

CURRICULUM

Table of Contents

	Page
Pretest	2
Introduction	3
Essential Elements	4
Prescribing Catalogs	6
Academic Skills Development/Basic Skills	9
SCANS	14
Serving LEP Students	15
Serving Students with Disabilities	17
Post-test	19
References	20
Appendices	
A. VPI Technical Education Plan	21
B. Rule 6A-10.040, FAC	23
C. The Modular Analysis of Learning Difficulties (MALD)	26
D. VPI Prescription Data Form	27
E. VPI Curriculum Framework	28
F. Pre-VPI Curriculum Framework	43
G. U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS)	58
H. ELCATE Curriculum Framework	59
I. Pre-Test Answer Key	72
J. Post-Test Answer Key	73

PRETEST

1. What does the acronym VPI stand for?
2. What are the five essential elements of the VPI Program?
3. Name three characteristics of the VPI Program.
4. What does the acronym MALD stand for?
5. Where is a compilation of VPI materials listed?
6. What are the three basic skills areas addressed in VPI?
7. When should assessment of learning be done?
8. Where can VPI managers receive free career technical related materials?
9. What does the acronym SCANS stand for?
10. Give examples of equipment modifications for students with disabilities.

- **Pretest**
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

INTRODUCTION

The VPI (Vocational Preparatory Instruction) Program is designed to strengthen the success rate for the career technical student whose lack of academic skills may prevent him/her from receiving a Postsecondary Adult Vocational (PSAV) certificate. A sound VPI program must include the following essential elements:

- Interview
- Diagnose
- Prescribe
- Manage
- Evaluate

The basic program encompasses a combination of instructional components including reading, mathematics, and language. The instructional components depend upon the individual needs of the student. Open-entry/open-exit, flexible schedules and a non-graded, performance-based evaluation characterizes the VPI program. In the VPI lab setting, multimedia technical equipment is utilized to strengthen the “personalized” approach. The VPI system is highly motivational and utilizes the learning modes and materials to help its students succeed. The majority of its students have had “bad” experiences in traditional education. Prior feelings about authority and preoccupation with events outside the classroom affect the new class experience. The VPI Program allows the student who has not had academic success in the past to become a successful participant in career technical education. VPI offers economy of both student and instructor time by eliminating the need to study information already acquired. Adult students bring a great deal of life experience to the classroom, an invaluable asset to be acknowledged and tapped into. The VPI Program does just that.

- Pretest
- **Introduction**
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

THE ESSENTIAL ELEMENTS EXPLAINED

Interview

Here is where the “personalized” approach begins. A unique and special relationship must be established between the student and the learning manager. This initial interview serves to gather the necessary information to complete the VPI Technical Education Plan (Appendix A). Assessment of individual learning styles should be done at this time. Our adult students can effectively learn much from dialogue with a respected peer. It is critical to take this time to clarify and articulate all expectations, those of both the student and the learning manager. The VPI learning manager should also meet with the student’s career technical instructor to ensure that the academic instruction will be integrated with the student’s occupational courses. The career technical instructor should also be made aware of the student’s learning styles. Remember that all student information is confidential.

Diagnose

To diagnose means to determine the individual student’s basic academic skill needs so that the learning manager can prescribe instruction specific to his/her needs and eliminate any other unnecessary instruction. The student’s level of mastery in the basic skill areas is diagnosed by one of the basic skills tests listed in Rule 6A-10.040, FAC. (Appendix B) The assessment tool should provide an item analysis of the student’s strengths and deficiencies in reading, math, and language. The Modular Analysis of Learning Difficulties (MALD), used by the VPI system, groups test items and shows a pattern of the student’s deficiencies and performance levels indicated by the TABE results. At the present time, MALDs correlated to TABE 7, 8, 9, and 10 are available. (Appendix C) The MALD sets the priorities for the competencies to be acquired. Again, the VPI learning manager should work with the student’s career technical instructor to strengthen the student’s avenue to success.

Prescribe

To prescribe means to match instructional needs to specific materials, both print and/or multi-media, helping to remediate the student. The VPI Prescribing Catalog is an essential tool for this match. A VPI Prescription Data Form (Appendix D) should be used to map out the necessary steps and skills required for remediation. The individual student’s prescription is developed based on the results of the interview and a learning style evaluation, meeting with the career and technical instructor, and the development of a personalized MALD. The MALD refers the learning manager to specific pages in the VPI Prescribing Catalogs. The VPI Prescribing Catalogs match sub-skills with a variety of materials, in various media, carefully selected by VPI learning managers. Also, supplementary modules of instruction, which relate the basic skills to the student’s career technical program, may be ordered through the Department of Education Products Catalog. (<http://www.firn.edu/doe/workforce/publicat.htm>)

- Pretest
- Introduction
- **Essential Elements**
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

A “prescription” is prepared for each subject area that needs remediation. The goal of the student is to remediate and pass the post-test as quickly as possible. Of course, the VPI learning manager would like that also, but probably in a more structured manner. The “prescription” should delineate exactly what the student needs to do and how it should be done. A listing of materials and specific assignments in those materials should be included. Materials needed to build academic and time management skills, and how to determine test readiness should also be indicated on the prescription itself. The VPI learning manager is responsible for continuously updating the prescription. Evaluations should be made as frequently as needed to ensure that progress is being made. The students are dependent on the learning manager for feedback on skill practice, while the learning manager is dependent on the learner for feedback on his/her prescription.

Manage

Manage means to monitor progress and continue to motivate the student throughout his/her learning activity. A positive learning environment is necessary since a majority of VPI students experience self-consciousness and anxiety in reference to their basic skills performance. Learning should be a means to an end, not an end in itself. It is absolutely necessary for the learning manager to monitor the learning activities as the student works through the self-paced instructional materials. While the learning manager provides encouragement and clarification, the staff should continue to provide a positive learning environment and assistance to individual students. Again, the learning manager should continue to meet with the student’s career technical instructor to maintain communication about the student’s progress.

Evaluate

Evaluate means constant and continuous assessment of student progress. Has the student learned the prescribed skill or information? Have the needs determined during diagnoses been met? The student relies on the learning manager for constant feedback on skill practice; the manager relies on the student for feedback on the prescribed curriculum. The final evaluation is a post-test using the alternate form of the pretest given on admission to the VPI Program. (Rule 6A-10.040, FAC). Some programs allow students to enroll in VPI prior to, or immediately following, the career technical course-work calendar. This allows some students the opportunity to begin (or complete) their basic skills remediation without the combination of demands of career technical coursework and basic skills remediation. This is a very common problem in lockstep programs such as nursing or public service. Remember, a student may never be denied entry to a vocational program based solely on a basic skills examination score.

