



### **Purpose**

Lighthouse High School Adult High School (AHS) program enables an adult no longer enrolled in public high school to complete the required courses and state assessments to earn a standard high school diploma. Program requirements are in accordance with standards established by the state. A program of instruction for AHS students shall be based on the State of Florida adult education course description and the Florida Standards included in the secondary course description. Students in the AHS program must meet all state and local requirements for graduation unless otherwise noted in section 1003.4282 (7)(b), F.S.

### **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. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Standards**

Except as provided elsewhere in law, the graduation requirements for adults shall be the same as those for secondary students. To obtain a standard adult education diploma, a student must earn either the standard 24 credits or 18 credits under the ACCEL option, maintain a minimum 2.0 GPA and successfully complete all required statewide exams (or concordant or comparative scores in respective courses) in accordance with State of Florida guidelines.

### **Program Structure**

Instructional methodologies may include, but are not limited to, traditional lecture instruction, competency and performance-based adult education, distance learning and computer-assisted instruction.

### **Program procedures include the following:**

- A. Determining eligibility for enrollment:
  - 1. Is 16 years or older
  - 2. Official withdrawal from elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC for co-enrolled students.
- B. Diagnosing learning difficulties as necessary.
- C. Prescribing individualized instruction.
- D. Managing learning activities.
- E. Evaluating student progress
- F. Exit Exam-Stanford 10

*Note: Please refer to F.S. 1003.4282 or 1002.3105 (depending on 24 or 18 credit options) at [www.leg.state.fl.us](http://www.leg.state.fl.us) . Please visit the Adult High School Technical Guide at [www.fldoe.org/workforce/adult\\_ed](http://www.fldoe.org/workforce/adult_ed) for complete requirements and exemptions based on cohort status.*

**Florida Department of Education  
Division of Career and Adult Education  
Curriculum Standards**

Program Title: Literacy Skills for Adult English for Speakers of Other Languages (ESOL)

### 1. Basic Literacy Skill Anchors

Literacy Level A	Literacy Level B	Literacy Level C
<b>SOUND DISCRIMINATION</b>		
A1-1 Identify familiar sounds as same or different in short words (e.g., <i>fine/mine, see/say</i> )	B1-1 Isolate and identify familiar initial sounds in words	C1-1 Isolate and identify most vowel sounds in short words
	B1-2 Isolate and identify familiar final sounds  in consonant-vowel-consonant (CVC) words  (e.g., <i>hat, zip</i> )	
A1-2 Recognize familiar words in a short, spoken sentence	B1-3 Repeat/reproduce word emphasis in a short (2 to 4 word) sentence	C1-2 Repeat/reproduce word emphasis in a longer (5 to 7 word) sentence (e.g., <i>The <b>phone</b> is on the <b>table</b></i> )
A1-3 Recognize rising intonation as a question (e.g., <i>Are you married?</i> )	B1-4 Recognize intonation used to communicate a choice (e.g., <i>Are you married or single?</i> )	C1-3 Repeat/reproduce rising and falling intonation in a short sentence

### 1. Basic Literacy Skill Anchors

Literacy Level A	Literacy Level B	Literacy Level C
<b>READING cont'd</b>		
A1-9 Distinguish between letter shapes and  between number shapes (e.g., E/F, N/Z, 6/9)	B1-7 Match lower- to uppercase letters	C1-5 Identify familiar words in same word families (e.g., <i>May/day/say</i> )
A1-10 Distinguish between same and different words in print	B1-8 Identify upper and lower-case letters and  numbers in various fonts and clear handprinting	
	B1-9 Identify initial consonant sounds	C1-6 Read initial consonant

