution and importance of natural resources.	Analyzes the natural and human characteristics of places in the world and their patterns of change.	Explains the changes in the use and distribution of natural resources.	Explains policies and programs for resource management, including the trade-off between environmental quality and economic growth.	Analyzes interactions of man and the environment through the ages and how they create flux in geographic systems and cause challenges to the environment.
2. Applies geographic knowledge of people, places and environments to understand the past and present and plan for the future.	Uses geographic knowledge to explain past, interpret present, and anticipate future issues. Acquires, processes and analyzes geographic information about people, places and environments.	Describes natural and demographic characteristics of places and uses this knowledge to define regions, their relationships and patterns of change. Explains and interprets basic patterns of geo-political, population and cultural geography. Constructs and interprets thematic maps depicting various aspects of world trade and culture.	Describes the economic, political, cultural and social processes that interact to shape patterns of human population, interdependence, cooperation and conflict. Constructs and interprets maps using fundamental cartographic principles to infer geographic relationships and features.	Analyzes the major regions of the Western and non-Western worlds and how they have changed over time, in order to grasp the growing interdependence and global complexity of their world. Uses maps, globes and other graphic tools and technologies to acquire, process, and report information from a spatial perspective.

ASE: Social Studies

Indicator E: Employs basic economic concepts, evaluates problems, and makes rational choices related to the roles of consumer, worker and citizen

Economics Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Understands economic concepts and reasoning.	Analyzes the implications of the economic problem of scarcity. Examines the causal relationship between scarcity and the need for choices.	Analyzes the implications of scarcity and overabundance at a national level. Explains opportunity costs, marginal benefit and marginal cost.	Describes the basic principles of micro- and macro-economics. Analyzes the effects of changes of supply and/or demand on the relative scarcity, price, and quantity of particular products.	Describes the means by which economic performance is measured (GDP, economic growth, unemployment, inflation). Describes the functions of the financial markets.
2. Uses economic concepts, theories, principles, and quantitative methods to analyze current events and similarities and differences among economic systems.	Conducts cost-benefit analysis and analyzes the choices made by individuals and societies to allocate goods and services among competing interests, including the trade-offs. Analyzes how education, career choices and family obligations affect future income. Identifies the benefits and costs of market and command economies.	Uses tables, graphs, diagrams and charts to analyze economic information germane to current events. Identifies short- and long-term financial goals and plans, including income, spending and saving. Describes the effects of international commerce between the United States and other nations. Describes how households and firms are interdependent and how their relationship is affected by trade, exchange, money and banking.	Evaluates the economic implications of current events. Analyzes the characteristics of market, command and mixed economic systems, including roles of production, distribution and consumption of goods and services. Analyzes and evaluates the role of government in the mixed market economy of the United States. Interprets and predicts the effects of international commerce in the United States and other nations.	Analyzes production possibility curves to illustrate opportunity costs and trade-offs. Analyzes how historical developments and patterns in international migration, investment and trade affect the prosperity of local, regional, national and world economies. Analyzes past economic systems, alternative industrial economies and the origins and nature of capitalism.

Social Studies Sample Activities

Standard: The adult learner uses and applies social studies concepts in a variety of situations

Indicator B: Recognizes key historical places, events, documents, cultures and figures in the world and in the United States (World and U.S. History)

	Family	Workplace	Community
ABE	Students share a family heirloom, picture or other object and explain the story behind it. 🖥️Students take a trip to a local museum, see a video, or listen to a speaker on early Native American culture in Arizona. Students list contributions from ancient cultures still in use in the home. Use a computer to record this information. *Reading ABE III D.4* Students analyze how spectator sports and sports heroes today are an outgrowth of early empires' notions of heroism (Roman charioteers, Greek athletes). Students describe the experience of moving to a new country, either through personal experience or by interviewing others. 🖥️Using the Internet as a resource, students analyze the types and effects of financial stressors on today's families. Predict how these might change if the United States had a depression or high inflation. 🖥️Students list ways in which early settlers bartered for goods and services and discuss how families use bartering today. Use a computer to record this information.	Students discuss conveniences important to a workplace, e.g., how would their elimination affect products or services? Students discuss similarities between workplace and historical conflicts. 🖥️Students list contributions (paper and pencil and/or computer) from ancient cultures still in use in the workplace. Students arrange old news clippings and historical pictures from local businesses on a timeline, noting differences and similarities. Reading ABE I C. 2 and D.2 and 5 Students compare and contrast the qualities of an "effective" business leader today with one in the early 1900's. As a worker in the needle trades in the early 1900s, students write a letter (pencil and paper or word processing) telling about work life in the sweatshop. *E1-3; Writing ABE II A 2; III A.2; ASE I A.2* 🖥️Students write to the Social Security Administration to find out what their estimated retirement income would be. Use a computer to record this information. *Writing ABE III A.2; ASE I A.2; Math ABE B* 🖥️Students construct interview questions to ask a person about how life in the community changed during the Depression and then conduct the interview. Use a computer to record this information.	Students discuss favorite leisure-time activities, and talk about what local businesses have arisen because people have more leisure time. Students tell about a local "hero" or admirable person, what he/she did and why. Students then contrast their descriptions to address the characteristics of a non-admirable person. Students study local street and building murals; compare and contrast their purpose to ancient Arizona petroglyphs. Students use the telephone book and personal observation to research names of local buildings and streets named from famous people. *Reading ABE I C.2; ABE II C.1* Students examine clothing worn by persons of power (military, religious, royalty, politics, business), and identify the indicators of that power. 🖥️Students read the latest census chart and graphs outlining the ethnic groups and religions represented by the people of the community. Instructor invites a speaker or historian to speak on why they immigrated, how they acclimated, etc. *Reading ABE II C.1; Math ABE B* 🖥️Students use a computer to create a graph of the growth of colonial cities' populations (e.g., Boston, New York) from colonial times to present. Students compare this to the growth of Arizona cities from their founding to the present and discuss what historical factors account for the population changes and shifts. *Math ABE B*

Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.

🖥️   Technology Standards can easily be integrated into these activities.

Social Studies Sample Activities

Indicator B: Recognizes key historical places, events, documents, cultures and figures in the world and in the United States (World and U.S. History, continued)

	Family	Workplace	Community
ASE	Students research local news articles from World War II, the Korean War and/or the Vietnam War and current world conflicts to gather evidence of their effects on families. *Reading ABE II C.3; Reading ASE I C.1,2* Students compare and contrast the personal philosophies of Martin Luther King, Jr. (I Have a Dream) and Malcolm X (The Ballot or the Bullet); imagine living then and discuss the parts of speeches with which they would most agree. *Reading ASE I C. 1,2; ASE II D. 1,2* Students design a collage to illustrate how the Bill of Rights impacts or has impacted their lives. Share with the class. Students research poetry and prose on the Israeli-Palestinian issue (or other regional conflicts) and write responses. Use a computer to record this information. *Reading ABE I. D.2; ABE III D. 1,5; ASE I D.2; ASE II D. 1,2; Writ ASE I A.1; ASE II A.1*	Using the Internet as a resource, students research the Social Security System so that they are able to explain how information about it is represented on a pay stub and how the benefits associated with the system address retirement, disability, and death. *Reading ASE I C. 1,2; Math A* Using the Internet as a resource, students research and analyze the difference between the trading patterns of the United States in the 1800s, 1900s and today. Students research and report upon the labor shortage effects that World War II had on local areas specifically addressing the change in traditional sex roles fostered by the shortage. Students relate philosophical similarities between the labor struggle and boycott efforts led by Cesar Chavez to the struggles of those involved in the American and Mexican Revolutions.(3/1/66 Speech to Striking Grape Workers). *Reading ASE II D.1* Students describe how Constitutional principles supported the development of the US Labor Movement.	Using the Internet as a resource, students research the construction of and acquisition of items for the USS Arizona War Memorial at the Arizona State Capitol, (and other local war memorials) and analyze the importance of such symbols to the community. Students read the United Nations Declaration of Human Rights and debate the current United States policy of sending military troops into third world countries to protect human rights. *Reading ASE I B-5,6 ASE I C.3,4; ASE II C. 1,2* Students summarize the landmark Supreme Court case *Brown v. Board of Education* and apply the Constitution and historical perspective to tell how students would have voted as Supreme Court members. *Reading ASE I C.3* Students explain how the early American concept of Manifest Destiny was not viewed as a violation of the rights of Native Americans and the direct link between this concept and to the current issue of Native American poverty and unemployment. Invite a tribal representative to speak on the benefits and drawbacks of Indian gaming and the growth of on-reservation business enterprises. Students compare and contrast the reasons for the fall of Rome to the dissolution of the Soviet Union.

Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.

Technology Standards can easily be integrated into these activities.

Social Studies Sample Activities

Indicator C: Demonstrates knowledge of the ideals, rights and responsibilities of United States Citizenship and how governments function (Citizenship and Government)

	Family	Workplace	Community
ASE	🖥Students investigate sales tax issues through print or electronic sources, including who taxes what and at what level. (State vs. federal); *Math ASE A* 🖥Describe the roles of family members in a multi-generational household relating them to the three branches of government or the different forms of government. Use a computer to record this information. Students discuss the issues in an upcoming election and review sample ballots and voting procedures. 🖥Students interpret the words of "life, liberty and the pursuit of happiness" in terms of one's personal rights and responsibilities to family, friends and the community. Use a computer to record this information.	🖥Students create a table showing what regulations are imposed at the workplace: Where did these regulations come from - local, state or federal? Use a computer to record this information. *Math ASE B* Students compare and contrast the pros and cons of union membership and the right to work. 🖥Students design an organizational chart of the decision making process at work and compare that to the workings of the 3 branches of government. Use a computer program to illustrate the flow. *Math ASE B*	Students discuss the importance of voting. Students write a persuasive essay for or against a particular ballot initiative. 🖥Invite a lawyer to speak about the Constitution and the amendments with regard to the law. Use a computer to record this information. Students conduct a mock election and campaign for their positions. Instructor arranges for an elected official to talk about campaigning and public offices. Students compare and contrast the struggle for voting rights by African Americans, Native Americans and women: Who helped? Who hindered? Students study the 100 citizenship questions, developing categories and grouping them accordingly.

Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.

🖥 Technology Standards can easily be integrated into these activities.

Social Studies Sample Activities

Indicator D: Demonstrates use of geographic tools to locate and analyze information about people, cultures, places and environments (Geography)

	Family	Workplace	Community
ABE	Students give directions to family member from home to school/store using directional words and phrases. *Reading Beginning Literacy A.2; Writing Beginning Literacy A.2* Students list where relatives were born, finding those locations on a map. *Reading Beginning Literacy A.2; Writing Beginning Literacy A.2* Students draw a scaled floor plan of home. *Math ABE A & E* Students locate the same point on several different maps and a globe (state, country, world). *Reading ABE Beginning Literacy C.2; Reading ABE II C.1* Students draw a scaled map of their neighborhood using symbols for stores, parks, churches, hospitals, homes, etc. *Math ABE E* 🖥️Using a map of Arizona, students plan alternative routes from home to a favorite vacation area demonstrating a consideration for speed of arrival, most scenic, most availability of gas stations, etc. *Math ABE A*	Students give directions from their front doors to a work station. *Reading ABE II C.2* Students draw floor plans of a work place that includes escape routes. *Reading ABE II C.2; Math E* Students identify which materials in the workplace can be conserved, reused and recycled and what natural resources will be conserved as a result. *Math ABE A* Examining a map of Phoenix, Tucson, Flagstaff and/or Arizona, students identify the natural and man-made features that allow business/homes to exist in one area and not another.	Students collect maps of a community and compare older ones to newer ones. Students survey classmates as to where their parents were born and then locate these places on a map. *Math ABE B* Students discuss natural resources (e.g., water, minerals) and how their availability affects a community and its population growth. Students discuss the topography of Arizona, locate physical features on a map and use the map key to calculate for distance and elevation. Using a map of one's town, students calculate the distance from home to school, both on major roads and as the crow flies, using the scale of the map. *Math ABE A & E* 🖥️Recognizing that the population of Phoenix, Tucson and Flagstaff (or their town) is growing, students use presentation software to demonstrate the results of an inquiry into the growth of Arizona's population and the causes and effects of that growth. Students find locations using longitude and latitude.

Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.
🖥️   Technology Standards can easily be integrated into these activities.

Social Studies Sample Activities

Indicator D: Demonstrates use of geographic tools to locate and analyze information about people, cultures, places and environments (Geography, continued)

	Family	Workplace	Community
ASE	After World War II, Japanese families raised flowers for the flower markets along Baseline Road in Phoenix. Students discuss why they and other farmers (cotton) are no longer producing these products in the same quantities. Students discuss how geography has influenced their family and its history and why they live where they do now.	On a map of the world, students pinpoint where different items used in the workplace originated. *Reading ABE II C.1* 🖥️Students conduct research (print or electronic) and give an example of anticipated resource management (burning of crop residue, burying chemical wastes/trash, mining without reclamation, use of chemical fertilizers and pesticides). Students discuss why these practices are no longer allowed and the associated costs to the producer and consumer. *Reading ASE I C.2-4; ASE II C.2*	Students discuss the ethnic composition of their communities/region. Who lives there; where did they come from; why did they come? What situation in their home countries caused them to relocate? *Math ASE B (make a graph)* Students draw a map of their neighborhood to scale and use color codes to demonstrate land use (residential, commercial, park). *Math ASE A & E* Students discuss the topography of Arizona, locate physical features on a map, and analyze how geographic features affect population distribution and settlement patterns. 🖥️Students write an essay or stage a debate discussing the advantages and disadvantages of rural, urban and suburban communities. Use a computer to record this information. *Reading ABE II A.1; Writing ASE I A.1; ASE II A. 1*

Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.
🖥️   Technology Standards can easily be integrated into these activities.