- Pretest
- Introduction
- **Essential Elements**
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

PRESCRIBING CATALOGS

The Prescribing Catalog is an integral part of the system and are available on CD from www.firn.edu/doe/workforce/publicat.htm and downloaded from www.floridatechnet.org (Living Library).

Instructional materials listed in the Prescribing Catalog has met specific criteria, such as: meeting the skill requirements of the test item; aiding in self-instructional learning; providing small increments of information; providing a high level of student involvement; giving immediate feedback; both adult-oriented and career technical related when available.

The materials included in the catalog have been thoroughly reviewed and field-tested in Florida VPI sites. The catalog is reviewed and updated as required.

Explanation of Abbreviations

Abbreviation Readability Level

- L (Literacy) 0 - 1.9
- E (Easy) 2.0 - 3.9
- M (Medium) 4.0 - 6.9
- D (Difficult) 7.0 - 8.9
- A (Advanced) 9.0 - 12.9

Some prescribing materials have multiple reading levels.

Subject Area

The following areas are included in the Prescribing Catalog:

- Language
- Reading
- Mathematics
- Life Skills
- WPRS – Workplace Readiness Skills
- ESOL
- Study Skills

Priority

This shows the order in which subskills should be presented.

Material

The title of the material.

Subskill

The subskill area being taught.

- Pretest
- Introduction
- Essential Elements
- **Prescribing Catalogs**
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

Lesson/Page/Unit

The unit, lesson or pages that the student should study in order to master the skill area.

Medium

The medium the material is available in. This includes:

- Text
- CAI Computer Aided Instruction
- CD CD Rom
- Video
- VCR
- W Workbook

If the codes are separated with a "/" the material is a combination of the mediums, and if the codes are on separate lines, the material is available in either medium.

Publisher (Pub)

The Prescribing catalog includes the publisher name, address, phone number, and email address. Some materials may not be available, but are still listed in the catalog because many labs may still have these materials. Many publishers sell their materials to other companies. DCCWE tries to maintain a current list of publishers for materials listed in the prescribing catalog.

The steps in writing a prescription are as follows:

- Determine the assessment instrument and level taken by the student.
- Complete the MALD (Modular Analysis of Learning Difficulties).
- Write the prescription by priority as listed on the MALD.
- Look in the Prescribing Catalog for the material(s) to prescribe for each priority.
- List the prescribing materials on a prescription data form. List only one item per area so that the student does not feel overwhelmed.
- Update the prescription as necessary based on learning manager's judgment.

In order to ensure the relevance of the VPI Program, supplementary instructional modules for specific occupational programs are developed at VPI sites by the VPI staff and career technical instructors. Each lab should add these materials to their Prescribing Catalogs. These supplementary resources are sometimes disseminated at statewide conferences and workshops.

When writing the prescription, be sure to start with the lowest level on the MALD as a priority.

MALDs are available correlated with TABE 7, 8, 9, & 10.

The prescribing catalog lists sub-skills and can be used with any of the assessment instruments.

- Pretest
- Introduction
- Essential Elements
- **Prescribing Catalogs**
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

Progress Checks

Progress Checks are mini-tests on specific sub skill areas of the TABE test. These are the same sub skills that are found on the MALDs. They consist of pre and post tests made up of about twenty questions each with a career technical slant. Answer keys are also included. These Progress Checks were developed by VPI learning managers and funded through an Adult Leadership Grant. They may be downloaded at http://www.firn.edu/doe/programs/spec_nds.htm or http://www.firn.edu/doe/programs/vpi_ck.htm

- Pretest
- Introduction
- Essential Elements
- **Prescribing Catalogs**
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

ACADEMIC SKILLS DEVELOPMENT/BASIC SKILLS

The Academic Skills Component of the VPI Program includes reading, mathematics, and language as found in the Curriculum Framework, (Appendix E).

Assessment of the student's level in reading, mathematics, and language begins with a basic skills assessment using one of the tests listed in Rule 6A-10.040, FAC. Based on the results of this assessment, each student receives an individualized prescription of learning modules that are related to the student's specific career technical program, if possible. By coordinating the academic instruction with the student's career technical courses, academic concepts are more relevant to the student's occupational goal.

The VPI Student Performance Standards (Appendix E) serve as the basic framework for each of the basic skills areas. (Pre-VPI Student Performance Standards are available to be used with career technical students performing at levels from 0 to 5.9. Appendix F) As the learning manager, it is essential that these areas be identified to ensure that your students will have the necessary tools to remediate. In each of the basic skills area, it is also essential to include career technical related materials. Including career technical materials will help those students struggling with academics. By learning reading, math, and language in a career technical context, the career technical student will better relate to the academic concepts. This type of material is readily available commercially in both print and software. The career technical related learning guides, available from the DOE, are another excellent source of career technical related materials. These materials are free of charge to VPI Learning Managers and may be obtained through the Products Catalog at (<http://www.firn.edu/doe/workforce/publicat.htm>).

Reading

The VPI lab should have materials from the literacy level through the advanced level, from grade level 0 – 12.9. Most of the students should fall between the 5.0 and the 10.0 reading level. The materials in the lab should range from pre-reading skills such as recognizing letters, to the more difficult skills such as evaluating and using inferences to determine author's purpose and interpret events.

Materials need to be provided for each of the following reading objectives in order to remediate your VPI students:

- Pre-Reading Skills
- Recognizing Letters
- Matching Letters
- Recognizing Beginning & Ending Sounds
- Middle Sounds
- Vocabulary Development
- Phonics
- Following Directions
- Dictionary Usage
- Reference Sources

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- **Academic Skills**
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

- Interpret Graphic Information – Signs, Schedules, Library Card
- Catalog, Maps, Forms, Consumer Materials
- Critical Thinking
- Study Skills
- Test Taking
- Employability Skills – Application/Forms
- Complementary Skills
- Integrated Skills
- Words in Context – Same & Opposite Meaning, Appropriate
- Word, Roots & Affixes
- Recall Information – Stated Concepts
- Construct Meaning
- Main Idea and Details
- Cause/Effect
- Character Aspects
- Summary/Paraphrase
- Conclusion
- Compare/Contrast
- Supporting Evidence
- Evaluate/Extend Meaning
- Fact/Opinion
- Author Purpose, Point of View, Style Techniques, Genre
- Predict Outcome/Apply Passage Element/Generalization/Effect/
- Intention
- Interpreting Events – Inference

The above list will assist the lab manager in identifying the VPI Curriculum Framework. Remember that the VPI Prescribing Catalogs will be an essential asset for building your materials in all three basic skills areas.

