***Effective July, 2018***

**Florida Department of Education**

**Adult General Education-ESOL**

**Curriculum Framework**

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| **ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)** | |
| **Program/Course Title** | Adult English for Speakers of Other Languages |
| **Program/Course Number** | 9900040 |
| CIP Number | 1532.010300 |
| Grade Level | 30, 31 |
| Standard Length | 2700 hours maximum recommended |

**PURPOSE**

The purpose of the Adult ESOL program is to “assist immigrants and other individuals who are English language learners in: improving their reading, writing, speaking, listening, and comprehension skills in English, mathematics skills and an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.” In addition, the Adult ESOL program is “designed to lead to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.” *Adult Education and Family Literacy Act (AEFLA), Title II Workforce Investment and Opportunity Act (WIOA), 2014.*

**STUDENTS**

The Adult Education and Family Literacy Act supports English language learners in the attainment of the following goals:

* Improve their literacy skills in English
* Obtain knowledge and skills for employment and economic self-sufficiency
* Participate in the educational development of their children
* Improve economic opportunities for their families
* Understand the rights and responsibilities of citizenship

Students eligible to enroll in the Adult ESOL course are those who:

* Are age 16 years or older
* Have officially withdrawn from the K12 educational system
* Demonstrate skills at less than Adult ESOL level 6, as measured by FDOE-approved assessments

It is not permitted to simultaneously enroll students in both the Adult ESOL and English Literacy and Career Education (ELCATE) courses. Students must first withdraw from the Adult ESOL course to be considered for enrollment in ELCATE and must be eligible to participate in the FDOE Integrated Education and Training (IET) program that combines ELCATE instruction with Career and Technical Education instruction.

Some students who wish to enroll in the Adult ESOL course may have a postsecondary degree and/or credential from their home country. These students may enroll in the Adult ESOL course if their reading and/or listening pretest scores place them within the NRS educational functioning levels for Adult ESOL.

Other students may have low levels of literacy in their native language due to having had little or no opportunity to attend school in their home country. They often score below the accurate range during the initial intake. In these cases, administering the FDOE Native Language Screening will help determine their ability to read and write in their native language. When the FDOE Native Language Screening indicates they have low level literacy skills in their native language, these students will receive greater benefit from enrolling in the Literacy Skills course.

**CURRICULUM FRAMEWORK**

The Adult ESOL curriculum framework is presented as a guide to teachers in planning instruction that will assist students to attain educational and career goals. The framework is aligned to the NRS educational functioning levels, as noted below:

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| **FDOE Adult ESOL Levels** | **NRS EFLs** |
| 1 Foundations | ESL Level 1 |
| 2 Low Beginning | ESL Level 2 |
| 3 High Beginning | ESL Level 3 |
| 4 Low Intermediate | ESL Level 4 |
| 5 High Intermediate | ESL Level 5 |
| 6 Advanced | ESL Level 6 |

Completion of EFLs is measured by assessing students with approved assessments in accordance with Rule 6A‐6.014, FAC. The following tests have been approved by FDOE and the NRS: CASAS Life and Work 80 Reading Series, CASAS Life and Work 980 Listening Series, TABE CLAS-E, BEST Plus, and BEST Literacy. See <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml> for additional information.

The curriculum framework consists of three parts:

1. College and Career Readiness (CCR) Standards for adult education
2. English Language Proficiency (ELP) Standards for adult education
3. The FDOE Life and Work Competencies

The CCR Standards are listed first because they are the end goal of Adult ESOL students as they work toward achieving their long-term personal and career goals. The CCR Standards represent what students can do at the beginning of each level of Adult ESOL and cover the essential oral and written English communication skills students need for real-world applications.

The ELP Standards are listed along with the CCR Standards that they correspond to. The ELP Standards are designed to:

* Support implementation of the Adult Education CCR Standards in all programs statewide
* Provide guidance to teachers of adult ESOL students at different levels access the CCR standards
* Make recommendations on the types of linguistic supports that adult ESOL students may need

In addition, the CCR Standards and ELP Standards reflect three key instructional advances:

1. Complex text: The standards provide regular practice with complex text and academic language.
2. Evidence from text: The standards prioritize students’ ability to cite evidence from literary and informational text across the domains of reading, writing, speaking and listening.
3. Content-rich text: The standards focus not only on English language skills but also on literacy across disciplines of science, social studies and technical subjects, and on students’ ability to build knowledge through comprehension of content-rich informational text.

In lesson planning and classroom instruction, the CCR Standards and ELP Standards work together, with the CCR Standards providing the academic content and the ELP Standards providing the language supports. The CCR Language Arts Standards are distinct from the ELP standards. Although there is some overlap, the ELP Standards focus on overall language development in English learners and the CCR Language Arts Standards largely concern accuracy in grammar, punctuation, spelling, and vocabulary.

The 10 ELP Standards focus on all four areas of language acquisition: listening, speaking, reading, and writing. The standards represent different types of skills:

* Standards 1 and 8: Receptive skills of listening and reading
* Standards 3, 4, 7: Productive skills of speaking and writing
* Standards 2, 5, 6: Interactive skills requiring collaborative use of both receptive and productive skills
* Standards 9 and 10: Linguistic structures of English

ELP Standards 1 – 7 highlight the language skills highlight the language skills required for ELLs to engage in content-specific practices necessary for full engagement in English language arts and literacy, mathematics, and science. Standards 8–10 highlight the linguistic skills needed to support Standards 1–7. For example, ELP Standard 8 *(An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text*) is necessary in order for ELLs to engage with ELP Standard 1 (*An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing).*

The third section of the curriculum frameworks consists of a comprehensive list of Life and Work Competencies. The CCR and ELP Standards should be taught contextually by building lessons around the life and work competencies that relate to students’ personal and career goals. Many of the competencies can be taught across the full range of the Adult ESOL levels, while some are more applicable to beginning levels and others to advanced levels.

The FDOE Life and Work Competencies have nine subject areas:

1. Communication
2. Employment
3. Community
4. Consumer Education
5. Health
6. Civics
7. Environment
8. Mathematics
9. Learning and Thinking

**Accommodations**

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

**Adult Education Instructor Certification Requirements**

As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

**Career and Education Planning standards**

The following career development standards are designed to be integrated into the Adult ESOL frameworks to assist students with career exploration and planning. Students can access Florida’s career information delivery systemor a comparable system for career exploration and development of a career plan.

CP.01 Develop skills to locate, evaluate, and interpret career information.

CP.02 Identify interests, skills, and personal preferences that influence career and education choices.

CP.03 Identify career cluster and related pathways that match career and education goals.

CP.04 Develop and manage a career and education plan.

**Digital Literacy standards**

Computer skills have become essential in today’s world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated into the ESOL Frameworks.

DL.01 Develop basic keyboarding and numerical keypad skills.

DL.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.

DL.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.

DL.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

**Workforce Preparation Activities**

The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014). The following workforce preparation activities should be integrated into the classroom instruction.

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