Social Studies Sample Activities

Indicator E: Employs basic economic concepts, evaluates problems and makes rational choices in his role as a consumer, worker and citizen (Economics)

	Family	Workplace	Community
ABE	Provided with scenario that requires a choice between buying gas for their car or taking a friend out for pizza, students defend their choices. Students research population growth and poverty rates for various countries via the Internet. What are the economic implications of family size? *Math ASE A 4,5,10,11 & ASE I B1* Students compare costs and qualities of a grocery item. Conduct a cost benefit analysis and record findings on a spreadsheet program. Create charts to compare and contrast the results of their observations and discuss possible reasons for the differences. *Math ASE B* Students role-play buyers and sellers in two car dealerships, one with a fixed price policy and the other which negotiates the price. Discuss the advantages and disadvantages of each method. Discuss the advantages and disadvantages of credit transactions and the benefits of maintaining or improving your credit rating. *Math ASE A 4-9*	Students discuss the various places available to cash paychecks or borrow money and the costs and benefits associated with each. Use a computer to record this information. *Math ASE A 11, ASE I A 2-4 & E 1* Beginning with employers paying wages to the employees in exchange for labor, students show how money may eventually flow back to employers through the employee's purchases or payments. *Math ABE B* Students list the occupations held by their grandparents, parents, themselves and their siblings. As a class, they categorize these occupations as agricultural, industrial, service or technological in orientation. For each generation, they determine the percentage of individuals whose occupations fall into each category. Develop pie charts on a computer. Discuss class results and their implications. Use the Internet to research shifts in the distribution of occupational categories over the last 150 years. *Math ASE B* Students interview a number of people who are employed by different employers in order to determine what benefits each employer offers (health insurance, tuition reimbursement, etc.) Ask each respondent what effect each benefit has on his/her loyalty and satisfaction with that job.	Students discuss what valuable resources they could offer a neighbor in exchange for babysitting. Illustrate other barter interactions. As a classroom exercise, students arbitrarily create a five product barter economy. Map out how many exchange transactions each person would have to engage in order to complete the assortment of goods he/she desires. Contrast this with a currency-based system. *Math ASE B* Through the Internet or other means, students are provided with data on the median annual incomes in Arizona by gender, ethnicity, education level, etc. Generate bar charts to compare the data within each category and discuss their findings. *Math ASE B* Students compose a letter to a local official requesting information about the resources and incentives offered in order to foster the creation of small businesses in the local community. Use a computer to record this information.

Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.

Technology Standards can easily be integrated into these activities.

Social Studies Sample Activities

Indicator E: Employs basic economic concepts, evaluates problems and makes rational choices in his role as a consumer, worker and citizen (Economics, continued)

	Family	Workplace	Community
ASE	🖥️Using a calculator, students compute simple interest on a credit card balance of $ 2000 @ 13.5% for one year. Find and use an online interest calculator to compute compound interest (compounded monthly) for the same period. Determine which is more beneficial to the consumer and to the lender. *Math ASE C* Students discuss "hidden fees" such as late charges and separate interest rates for cash advances etc. Students examine materials that define and describe the benefits and risks of various investments and invite a representative from a financial institution to speak about investments.	Students read personal narratives regarding life during the Great Depression (excerpts from Studs Terkel's book *Hard Times*). On the basis of such a narration, discuss the economic and non-economic effects of unemployment and the role of government in economic stabilization. 🖥️Students list household items manufactured in other countries. Discuss the impact of foreign-made articles on the American worker. Use a computer to record this information. Students research and create a map showing the manufacturing locations of the largest United States multi-national corporations (i.e., Ford, Coke, Motorola, etc.) Report on whether any large Arizona corporations manufacture outside of the United States. Discuss the effect that outsourcing has on the employment opportunities available to American citizens.	🖥️Students use the Internet to locate data on federal budgets over the last 50 years. Discuss the relationship between the distribution of federal expenditures and economic growth. *Math ASE I B 1, 2* 🖥️Students determine the number, type and structure of taxes paid by individual residents. Using a spreadsheet program, compile tax data by student's home communities; classify these taxes as progressive, proportionate and/or regressive. *Math ASE B 1, 2* Students compare and contrast the economic principles articulated by capitalistic, socialistic and communistic economies.

Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.
🖥️   Technology Standards can easily be integrated into these activities.

Glossary of Social Studies Terms

amendment (Constitutional) – change in or addition to a constitution

Articles of Confederation – the first constitution of the United States (1781)

balance of payments – a record of all economic transactions between the residents of a country and those of foreign countries for a one-year period

balance of trade – the difference between the total amount of exports and imports for a country in one year

barter – the direct exchange of one good or service for another without the use of money

bicameral – a legislative body composed of two houses

Bill of Rights – the first ten amendments to the Constitution; these amendments limit governmental power and protect basic rights and liberties of individuals.

bureaucracy – administrative organizations that implement government policies

business cycle – the periods of recession and expansion that an economy goes through because production does not increase continuously over time

Cabinet – secretaries or chief administrators of the major departments of the federal government

capital – manufactured resources such as tools, machinery, and buildings that are used in the production of other goods and services

cartography - the science of making maps

checks and balances – the Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities

circular flow model – a diagram showing how households, firms and the government are interdependent

citizen – a member of a political society who owes allegiance to the government and is entitled to its protection

civil rights – the protection and privileges of personal liberty given to all US citizens by the Constitution and the Bill of Rights

command economy – economic system where production and distribution are determined by central planning and control

communism – a system of government where the state owns resources and determines their allocation and use

comparative advantage – the idea that countries gain when they produce those items that they are most efficient at producing

competitive behavior – when a business or individual acts in a self-interested way intending to increase wealth

concurrent powers – powers that may be exercised by both the federal and state governments

consumer – a person or organization that purchases or uses a product or service

culture – the learned behavior of people, such as belief systems and languages, social relations, institutions, organizations, and material goods such as food, clothing, buildings, technology

deflation – general lowering of prices

demand - how much a consumer is willing and able to buy at each possible price

democracy – the practice of the principle of equality of rights, opportunity, and treatment

demographics – the statistical characteristics of human populations (as age or income) used especially to identify markets

diffusion – the spread of people, ideals, technology and products between places

economic growth – an increase in an economy's ability to produce goods and services that brings about a rise in standards of living

economics – the social science that examines the change process and the allocation of scarce resources with alternative uses

exchange – the process of obtaining a desired product from someone by offering something of value in return

gross domestic product – a measure of how much an economy produces each year, stated in the monetary value of final goods and services

group norms – a principle of right action binding upon the members of a group and serving to guide, control or regulate proper and acceptable behavior

inflation – a general rise in the level of prices

latitude – angular distance north or south from the earth's equator measured through 90 degrees

longitude – the arc or portion of the earth's equator intersected between the meridian of a given place and the prime meridian expressed in either degrees or time

macroeconomics – the branch of Economics dealing with the economy as a system and decision making of large institutions such as governments or unions

market economy – economic system in which supply, demand and the price system help people make exchange decisions and allocate resources (Free enterprise economy)

microeconomics – the branch of Economics dealing with behavior and decision making of small units such as individuals or firms

migration – to move from one country, place or locality to another

mixed economy – a free enterprise market economy in which individuals carry on their economic decision-making relatively freely, but are subject to some governmental regulations and intervention

monarchy – a type of government in which a single ruler under the claim of divine or hereditary right exercises political power

natural resources – those forms of wealth supplied by nature, such as land, minerals, water, power, etc.

opportunity cost – something is given up in order to have something else; the cost of the next best alternative use of scarce resources (such as money and time) when one choice is selected over another.

prejudice – a preconceived, usually unfavorable idea; an opinion held in disregard of facts that contradict it; bias

progressive tax – a tax structure where people who earn more pay a higher percentage of their income in taxes

proportional tax – a tax structure where all people pay about the same percentage of their income in taxes

price – the amount of value that individuals must forgo in exchange for a desired product

protectionism – the practice of protecting domestic industries from foreign competition by imposing import duties or quotas

quota – a limit on how much of a good can be imported

referendum – a form of direct democracy in which citizens of a state, through gathering signatures, can require that a legislative act come before the people as a whole for a vote

regressive tax – a tax structure where people who earn more pay a smaller percentage of their income in taxes

representative democracy – a form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions

republic – a system of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare

resources – land, labor, capital, and entrepreneurship used in the production of goods and services

return – how well you do by investing in one asset as opposed to another

risk – how much uncertainty accompanies your choice of investment

scale – the relationship between a distance on the ground and the distance on the map

scarcity – the central concern of Economics: the condition caused by individuals' unlimited wants in the face of limited resources

separation of powers – the division of governmental power among several institutions that must cooperate in decision-making

specialization – the assignment of tasks so that each worker performs limited functions more frequently, the division of labor

standard of living – the overall quality of life that people enjoy

suffrage – the right to vote

supply – the schedule of quantities offered for sale at all possible prices in a market

tariff – a tax on an imported good

theocracy – any government in which the leaders of the government are also the leaders of the religion and they rule as representatives of the deity

totalitarianism – a centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life

United Nations – an international organization comprising most of the nations of the world, to promote peace, security, and economic development

urbanization – the processes whereby more people live and work in cities

Arizona Adult Education Technology Standards

The Arizona Adult Education Technology Standards were introduced in 2005 with the following vision and goals in mind:

Vision- Extraordinary Adult Education provides opportunities for anytime, anywhere lifelong learning through state-of-the art technology-assisted instruction, which keeps our workforce globally competitive and enhances community, family, and personal growth.

Goal I- Adult learners will have equal access to and opportunity for technology-related skill development

Goal II- Adult Education instructors will have access to state-of-the-art technology to enhance their instructional abilities

Goal III- Adult Education personnel will be comfortable, competent, and trained in technology for accountability, instruction and professional development purposes

Technology

Standard: The adult learner will develop technology skills and apply related concepts toward the achievement of personal, family, workplace, and community goals.

The Technology Standard addresses the following Indicators:

A	Social and Ethical Issues
B	Fundamental Operations and Concepts
C	Productivity Tools
D	Communications Tools
E	Research Tools
F	Technology to Promote Lifelong Learning

Proficiency Descriptions:

Beginning	Approaching	Met	Exceeds
Exhibits familiarity with basic technology terms and usage after some instruction.	Performs operations using technology and creates products with assistance.	Uses technology and creates products with little or no assistance.	Demonstrates technology skills above those of most users: creates products independently, researches new concepts, and assists other users.

NOTE: Sample activities for each indicator and performance level are included throughout and can be applied to one or more of the Adult Education content areas.

Technology

Indicator A: Learners understand the social and ethical issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information, and software

Social & Ethical Issues Sub-Indicators	Beginning	Approaching	Met	Exceeds

1. Discusses and practices responsible use of technology and demonstrates respect for others.	Does not bring food, beverages, or objects that are potentially harmful near the equipment.
	
	Recognizes that damaging school equipment is destruction of public property.
	
	Leaves technology the way it was found.
		Practices proper care of software (e.g., memory/storage devices).
		
		Describes and practices safe Internet usage (e.g., does not reveal personal information, does not post inappropriate or harmful material).
		
		Describes and practices legal and ethical behaviors when using technology (e.g., does not copy, alter, delete, or move others' work).
		
		Describes and practices password security.
		
		Understands the consequences of plagiarism, such as:
		  o Loss of grade/class credit
		  o Expulsion
		  o Loss of public credibility
		  o Loss of job
		  o Legal action such as fines, and/or imprisonment
			Describes and practices "netiquette" when using the Internet and e-mail (e.g., publish photographs of people only with their permission).
			  o Follow the rules for deciding when permission is needed for using the work of others
			  o Adhere to copyright laws and "fair use" guidelines
			
			Routinely and ethically conducts research using productivity tools and communication tools to solve a problem.
			
			Avoids plagiarism by:
			  o Paraphrasing
			  o Properly citing sources
			  o Quoting
			
			Obtains permission to use the work of others.
			
			Does not download unauthorized files or programs.
				Explains personal liability issues related to security systems to protect technologies (e.g., use of passwords and the importance of protecting them).
				
				Discusses the negative impact of unauthorized intrusions into networked data and describe actions to prevent these intrusions (e.g., hacking, spamming, manipulating, or deleting data).
				
				Cites electronic research sources following a prescribed format.
				
				Advocates for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.

NOTE: The social and ethical issues are inherent in all of the indicators and disciplines and should be addressed in conjunction with all instruction.

Technology

Indicator A: (continued)

Social & Ethical Issues Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. (continued)		Shuts down programs and equipment properly. Discusses the advantages and disadvantages of widespread uses of and reliance on technology in the workplace and in society as a whole.	Recognizes that piracy of copyrighted material is illegal. Describes computer viruses and ways to protect computers or any other technology from them.	
Indicator A, Sub-indicator 1 **Sample Activities**	*Students establish classroom rules for safe and proper use of equipment and materials, e.g., do not bring food, beverages, or objects that are potentially harmful near the equipment.*	*Students type up classroom rules using appropriate equipment and display them.* *Students generate discussion on the advantages and disadvantages of widespread uses of and reliance on technology in the family, workplace, and community.*	*Students type up examples of good and bad netiquette and post them in the classroom.* *Students generate discussion on the implications of plagiarism using current events.*	*Students conduct research and discuss personal and workplace implications of improper applications of technology (e.g., how to avoid viruses, prevent hacking, piracy, spamming, and reasons for password protection).* *Students practice proper citation techniques (e.g., bibliography, reference lists, footnotes, end notes, in-text citation).*

NOTE: The social and ethical issues are inherent in all of the indicators and disciplines and should be addressed in conjunction with all instruction.

Technology

Indicator B: Learners demonstrate a sound understanding of the nature and operation of technology systems and are proficient in their use

Fundamental Operations & Concepts Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Communicates about basic technology components using appropriate and correct vocabulary related to external and internal computer or other technology operations.	Uses correct vocabulary including: ▪ Backspace ▪ Caps lock/Shift keys ▪ CD ROM ▪ CPU ▪ Cursor ▪ Delete ▪ Desktop ▪ Directional keys ▪ Disk drive ▪ Enter/Return key ▪ Hard drive ▪ Hardware ▪ Icon ▪ Keyboard ▪ Menu ▪ Monitor ▪ Mouse ▪ Open/Close ▪ Print ▪ Printer ▪ Save ▪ Save as ▪ Software ▪ Space bar ▪ Toolbar ▪ Word processing	Uses correct vocabulary including: ▪ Ctrl+Alt+Del ▪ Copy/cut and paste ▪ Dialog box ▪ Download ▪ E-mail ▪ File ▪ Folder ▪ Font ▪ Help button ▪ Internet ▪ Minimize/Maximize ▪ Peripherals ▪ Pull-down menu ▪ Scroll bar ▪ Spell/Grammar check ▪ Task bar ▪ Undo/Redo ▪ Virus ▪ Virus protection ▪ Windows ▪ Wizard ▪ Zip (compression) ▪ Zip (uncompression)	Uses correct vocabulary including: ▪ Application ▪ Boolean logic ▪ Browser ▪ Formatting ▪ Function keys ▪ Header/Footer ▪ Hyperlink (link) ▪ ISP ▪ Modem ▪ Operating system ▪ PDF ▪ Pop-ups/updates/plug-ins ▪ Proofreading marks ▪ RAM ▪ Search engines ▪ Surfing ▪ Thesaurus ▪ URL/http//: ▪ Web site	Uses correct vocabulary including: ▪ Defragment ▪ LAN (WAN) ▪ MP3 ▪ Network ▪ Remote ▪ Server ▪ Streaming video/audio ▪ Template ▪ Wireless (Wi-Fi)
Indicator B, Sub-indicator 1 **Sample Activities**	*Students identify and make labels for the various parts of the computer and attach them for practice*	*Students develop their own vocabulary lists and share it with classmates*	*Students go on-line to find definitions of terms used in the course*	

NOTE: All vocabulary terms are defined in the glossary.