Language

Materials need to be provided for the language objectives listed below in order to provide complete remediation of your VPI students:

- Parts of Speech
- Usage
- Nouns
- Verbs
- Pronouns – all forms
- Subject/Verb Agreement
- Tenses
- Easily Confused Verbs
- Use of Negatives

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- **Academic Skills**
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

- Adjectives
 - Adverbs
 - Sentence Recognition
 - Complete Sentence/Fragment/Run-On
 - Capitalization
 - First Word of Sentence
 - Proper Noun/Name/Day/Month
 - Pronoun I, Nouns, Adjectives
 - Beginning Words & Titles
 - Title of Work
 - Punctuation
 - End Marks (. ? !)
 - Comma
 - Comma/Compound Sentence
 - Comma/Series
 - Comma/Direct Address, Interrupting Words (yes, no, well)
 - Comma/Appositive, Introductory Word, Parenthetical
 - Expression
 - Semicolons
 - Colons
 - Writing Conventions
 - Apostrophe/Contraction/Possessive
 - Quotations – First Word, Comma, End Marks
 - Letter Parts – Business/Personal
 - Sentence Formation
 - Sentence Combining
 - Sentence Clarity
 - Paragraph Development
 - Topic Sentence
 - Supporting Sentences
 - Sequence
 - Connective/Transition
 - Unrelated Sentence
 - Proofreading
 - Prose Passages
 - Letters
 - Spelling (Optional)
 - Vowels
 - Consonants
 - Structural Unit
 - Inflectional Ending (Plural)
- Pretest
 - Introduction
 - Essential Elements
 - Prescribing Catalogs
 - **Academic Skills**
 - SCANS
 - LEP Students
 - Students with Disabilities
 - Post-test
 - References
 - Appendices

Mathematics

Materials need to be provided for the mathematics objectives listed below in order to provide complete remediation of your VPI students. Referral to the VPI Prescribing Catalog is essential.

- Numeration
- Expanded Notation/Rounding/Estimation
- Recognizing Numbers
- Word Names
- Ordering/Place Value
- Addition of Whole Numbers
- Subtraction of Whole Numbers
- Multiplication of Whole Numbers
- Division of Whole Numbers
- Word Problems
- Number Theory
- Odd/Even Numbers
- Multiples/Factors
- Sequence/Unknown
- Decimal Concepts (Addition, Subtraction, Multiplication, Division)
- Fraction Concepts (Addition, Subtraction, Multiplication, Division)
- Fractional Part
- Roots
- Comparison
- Number Line
- Scientific Notation
- Number Theory/Equivalent Form/Ratio/Proportion
- Percent/Percentage
- Simple Interest
- Data Interpretation (Graph, Table, Chart, Diagram)
- Probability
- Mean
- Mode
- Median
- Measurement
- Time
- Temperature
- Length
- Perimeter
- Area
- Volume/Capacity
- Mass/Weight
- Metric System

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- **Academic Skills**
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

- Integers
- Positive/Negative Numbers (Addition, Subtraction, Multiplication, Division)
- Number Theory (Properties)
- Pre-Algebra/Algebra
- Number Sentences/Missing Elements/Unknowns
- Inequality
- Algebraic Equations
- Algebraic Operations
- Geometry
- Plane/Solid Figures
- Angles
- Triangles
- Lines
- Congruency
- Similarity
- Symmetry
- Parts of Circles
- Pythagorean Theorem
- Visualization and Spatial Reasoning
- Computation in Context

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- **Academic Skills**
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

SCANS

The SCANS skills are those foundation skills and workplace competencies that were identified by the U. S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS), a group of business and education leaders who identified skills for schools to teach in order for students to succeed in the workplace. The SCANS framework of skills provides a concise and easy to use reference for VPI Managers who want their career technical students to learn employment-related skills and assist their students in transferring those skills to situations in the workplace and in life. The SCANS skills fit exactly into the VPI curriculum frameworks. We are training our career technical students to acquire the educational, the thinking, and the social skills necessary to succeed in today's job market.

The SCANS framework includes skills such as organizing information, thinking creatively, active listening, and working on teams – all the essential elements for success in securing and maintaining a job for now and the future.

The five areas of competencies are:

- **RESOURCES:** Identifies, organizes, plans, and allocates resources
- **INTERPERSONAL:** Works with others
- **INFORMATION:** Acquires and uses information
- **SYSTEM:** Understands complex inter-relationships
- **TECHNOLOGY:** Works with a variety of technologies

Please refer to Appendix G for a detailed listing of the SCANS competencies.

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- **SCANS**
- LEP Students
- Students with Disabilities
- Post-test
- References
- Appendices

SERVING LEP STUDENTS

Florida has a vast assortment of nationalities represented in its public schools. All VPI lab staff should have knowledge and expertise in working with LEP students. It is recommended that VPI staff take a minimum of 18 hours of in-service required by the 1990 Multicultural Education Training and Advocacy, Inc. (META) Agreement.

VPI programs are designed to provide basic skills remediation to help students succeed in career technical education. Part of this remediation could include an English Literacy for Career and Technical Education (ELCATE) specialist on staff, ELCATE training, and/or ELCATE techniques. (Program Course Standards for Adult ELCATE, Appendix H) Although remediation is the primary focus of VPI, many other skills must be taught to help prepare the student to enter the workforce.

VPI labs should be in an advocacy position for LEP students. VPI should be proactive and seek the necessary training to meet the needs of limited English proficient students so they are able to succeed in their chosen career technical programs. VPI managers and staff should be culturally aware and be able to develop an understanding of cultural differences. This knowledge should be used and applied to the selection of materials and equipment to enhance listening, reading, and speaking skills.