	of known words using knowledge of sound/symbol correspondence	blends (e.g., <u>b</u> read, <u>d</u> rive, <u>f</u> rom, <u>s</u> mall)
	B1-10 Decode initial and final consonant sounds in CVC words using knowledge of sound/symbol correspondence	C1-7 Read digraphs (e.g., <u>sh</u> oe, <u>th</u> ree, <u>ch</u> air, <u>ph</u> one) and final consonant combinations (e.g., <u>ca</u> ll, <u>cl</u> ass, <u>sick</u> )
		C1-8 Read diphthongs (e.g., <u>bo</u> y, <u>ho</u> w)
		C1-9 Use phonics to decode words with silent 'e' and long 'a' and 'i' sounds, (e.g., make, like)
A1-11 Demonstrate understanding that spaces separate words		C1-10 Demonstrate understanding that sentences begin with a capital letter and end with a period or question mark
A1-12 Demonstrate understanding that letters make up words and words make up sentences		C1-11 Demonstrate use of capital letter for names of people and places
		C1-12 Read basic tables of 2 to 4 rows and 2 to 4 columns (e.g., store hours, work schedules)

## 1. Basic Literacy Skill Anchors

Literacy Level A	Literacy Level B	Literacy Level C
<b>WRITING</b>		
A1-17 Demonstrate ability to hold writing tool appropriately		C1-18 Demonstrate understanding of the value of writing in everyday life (e.g., noting appointments on a calendar)
A1-18 Copy numbers 0 – 9	B1-15 Write numbers 0 – 99	C1-19 Write all lower case letters
A1-19 Copy uppercase letter forms with vertical/horizontal lines (E, F, H, I, L, T)	B1-16 Write all uppercase letters	C1-20 Write short words dictated letter by letter (e.g., “Capital M – a – i – n”)
A1-20 Copy letter forms with diagonal lines (A, K, M, N, V, W, X, Y, Z)	B1-17 Copy all lowercase letters with tails below the line using correct vertical placement  (e.g., g, j, p, q, y)	C1-21 Capitalize the initial letter of the first word in a sentence

A1-21 Copy letter forms with curves (B, C, D, G, J, O, P, Q, R, S, U)		C1-22 Use periods and question marks to end sentences
A1-22 Copy short familiar words using capital letters	B1-18 Copy short sentences including spaces between words	C1-23 Given a familiar, written model (e.g., man), write words in same simple word family (e.g. can, fan)
		C1-24 Given a familiar, written model (e.g., Marie is from Haiti.), write a short sentence (e.g., I am from Haiti.)
	B1-19 Use phonics to write missing initial consonants in words (e.g., __ick)	C1-25 Use phonics to write missing medial short-vowel sounds (e.g., h,_t)

## 2. Communication

Literacy Level A	Literacy Level B	Literacy Level C
<b>PERSONAL INFORMATION</b>		
A2-1 State first and last name; copy name using all capital letters	B2-1 State and orally spell first and last name	C2-1 Print full name (first, middle, last) in a variety of formats (e.g., last, first, MI)
		C2-2 Sign name in signature area on forms
A2-2 Say and copy phone number with area code	B2-2 Read and write area code and phone number	C2-3 Identify titles for names (e.g., Mr., Mrs., Ms.)
A2-3 Answer questions about country of origin, marital status, number of children, place of residence (house or apartment)	B2-3 State address (number, street, apt. no., city, state, zip code) and orally spell street name	
A2-4 State own street address  (e.g., 239 Fifth St, apartment B2)	B2-4 Answer questions regarding city, state and zip code	
	B2-5 Read and write date of birth using numbers	C2-4 Write date of birth using abbreviations and numbers (e.g., Jan. 4, 1967)
A2-6 Recognize and choose own name and address from a group of flashcards written in capital letters	B2-6 Respond orally to <i>What is your birth date?</i> using name of month	C2-5 Read and write social security number
A2-7 Match words used in forms to own personal info (e.g., ZIP CODE to 33406, CITY to PALM BEACH)	B2-7 Identify elements of, and complete, a familiar personal information form with first and last name, address and phone number (either from memory, or knowing where to find a model)	C2-6 Complete personal information forms in a variety of formats (e.g., SSN, social security number; DOB, birth date, date of birth; Phone #, Tel.)
A2-8 Answer questions about names and relationships of	B2-8 Respond to <i>How old?</i> and <i>Who?</i> questions regarding self and family	

immediate family (e.g., <i>What is your husband's name?</i> )		
	B2-9 Respond to questions about first language (e.g., <i>What language do you speak?</i> )	