Technology

Indicator B: (continued)

Fundamental Operations & Concepts Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Uses input devices effectively (e.g., keyboard, touch screens, glide pads, stylus, joystick, mouse).	Recognizes and uses computers in everyday life (e.g., gas pumps, ATMs, grocery scanners, copy machines, airline check-in). Uses alpha-numeric keyboard to enter text and data. Performs specific tasks using an application that was previously launched. Performs point-and-click and scrolling operations with the mouse.	Turns computer on and off safely. Logs on and use password. Launches and quit applications. Uses mouse to highlight and drag. Uses shortcut keys.	Uses right click function of mouse. Uses shift and control key to highlight multiple areas.	Uses function key shortcuts. Assists others with start up/shut down procedures and input devices.
Indicator B, Sub-indicator 2 **Sample Activities**	*Students identify and practice using computers in everyday life such as going on "field trips" to places that use technology (e.g., ATMs, grocery store scanner, computerized telephone menus, gas pumps, movie tickets, food stamp cards, library cards, electronic kiosks, phone cards).*	*Students demonstrate proper procedures for turning computer on and off and logging into and out of the computer.*	*Students utilize the right-click function to select words underlined in red (for spelling) or green (for grammar) to make corrections.* *Students generate discussion as to which is the correct spelling or grammar choice as identified by the right click function (e.g., there, they're, or their).*	*Students who are proficient in technology assist other students in computer use by using correct vocabulary and procedures.*

Technology

Fundamental Operations & Concepts Sub-Indicators	Beginning	Approaching	Met	Exceeds
3. Navigates within various applications.	Recognizes toolbar icons of opened programs and their functions. Uses directional keys, backspace, and space bar.	Recognizes multiple ways to perform the same operation. Opens, closes, minimizes, and maximizes various applications. Moves through document using various scrolling methods. Uses pull-down menus. Applies highlighting, drag-and-drop, and copy/cut and paste.	Uses right click for appropriate applications. Opens and manages multiple applications. Recognizes shortcuts in pull-down menus.	Uses function keys as one of the optional approaches to tasks. Works with multiple applications to accomplish a single task (e.g., merge addresses, insert spreadsheets).
Indicator B, Sub-indicator 3 **Sample Activities**		*Students alphabetize a list of words using cut and paste and/or drag and drop.*		
4. Retrieves and saves files to hard drive, disk, or other memory device.		Names and saves files to a specified location. Retrieves and opens files. Recognizes file extensions.	Finds files using search function. Creates and manages folders.	Archives/backs up files. Recognizes the difference between WAN and LAN. Performs advanced file searches.
Indicator B, Sub-indicator 4 **Sample Activities**		*Students name and save electronic files related to specific lessons.*	*Students create and organize folders related to family, community, and workplace projects.*	

Technology

Fundamental Operations & Concepts Sub-Indicators	Beginning	Approaching	Met	Exceeds
5. Prints documents.	Prints using printer icon from toolbar.	Prints using file menu. Prints from print preview.	Prints using print options.	Changes default printer.
Indicator B, Sub-indicator 5 **Sample Activities**	*Students print a vocabulary file using the printer icon.*	*Students print a vocabulary file using the print file menu or print preview.*	*Students change the way the document is printed (e.g., draft, landscape vs. portrait, margins).*	
6. Identifies and applies strategies for solving routine hardware and software problems that occur in everyday use.	Checks to be sure computer, monitor, and printer are turned on and plugged in. Asks others for help.	Checks connections of computer and peripherals. Restarts the computer. Uses Help icon and/or Help Assistant. Reads a dialog box and follow instructions.	Uses multiple methods to restart the computer. Accesses online help. Recognizes the presence and symptoms of a virus and seek assistance for a cure. Troubleshoots problems with frequently used programs and Internet. Unfreezes computer programs.	Consults manuals to solve problems. Adds/deletes/reinstalls/ software with permission of instructor. Checks for viruses and address problem appropriately. Troubleshoots and repairs problems with peripherals. Troubleshoots and repairs problems with files and disks. Installs Spyware/ Adware. Understands cookies.
Indicator B, Sub-indicator 6 **Sample Activities**	*Students practice making requests for help (using "clarification", "yes/no" and "wh-" questions).*	*Students select an office assistant and search for instructions.* *Students generate discussion as to which help topic is appropriate for their purposes.* *Students make a list of strategies to troubleshoot problems.*	*Students use ctrl+alt+del to open the Task Manager and end programs that are not responding.* *Students utilize vocabulary related to troubleshooting (e.g., end task, memory).*	*Students practice reading product manuals to troubleshoot problems in the workplace or at home.*

Technology

Indicator C: Learners use technology to enhance learning, productivity, and creativity

Productivity Tools Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Makes informed technology choices for directed, independent, and collaborative learning activities.	Develops awareness of technology (e.g., computers, calculators, VCRs, ATMs, electronic kiosks, cell phones).	Selects technology appropriate to the task (e.g., Should a word processing program or presentation software be used? Should a tape recorder or MP3 player be used?).	Discusses different products from a consumer's point of view. Discusses advantages and disadvantages of various technology choices (e.g., different word processing programs).	Researches advantages and disadvantages of different products from a consumer's point of view. Evaluates effectiveness of technology choices.
Indicator C, Sub-indicator 1 **Sample Activities**	*Students identify and practice using computers in everyday life such as going on "field trips" to places that use technology (e.g., ATMs, grocery store scanner, computerized telephone menus, gas pumps, movie tickets, food stamp cards, library cards, electronic kiosks, phone cards).*	*Students list technology available to them in their home, community, or workplace and their uses.* *Students make a log of their technology use in a day.* *Students choose technology best suited to their abilities and purposes.*	*Students compare and contrast two or more technology products available to them in their home, community, or workplace.* *Students compare their logs of technology use with classmates.*	*Students conduct on-line product research for a product used in their home, community, or workplace.*

Technology

Indicator C: (continued)

Productivity Tools Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Uses technology to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.	Develops awareness of technological and specific software options available to address learning needs/styles.	Selects technology based upon personal learning needs/styles (e.g., voice recognition, CD ROM programs, assistive devices, language translator, readers, large print).	Uses specific technology that addresses personal learning needs/styles. Accommodates personal learning needs by utilizing calculators, spell/grammar check, and thesaurus. Customizes desktop and toolbars for personal preferences with permission of instructor.	Discusses other forms of technology that addresses others' individual learning needs/styles. Demonstrates integrated use of three or more forms of technology/media (e.g., word processing, Internet, tape recorder, CD ROM, TV, DVD, VCR).
Indicator C, Sub-indicator 2 **Sample Activities**	*Students explore and discuss technology-based methods of instruction (e.g., a CD ROM, cassettes, videos, Internet-based, etc.)*	*Students select a technology-based method of instruction that appeals to their learning style instruction (e.g., a CD ROM, cassettes, videos, Internet- based, etc.)*	*Students use a technology-based method of instruction that appeals to their learning style (e.g., a CD ROM, cassettes, videos, Internet-based, etc.)*	

Technology

Indicator C: (continued)

Productivity Tools Sub-Indicators	Beginning	Approaching	Met	Exceeds
3. Uses technology for managing personal/ professional information.	Develops awareness of available technology to manage personal information (e.g., finances, taxes, purchases, calendars, schedules, addresses).	Selects appropriate format for managing personal information needs.	Enters data into a simple spreadsheet (e.g., recording attendance hours). Uses telecommunications to access remote information (e.g., calling ahead to check on availability or location, check e-mail or bank records).	Prepares and manages a spreadsheet.
Indicator C, Sub-indicator 3 **Sample Activities**	*Students make a list of different types of document options available to them either on the computer or as hard copy (e.g., PDA vs. calendar software, financial software vs. checkbook register)*	*Students select different productivity tools to create a family tree.*	*Students track their attendance hours in an Excel spreadsheet or a table and compare their current level of participation with what is required for the class.*	*Students prepare amortization, interest, if-then spreadsheets.*

Technology

Indicator D: Learners use technology to communicate information and ideas effectively to various audiences

Communication Tools Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Uses online resources to communicate and collaborate.	Prints online forms and job applications and completes them using a pen.	Creates an e-mail account. Composes, sends, deletes, and receives e-mail. Completes online forms and job applications.	Creates and manages an address book (e.g., create new contacts, group lists). Attaches files to e-mails. Creates and manages e-mail folders. Sorts email. Independently accesses online forms and job applications.	Sets up and uses shared folders. Accesses and uses instructional chat rooms. Accesses and uses Instant Messaging. Communicates via bulletin/message boards, online discussion groups, listservs, and newsgroups.
Indicator D, Sub-indicator 1 **Sample Activities**	*Students practice completing personal information in a document that has been printed out from the computer.*	*Students compose an e-mail to be sent to a member of the class.* *Students practice keying in personal information in an on-line interactive document.*	*Students independently find and submit electronic forms for family, workplace, or community needs.*	

Technology

Indicator D: (continued)

Communication Tools Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Creates products for multiple audiences.	Develops awareness of available multimedia choices that address sound, visuals, motion, and text (e.g., tape recorders, photography equipment, TVs, DVDs, VCRs, computers, peripherals, and print media).	Understands various formatting choices (e.g., font, page set up, margins). Uses spell/grammar check. Selects appropriate multimedia according to the task and abilities of the learner.	Selects a design layout and formats a document (e.g., font, page set up, line spacing, indents). Creates a job-related word processing document (e.g., memo, cover letter, résumé). Creates simple tables. Enters data into a spreadsheet or database. Inserts a graphic into a document. Utilizes software tools to edit/revise documents (e.g., dictionary/ thesaurus, track changes, etc.).	Uses a template and/or wizard. Edits a product by inserting "comments" and using "track changes." Creates a final product using spreadsheet software, database software, presentation software, web page design software, and/or desktop publishing. Creates a product incorporating two or more media (e.g., sound, animation, digital photography, video capture). Assists others in creating products.
Indicator D, Sub-indicator 2 **Sample Activities**	*Students develop a vocabulary list to describe technology that is used in the home and workplace.*		*Students change the way the document is printed (e.g., draft, landscape vs. portrait, margins).* *Students design a cover letter or résumé on the computer that details job skills or experience.* *Students prepare a simple flyer or brochure for the community or workplace (e.g., using clip art, text, scanned photographs, web-linked information).*	*Students prepare a multimedia presentation for the family, community or workplace (e.g. video biography or story).*

Technology

Indicator E: Learners develop and implement a research strategy to find accurate, relevant, and appropriate information sources

Research Tools Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Utilizes a computer to locate and collect information	Develops awareness of various research tools and resources.	Selects and uses appropriate research tools and resources to obtain information (e.g., electronic card catalog, search engines, CD ROM). Locates two or more sources of information.	Performs a search by subject, keyword, and author. Uses "Find" to locate information in a document. Identifies author/source/ date of information.	Searches using Boolean logic and/or advanced search techniques.
Indicator E, Sub-indicator 1 **Sample Activities**		*Students conduct an "Ask Jeeves" (www.ask.com) or Google (www.google.com) search to find an answer to a family, community, or workplace question.*	*Students search websites in English for information that is needed for the family, community, or workplace (e.g., www.webmd.com, for health issues, www.phoenix.gov for Phoenix information, www.weather.com for weather, web travel sites).*	

Technology

Indicator E: (continued)

Research Tools Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. Interprets and evaluates the accuracy, bias, and comprehensiveness of information sources.	Defines primary source and secondary source.	Identifies whether information is from a primary or secondary source.	Identifies the source of online information using the components of a URL (e.g., **.**gov, **.**edu, **.**com, **.**net, **.**uk). Discusses bias, timeliness, and credibility of sources.	Verifies accuracy of information by researching two or more sources.
Indicator E, Sub-indicator 2 **Sample Activities**		*Students conduct an interview (primary source) and read a secondary source and compare the versions (e.g., interviewing Rosa Parks vs. reading about the birth of the civil rights movement).*	*Students discuss URL significance and its meaning.* *Students use the information that they find in D1 Met to generate discussion as to the bias, timeliness, and credibility of the resources.*	
3. Interprets and evaluates the accuracy, bias, and comprehensiveness of information sources.	Saves location of information by using bookmarks/favorites.	Lists and organizes collected information (e.g., bookmarks/ favorites, tables, charts, graphs).	Uses folders to manage collected information. Discusses and presents research results informally (e.g., orally, e-mail, draft).	Cites research sources following a prescribed format. Formally presents research results.
Indicator E, Sub-indicator 3 **Sample Activities**		*Students create an electronic file system to organize material they have gathered through research on a subject related to family, community, or workplace.*	*Students generate class discussion related to their research on a subject related to family, community, or workplace.*	*Students prepare a multimedia presentation.*

Technology

Indicator F: Learners use technology to support personal, community, and workplace productivity

Technology to Promote Lifelong Learning **Sub-Indicators**	Beginning	Approaching	Met	Exceeds
1. Designs and implements a personal learning plan that incorporates and utilizes technology.	Demonstrates awareness of the need to stay current with innovations in technology.	Discusses the influence and effects of innovations in technology on contemporary life. Sets personal educational goals incorporating technology.	Explores technology-based educational opportunities including distance education and other technological developments. Develops a plan for lifelong learning incorporating technology.	Evaluates technology-based educational options including distance education and other technological developments for lifelong learning. Reviews/ revises learning plan based upon personal goals and changing technology.
Indicator F, Sub-indicator 1 **Sample Activities**		*Students generate discussion as to when it is appropriate to use technology and they set future learning goals.*	*Students identify personal and educational goals that incorporate technology.*	*Students research distance education opportunities to improve their education.*
2. Recognizes the capabilities, potential, and limitations of applying technology to real world situations	Identifies common uses of technology in daily life (e.g., ATMs, gas pumps, grocery store scanners).	Lists the advantages and disadvantages technology provides. Uses technology resources for directed learning activities.	Analyzes the advantages and disadvantages of widespread reliance on technology in the workplace and in society. Uses technology resources to assist in making informed decisions.	Evaluates the advantages and disadvantages of widespread reliance on technology in the workplace and in society. Predicts possible advances in technology. Uses technology resources for independent learning activities (e.g., to solve real world problems).
Indicator F, Sub-indicator 2 **Sample Activities**	*Students identify and practice using computers in everyday life such as going on "field trips" to places that use technology (e.g., ATMs, grocery store scanner, computerized telephone menus, gas pumps, movie tickets, food stamp cards, library cards, electronic kiosks, phone cards).*	*Students use technology to complete an assignment related to family, workplace, or community.*	*Students conduct on-line research related to family, workplace, or community goals.*	*Students conduct on-line research to help solve family, workplace, or community problems.*

Glossary of Technology Terms

Address Book

A database of e-mail addresses that is maintained in an e-mail program.

Application

A set of files that make up software for the user. The terms "application" and "application program" are synonymous; however, there could be a technical difference if both terms are used in the same conversation. In that case, "application" would refer to the complete set of files that have to be installed (executables, configuration files, ancillary data files, etc.), whereas the "application program" would refer to just one executable file.

Archive (Back up)

To copy or move data onto a secondary disk or tape for backup or data retention purposes. Archived files are normally compressed to maximize storage media, and such programs may be called "archiver programs" or "archiving programs."