Below are some helpful strategies:

- Be patient!
- Get META training
- Understand that even though students may be able to read aloud, they may not be able to comprehend what they read
- Understand that comprehension of spoken English comes before the ability to speak
- Be an LEP advocate
- Adapt materials so they are appropriate for LEP students
- Purchase bi-lingual dictionaries for your lab
- Coordinate a pool of volunteers or mentors to assist in language interpretation.
- Organize teams to assist in developing a comprehensive plan for serving limited proficient students.
- Purchase educational equipment that will enhance listening skills.
- Purchase reference books, dictionaries and materials that provide translations.
- Develop an understanding of cultural differences and use this in teaching.
- Highlight multicultural activities through bulletin boards, videotapes, etc.
- Make VPI public relations activities multicultural/multilingual.

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- **LEP Students**
- Students with Disabilities
- Post-test
- References
- Appendices

- Encourage instructional aides and vocational instructors to take workshops in multicultural diversity education.
- Use technology to provide greater instructional flexibility – computers with digitized speech help LEP students with pronunciation and vocabulary.
- Provide skills using the Internet. Skills in locating information electronically are increasingly an asset in the workplace.

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- **LEP Students**
- Students with Disabilities
- Post-test
- References
- Appendices

SERVING STUDENTS WITH DISABILITIES

A portion of the special needs population that VPI serves are students with disabilities. The VPI lab should be able to serve the physically disabled, visually or hearing impaired, and the educable mentally handicapped. Whenever working with students with disabilities, there should be coordination between the VPI lab and Special Student Services. Documentation should be kept for those students with disabilities who cannot be assessed by any of the alternative allowable instruments mentioned in rule 6A-10.040, FAC. The VPI program should provide accessibility for special students. Modifications in curriculum and equipment should be provided.

Training for staff should also be provided. Some suggestions for materials and equipment are:

- Interpreters
- Books and printed material with large type
- Assistive listening devices
- Assistive/adaptive technology, such as voice synthesizers, text-reading software, such as JAWS, special keyboards, Braille writers and talking calculators, computer screen magnifiers
- Adjustable desks, chairs, and computer tables

Here are some helpful hints and strategies for the VPI and Pre-VPI Lab:

- Your students need to be able to integrate new ideas with what they already know if they are going to keep and use new information. You, as learning manager, need to increase and maintain your student's sense of self-esteem. Adults tend to take errors personally and are more likely to let them affect self-esteem.
- The VPI setting is individualized and self-instructional, not isolating and self-designed.
- Your materials in each of the basic skills areas should include more than one medium.
- Special consideration should be given to ensuring a lab that is physically and psychologically comfortable.
- If your students are post-tested with a "timed" basic skills test, it is imperative that you facilitate your students' use of time. Time clocks should be used to "simulate" the actual testing experience so students will feel comfortable in a timed situation. Students may resist at first, but should be led gently to acclimate.
- Use timed readers to increase students' speed and comprehension.
- A plethora of materials is commercially available. Depending on individual VPI funding, all types of media should be considered. Your prescribing catalogs are a valuable asset and should be updated when new materials are found.

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- **Students with Disabilities**
- Post-test
- References
- Appendices

- Other VPI Learning Managers provide an invaluable resource – refer to your VPI mailing list found at: www.myfloridaeducation.com/doe/programs/vpi.htm for names and numbers.
- If your chosen assessment tool permits the use of calculators, you should teach students how to correctly use calculators to perform single and multi-tasked problems.

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- **Students with Disabilities**
- Post-test
- References
- Appendices

POST-TEST

1. What is the purpose of the initial interview?
2. What should be used to map out the necessary steps and skills required for remediation?
3. What does the acronym META stand for?
4. List two strategies to be used with LEP students.
5. Who would be a good source of information for VPI managers?
6. What are the five basic areas of the SCANS competencies?
7. To which tests are the MALDs correlated?
8. What does the acronym CAI stand for?
9. What serves as the basic framework for each of the basic skills areas?
10. Who comprised the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills?

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- **Post-test**
- References
- Appendices

REFERENCES

Vocational Preparatory Instruction - Staff Self-Training Program.

Florida Department of Education, Division of Workforce Development. 2000

<http://www.floridatechnet.org/in-service/vpi/assess/html/modules.htm>

Florida Department of Education, Products Catalog

<http://www.firn.edu/doe/workforce/publicat.htm>

Florida Department of Education, Special Needs Programs

http://www.firn.edu/doe/programs/spec_nds.htm

ELCATE Curriculum Framework

<http://www.firn.edu/doe/dwdframe/ad/doc/3201030b.doc>

Florida State Board Rule 6A-10.040

<http://www.firn.edu/doe/rules/6a-106.htm#6A-10.040>

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- **References**
- Appendices

APPENDIX A

VPI Technical Education Plan

<http://www.firn.edu/doe/workforce/publicat.htm>

VPI TECHNICAL EDUCATION PLAN

1. Entry Date _____ Completion Date _____

2. School Name _____ Student ID/SS # _____

3. Student Name _____

4. Sex Male Female

5. Race
 White (non-Hispanic) Black (non-Hispanic)
 Hispanic Asian/Pacific Islander
 American India/Alaskan Native
 Other (Specify) _____

6. Birth Date _____

7. VPI Status Concurrently Enrolled
 Enrolled in VPI, preparing to enter training

10. Special Needs Academic ESOL
 Disability (Specify) _____
 Economic
 Accommodations (Specify) _____

11. Goal Agriscience
 Business Education
 Marketing Education
 Diversified Occupations
 Health Occupations
 Public Service
 Industrial Education
 Family & Consumer Sciences

12. Career/Technical Area _____

13. Language English Spanish Other _____

Basic Skills Examination (Specify) _____

Level _____ Form _____ Pretest Date _____

GL Placement Math Language Reading

Strengths _____

Weaknesses _____

Posttest Date _____

GL Placement Math Language Reading

Posttest Date _____

GL Placement Math Language Reading

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- **Appendices**

APPENDIX B - 6A-10.040

6A-10.040 Basic Skills Requirements for Postsecondary Vocational Certificate Education

(1) Students who are enrolled in a postsecondary program offered for career education credit of 450 hours or more shall complete an entry-level basic skills examination within the first six (6) weeks after admission into the program. The assessment instruments listed in paragraphs (1)(a) through (1)(e) of this rule (English version only) are designated to assess student mastery of basic skills and shall be used according to standards established for test administration and interpretation set forth in Standards for Educational and Psychological Testing (APA, AERA, NCME, 1992) and with appropriate accommodations for students with disabilities as specified in Rule 6A-1.0943, FAC.:

(a) Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 & 10, 2003;

(b) Florida College Entry-Level Placement Test or Multiple Assessment Placement Service (MAPS), where authorized;

(c) Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 7 & 8, 1994;

(d) Tests of Adult Basic Education - Work Related (TABE-WR), 1994; or

(e) Wonderlic Basic Skills Test (WBST), 1994.