## 2. Communication

Literacy Level A	Literacy Level B	Literacy Level C
<b>SOCIAL AND CLASSROOM LANGUAGE</b>		
A2-9 Follow basic classroom instructions (e.g., <i>point to, ask, repeat</i> )		
A2-10 Recognize names of classroom objects (e.g., <i>pen, paper, desk, door</i> )	B2-10 Read names of classroom objects	C2-7 Write names of classroom objects
A2-11 Use greetings, simple introductions and farewells (e.g., <i>Hello, Goodbye, I'm _____, Nice to meet you</i> )	B2-11 Use greetings, introductions and farewells (e.g., <i>How are you? So long.</i> )	C2-8 Express basic emotions (e.g., <i>I'm worried/ tired/ happy</i> )
A2-12 Thank someone and acknowledge thanks (e.g., <i>You're welcome</i> )	B2-12 Introduce someone using first name, last name, plus relationship	C2-9 Tell about daily life events (e.g., <i>I pick up my son at 3:00; I work from 4:00 p.m. to 8:00 p.m.</i> )
A2-13 Apologize and respond to an apology (e.g., <i>I'm sorry, It's OK</i> )		
A2-14 Express lack of understanding and ask for clarification	B2-13 Locate the top, middle, and bottom of a page	C2-10 Identify the top and front of a textbook, open the book and locate indicated page
<b>TIME</b>		
A2-15 Tell time to the hour and half-hour using digital and analog clocks	B2-14 Tell time using digital and analog clocks; read time found in text	C2-12 Write times in response to oral cues in number form (e.g., <i>It's 11:45</i> )
A2-16 Respond to <i>What day is today/tomorrow?</i>	B2-15 Read and copy days and months using words and abbreviations	C2-13 Write days of the week and their abbreviations
A2-17 Say the days in order	B2-16 Match months with numbers (e.g., August = 8)	C2-14 Write months of the year and their abbreviations
A2-18 Say the months in order	B2-17 Respond to <i>What's today's date?</i> and <i>When</i> questions	C2-15 Locate calendar dates with ordinal numbers (e.g., <i>What day is the 21st?</i> )
	B2-18 Read and write dates in month/day/year format using all numbers (e.g., 10/11/10)	C2-16 Write dates in month/day/year format using abbreviations and numbers (e.g., Oct. 11, 2010)

### 3. Employment

Literacy Level A	Literacy Level B	Literacy Level C
	B3-1 Read words for common occupations	C3-1 Read and write words for common occupations and workplaces
	B3-2 Respond to questions about employment (e.g., <i>Are you working?</i> <i>What's your job?</i> )	C3-2 Ask for assistance on the job
	B3-3 Show required forms of identification for employment	
		B3-4 Express lack of understanding and ask for clarification on the job
	B3-5 Read NOW HIRING and HELP WANTED signs	C3-3 Read a simple work schedule
	B3-6 Respond to availability questions (e.g., <i>Can you work nights?</i> )	C3-4 Call to explain lateness/absence from the job
	B3-7 Read basic safety symbols on the job	C3-5 Read basic safety signs on the job
	B3-8 Follow simple one-step instructions	C3-6 Follow simple multi-step instructions