Assistive Devices

Devices that help people with visual impairments, hearing losses, severe speech impairments, physical disabilities and/or severe learning disabilities cope with demands that are placed upon them from their environment.

ATM (Automated Teller Machine)

An ATM is used to obtain cash from a pre-established bank account. (This is an example of real world technology that is commonly used)

Backspace Key

To move the screen cursor one column to the left, deleting the character that was in that position.

Bookmark

A marker that allows a user to identify a site on the Internet to allow rapid access. Also, a marker that allows a user to mark a place in a word processing document. Known as "Favorites" on Internet Explorer.

Boolean (also Boolean Operator, Boolean Logic)

A system of logic that, when applied to searches, modifies search terms with the "operators" AND, OR and NOT. Boolean operators allow you to broaden or narrow the range of your search.

Browser

An application that allows people to scan and interact with a network. Netscape and Internet Explorer are examples of browsers.

Bulletin Board System

A computer and associated software which typically provides an electronic message database where people can log in and leave messages. Messages are typically split into topic groups similar to the newsgroups on Usenet (which is like a distributed BBS). Any user may submit or read any message in these public areas.

CD (Compact Disc - Player/Reader)

A device attached to a computer that provides access to information such as encyclopedias, dictionaries, databases or music. These are devices that allow users to store or write to a CD.

CD-ROM (Compact Disc – Read Only Memory)

A CD-ROM format used to store large amounts of information. A flat round disc that is used to store digital data. The disc is read by a laser.

Chat Room

The basic unit of group discussion in chat systems like IRC. Once one joins a chat room, everything one types is read by others in that chat room.

Click

To press and release a mouse or trackball button once while the cursor is stationary.

Clip Art

Graphics that can be cut and pasted electronically into documents. Clip art can be photographs, diagrams, maps, illustrations or cartoons.

Communications Tools

Examples include telephone, computer, fax, television, and DVD.

Compression (See Data Compression)

Computer

A programmable machine. The two principal characteristics of a computer are: it responds to a specific set of instructions in a well-defined manner and it can execute a prerecorded list of instructions (a program). Modern computers are electronic and digital. The actual machinery -- wires, transistors, and circuits -- is called *hardware*; the instructions and data are called *software*.

Cookie

A cookie is a set of data that a Web site server gives to a browser the first time the user visits the site, which is updated with each return visit. The remote server saves the information the cookie contains about the user and the user's browser does the same. So, for example, instead of seeing just a generic welcome page you might see a welcome page with your name on it.

Copyright guidelines

Intellectual Property Rights (copyright) are guaranteed by the U.S. Constitution and Federal law. These protect the individual who produces creative works from the theft of his work by others. Within the U.S. (not necessarily a part of any international copyright agreements), Fair Use Guidelines provide limited privileges to educators.

CPU (Central Processing Unit)

The CPU is the brains of the computer. Sometimes referred to simply as the processor or central processor, the CPU is where most calculations take place. In terms of computing power, the CPU is the most important element of a computer system.
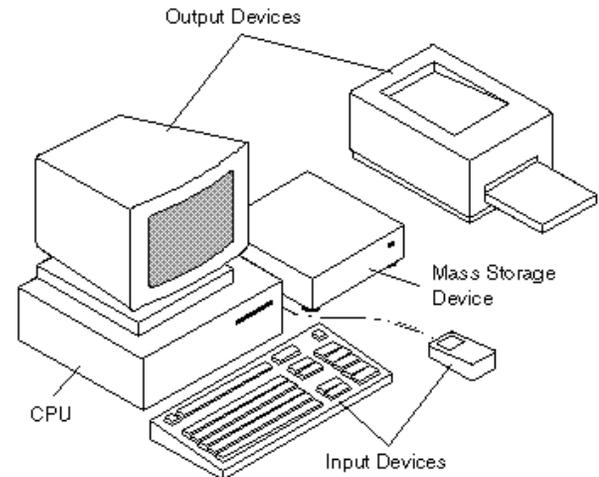
Cropping

Used in computer graphics, cropping is a method used to cut off the sides of an image to make it the proper size or to remove unwanted parts. Most graphics applications allow you to crop images with a clip feature.

Ctrl+Alt+Del

A keyboard command used to restart obstinate computers which will not respond to other commands.

The user presses the three buttons, Control, Alternate, and Delete, at the same time. In a Windows XP configuration, the Task Manager comes up allowing the user to end the specific task that may be causing the problem.

Cursor

Where the action is on your screen, shown by a flashing line. When you type something on your keyboard, the information appears at the cursor.

Cut and Paste

Removes highlighted item and places a copy of it on the clipboard.

Database

A collection of data arranged into categories. These can then be manipulated by the user to create reports.

Data Compression

Storing data in a format that requires less space. Data compression is particularly useful in communications because it enables devices to transmit or store the same amount of data in fewer bits.

Default

The current setting or action taken by hardware or software if the user has not specified otherwise. Application programs have dozens, if not hundreds, of defaults that determine everything from the font size that should be used to the folder a file is saved in. Defaults also imply that the setting or action can be changed. The term is also used as a verb. For example, in the expression "the program defaults to xxx" means that the program does xxx under these circumstances unless directed to do otherwise.

Delete

Removing a character, word, line, paragraph or other specified amount of text from a document.

Desktop

On a PC, the background behind all your windows, menus, and dialog boxes which is supposed to represent a desk. You can control whether your desktop is a neutral pattern or a wild piece of art.

Desktop Publishing

Using a desktop computer to produce high-quality printed output or camera-ready output for commercial printing. It requires a desktop publishing program, such as PageMaker or QuarkXPress, a large monitor and laser printer.

Defragment (Defragger)

Also called an "optimizer program," it is a software utility that defragments a disk. Windows comes with the DEFRAG.EXE utility, which can be activated by the Run dialog from the Start menu. Defraggers come with Norton Utilities and other popular disk management products.

Dialog Box

A movable window that is displayed on screen in response to the user selecting a menu option. Dialog boxes provide the current status and available options for particular features in the program.

Digital Photography

An image that is stored in bits and bytes on a computer. It can be manipulated and displayed on a computer screen.

Directional Keys

The arrow keys on a computer that allows the cursor to be repositioned.

Disc

A term used when referring to a compact disc or laser disc on which information is stored optically.

Disk

Media that stores computer information. There are two basic types: hard disks (or drives) and floppy disks.

Disk Drive

Any device that reads and writes information, such as a hard drive, floppy drive, CD-ROM drive, or tape drive.

Distance Education (Learning)

A formalized teaching system in which the instructor and learner(s) are geographically separated and therefore rely on Educational Technology for instructional delivery.

Distribution List (Mailing List)

A collection of e-mail addresses.

Document

A file created by a program.

Download

To receive a file transmitted over a network. In a communications session, download means receive, upload means transmit.

Drag (and Drop)

To hold down a mouse button while moving the mouse. It is a way to move objects, resize borders, and objects or select text.

E-mail (Electronic Mail)

The electronic transmission of letters, documents, messages and memos from one computer to another over a network.

Electronic Card Catalog

A computer-based version of the traditional library card catalog. A patron uses a computer to type in or select pre-determined search strategies to access items in a library's holdings.

Enter Key/Return Key

A key located at the right end of the third row from the bottom on a keyboard. Pressing the Enter key performs a typed or highlighted command. In word processing, the *Enter* key starts a new paragraph.

Ethics (technology)

The explicit, philosophical reflection on moral beliefs and practices as related to the use of technology; responsibly following rules on computer use including copyright laws, payment for goods, privacy, and fair and acceptable use of technology. An example of an unethical practice would be downloading copyrighted material such as music, DVD, photographs, or intellectual property without payment or permission

Fair Use Guidelines

Support for educators and educational institutions within compliance of U.S. Intellectual Property Rights laws (copyright), Fair Use is an agreement between industry (copyright holders), education and the government allowing limited use without purchase of materials.

File Extension

Extensions are file types that are added to the end of file names. Before Windows 95, an extension could only have up to three letters or digits. However, even after Windows 95, new file formats are generally kept to three characters as a matter of convention. All programs and almost all data files use extensions, which are separated from the file name with a dot. For example, LETTER.DOC is a Word document. NOTEPAD.EXE is a text editor program that comes with Windows.

Font

A set of type characters of a particular typeface design and size. Usually, each typeface (Times Roman, Helvetica, Arial, etc.) is made available in four variations: normal weight, bold, italic and bold italic.

Format

As a noun, the format is the structure, or layout, of an item. As a verb, to initialize a storage medium (hard disk, CD-RW, etc.) to hold data.

Freeze, Unfreeze

A computer does not respond to any commands is frozen. To unfreeze the application can be ended by simultaneously holding Ctrl, Alt, Del. Shutting down the computer (rebooting) can also unfreeze.

Function Keys

A set of keyboard keys used to command the computer (F1, F2, etc.). The commands executed by the function keys can vary by computer manufacturer.

Folder

In graphical user interfaces such as Windows and the Macintosh environment, a folder is an object that can contain multiple documents. Folders are used to organize information.

Font

A style of typeface and size (e.g., Times New Roman, 14pt, Comic Sans, 12pt).

Format/Formatting

(noun) The layout, presentation or arrangement of data on a screen or paper.

(verb) The process whereby a disk is made ready for storing data by organizing the surface into tracks and sectors.

FTP (File Transfer Protocol)

A method of transferring files between computers connected to the Internet.

Glide Pads

Usually found on a laptop computer, the glide pad allows the user to manipulate the cursor and perform other functions that a mouse would do.

Grocery Scanner

An example of technology commonly found in a modern society. A grocery item is passed over a window scanner which reads product information, including price.

Hacking

Attempts to gain unauthorized entry into a computer system or network.

Hard Drive

The primary storage device for your computer. Also called hard disk. It is where applications, utilities, and files are stored.

Hardware

Any part of a computer system that you can see or touch, such as a keyboard, screen, mouse, joystick, printer, speakers, and so on. *(also, see Software)*

Help, Help Assistant, Office Assistant

On-screen instruction regarding the use of a program. There is nearly always a Help menu of some type in today's operating systems and applications.

Highlight

Holding the cursor and dragging across text causing an on-screen color change for the text.

Icons and Symbols (e.g., Hourglass, Mr. Paperclip, "helper")

A picture on your screen that you can click on with your mouse. An icon can represent a file, program, peripheral, or tool.

Input Device

A machine through which data and instructions are entered into the computer's main memory. A mouse, a graphics tablet, joystick, and detachable keyboards are examples of input devices.

Internet

A global communications network that is a collaborative effort among educational institutions, government agencies, various commercial and nonprofit organizations, and individual users. The Internet allows three primary functions: communications (e-mail and news), retrieval of information and transferring files .

ISP (Internet Service Provider)

A company that provides access to the Internet. Small Internet service providers provide service via modem and ISDN while the larger ones also offer private line hookups (T1, fractional T1, etc.). Customers are generally billed a fixed rate per month, but other charges may apply. An example of an ISP is America On Line (AOL).

Joystick

A pointing device used to move an object on screen in any direction. It employs a vertical rod mounted on a base with one or two buttons. Joy sticks are used extensively in video games.

Keyboard

The main input device for computers. Keyboards are derived from the typewriter but have additional keys that enhance their function.

Keyword

A keyword is a predefined word or set of words that identifies a specific record or document. A keyword search uses these keywords to locate information in a database or on the Internet.

LAN (Local Area Network)

Programs, storage and graphic devices at multiple computer workstations over relatively small geographic areas for rapid communication.

Log On, Log Off

The process of gaining access, or signing in/out, to a computer system. The process (the noun) is a "logon" or "login," while the act of doing it (the verb) is to "log on" or "log in." If access is restricted, the logon requires users to identify themselves by entering an ID number and/or password.

Kiosks

A small, self-standing structure such as a newsstand or ticket booth. Unattended multimedia kiosks dispense public information via computer screens. A keyboard, touch screen or both may be used for input

Listserv ®

An automatic mailing list server developed by Eric Thomas for BITNET in 1986. When e-mail is addressed to a *LISTSERV* mailing list, it is automatically broadcast to everyone on the list. The result is similar to a newsgroup or forum, except that the messages are transmitted as e-mail and are therefore available only to individuals who have subscribed to the list.

Macros

A series of menu selections, keystrokes, and/or commands that have been recorded and assigned a name or key combination. When the macro name is called or the macro key combination is pressed, the steps in the macro are executed from beginning to end.

Media

Information and messages that are distributed through the technologies (e.g., text, audio, graphics, animated graphics and full-motion video).

Multimedia

The combination of more than one media type within a single document or program.

Memory

The computer's workspace; a collection of Random Access Memory (RAM) chips. It is an important resource since it determines the size and number of programs that can be run at the same time, as well as the amount of data that can be processed instantly.

Menu

A list of commands or options from which choices are made. Most applications now have a menu-driven component.

Merge

In word processing, when information from a table or database is inserted into a document. In a spreadsheet, the combining of more than one cell to create a single cell.

Minimize/Maximize

To enlarge/reduce a window to the full/partial size of the screen.

Modem (modulator-demodulator)

A device that lets computers communicate through telephone lines. You can use a modem to exchange e-mail, join a bulletin board system (BBS), use online services, and surf the Internet. The faster your modem and the higher quality of the phone line, the better.

Monitor

A screen used to display the data received from a processor, or data transmitted to the processor. A computer monitor does not have facilities to receive broadcast signals or process sound. A video monitor can receive broadcast signals and process sound.

Mouse

A pointing device for moving the cursor on the screen.

MP3

(**MP**EG Audio Layer **3**) An audio compression technology that is part of the MPEG-1 and MPEG-2 specifications. Developed in Germany in 1991 by the Fraunhofer Institute, MP3 uses perceptual audio coding to compress CD-quality sound by a factor of 12, while providing almost the same fidelity. MP3 music files are played via software or a physical player that cables to the PC for transfer. MP3 has made it feasible to download quality audio from the Web very quickly, causing it to become a worldwide auditioning system for new musicians and labels.

Netiquette

The rules of etiquette on the Internet.

Network

A collection of computers that are linked together for the purpose of sharing information.

Newsgroup

An on-line discussion group. On the Internet, there are literally thousands of newsgroups covering every conceivable interest. To view and post messages to a newsgroup, you need a *news reader*, a program that runs on your computer and connects you to a news server on the Internet.

Online

Connected to the Internet.

Open/Close

Open: To engage a file for reading and writing. The open procedure "locks on" to an existing file.
Close: To disengage a file that has been opened for reading and writing. The close procedure generally prompts the user to save any changes before it releases the file.

Operating System

The master control program that runs the computer. The first program loaded when the computer is turned on, its main part, resides in memory at all times. The operating system sets the standards for all application programs that run in the computer. Examples of operating systems are Windows XP or Windows NT.

Operations

Any function of the computer. An operation could be calculations, text, or graphics.

Password

A codeword of letters and/or numbers that allows a user to gain access to a secured system or piece of information. Compare to PIN.