(2) Scale scores corresponding to the minimum basic skills grade levels in each career education program description adopted under Rule 6A-6.0571, FAC., and published annually by the Commissioner in the document entitled, "Career Education Program Courses Standards" shall be used to determine basic skills levels required for completion of the career program. Scale score comparison charts are available from the Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399.

(3) Students deemed to lack the required minimal level of basic skills as measured by one of the designated examinations shall be provided with instruction specifically designed to correct the deficiencies.

(4) After a student completes the remediation prescribed for basic skills deficiencies, the student shall be retested using an alternative form (if possible) of the same examination that was used for initial testing. No student shall be awarded a career vocational certificate until the student achieves the minimum level of basic skills required for that program by the Department of Education. Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the career basic skills grade levels required for completion of the career program as described in

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- **Appendices**

subsection (2) of this rule. Each school district and community college must adopt a policy addressing procedures for exempting eligible students with disabilities from the basic skills exit requirements as permitted in Section 1004.91(3), Florida Statutes.

(5) Procedures for students whose first language is not English:

(a) No student is exempt from this rule because of language deficiencies. If one of the approved basic skills assessment instruments cannot be administered, an alternative assessment from subsection (7) of this rule should be used for initial testing. Limited English Proficient students (LEP) shall be given English language instruction and remediation in basic skills as needed to improve proficiency. The math assessment may be measured by one (1) of the designated tests in subsection (1) of this rule.

(b) LEP students must achieve the minimum grade level/scale score or higher on one of the designated tests in subsection (1) of this rule as required by the Department to be awarded a certificate of completion in a career program.

(6) If a student has achieved the minimum basic skills grade levels/scale scores on one of the designated tests in subsection (1) of this rule, these scores shall be acceptable for a period of two (2) years. The program administrators must receive a copy of the test scores from the institution which administered the test or an official copy of the transcript.

(7) If the tests listed in subsection (1) do not meet the initial assessment needs of the adult student, one of the following alternative assessment instruments may be used within the first six (6) weeks, for diagnostic and remediation purposes only:

(a) Adult Language Assessment Scales (A-LAS) 1991;

(b) Brigance Employability Skills, 1995;

(c) Brigance Life Skills, 1994;

(d) Comprehensive Test of Adaptive Behaviors (CTAB), 1986;

(e) Comprehensive Adult Student Assessment System (CASAS) Life Skills, 1996 (reading and listening);

(f) Comprehensive Adult Student Assessment System (CASAS) - STRETCH 1996;

(g) Comprehensive Adult Student Assessment System (CASAS) - Test for Special Populations, 1996;

(h) Kaufman Functional Academic Skills Test (K-FAST), 1994; (i) Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA), 1995; or

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- **Appendices**

(j) Comprehensive Adult Student Assessment System (CASAS) - Life and Work, 2001 (reading).

(8) Students who possess a college degree at the associate of applied science level who have completed or are exempt from the college-level communications and computations skills examination (CLAST) pursuant to Section 1008.29, Florida Statutes; who are exempt from the college entry-level examination pursuant to Section 1008.29, Florida Statutes; or who have passed a state, national, or industry licensure exam are exempt from this rule. The designated program administrator must receive an official copy of the degree, transcript, or test score.

Specific Authority 1001.02(1), 1004.91(1)FS. Law Implemented 1004.91 FS. History - New 10-8-85, Formerly 6A-10.40, Amended 5-2-89, 9-5-93, 11-25-97, 1-24-99, 4-26-2006.

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- **Appendices**

APPENDIX C

Modular Analysis of Learning Difficulties (MALD)

<http://www.firn.edu/doe/programs/maldcover.htm>

Description	TABE 7 & 8	TABE 9 & 10
Mathematics A	(Word, 70k)	(Word, 64k)
Mathematics D	(Word, 11k)	(Word, 72k)
Mathematics M	(Word, 10k)	(Word, 62k)
Mathematics E	(Word, 54k)	(Word, 58k)
Mathematics L		(Word, 37k)
Language A	(Word, 68k)	(Word, 71k)
Language D	(Word, 66k)	(Word, 72k)
Language M	(Word, 62k)	(Word, 67k)
Language E	(Word, 64k)	(Word, 74k)
Reading A	(Word, 44k)	(Word, 45k)
Reading D	(Word, 44k)	(Word, 44k)
Reading M	(Word, 44k)	(Word, 43k)
Reading E	(Word, 42k)	(Word, 35k)
Reading L		

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- **Appendices**

APPENDIX D

VPI Prescription Data Form

<http://www.firn.edu/doe/workforce/publicat.htm>

Page # 1 2 3 4

VPI PRESCRIPTION DATA FORM

Catalog Page #	Module Code #	Title/Type of Medium	Skill Code*	Actual Time on Module	Progress Check Score	Completion Date

GL Placement

Pre Post Gain

School Name _____

Learning Manager _____

Reading _____ _____ _____

Student Name _____

ID/SS# _____

Mathematics _____ _____ _____

Career/Technical Goal _____

Learning Styles _____

Language _____ _____ _____

Date _____

- Skill Codes: (1) Reading, (2) Mathematics, (3) Language, (4) Complimentary, (5) Workplace Readiness, (6) Critical Thinking Skills, (7) Science
- SA924 Revised 12/02/02

APPENDIX E

VPI Curriculum Framework and Student Performance Standards

http://www.firn.edu/doe/programs/spec_nds.htm

July 2006

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Vocational Preparatory Instruction (VPI)
Program Type: Adult General Education
Occupational Area: Instructional Support Services
Components: N/A

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers		S990001
CIP Number		1532.010503
Grade Level		30, 31
Length	Variable, non-credit	
Certification:	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER G WITH BACHELOR/HIGHER DEGREE	
Facility Code:	271	

- I. **PURPOSE:** The purpose of this program is to prepare students for academic, technical and personal success. This program strives to inspire and motivate students to become productive, self-sufficient members of society. The VPI system is based upon the assessed needs of the individual and the academic and employability requirements related to Florida’s comprehensive Vocational Education programs. It provides:
- 1) Career assessment designed to assist persons with special needs in identifying vocational interests, temperament, aptitudes and learning styles.
 - 2) Individualized basic skills related instruction to educationally disadvantaged students (including Limited English Proficient individuals) whose basic skills deficiencies may prevent success in vocational job preparatory programs or prevent completion of licensure vocational job preparatory programs of their choice.
 - 3) Employability behavior instruction for job acquisition and job retention.
 - 4) Secretary’s Commission on Achieving Necessary Skills (SCANS) competency training.