### 4. Consumer and Community Education

Literacy Level A	Literacy Level B	Literacy Level C
A4-1 Identify common denominations of U.S. currency (e.g., match "\$1" with picture of dollar)	B4-1 Count U.S. coins and currency (e.g., identify three quarters as 75 cents)	
A4-2 Ask the price of an item	B4-2 Read prices	C4-1 Write dollar amounts up to \$99.99
	B4-3 Identify the total and change on a receipt	C4-2 Identify methods of payment (e.g., cash, check)
A4-3 Identify basic survival signs and symbols in public buildings (e.g., No Smoking, EXIT)	B4-4 Read a simple sign showing store hours	C4-3 Locate name and address of addressee and sender on a letter
A4-4 Identify types of stores and community services (e.g., <i>drugstore, daycare</i> )	B4-5 Read types of stores and community services	C4-4 Use simple floor plans and directories to locate places in public buildings (e.g., shoe department, suite 102)
A4-5 Identify clothing items and colors of clothing	B4-6 Read names, sizes (S, M, L, XL) and prices of clothing items	C4-5 Read and write names, sizes and prices of clothing

		items
A4-6 Dial telephone numbers	B4-7 Read settings (e.g., ON/OFF HIGH/MED/LOW) on appliances and other devices (e.g., electric fan, oven)	C4-6 Read a fast food menu and order

## 5. Health and Nutrition

Literacy Level A	Literacy Level B	Literacy Level C
A5-1 Identify common foods (e.g., dairy, produce, fruits, meat)	B5-1 Read food names	C5-1 Write food names
	B5-2 Ask for location of foods in a supermarket and identify aisles in a store by number	C5-2 Read simple food ads with abbreviations (e.g., lb., ea., doz., gal.)
A5-2 Identify basic names for parts of the body	B5-3 Read basic names for parts of the body	C5-3 Write basic names for parts of the body
	B5-4 Identify and read common symptoms and illnesses (e.g., fever, headache)	C5-4 Write common symptoms and illnesses
A5-3 Identify common healthcare words (e.g., doctor, nurse, dentist, clinic, hospital, emergency)	B5-5 Read common healthcare words	C5-5 Write common healthcare words
	B5-6 Read an appointment card	C5-6 Read simple medicine labels
		C5-7 Make a doctor's appointment and note the time on a calendar
A5-4 Read basic safety symbols (e.g., No Swimming, Poison)	B5-7 Read basic safety signs (e.g., DANGER, CAUTION)	
A5-5 Ask for emergency assistance (e.g., <i>Help! Call 911</i> )		
A5-6 Dial 911 and state native language in English	B5-8 Dial 911 and ask for fire, police, or ambulance; give address	C5-8 Dial 911 and describe an emergency (e.g., <i>accident, robbery</i> )

## 6. Transportation and Travel

Literacy Level A	Literacy Level B	Literacy Level C
------------------	------------------	------------------

A6-1 Identify types of transportation (e.g., <i>walk, bus, taxi, car, bicycle, train, get a ride</i> )	B6-1 Read types of transportation	C6-1 Write types of transportation
	B6-2 Respond to basic questions regarding transportation (e.g., <i>How do you get to school/work?</i> )	
A6-2 Read basic traffic signs and symbols (e.g., STOP, “H” for hospital)	B6-3 Read pedestrian signs (e.g., BUS STOP)	C6-2 Read basic traffic signs (e.g., ONE WAY, NO LEFT/RIGHT TURN)
A6-3 Respond to traffic signals (e.g., stoplight, caution signal, walk/don’t walk)		
A6-4 Demonstrate proper use of seat belts and car seats	B6-4 Ask others to use seat belts and car seats	
A6-5 Ask for and follow simple directions to a place (e.g., <i>turn left/right, go 2 blocks</i> )	B6-5 Ask for and give simple directions to a place	C6-3 Read a very simple street map
A6-6 Describe locations of places (e.g., <i>next to, across from, between, on the corner</i> )	B6-6 Ask for local bus/train times and fare	C6-4 Use a simple local bus schedule to locate times and stops