Paste

A command that inserts text or graphics from the clipboard to the document at the location of the cursor. Requires that an item first be placed on the clipboard using Copy or Cut commands.

Peripheral

A device that can communicate directly with a computer, such as; printer, scanner, camera, CD-ROM, etc.

PDA (Personal Digital Assistant)

A pocket-sized personal computer. PDAs can store phone numbers, appointments, and to-do lists. Some PDAs have a small keyboard, others have only a special pen or stylus that is used for input and output. A PDA can also have a wireless fax-modem. Files can be created on a PDA and later transferred to a larger computer

PDF

Short for *Portable Document Format,* a file format developed by Adobe Systems. PDF captures formatting information from a variety of desktop publishing applications, making it possible to send formatted documents and have them appear on the recipient's monitor or printer as they were intended.

PIN (Personal Identification Number)

A privileged code that allows a user to gain access to a secured system or piece of information. May be assigned by the system operator or selected by the user.

Piracy

Stealing the work of others such as software or music, without compensating the publisher, author, or other deserving business/individual

Plagiarize/Plagiarism

To steal and pass off (the ideas or words of another) as one's own. To use another's production without crediting the source.
To commit literary theft; present as new and original an idea or product derived from an existing source

Point and Click

A method of interacting with a computer using the mouse. The user moves a cursor on the screen based on the corresponding movement of the mouse. When the mouse is over the desired graphic or text on the computer screen, the mouse button is pressed or "clicked" to start a desired action.

Presentation Software

A software program that allows the presenter to display variety of information in a visual, easily understood format. An example of such software is PowerPoint.

Printer, Print

A peripheral device that produces a paper copy of the information on your screen. You can use a printer to produce letters, invoices, newsletters, reports, labels, and much more.

Productivity Tools

Any hardware or software that enables the user to accomplish a task.

Properties

Attributes that are associated with something. Windows uses the term extensively to refer to the current settings of hardware, software and data. In Windows, right clicking an icon brings up a Properties option that provides details about the file or device.

Pull Down Menu

Also called a "drop-down menu" or "pop-down menu," the common type of menu used. A menu title is displayed that, when selected by clicking it, causes the menu to drop down from that position and be displayed. Items are selected by highlighting the line in the menu and either clicking it or letting go of the mouse button.

RAM (Random Access Memory)

Memory used to run the operating system and applications in a computer. The more RAM a computer has, the more applications it can run simultaneously. The operating system and other software are stored on the computer's hard disk, but they run in RAM. Data stored in RAM is lost when the computer is turned off.

Remote

A machine or facility that is in a different geographic location.

Right click, Left click

By clicking or depressing the buttons on a mouse, certain operations are made available. Clicking the left button (left click) enables such things as highlighting, dragging, and activation of shortcuts icons. Clicking the right button (right click) enables a wide variety of specific operations such as deletion, spell-check, or format changes.

ROM (Read Only Memory)

System memory not available to user, but used by the operating system. This memory is programmed only once by the manufacturer and cannot be changed.

Save, Save as

To copy the document, record or image being worked on onto a storage medium. Saving updates the file by writing the data that currently resides in memory (RAM) onto disk or tape. Most applications prompt the user to save data upon exiting. "Save as" allows the user to name the file where the data is stored. All processing is done in memory (RAM). When the processing is completed, the data must be placed onto a permanent storage medium such as disk, hard drive, or CD ROM.

Scrollbar/Scrolling

A bar at the edge of a window you can use to scroll (move) through a document. By sliding a little box along the scrollbar, you can quickly move up, down, left, or right through your document.

Search, Search Engines

A program that searches documents for specified keywords and returns a list of the documents where the keywords were found. Although *search engine* is really a general class of programs, the term is often used to specifically describe systems like Google, Alta Vista, and Excite that enable users to search for documents on the World Wide Web and USENET newsgroups. Typically, a search engine works by sending out a spider to fetch as many documents as possible. Another program, called an indexer, reads these documents and creates an index based on the words contained in each document. Each search engine uses a proprietary algorithm to create its indices such that, ideally, only meaningful results are returned for each query.

Server

A computer or device on a network that manages network resources. Servers can be used to manage file, print, network, e-mail or database services.

Shared Folders

A procedure which allows more than one user to access information. Users may access from a remote location or different computer.

Shareware

Software distributed on the basis of an honor system. Most shareware is delivered free of charge, but the author usually requests that you pay a small fee to continue to use the program.

Shortcut

One or more keys you press to do a certain task, instead of picking a menu option with your mouse. Keyboard shortcuts appear next to the commands in a menu. A popular keyboard shortcut to quickly save a file in Windows is Ctrl+S. keyword KEY WORD A word you use to find a word or series of words in a document. For example, if you use the key word "tax", the computer will find all the places in your document where the word "tax" appears.

Shut Down

To quit all applications and turn off the computer.

Software

The instructions that tell a computer what to do.

Space Bar, Cap Lock, Shift

Special keys on the keyboard.

Spam

Unsolicited, unwanted junk e-mail with wide distribution.

Spell/Grammar Check

A feature built into many applications that allows the user to check for spelling errors or grammar.

Spreadsheet

Computer programs that let you create and manipulate spreadsheets electronically. In a spreadsheet application, each value sits in a cell. Data can be defined in each cell and how different cells depend on one another. The relationships between cells are called formulas, and the names of the cells are called labels.

Spyware

Any software that covertly gathers and reports user information through the user's Internet connection, usually for advertising purposes. Spyware can also gather information about e-mail addresses and even passwords and credit card numbers. Spyware may be installed without the user's knowledge when they install a downloaded program or visit a website.

Storage Devices

Places to store data for future use, such as a floppy, hard drive, CD ROM

Streaming

A method for transferring data as a steady and continuous transmission allowing the client browser or plug-in to present the media before the entire file has been transmitted. Streaming is often used on websites to broadcast video or audio media

Stylus

A pen-like device that is used to send a command to an electronic device. Found with some PDAs.

Surfing

Examining online material, such as databases, news clips and forums to find some item of interest. It implies quickly moving from one item to another, like "TV channel surfing," the rapid changing of TV channels to find something of interest.

Taskbar

A graphic menu along the edge of the desktop window that indicates which programs or files are currently running. The taskbar can be used to switch from one application to another.

Telecommunication

The science and technology of communication by electronic transmission of impulses, as by telegraphy, cable, telephone, radio, or television. Any message so communicated.

Technology

Applying a systematic technique, method, or approach to solve a problem. Much of today's technology implies the use of computers.

Template

A document format that is commercially prepared to assist the user in creating a document. An example is a resume wizard that contains a variety of resume formats or templates from which to choose.

Text

The letters or words of a written work.

Thesaurus

A listing of synonyms and antonyms, such as Roget's Thesaurus. An automated thesaurus is included in some word processing programs.

Toolbar

A row or column of on-screen buttons used to activate functions in the application. Some toolbars are customizable, letting you add and delete buttons as required.

Touch Screen

A display screen that is sensitive to the touch of a finger or stylus. Touch screens are very resistant to harsh environments where keyboards might eventually fail. They are often used with custom-designed applications so that the on-screen buttons are large enough to be pressed with the finger. Applications are typically very specialized and greatly simplified so they can be used by anyone. However, touch screens are also very popular on PDAs and full-size computers with standard applications, where a stylus is required for precise interaction with screen objects.

Undo

A command within many applications that reverses the most recent action you did in the application.

URL (Uniform Resource Locator)

The global address of documents and other resources on the World Wide Web. The first part of the address indicates what protocol to use, and the second part specifies the IP address or the domain name where the resource is located.

USB (Universal Serial Bus)

An external port on a computer that supports fast data transfer. A single USB port can be used to connect a variety of peripheral devices, such as mice, modems, and printers.

Video Capture

The process of electronically recording a visual image

Virus

A program that infects and replicates itself in computer files, spreading from computer to computer. Some viruses can be relatively harmless, simply displaying a message on the screen. Other viruses can be extremely damaging, crashing the hard drive so all data is lost.

WAN (Wide Area Network)

A network that spans geographically separated areas, usually by using models and dedicated, high-speed

telephone lines. Compare LAN.

Web or WWW (World Wide Web)
> A global hypertext network that is part of the Internet. It is normally viewed through a browser that provides a Graphical User Interface.

Web Page
> One page of a document on the World Wide Web. A web page is usually a file written in Hypertext Markup Language (HTML), stored on a server. A Web page usually has links to other web pages. Each web page has its own address called a Uniform Resource Locator (URL) in the form: http://www.name.com/directory/page.htm.

Web Site
> A site (location) on the World Wide Web. Each web site contains a home page, which is the first document users see when they enter the site. The site might also contain additional documents and files. Each site is owned and managed by an individual, company or organization.

Window
> A rectangle on your screen that displays information. A window can contain pictures (icons), a document, or an application.

Wizard
> A Microsoft term for pre-designed elements of a software package; will "ask questions" and assist in the design of a document. For example, a "letter wizard," within a word processing application, would lead the user through the steps of producing different types of correspondence. (May also refer to an outstanding programmer or a system administrator.) Compare to Assistant in Macintosh.

Word Processing
> Software that allows you to enter, edit and format text. Some software will allow the use of graphics.

Zip or WinZip
> A file that contains one or more files compressed in the ZIP file format. (See Compression) WinZip is a commonly used and commercially available software to compress files.

Note: The following sources were used for many of these definitions: www.webopedia.internet.com, www.Maran.com, www.techweb.com, and www.3d Dictionary.com.

Arizona Adult Education Writing Standards

The Arizona Adult Education Writing Standards were revised to reflect much of the content recommended in the 2004 American Diploma Project research that identifies the reading and writing skills that colleges and businesses feel are critical to success.

The standards include a heavier emphasis on business writing as well as require students to identify correct and incorrect grammar. The Writing Standards make use of the highly regarded six-trait writing rubric as well as the GED essay-scoring rubric.

Like the Reading Standards, the Writing Standards are more closely aligned to the ELAA Standards to aid in transitioning English learners to ABE and ASE study. The ability to recognize and correct incorrect grammar and usage, sequence information, and use correct punctuation are features of the revised standards.
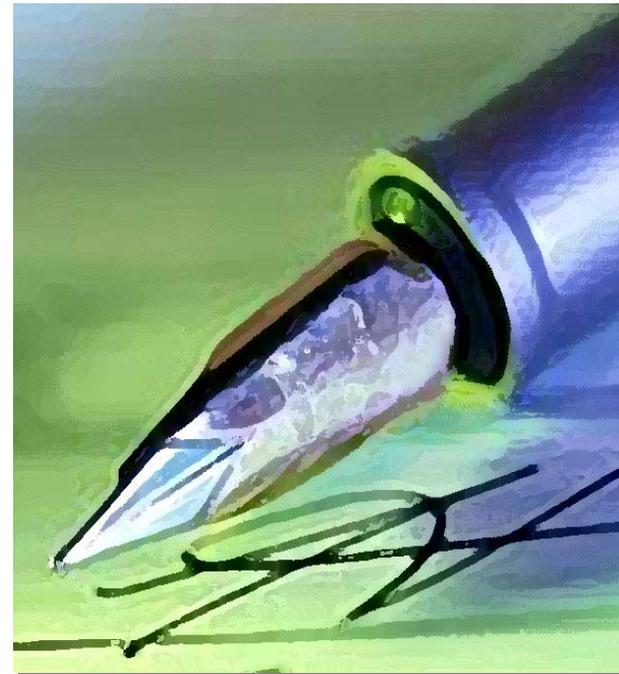
Writing

Standard: The adult learner uses written language to communicate in a variety of situations.

The Writing Standard addresses the following indicators:

A	Writing process
B	Conventions of grammar and usage rules
C	Spelling, punctuation and capitalization

Proficiency Descriptions:

Beginning	Approaching	Met	Exceeds
At this level the student makes attempts to employ only a few of the sub-indicators listed and with limited success.	At this level, the student demonstrates an ability to successfully perform applications of some but not all of the sub-indicators listed.	At this level, evidence shows that the student often successfully performs the skills listed in the sub-indicators in many and repeated applications.	At this level, evidence exists to demonstrate that the student consistently performs the skills described by each sub-indicator, and that the student has the ability to incorporate those skills into the mastery of other more complex tasks.

Beginning Literacy: Writing

Indicator A: Applies the writing process to a variety of writing tasks

Writing Process Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Completes name, address, phone number, date and social security number on simple forms.	Fills out forms by copying essential personal information.	Fills out forms with essential personal information (name, address, phone) that sometimes is complete and accurate.	Fills out forms with complete personal information that is accurate most of the time.	Accurately fills out forms with more detailed information and supporting details including answering open-ended questions.
2. Writes organized lists (e.g., things to do, grocery list) with a clear purpose.	Copies lists	Writes organized lists that have a general purpose.	Writes organized lists that have a clear purpose.	Creates organized lists using vocabulary related to a variety of purposes.
3. Writes simple sentences or phrases, including very simple messages.	Relates short messages by drawing or by copying information.	Relates messages by using imitative writing, or by writing key, self-selected words.	Relates messages and short stories by writing short phrases and simple sentences using key words that are posted and commonly used in the classroom.	Writes messages and short stories using simple sentences.

Beginning Literacy: Writing

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks

Conventions of Grammar & Usage Rules **Sub-Indicators**	**Beginning**	**Approaching**	**Met**	**Exceeds**
1. Identifies and knows the function of nouns, verbs and pronouns.

2. Identifies subject and predicate in simple sentences. e.g., declarative, interrogative, imperative, and exclamatory sentences.

3. Writes grammatically correct sentences appropriate to this level.

4. Identifies and exhibits correct usage of verbs including "to be" and "action verbs" in present, past, future tenses.

5. Identifies and exhibits correct use of verbs in affirmative and negative forms and in a variety of sentence types. | Occasionally identifies and describes the writing conventions related to the sub-indicators of this level.

Produces legible writing that controls for directionality (left to right, top to bottom), and leaves spaces between words. | Sometimes identifies and describes the writing conventions related to the sub-indicators of this level.

Produces writing that uses basic English conventions outlined in the sub-indicators with many errors that may confuse the reader. | Often identifies and describes the writing conventions related to the sub-indicators of this level.

Produces writing that uses basic English conventions outlined in the sub-indicators with some errors although they do not interfere with communication. | Consistently identifies and describes the writing conventions related to the sub-indicators of this level.