The program encompasses a combination of the following instructional components:

- A. CAREER ASSESSMENT AND/OR REFERRAL
- B. BASIC SKILLS RELATED INSTRUCTION
 - 1) Reading

- 2) Language
 - 3) Mathematics
 - 4) Study and Reference Skills

 - C. OTHER RELATED INSTRUCTION (as needed)
 - 1) Science
 - 2) Social Studies
 - 3) Advanced Mathematics

 - D. WORKFORCE READINESS SKILLS (offered under postsecondary program number 9900070)

 - E. COMPLEMENTARY SKILLS

 - F. SCANS

 - G. BASIC COMPUTER LITERACY

 - H. VESOL (Vocational Education for Speakers of Other Language), (offered under postsecondary course number 9900050)
- II. **PROGRAM STRUCTURE:** Program procedures encompass the following:
- 1. Interviewing and goal setting.
 - 2. Diagnosis of learning difficulties: basic skills assessment is performed for each student by personnel trained in VPI concepts and program procedures to identify needs in each of the instructional components. The basic skills assessment instruments are listed in Rule 6A-10.040, FAC.
 - 3. Prescribing individualized instruction.
 - 4. Managing learning activities.
 - 5. Evaluating student progress.
- III. **SPECIAL NOTE:** The VPI program is a non-graded system.

Laboratory Activities: The program is characterized by open entry/open exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. As a result, a variety of multimedia resources are used in the VPI laboratory setting. Equipment used may include computers, tape recorders, cassette players, language masters, videos, CD-ROMs, interactive videos, voice synthesizers, integrated work stations, screen magnifiers, talking books, "Visipitch," etc.

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

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

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

- 01.0 Identify vocational interest and aptitude in making career choices.
- 02.0 Demonstrate basic reading skills.
- 03.0 Demonstrate basic language skills.
- 04.0 Demonstrate basic mathematics skills.
- 05.0 Demonstrate study and reference skills.
- 06.0 Practice job acquisition and job retention skills.
- 07.0 Demonstrate awareness of complementary skills.
- 08.0 Apply SCANS competencies.
- 09.0 Demonstrate basic computer literacy.

As Needed:

- 10.0 Demonstrate basic science skills.
- 11.0 Demonstrate basic social studies skills.
- 12.0 Demonstrate advanced mathematics skills.

2006

**Florida Department of Education
STUDENT PERFORMANCE STANDARDS**

Occupational Area: Instructional Support Services
Program Title: Vocational Preparatory Instruction (VPI), Mathematics
Postsecondary Number: S990001
Course Number: S990011
CIP Number: 1532.010503

Literacy Completion Point A

CAREER ASSESSMENT

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

BASIC SKILLS: MATHEMATICS

04.0 DEMONSTRATE BASIC MATHEMATICS SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 04.01 Change words to numbers. **MI.1.1**
- 04.02 Identify place value. **MI.1.4**
- 04.03 Demonstrate the ability to round numbers. **M 4.1**
- 04.04 Perform basic operations with whole numbers. **MI.1.4**
- 04.05 Perform basic operations with common fractions. **MI.1.4**
- 04.06 Perform basic operations with decimals. **MI.1.4**
- 04.07 Identify mathematics symbols and geometric forms. **M III.1.1**
- 04.08 Perform basic operations with percentages. **MI.3.1**
- 04.09 Interpret basic charts, graphs and tables. **M V.1.1**
- 04.10 Perform basic map reading techniques. **M IV.1.1**
- 04.11 Use conversion procedures in both standard and metric systems. **M II.2.1, II.2.2**
- 04.12 Apply concepts of measurements. **M II.1.1, II.2.3**
- 04.13 Perform basic operations with signed numbers. **M IV.1.2**
- 04.14 Demonstrate the ability to solve algebraic equations. **M IV.2.1, IV.2.2**

04.15 Apply basic geometric concepts. **M III.1.1**

04.16 Demonstrate problem-solving techniques. **M I.3.1, I.2.3**

ADVANCED MATH

12.0 DEMONSTRATE ADVANCED MATH SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in advanced math competencies is based on individual need and may include, but is not limited to the following. The student will be able to:

12.01 Apply principles of algebra to technically related problems.

M IV.1.1, IV.1.2

12.02 Apply principles of geometry/analytic geometry to technically related problems. **M III.3.1**

12.03 Apply principles of trigonometry to technically related problems. **N/A**

12.04 Apply principles of calculus to technically related problems. **N/A**

12.05 Demonstrate ability to operate a scientific calculator. **M I.3.3**

July 2006

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Occupational Area: Instructional Support Services
Program Title: Vocational Preparatory Instruction (VPI), Reading
Postsecondary Number: S990001
Course Number: S990031
CIP Number: 1532.010503

Literacy Completion Point B

CAREER ASSESSMENT

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

BASIC SKILLS: READING

02.0 DEMONSTRATE BASIC READING CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The student will be able to:

- 02.01 Identify synonyms. **W II.3**
- 02.02 Identify antonyms. **W II.3**
- 02.03 Identify homonyms. **W II.3**
- 02.04 Identify affixes. **W II.3**
- 02.05 Interpret the meaning of words in context. **R I.1.2**
- 02.06 Analyze passage details. **R I.2.1**
- 02.07 Interpret the feelings, motives, or traits of characters in a passage. **R I.2.2, I.2.5**
- 02.08 Identify the main idea. **R I.2.1**
- 02.09 Identify cause-and-effect relationships. **R I.2.2, I.2.5**
- 02.10 Interpret structural techniques of writing. **R I.2.1**
- 02.11 Differentiate between various forms of writing such as facts/opinion/fiction. **R I.2.3**

STUDY AND REFERENCE SKILLS

05.0 DEMONSTRATE BASIC STUDY AND REFERENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

05.01 Request oral and written directions. **R I.1.1, LVS III.1.1, LVS III.1.3**

05.02 Follow oral and written directions. **R I.1.1, LVS III.1.1, LVS III.1.3**

05.03 Identify and use a variety of resources and reference materials. **R I.2.6**

05.04 Interpret graphs, charts, diagrams, maps and tables. **R I.1.2**

05.05 Develop note-taking skills. **R I.1.4**

05.06 Develop test-taking skills. **R I.2.7, I.2.8**

05.07 Develop study skills. **R I.2.6**

July 2006

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Occupational Area: Instructional Support Services
Program Title: Vocational Preparatory Instruction (VPI), Language
Postsecondary Number: S990001
Course Number: S990021
CIP Number: 1532.010503

Literacy Completion Point C

CAREER ASSESSMENT

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

BASIC SKILLS: LANGUAGE

03.0 DEMONSTRATE BASIC LANGUAGE CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 03.01 Demonstrate proper usage of punctuation. **W II.1.3**
- 03.02 Identify the correct use of capital letters. **W II.1.3**
- 03.03 Demonstrate proper usage of troublesome words. **W II.1.3**
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms. **W II.1.3**
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences. **W II.1.2, II.1.3**
- 03.06 Demonstrate the correct use of various sentence types. **W II.1.2, II.1.3**
- 03.07 Demonstrate the proper usage of adjectives and adverbs. **W II.1.3**
- 03.08 Demonstrate the proper usage of regular and irregular verbs. **W II.1.3**
- 03.09 Demonstrate the ability to spell words correctly. **W II.1.3**
- 03.10 Demonstrate the proper use of other parts of speech. **W II.1.3**
- 03.11 Demonstrate appropriate word and syllable stress and intonation. **LVS III.3.1**
- 03.12 Demonstrate the use of multi-media communication tools. **LVS III.3.3, L IV.2.4, W II.2.4**

- 03.13 Develop the ability to ask and respond to questions appropriately. **LVS III.3.2**
- 03.14 Distinguish between personal and professional language. **LVS III.3.4**
- 03.15 Demonstrate proper paragraph formation. **W II.1.2**

July 2006

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Occupational Area: Instructional Support Services
Program Title: Vocational Preparatory Instruction (VPI), Comprehensive
Postsecondary Number: S990001
Course Number: S990041
CIP Number: 1532.010503

Literacy Completion Points A, B and/or C

CAREER ASSESSMENT

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her occupational interest and aptitudes.
- 01.03 Relate individual interest to specific occupational areas.
- 01.04 Explore occupational careers and goals in various clusters.
- 01.05 Establish educational and career goals.

BASIC SKILLS: READING

02.0 DEMONSTRATE BASIC READING CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The student will be able to:

- 02.01 Identify synonyms. **W II.3**
- 02.02 Identify antonyms. **W II.3**
- 02.03 Identify homonyms. **W II.3**
- 02.04 Identify affixes. **W II.3**
- 02.05 Interpret the meaning of words in context. **R I.1.2**
- 02.06 Analyze passage details. **R I.2.1**
- 02.07 Interpret the feelings, motives, or traits of characters in a passage. **R I.2.2, I.2.5**
- 02.08 Identify the main idea. **R I.2.1**
- 02.09 Identify cause-and-effect relationships. **R I.2.2, I.2.5**
- 02.10 Interpret structural techniques of writing. **R I.2.1**
- 02.11 Differentiate between various forms of writing such as facts/opinion/fiction. **R I.2.3**

BASIC SKILLS: LANGUAGE

03.0 DEMONSTRATE BASIC LANGUAGE CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 03.01 Demonstrate proper usage of punctuation. **W II.1.3**
- 03.02 Identify the correct use of capital letters. **W II.1.3**
- 03.03 Demonstrate proper usage of troublesome words. **W II.1.3**
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms. **W II.1.3**
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences. **W II.1.2, II.1.3**
- 03.06 Demonstrate the correct use of various sentence types. **W II.1.2, II.1.3**
- 03.07 Demonstrate the proper usage of adjectives and adverbs. **W II.1.3**
- 03.08 Demonstrate the proper usage of regular and irregular verbs. **W II.1.3**
- 03.09 Demonstrate the ability to spell words correctly. **W II.1.3**
- 03.10 Demonstrate the proper use of other parts of speech. **W II.1.3**
- 03.11 Demonstrate appropriate word and syllable stress and intonation. **LVS III.3.1**
- 03.12 Demonstrate the use of multi-media communication tools. **LVS III.3.3, L IV.2.4, W II.2.4**
- 03.13 Develop the ability to ask and respond to questions appropriately. **LVS III.3.2**
- 03.14 Distinguish between personal and professional language. **LVS III.3.4**
- 03.15 Demonstrate proper paragraph formation. **W II.1.2**

BASIC SKILLS: MATHEMATICS

04.0 DEMONSTRATE BASIC MATHEMATICS SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 04.01 Change words to numbers. **MI.1.1**
- 04.02 Identify place value. **MI.1.4**
- 04.03 Demonstrate the ability to round numbers. **M 4.1**
- 04.04 Perform basic operations with whole numbers. **MI.1.4**
- 04.05 Perform basic operations with common fractions. **MI.1.4**
- 04.06 Perform basic operations with decimals. **MI.1.4**
- 04.07 Identify mathematics symbols and geometric forms. **M III.1.1**
- 04.08 Perform basic operations with percentages. **MI.3.1**
- 04.09 Interpret basic charts, graphs and tables. **M V.1.1**
- 04.10 Perform basic map reading techniques. **M IV.1.1**
- 04.11 Use conversion procedures in both standard and metric systems. **M II.2.1, II.2.2**
- 04.12 Apply concepts of measurements. **M II.1.1, II.2.3**
- 04.13 Perform basic operations with signed numbers. **M IV.1.2**
- 04.14 Demonstrate the ability to solve algebraic equations. **M IV.2.1, IV.2.2**
- 04.15 Apply basic geometric concepts. **M III.1.1**
- 04.16 Demonstrate problem-solving techniques. **MI.3.1, I.2.3**

STUDY AND REFERENCE SKILLS

05.0 DEMONSTRATE BASIC STUDY AND REFERENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 05.01 Request oral and written directions. **R I.1.1, LVS III.1.1, LVS III.1.3**
- 05.02 Follow oral and written directions. **R I.1.1, LVS III.1.1, LVS III.1.3**
- 05.03 Identify and use a variety of resources and reference materials. **R I.2.6**
- 05.04 Interpret graphs, charts, diagrams, maps and tables. **R I.1.2**
- 05.05 Develop note-taking skills. **R I.1.4**
- 05.06 Develop test-taking skills. **R I.2.7, I.2.8**
- 05.07 Develop study skills. **R I.2.6**