Produces writing that uses basic English conventions outlined in the sub-indicators with occasional errors that do not impede communication |

Beginning Literacy: Writing

Indicator C: Applies correct spelling, punctuation, and capitalization

Spelling, Punctuation & Capitalization **Sub-Indicators**	Beginning	Approaching	Met	Exceeds
1. Prints upper-and lower-case letters of the alphabet.	Independently writes one to eight letters of the alphabet legibly.	Writes eight to fifteen letters of the alphabet legibly.	Writes letters of the alphabet legibly.	
2. Capitalizes the first word in a sentence and people's names. 3. Writes and spells familiar words.	Writes with support, their name and the date with proper capitalization. Occasionally writes letters of given sounds.	Writes with support, two to three words posted and commonly used in the classroom. Sometimes writes letters of given sounds. Spells their first and last name and names of family members. Sometimes organizes writing from left to right and top to bottom.	Writes words posted and commonly used in the classroom, printing legibly and spacing letters, words, and sentences. Often writes letters of given sounds. Spells self-selected key words. Organizes writing from left to right and top to bottom.	Writes words commonly used in the classroom, printing legibly and spacing letters, words, and sentences. Consistently applies letter-sound relationships to spell simple (CVC) words. Spells some irregular but commonly- used words. Writes time, addresses, names, numbers, and prices accurately.

ABE I: Writing

Indicator A: Applies the writing process to a variety of writing tasks

Writing Process Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Writes simple sentences about events or characters from familiar stories. 2. Reports events in writing. 3. Writes a friendly letter.	Uses the writing process to write reports, stories or letters employing simple sentences using key words and models that are posted and commonly used in the classroom.	Uses the writing process to write reports, stories and letters about personal experiences with a topic sentence and concluding statement.	Uses the writing process to write reports, stories and letters about personal experiences employing: • a variety of simple sentences • a topic sentence • a recognizable beginning, middle and end • transitional words	Uses the writing process to write short personal experience narratives, friendly letters, and informational reports that are distinguished by: ▪ the development of main idea that contains some supporting details ▪ an organization that has an identifiable beginning, middle, and ending, and places information in logical order ▪ a voice appropriate for audience and purpose ▪ word choices that are accurate, and understandable to the audience ▪ simple sentences with varied syntax that flow smoothly

ABE I: Writing

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks

Conventions of Grammar & Usage Rules **Sub-Indicators**	**Beginning**	**Approaching**	**Met**	**Exceeds**
1. Uses the following verb tenses for any verb: past, present, future and progressive tenses. 2. Identifies and applies correct subject/verb agreement. 3. Exhibits correct use of apostrophes in contractions. 4. Identifies and exhibits correct use of pronouns in the possessive, objective and demonstrative forms. 5. Identifies and uses adjectives, possessive adjectives and adverbs in simple sentences. 6. Uses irregular plurals correctly. 7. Writes grammatically correct sentences appropriate to this level.	Occasionally identifies and describes the writing conventions related to the sub-indicators of this level. Produces writing that controls for directionality (left to right, top to bottom) is written legibly, and leaves spaces between words.	Sometimes identifies and describes the writing conventions related to the sub-indicators of this level. Produces independent writing that uses basic English conventions outlined in the sub-indicators with many errors that may confuse the reader.	Often identifies and describes the writing conventions related to the sub-indicators of this level. Produces independent writing that uses basic English conventions outlined in the sub-indicators with some errors although they do not interfere with communication.	Consistently identifies and describes the writing conventions related to the sub-indicators of this level. Produces independent writing that uses basic English conventions outlined in the sub-indicators with occasional errors that do not impede communication.

ABE I: Writing

Indicator C: Applies correct spelling, punctuation, and capitalization

Spelling, Punctuation & Capitalization **Sub-Indicators**	Beginning	Approaching	Met	Exceeds
1. Writes in cursive upper-and lower-case letters of the alphabet. 2. Capitalizes the pronoun "I', proper nouns, names, titles, places, and abbreviations. 3. Exhibits correct use of ending punctuation. 4. Applies the basic rules of spelling.	Copies upper and lowercase letters of the alphabet in cursive. Occasionally applies the rules of capitalization and punctuation related to the sub-indicators at this level. Spells self-selected key words.	Independently writes some uppercase and lowercase letters in cursive. Sometimes applies the rules of capitalization and punctuation related to the sub-indicators at this level. In informal writing, uses phonetic spellings, with consonants (beginning, middle, and clusters) correctly represented most of the time.	Independently writes all uppercase and lowercase letters in cursive, attending to form and spatial alignment. Often applies the rules of capitalization and punctuation related to the sub-indicators at this level. Recognizes and uses knowledge of spelling patterns (e.g., inflectional endings, orthographic patterns and rules, contractions) when writing.	Consistently applies the rules of capitalization and punctuation related to the sub-indicators at this level.

ABE II: Writing

Indicator A: Applies the writing process to a variety of writing tasks

Writing Process Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Applies the writing process to create essays and other written communications (i.e., brainstorming, clustering, outlining, webbing, writing, revising). 2. Writes personal narratives or letters on familiar topics of approximately 75 words. 3. Completes a job application with accurate, relevant, and complete information, including past and present work experience.	Uses the writing process to create short, one paragraph personal narratives or letters on familiar topics distinguished by: ▪ topic sentence that is broad and simplistic ▪ marginally recognizable internal structures or organization ▪ word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say ▪ little variation in sentence types and a significant number of awkward or rambling constructions	Uses the writing process to create personal narratives or letters on familiar topics up to two paragraphs distinguished by: ▪identifiable topic sentence although focus of paragraph may shift ▪recognizable introduction and conclusion although ideas not always supported with specific details or sequenced meaningfully ▪word choices that are generally accurate yet lack variety ▪satisfactory control over simple sentence structures	Uses the writing process to create personal narratives or letters on familiar topics of at least two paragraphs distinguished by: ▪identifiable topic sentence that relates to context and purpose and contains a body and concluding sentence ▪a simple organization with some relationship among ideas present ▪varied word choices that are accurate and appropriate ▪repetitive sentence patterns with occasional attempts at more complex structures	Uses the writing process to create letters or short compositions of more than two paragraphs in various genres (expository and narrative) distinguished by: ▪ clear main idea that addresses a purpose and contains some supporting details ▪ an organization that moves the reader through the sentences with little confusion ▪ a voice appropriate to the audience and purpose ▪ accurate word choices tailored to the topic and the audience ▪ some variety in sentence length and structure with limited control of complex sentences

ABE II: Writing

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks

Conventions of Grammar & Usage Rules Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Identifies and uses the modal auxiliaries and related expressions. 2. Applies use of apostrophe to show possession. 3. Applies correct use of demonstrative and possessive pronouns 4. Identifies and uses common comparative and superlative adjectives. 5. Identifies and corrects sentence fragments. 6. Writes grammatically correct sentences appropriate to this level.	Occasionally identifies and describes the grammar and usage related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators of this and previous levels with many errors that often impede communication.	Sometimes identifies and describes the grammar and usage related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators of this and previous levels with some errors that occasionally impede communication.	Often identifies and describes the grammar and usage related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators of this and previous levels with occasional errors that rarely impede communication.	Consistently identifies and describes the grammar and usage related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators of this and previous levels with only minor errors that do not impede communication.

ABE II: Writing

Indicator C: Applies correct spelling, punctuation, and capitalization

Spelling, Punctuation & Capitalization **Sub-Indicators**	Beginning	Approaching	Met	Exceeds
1. Capitalizes the first word in a direct quote and all other uses of capitalization. 2. Uses quotation marks with direct quotations. 3. Uses basic rules of commas correctly. 4. Knows and correctly applies spelling exceptions. 5. Identifies, spells and uses the vocabulary that is related to the context including homonyms, homophones, antonyms, synonyms and such.	Occasionally applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Sometimes applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Often applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Consistently applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.

ABE III: Writing

Indicator A: Applies the writing process to a variety of writing tasks

Writing Process Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Applies the writing process to create short essays (three to four paragraphs long) in a variety of genres. 2. Writes a letter for a specific purpose using an appropriate format with a proper heading, salutation, and closing.	Uses the writing process to create short, one paragraph personal narratives or friendly letters distinguished by: ▪ topics and ideas that are broad and simplistic ▪ marginally recognizable internal structures or organization ▪ a voice that produces little reaction in the reader and reads more like a report ▪ word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say ▪ little variation in sentence types and a significant number of awkward or rambling constructions	Uses the writing process to create personal narratives or letters on familiar topics up to two paragraphs distinguished by: ▪ identifiable main idea although focus may shift ▪ recognizable introduction and conclusion although ideas not always supported with specific details or sequenced meaningfully ▪ a voice that is rather mechanical ▪ word choices that are generally accurate yet lack variety ▪ variation in sentence types	Uses the writing process to create letters or short compositions of up to four paragraphs in various genres (expository and narrative) distinguished by: ▪ identifiable main idea that contains some specific details ▪ simple organization, the relationship among ideas, use of transitions, and few lapses in sequencing ▪ a voice that shows a developing awareness of audience ▪ accurate and appropriate word choice ▪ attempts at more complex structures	Uses the writing process to create letters or short compositions of up to five paragraphs in various genres (expository and narrative) distinguished by: ▪ clear main idea that addresses a purpose and contains some supporting details ▪ an organization that moves the reader through the sentences with little confusion ▪ a voice that is authentic and appropriate to audience and purpose ▪ accurate and varied word choices appropriate to topic and audience ▪ variety in sentence length and structure with some control of complex sentences

ABE III: Writing

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks

Conventions of Grammar & Usage Rules **Sub-Indicators**	Beginning	Approaching	Met	Exceeds
1. Uses the following verb tenses: irregular past, perfect, present real conditional and habitual past. 2. Identifies and uses basic parts of speech correctly: verbs, nouns, pronouns, adjectives, adverbs, conjunctions, prepositions, and interjections. 3. Identifies and corrects dangling and misplaced modifiers. 4. Knows the difference between colloquial and written language and complete and incomplete sentences (sentence fragments, run-ons). 5. Writes grammatically correct sentences appropriate to this level.	Occasionally identifies and describes the writing conventions related to the sub-indicators of this level. Produces independent writing that uses the English conventions outlined in the sub-indicators of this and previous levels with many errors that often impede communication.	Sometimes identifies and describes the writing conventions related to the sub-indicators of this level. Produces independent writing that uses the English conventions outlined in the sub-indicators of this and previous levels with some errors that occasionally impede communication.	Often identifies and describes the writing conventions related to the sub-indicators of this level. Produces independent writing that uses English conventions outlined in the sub-indicators of this and previous levels with occasional errors that rarely impede communication.	Consistently identifies and describes the writing conventions related to the sub-indicators of this level. Produces independent writing that uses the English conventions outlined in the sub-indicators and previous levels with only minor errors that do not impede communication.

ABE III: Writing

Indicator C: Applies correct spelling, punctuation, and capitalization

Spelling, Punctuation & Capitalization **Sub-Indicators**	Beginning	Approaching	Met	Exceeds
1. Applies rules of capitalization to own and others' written text. 2. Punctuates using commas and quotation marks, hyphens, colons and semicolons correctly. *3.* Applies spelling rules correctly.	Occasionally applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Sometimes applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Often applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Consistently applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.

ASE I: Writing

Indicator A: Applies the writing process to a variety of writing tasks

Writing Process Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Applies the writing process to create short essays (two pages long) in a variety of genres, including ones in response to a prompt. 2. Writes a business letter using a proper heading, salutation, and closing.	Uses the writing process to create essays in various genres (expository, narrative, research) up to three to four paragraphs that are distinguished by: ▪ topics and ideas that are broad and simplistic ▪ marginally recognizable internal structures or organization ▪ a voice that produces little reaction in the reader and reads more like a report ▪ word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say ▪ little variation in sentence types and a significant number of awkward or rambling constructions	Uses the writing process to create essays in various genres (expository, narrative, research) up to one page that are distinguished by: ▪ identifiable main ideas although focus may shift ▪ recognizable introduction and conclusion although ideas not always supported with specific details and some lapses in sequencing and transitions ▪ a voice that is rather mechanical ▪ word choices that are generally accurate yet lack variety ▪ satisfactory control over simple sentence structures	Uses the writing process to create essays in various genres (expository, informational, narrative, research) up to two pages that are distinguished by: ▪ clear main ideas that address a purpose and contain some specific details ▪ an identifiable organizational plan with relationship among ideas present ▪ a voice that shows a developing awareness of audience ▪ accurate word choices appropriate to topic and audience ▪ some variety in sentence length and structure; limited control of complex sentences	Uses the writing process to create essays in various genres (expository, informational, narrative, research) of two or more pages that are distinguished by: ▪ clear and focused main ideas that include relevant supporting details ▪ an organization that enhances the central ideas with logical sequencing ▪ an individual and engaging voice appropriate to audience and purpose; commitment to the topic ▪ varied, descriptive word choices that adequately convey meaning ▪ variety in sentence length, structure, and complexity

ASE I: Writing

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks

Conventions of Grammar & Usage Rules Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Uses the following verb tenses: past perfect, future perfect, future perfect progressive, present unreal conditional, three part phrasal verbs. 2. Combines simple sentences and independent clauses into compound and complex sentences. 3. Constructs conditional clauses. 4. Avoids dangling or misplaced modifiers. 5. Writes grammatically correct sentences appropriate to this level.	Occasionally identifies and describes grammar and usage rules related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators with many errors that often impede communication.	Sometimes identifies and describes the grammar and usage rules related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators (ABE I-III) with some errors that occasionally impede communication.	Often identifies and describes the grammar and usage rules related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators (ABE I-III) with occasional errors that rarely impede communication.	Consistently identifies and describes the grammar and usage rules related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators (ABE I-III) with only minor errors that do not impede readability.

ASE I: Writing

Indicator C: Applies correct spelling, punctuation, and capitalization

Spelling, Punctuation & Capitalization **Sub-Indicators**	Beginning	Approaching	Met	Exceeds
1. Applies rules of capitalization. 2. Applies correct use of all punctuation marks to own and others' texts, including common problems associated with commas, semi-colons, and colons. 3. Applies spelling rules correctly including Greek and Latin prefixes and suffixes.	Occasionally applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Sometimes applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Often applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Consistently applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.

ASE II: Writing

Indicator A: Applies the writing process to a variety of writing tasks

Writing Process Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Applies the writing process to create essays and reports (in a variety of genres, including research papers. 2. Writes a resume and business letter using a proper heading, salutation, and closing.	Uses the writing process to create essays in various genres up to a page that are distinguished by: ▪ topics and ideas are moderately clear yet broad and simplistic ▪ somewhat recognizable internal structures or organization ▪ a voice that demonstrates some sense of audience although some elements may be unevenly developed ▪ word choices that are limited so at times it is hard to decipher what the writer is trying to say ▪ little variation in sentence types; some difficulty with naturalness of phrases and expressions	Uses the writing process to create essays in various genres up to a couple of pages that are distinguished by: ▪topics and ideas that are fairly broad although readers know where the writer is headed ▪recognizable introduction, middle, and conclusion that demonstrate some logic in sequencing ▪a voice that is sincere, but not fully engaged ▪word choices that may lack variety and at times are inappropriate ▪some variety in sentence structures although more complex sentences may be awkward	Uses the writing process to create essays in various genres (persuasive, expository, personal narrative up to a few pages that are distinguished by: ▪ easily identifiable main idea that responds to the audience and purpose and includes specific and varied details ▪ coherent, identifiable organization in which many logical transitions are present ▪ a voice with a developing awareness of audience that is pleasant and appropriate for the audience and purpose ▪ word choices that are appropriate to audience and purpose ▪ purposeful and varied sentences that add interest and energy	Uses the writing process to create formal communications and essays in various genres that are up to ten pages and distinguished by: ▪ clear and focused ideas that are well-supported with ample and varied details ▪ a clear and coherent organization that showcases the central ideas and contains thoughtful transitions ▪ a strong sense of audience with a voice that is engaging and committed to the topic ▪ varied and precise word choice that conveys the intended message in an appropriate and interesting way ▪ writing that has an easy flow and rhythm, and complex structures

ASE II: Writing

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks

Conventions of Grammar & Usage Rules **Sub-Indicators**	Beginning	Approaching	Met	Exceeds
1. Uses various verb tenses: past perfect progressive and future perfect progressive tenses, past unreal conditionals, modals in past tense, compound verbs and past participles. 2. Uses transitional devices correctly. 3. Creates possessive forms of nouns or pronouns with gerunds. 4. Uses varied sentence structures with phrases and clauses. 5. Identifies and uses parallel structure and modifiers. 6. Identifies and uses conjunctive adverbs. 7. Writes grammatically correct sentences appropriate to this level.	Occasionally identifies and describes the grammar and usage related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators (and in ABE I-III, ASE I) with many errors that often impede communication.	Sometimes identifies and describes the grammar and usage related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators (and in ABE I-III, ASE I) with some errors that occasionally impede communication.	Often identifies and describes the grammar and usage related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators (and in ABE I-III, ASE I) with occasional errors that rarely impede communication.	Consistently identifies and describes the grammar and usage related to the sub-indicators at this and all previous levels. Produces independent writing that uses the English conventions outlined in the sub-indicators (and in ABE I-III, ASE I) with only minor errors that do not impede communication.

ASE II: Writing

Indicator C: Applies correct spelling, punctuation, and capitalization

Spelling, Punctuation & Capitalization Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Applies rules of capitalization. 2. Applies correct use of all punctuation marks to own and others' texts. 3. Applies spelling rules correctly to commonly used foreign words (détente, resume, fajita, etc.).	Occasionally applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Sometimes applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Often applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.	Consistently applies the rules of capitalization, punctuation and spelling related to the sub-indicators at this and all previous levels.

Writing Sample Activities

Standard: The adult learner uses written language to communicate in a variety of situations.

Indicator A: Applies the writing process to complete a variety of writing tasks (Writing Process)

	Family	Workplace	Community
Beginning Literacy	Students practice writing first name, middle name, last name, date and phone numbers, first on paper, then on a class registration form. Students work with a partner to check the class registration for spelling and accuracy. Students copy words relating to family, e.g., generic and proper nouns of family members, and construct a family tree. (Other ideas include ingredients for a recipe, doctors who are available for medical visits, clothing for different family members.) Students copy a sample basic medical form.	Students practice writing down words for name of office machines and office furniture. Students copy information from a business directory or office supply catalog. Students fill out directory cards with names and phone numbers. Students write contact cards for e-mail or create a directory of names for e-mail. Students copy a single job application form. Students practice writing e-mail addresses.	Students practice writing down basic direction words: north, south, east, and west. Students copy addresses of names and businesses in an accepted format. Students copy sample application for a driver's license. Students copy drawings of traffic signs they see in the neighborhood and identify the drawings with words. Students copy a list of healthcare facilities in their neighborhood. Students apply for a library card.

Indicator A sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Writing Sample Activities

Indicator A: Applies the writing process to complete a variety of writing tasks (Writing Process, continued)

	Family	Workplace	Community
ABE I	Students write a note to their child's teacher. Students write directions from home to school, work, the store, or the church. Draw a map to complete the explanation. Students write a letter or postcard to a distant relative or friend. Students write simple sentences or phrases to leave a message for family members. Students write simple sentences or phrases to describe symptoms of a sick family member. Students write simple sentences or phrases to a child's teacher about why the child is absent from school. Students write a simple telephone message. Students use computer word processing to accomplish the tasks noted above.	Students paraphrase in writing a paragraph from an employee manual. Students write questions to be asked at a job interview. Write answers to these questions. Students make a chart to track their attendance at work or school. Students write a set of directions from their home to the workplace. Students write simple sentence or phrases to track problems with an office machine. Students write simple sentences to office maintenance about a problem (e.g., squeaking door, window that doesn't open, strange smell in the air). Students write a simple telephone message. Students type a simple form to request office supplies or to fill out complaint forms. Students use word processing and/or spreadsheet computer to accomplish the tasks noted above.	As a class project, students choose a current event topic. Brainstorm ideas, facts, and opinions about the topic. Construct a basic outline and write several sentences pertaining to the topic. Students write a paragraph describing a neighborhood. After writing several dictated sentences on changing bus routes (or other community issue), students put them in order. Students write a simple description of an accident or crime they witnessed in person or on T V. Students write simple sentences, or phrases to inform the building superintendent of problems in an apartment. Students use appropriate computer hardware/software to accomplish the tasks noted above.

Indicator A sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Writing Sample Activities

Indicator A: Applies the writing process to complete a variety of writing tasks (Writing Process, continued)

	Family	Workplace	Community
ABE II	Students write one paragraph essay describing how their families celebrate holidays. Students share the essay written above with a peer. Students review the essay for grammatical accuracy. Students write a friendly letter to a relative updating them on the health and activities of each member of the family. As a class, students conduct a research project comparing and evaluating the relative costs, benefits, and problems of using different forms of transportation to get to a vacation destination. Chart and graph the options. Students write a book report of a classic work or a synopsis of a TV show. Students write a dialogue with a medical doctor on medical symptoms. Students use word processing and/or computer spreadsheet to accomplish the tasks noted above. Students do the activities above using the Internet to conduct research when appropriate.	Students write a paragraph essay about the ideal job (i.e., type of work, job environment, benefits, supervision) Students share the expository essay written above with a peer. Students edit for grammatical accuracy. Students write a business letter to a future employer describing why they should be hired. Include a simple resume and a job application. Students write a summary of previous job experience. Students conduct a research project on what skills and training are needed for a certain job. Write a summary of the results. Students use word processing on the computer to accomplish the tasks noted above. Students do the activities above using the Internet to conduct research when appropriate.	Students conduct a research project through a variety of means (e.g. interviews, observation, electronic resources, as well as traditional library research); write their findings and revise their draft for spelling, punctuation, capitalization, sentence fragments, run-on sentences, and grammar and usage mistakes. Students write a movie review. Students go to a restaurant and write a review. Students create a detailed travel diary and ask for feedback from their peers on its clarity, thoroughness, and interest level. Students use word processing on the computer to accomplish the tasks noted above. Students do the activities above using the Internet to conduct research when appropriate.

Indicator A sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Writing Sample Activities

Indicator A: Applies the writing process to complete a variety of writing tasks (Writing Process, continued)

	Family	Workplace	Community
ABE III	Students write a three-paragraph expository essay comparing how they were raised with how they will raise their children. Students share the expository essay written above with a peer. Discuss the similarities and differences of opinions and experiences. Students write a three-paragraph essay detailing a common disease and its symptoms. As a class, students conduct a research project comparing and evaluating the relative costs, benefits, and problems of several vacation options. Students use word processing on the computer to accomplish the tasks noted above. Students do the activities above using the Internet to conduct research, when appropriate. Students with a 3-paragraph essay detailing a common disease and its symptoms.	Students write a three-paragraph expository essay about the qualities of a good employee or good supervisor. Students share the expository essay written above with a peer. Students write a business letter to a future employer describing why they should be hired. Students use word processing on the computer to accomplish the tasks noted above. Students engage in the above activities and use the Internet to conduct research when appropriate.	Students write a three-paragraph narrative about how the neighborhood, city, and/or state have changed over the past five years. Students share the community history personal narrative with a peer. Ask a partner five questions about his/her story that clarify points made or ask for more information. Students write a letter to a government or agency official outlining the details of a problem and suggesting possible solutions. Students conduct a research project concerning strengths and needed improvements in the community (e.g., schools, businesses, recreational activities, churches). Write a report. Students use word processing on the computer to accomplish the tasks noted above. Students engage in the above activities and use the Internet to conduct research when appropriate.

Indicator A sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Writing Sample Activities

Indicator A: Applies the writing process to complete a variety of writing tasks (Writing Process, continued)

	Family	Workplace	Community
ASE I	Students write an expository essay on cultural traditions (e.g., holidays, funerals, weddings). Contrast the life of an only child or with one from a large family; contrast modern methods and grandparents traditions. Students compose a narrative describing their best day, their family hero, or their dream home and location. Students write a paper about a common childhood experience from a more adult perspective. Students use word processing on the computer to accomplish the tasks noted above.	Students write an expository essay on conflict resolution, unions, or work conditions. Students compose a narrative describing a job interview, an on-the-job experience, or a most admired person Students develop a set of instructions for organizing a work meeting. Students develop and maintain work schedules that reflect consideration of priorities and deadlines, manage time and progress toward meeting deadlines. Students write a letter detailing an incident at work for documentation purposes. Students use word processing and/or spreadsheet on the computer to accomplish the tasks noted above.	Students write expository essay on voting, gambling, or the best place to live. Students compose a narrative describing politicians, experience with community services, or why there are zoning laws. Students write a narrative poem or song based on a modern hero. Students write a report describing differences among major political parties. Students use word processing on the computer to accomplish the tasks noted above.

Indicator A sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Writing Sample Activities

Indicator A: Applies the writing process to complete a variety of writing tasks (Writing Process, continued)

	Family	Workplace	Community
ASE II	Students conduct research on learning styles, birth control, or quality of life. Students write a summary. Students evaluate the pros and cons of applying for a loan and the merits of various loan companies. Students evaluate the pros and cons of a contract. Students write a paper explaining how some experiences, conditions, or concerns have universal significance. Students compare a scene from a work of fiction with a lesson learned from a personal experience. Students write a comparison between a book and its TV or movie version. Students use appropriate software on the computer to accomplish the tasks noted above. Students engage in the above activities and use the Internet to conduct research when appropriate.	Students conduct research on management styles, labor relations, or inventions. Students write a cover letter. Students list education, job/career skills and experiences, and develop a resume. Students write an incident report or letter of commendation for a co-worker. Edit for proper punctuation and capitalization. Students gather information to complete project work, including identifying potential sources of information, using appropriate techniques to collect the information. Students interpret and evaluate the information in terms of completeness, relevance, and validity, and show evidence of research in the completed project. Students use word processing on the computer to accomplish the tasks noted above. Students engage in the above activities and use the Internet to conduct research when appropriate.	Students conduct research on voting trends, biography of a famous person, or the local economy. Students write a letter to the editor. Students write a consumer complaint letter. Students examine campaign literature and make a list of suggestions for political leaders. Students research and write a critique on a public policy using reasoned arguments to support an opinion. Students write a reflective essay that compares a school issue to broader societal concerns. Students prepare formal written correspondence with an organization beyond the school that writes in a style appropriate to the purpose and audience of the correspondence. Students use word processing on the computer to accomplish the tasks noted above. Students engage in the above activities and use the Internet to conduct research when appropriate.

Indicator A sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Writing Sample Activities

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks (Conventions of Grammar and Usage Rules)
&
Indicator C: Applies correct spelling, punctuation and capitalization (Spelling, Punctuation & Capitalization)

	Family	Workplace	Community
Beginning Literacy	Students copy new words relating to the family. Write the relationship word and the corresponding family name. Students work with a partner to copy words and correct penmanship. Students copy/trace a message from a printed source to share with a family member. Students use new words in simple written messages to family members. Students copy simple sentences and determine the verb form. Re-write sentences changing verb tense. Students use a computer to copy, enter new words, and record messages.	Students copy new words relating to work. Students work with a partner to copy from a sample job application and correct penmanship words and correct penmanship. Students copy/trace a message from a printed or electronic source to share with a co-worker. Students spell basic sight words that apply to the workplace. Students copy complete simple sentences including capitalization, end punctuation, subject and predicate. Students copy simple sentences, then erase the nouns and substitute with pronouns. Students use computer to enter new words and record messages.	Students copy new words relating to the community. Students work with a partner to copy words and correct penmanship. Students copy/trace a message from a printed source. Students use computer to copy, enter new words, and record messages. Students go online to a newspaper web site and identify and copy sight words..

Indicators B & C sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Writing Sample Activities

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks (Conventions of Grammar and Usage Rules, continued)
&
Indicator C: Applies correct spelling, punctuation and capitalization (Spelling, Punctuation & Capitalization, continued)

	Family	Workplace	Community
ABE I	Students describe last weekend's activities using compound sentences. Write and print in cursive. Students practice spelling with family members, use family members titles (e.g., father, mother, niece, aunt, sister). Students make a list of imported items at home and use possessives to declare ownership. Students write a paragraph about a family incident using pronouns, adjectives, verbs, and correct ending punctuation. Students make a list of grocery items and identify nouns with irregular plural forms. Students use word processing on the computer to accomplish the tasks noted above.	Students spell work-related words. Students make a list of occupations using a dictionary or other resources. Students locate and use vocabulary found in a job application. Students take spelling quizzes, written and oral. Students use word processing on the computer to accomplish the tasks noted above.	Students write checks to pay bills; write exclamatory sentences; and list 10 terms specific to sporting events. Students write questions to ask a sales person before making a major purchase. Students rewrite a given paragraph checking for punctuation, spelling, grammar, and subject/verb agreement. Students use abbreviations correctly for states, months, and days. Students write and spell places of business within a community (e.g., post office, hospital, supermarket), using a dictionary or other resources. Students look up and spell words with silent letters. Students use word processing on the computer to accomplish the tasks noted above. Students use an online dictionary or thesaurus to look up words.

Indicators B & C sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Writing Sample Activities

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks (Conventions of Grammar and Usage Rules, continued)
&
Indicator C: Applies correct spelling, punctuation and capitalization (Spelling, Punctuation & Capitalization, continued)

	Family	Workplace	Community
ABE II	Students practice modal auxiliaries and related expressions using the words in sentences and stories (could, should, ought). After a family get-together, students write a dialogue of 10 sentences based on a conversation heard at the event. Use direct quote and proper punctuation. Students compare various models of cars, using comparative and superlative adjectives by size, fuel efficiency, and reliability. Given a paragraph, students use a dictionary or thesaurus to replace words with synonyms. Students make a list of common homonyms. Students re-write a paragraph changing the focus using antonyms. Given a word in a game format, students write the antonym. Students write a friendly letter to a person who deals with the family (e.g., doctor, dentist, clerk, teacher), using commas, periods, and other appropriate punctuation. Students play Scrabble to improve spelling skills. Students use word processing on the computer to accomplish the tasks noted above. Students use an online dictionary or thesaurus to look up words.	Students compose a list of words used on the job that students do not know how to spell. Students look up misspelled words on reports used at work. Classify types of errors, formulate rules and determine correct spelling. Students brainstorm and verbalize standard workplace processes and then write them down. Edit for clarity using different verb tenses and following rules of grammar. Students use word processing on the computer to accomplish the tasks noted above. Students use an online dictionary to look up words.	Students look up misspelled words used in community written reports (e.g., Block Watch Reports, letters to friends, and/or businesses). Classify types of errors, formulate rules and determine correct spelling. Students attend a civic meeting (e.g., city council, school board). Write a dialogue of 10 sentences regarding what was said at the meeting; avoid sentence fragments and run-on sentences. Students use word processing on the computer to accomplish the tasks noted above. *B 2-5* Students use an online dictionary to look up words.

Indicators B & C sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Writing Sample Activities

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks (Conventions of Grammar and Usage Rules, continued)
&
Indicator C: Applies correct spelling, punctuation and capitalization (Spelling, Punctuation & Capitalization, continued)

	Family	Workplace	Community
ABE III	Students write a letter to a relative who lives far away. Suggest ten differences in the living conditions. Apply rules of capitalization, and basic punctuation. Ask the relative to respond. Students discuss with a family member how the family has celebrated a special holiday. Write a dialogue of 10 sentences in quotation dialogue form. Then identify the basic parts of speech. Students complete a cloze paragraph using specified parts of speech to finish sentences. Students watch scenes from a TV show or movie and write down idioms, and colloquialisms. Identify improper grammar. Students use word processing on the computer to accomplish the tasks noted above.	Students write a dialogue of 10 sentences based on a conversation between a supervisor and a worker. Identify the various parts of speech in each sentence. Students interview a co-worker about a job-related topic. Record the conversation if possible. Write the conversation in dialogue form, checking for dangling and misplaced modifiers. After writing the above conversation, students write a friendly letter to the co-worker telling him/her what was learned and thank him/her for participating. Proof read and edit for punctuation, grammar, sentence construction, spelling, and usage. Students use word processing on the computer to accomplish the tasks noted above. Students use an online dictionary or thesaurus to look up words.	Students look up misspelled words used in community written reports (e.g., Block Watch Reports, letters to friends, and/or businesses). Classify types of errors, formulate rules and determine correct spelling. Note differences between colloquial and formal written language. Students attend a civic meeting (e.g., city council, school board). Write a dialogue of 10 sentences regarding what was said at the meeting. Use modifiers when appropriate. Students use word processing on the computer to accomplish the tasks noted above. Students use an online dictionary to look up words.

Indicators B & C sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Writing Sample Activities

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks (Conventions of Grammar and Usage Rules, continued)
&
Indicator C: Applies correct spelling, punctuation and capitalization (Spelling, Punctuation & Capitalization, continued)

	Family	Workplace	Community
ASE I	Students increase vocabulary using a thesaurus to replace underlined words in a magazine article or a news story they find in their home. Students do crossword puzzles to discover new words. Students write a review of a book, article or movie they have read or viewed on their leisure time, using compound and complex sentences. Students describe the rewards and consequences for specific behaviors. Use conditional verb tenses and conditional clauses. Given a list of words, students research word origins, including words with Greek and Latin suffixes and pre-fixes. Students use word processing on the computer to accomplish the tasks noted above. Students use an online dictionary/thesaurus to look up words.	Students use a thesaurus in writing a cover letter to a perspective employer. Students write a positive evaluation of a fellow employee or student. Edit for proper punctuation and capitalization, including comas, colons, and semicolons. Students edit a workplace document and correct problems with subject-verb agreement, dangling modifiers, punctuation and capitalization errors. Students use word processing on the computer to accomplish the tasks noted above. Students use an online dictionary or thesaurus to look up words.	Students write an announcement for a community event. Edit for proper punctuation and capitalization. Students write a formal letter requesting the use of a public meeting hall using proper punctuation grammar, and capitalization. Students critique the writing of a peer in light of the purposes, audiences, and contexts that apply to the work. Students incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers. Students read an article in the newspaper, identify various parts of speech, and summarize the article. Students use word processing on the computer to accomplish the tasks noted above.

Indicators B & C sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Writing Sample Activities

Indicator B: Applies conventions of grammar and usage rules to complete a variety of writing tasks (Conventions of Grammar and Usage Rules, continued)
&
Indicator C: Applies correct spelling, punctuation and capitalization (Spelling, Punctuation & Capitalization, continued)

	Family	**Workplace**	**Community**
ASE II	Students write a consumer complaint or praise letter observing the conventions of language. Use varied sentence structure with phrases and clauses. Students describe parent/child interaction and its effect on child development demonstrating control of paragraph and sentence construction, grammar, and usage and conjunctive adverbs. Students write a family history. Be sure to include use of parallel structure, modifiers, compound verbs with past participles, and common homonyms. Identify the parts of speech. Proofread story with a peer or instructor. Students use word processing on the computer to accomplish the tasks noted above.	Students use a thesaurus in writing a cover letter to a perspective employer. Students write a positive evaluation of a fellow employee or student. Edit for proper punctuation and capitalization. Students proofread a workplace document, using dictionaries, thesauruses, and other resources as appropriate. Students write about the pros and cons of a certain job. Be sure to include use of parallel structure, modifiers, compound verbs with past participles, and common homonyms. Identify the parts of speech. Proofread story with a peer or instructor. With a team of two peers, students read a newspaper article in the business section. Identify as many parts of speech as they can. Write a summary of the article. Students use word processing on the computer to accomplish the tasks noted above. Students use an online dictionary or thesaurus to look up words.	Students write an editorial to the newspaper concerning a community problem or respond to an existing editorial demonstrating the use of a variety of sentence patterns for stylistic effect. Use transitional device. Students write a formal written proposal to an organization beyond the school and edit for proper formal and standard grammar and usage. Students describe the reasons for stylistic choices made as a writer. Students interview someone who works for a government or community agency. Ask what they do for the community. Write a summary of the interview. Be sure to include use of parallel structure, modifiers, compound verbs with past participles, and common homonyms. Proofread story with a peer or instructor. Students use word processing on the computer to accomplish the tasks noted above.

Indicators B & C sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.

Master List of Frequently Misspelled Words

A

a lot
ability
absence
absent
abundance
accept
acceptable
accident
accommodate
accompanied
accomplish
accumulation
accuse
accustomed
ache
achieve
achievement
acknowledge
acquaintance
acquainted
acquire
across
address
addressed
adequate
advantage
advantageous

advertise
advertisement
advice
advisable
advise
advisor
aerial
affect
affectionate
again
against
aggravate
aggressive
agree
aisle
all right
almost
already
although
altogether
always
amateur
American
among
amount
analysis
analyze
angel
angle

annual
another
answer
antiseptic
anxious
apologize
apparatus
apparent
appear
appearance
appetite
application
apply
appreciate
appreciation
approach
appropriate
approval
approve
approximate
argue
arguing
argument
arouse
arrange
arrangement
article
artificial
ascend

assistance
assistant
associate
association
attempt
attendance
attention
audience
August
author
automobile
autumn
auxiliary
available
avenue
awful
awkward

B

bachelor
balance
balloon
bargain
basic
beautiful
because
become
before

beginning
being
believe
benefit
benefited
between
bicycle
board
bored
borrow
bottle
bottom
boundary
brake
breadth
breath
breathe
brilliant
building
bulletin
bureau
burial
buried
bury
bushes
business

C

cafeteria
calculator
calendar
campaign

capital
capitol
captain
career
careful
careless
carriage
carrying
category
ceiling
cemetery
cereal
certain
changeable
characteristic
charity
chief
choose
chose
cigarette
circumstance
citizen
clothes
clothing
coarse
coffee
collect
college
column
comedy
comfortable
commitment
committed

committee
communicate
company
comparative
compel
competent
competition
compliment
conceal
conceit
conceivable
conceive
concentration
conception
condition
conference
confident
congratulate
conquer
conscience
conscientious
conscious
consequence
consequently considerable
consistency
consistent
continual
continuous
controlled controversy
convenience
convenient
conversation
corporal

corroborate
council
counsel
counselor
courage
courageous
course
courteous
courtesy
criticism
criticize
crystal
curiosity
cylinder

D

daily
daughter
daybreak
death
deceive
December
deception
decide
decision
decisive
deed
definite
delicious
dependent
deposit
derelict

descend
descent
describe
description
desert
desirable
despair
desperate
dessert
destruction
determine
develop
development
device
dictator
died
difference
different
dilemma
dinner
direction
disappear
disappoint
disappointment
disapproval
disapprove
disastrous
discipline
discover
discriminate
disease
dissatisfied
dissection

dissipate
distance
distinction
division
doctor
dollar
doubt
dozen

E

earnest
easy
ecstasy
ecstatic
education
effect
efficiency
efficient
eight
either
eligibility
eligible
eliminate
embarrass
embarrassment
emergency
emphasis
emphasize
enclosure
encouraging
endeavor
engineer

English
enormous
enough
entrance
envelope
environment
equipment
equipped
especially
essential
evening
evident
exaggerate
exaggeration
examine
exceed
excellent
except
exceptional
exercise
exhausted
exhaustion
exhilaration
existence
exorbitant
expense
experience
experiment
explanation
extreme

F

facility
factory
familiar
fascinate
fascinating
fatigue
February
financial
financier
flourish
forcibly
forehead
foreign
formal
former
fortunate
fourteen
fourth
frequent
friend
frightening
fundamental
further

G

gallon
garden
gardener
general
genius
government

governor
grammar
grateful
great
grievance
grievous
grocery
guarantee
guess
guidance

H

half
hammer
handkerchief
happiness
healthy
heard
heavy
height
heroes
heroine
hideous
himself
hoarse
holiday
hopeless
hospital
humorous
hurried
hurrying

I

ignorance
imaginary
imbecile
imitation
immediately
immigrant
incidental
increase
independence
independent
indispensable
inevitable
influence
influential
initiate
innocence
inoculate
inquiry
insistent
instead
instinct
integrity
intellectual
intelligence
intercede
interest
interfere
interference
interpreted
interrupt
invitation

irrelevant
irresistible
irritable
island
its
it's
itself

J

January
jealous
journal
judgment

K

kindergarten
kitchen
knew
knock
know
knowledge

L

labor
laboratory
laid
language
later
latter
laugh
leisure

length
lesson
library
license
light
likelihood
likely
literal
literature
livelihood
loaf
loneliness
loose
lose
losing
loyal
loyalty

M

magazine
maintenance
maneuver
marriage
married
marry
match
material
mathematics
measure
medicine
million
miniature

minimum
miracle
miscellaneous
mischief
mischievous
misspelled
mistake
momentous
monkey
monotonous
moral
morale
mortgage
mountain
mournful
muscle
mysterious
mystery

N

narrative
natural
necessary
needle
negligence
neighbor
neither
newspaper
newsstand
niece
noticeable

O

o'clock
obedient
obstacle
occasion
occasional
occur
occurred
occurrence
ocean
offer
often
omission
omit
once
operate
opinion
opportune
opportunity
optimist
optimistic
origin
original
oscillate
ought
ounce
overcoat

P

paid
pamphlet
panicky

parallel
parallelism
particular
partner
pastime
patience
peace
peaceable
pear
peculiar
pencil
people
perceive
perception
perfect
perform
performance
perhaps
period
permanence
permanent
perpendicular
perseverance
persevere
persistent
persuade
personality
personal
personnel
persuade
persuasion
pertain
picture

piece
plain
playwright
pleasant
please
pleasure
pocket
poison
policeman
political
population
portrayal
positive
possess
possession
possessive
possible
post office
potatoes
practical
prairie
precede
preceding
precise
predictable
prefer
preference
preferential
preferred
prejudice
preparation
prepare
prescription

presence
president
prevalent
primitive
principal
principle
privilege
probably
procedure
proceed
produce
professional
professor
profitable
prominent
promise
pronounce
pronunciation
propeller
prophecy
prophet
prospect
psychology
pursue
pursuit

Q

quality
quantity
quarreling
quart
quarter

quiet
quite

R

raise
realistic
realize
reason
rebellion
recede
receipt
receive
recipe
recognize
recommend
recuperate
referred
rehearsal
reign
relevant
relieve
remedy
renovate
repeat
repetition
representative
requirements
resemblance
resistance
resource
respectability
responsibility

restaurant
rhythm
rhythmical
ridiculous
right
role
roll
roommate

S

sandwich
Saturday
scarcely
scene
schedule
science
scientific
scissors
season
secretary
seize
seminar
sense
separate
service
several
severely
shepherd
sheriff
shining
shoulder
shriek

siege
sight
signal
significance
significant
similar
similarity
sincerely
site
soldier
solemn
sophomore
soul
Source
souvenir
special
specified
specimen
speech
stationary
stationery
statue
stockings
stomach
straight
strength
strenuous
stretch
striking
studying
substantial
succeed
successful

sudden
superintendent
suppress
surely
surprise
suspense
sweat
sweet
syllable
symmetrical
sympathy
synonym

T

technical
telegram
telephone
temperament
temperature
tenant
tendency
tenement
therefore
thorough
through
title
together
tomorrow
tongue
toward
tragedy
transferred

treasury
tremendous
tries
truly
twelfth
twelve
tyranny

U

undoubtedly
United States
university
unnecessary
unusual
useful
usual

V

vacuum
valley
valuable
variety
vegetable
vein
vengeance
versatile
vicinity
vicious
view
village
villain
visitor

voice
volume

W

waist
weak
wear
weather
Wednesday
week
weigh
weird
whether
which
while
whole
wholly
whose
wretched

GED Essay Scoring Guide

	1 INADEQUATE Reader has difficulty identifying or following the writer's ideas	2 MARGINAL Reader occasionally has difficulty understanding or following the writer's ideas	3 ADEQUATE Reader understands writer's ideas	4 EFFECTIVE Reader understands and easily follows the writer's expression of ideas
Response to Prompt	Attempts to address prompt but with little or no success in establishing a focus.	Addresses the prompts, thought the focus may shift.	Uses the writing prompt to establish a main idea.	Presents a clearly focused main idea that addresses the prompt.
Organization	Fails to organize ideas.	Shows some evidence of organizational plan.	Uses an identifiable organizational plan.	Establishes a clear and logical organization.
Development and Details	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.	Has some development but lacks specific details; may be limited to a listing, repetitions, or generalizations.	Has focused but occasionally uneven development; incorporates some specific detail.	Achieves coherent development with specific and relevant details and examples.
Conventions of Edited American English (EAE)	Exhibits minimal or no control of sentence structure and the conventions of EAE.	Demonstrates inconsistent control of sentence structure and the conventions of EAE.	Generally controls sentence structure and the conventions of EAE.	Consistently control sentence structure and the conventions of EAE.
Word Choice	Exhibits weak and/or inappropriate words.	Exhibits a narrow range of word choice, often including inappropriate selections.	Exhibits appropriate word choice.	Exhibits varied and precise word choice.