WORKFORCE READINESS SKILLS

06.0 DEMONSTRATE ACCEPTABLE JOB ACQUISITION/JOB RETENTION SKILLS--The instruction in employability skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 06.01 Prepare a personal data sheet.
- 06.02 Prepare a resume.
- 06.03 Identify job announcement sources.
- 06.04 Prepare a cover letter.
- 06.05 Demonstrate the ability to correctly complete an employment application.
- 06.06 Demonstrate appropriate interviewing techniques.
- 06.07 Prepare for applicable employment tests.
- 06.08 Demonstrate the ability to complete work-related documents.
- 06.09 Demonstrate an understanding of appropriate job behaviors.
- 06.10 Interpret company policies and procedures.
- 06.11 Demonstrate knowledge of resignation procedures

COMPLEMENTARY SKILLS

07.0 DEMONSTRATE AWARENESS OF COMPLEMENTARY SKILLS--The instruction in complementary skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 07.01 Identify sources of community services agencies.
- 07.02 Demonstrate consumer awareness.
- 07.03 Identify principles of business organization and management.
- 07.04 Practice health maintenance skills.
- 07.05 Demonstrate knowledge of responsible citizenship.
- 07.06 Demonstrate a basic understanding of the governmental structure.

- 07.07 Recognize fraudulent practices.
- 07.08 Demonstrate cultural and environmental awareness.

SCANS COMPETENCIES

08.0 DEMONSTRATE ACCEPTABLE SCANS BEHAVIORS -- The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 08.01 Identify, organize and use resources appropriately.
- 08.02 Work with each other cooperatively and productively.
- 08.03 Acquire and use information.
- 08.04 Understand social, organizational and technological systems.
- 08.05 Work with a variety of tools and equipment.

BASIC COMPUTER LITERACY

09.0 DEMONSTRATE BASIC COMPUTER LITERACY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in basic computer literacy is based on individual need and may include, but is not limited to the following. The student will be able to:

- 09.01 Define computer terms.
- 09.02 List practical applications of the computer in the workplace.
- 09.03 Develop proficiency in keyboarding.
- 09.04 Demonstrate an understanding of operating systems.
- 09.05 Demonstrate an understanding of software applications.
- 09.06 Develop Internet/network literacy.

SCIENCE SKILLS

10.0 DEMONSTRATE BASIC SCIENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in science competencies is based on individual need and may include, but is not limited to the following. The student will be able to:

- 10.01 Use the scientific method to solve problems.
- 10.02 Relate career opportunities to the sciences.
- 10.03 Describe how the life sciences interact with technology and society.
- 10.04 Describe cell function and structure in healthy and diseased tissue.
- 10.05 Identify and describe the functions of major human systems.
- 10.06 Identify the earth's structure and describe the forces that cause change.
- 10.07 Differentiate between and list examples of chemical and physical change.
- 10.08 Identify various methods of measuring time.
- 10.09 Describe the interrelationships of force, work, energy and motion.
- 10.10 Identify the simple machine components of complex machines.

- 10.11 Identify the laws of motion.
- 10.12 Describe the basic characteristics of the three states of matter.
- 10.13 Demonstrate knowledge of the periodic table.
- 10.14 Define the properties of light and sound.
- 10.15 Explain the differences between weight and mass, speed and velocity, and forces and motion.
- 10.16 Explain conservation of mass.
- 10.17 Apply the mole concept.
- 10.18 Describe Newton's laws of motion and gravitation.
- 10.19 Apply the First and Second Laws of Thermodynamics.
- 10.20 Apply Joule's Law and Ohm's Law in problem solving.

SOCIAL STUDIES SKILLS

- 11.0 DEMONSTRATE BASIC SOCIAL STUDIES SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in social studies competencies is based on individual need and may include, but is not limited to the following. The student will be able to:
- 11.01 Demonstrate a basic understanding of the contemporary social issues that affect American political, economic and social systems.
 - 11.02 Explain the basic economic system.
 - 11.03 Describe how resources are allocated and income is distributed through the operation of supply and demand and through governmental policies.
 - 11.04 Describe relationships among employment, inflation, and monetary and fiscal policy and the importance of these relationships for economic stability and growth.
 - 11.05 Recognize the relationship of government, labor, and competition to the free enterprise system.
 - 11.06 Describe current and historic events from the perspective of diverse cultural and ethnic groups.
 - 11.07 Apply processes of critical and creative thinking to analyze the effects of major American traditions (political, economic, and social) on historical patterns of development in the United States.
 - 11.08 Recognize the relationship of government, labor and competition to the free enterprise system.
 - 11.09 Demonstrate knowledge and proficiency in the use of maps and globes.
 - 11.10 Describe the relationship between the individual and society.
 - 11.11 Describe the check and balance system of the three branches of government.
 - 11.12 Describe the major domestic and foreign problems facing our nation today.
 - 11.13 Describe the importance of participation in community service and civic improvement in political activities.
 - 11.14 Demonstrate a basic understanding of the American legal, political and economic systems and traditions.
 - 11.15 Describe basic criminal law terms, criminal offenses and classifications of crimes.

- 11.16 Describe the nature of the law in a free society and the constitutional rights and safeguards of the individual.
- 11.17 Describe the differences between inherited and acquired behaviors.
- 11.18 Distinguish between normal and abnormal behavior.
- 11.19 Use appropriate vocabulary, geographical, reference/study, and critical thinking and decision-making skills.

ADVANCED MATH

- 12.0 DEMONSTRATE ADVANCED MATH SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in advanced math competencies is based on individual need and may include, but is not limited to the following. The student will be able to:
 - 12.01 Apply principles of algebra to technically related problems.
M IV.1.1, IV.1.2
 - 12.02 Apply principles of geometry/analytic geometry to technically related problems. **M III.3.1**
 - 12.03 Apply principles of trigonometry to technically related problems. **N/A**
 - 12.04 Apply principles of calculus to technically related problems. **N/A**
 - 12.05 Demonstrate ability to operate a scientific calculator. **M I.3.3**

VESOL

- 13.0 DEMONSTRATE VESOL SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in VESOL literacy is based on individual need and may include, but is not limited to the following. The student will be able to:
 - 13.1 Demonstrate proficiency in listening components of the English language.
 - 13.2 Demonstrate proficiency in oral components of the English language.
 - 13.3 Demonstrate proficiency in reading components of the English language.
 - 13.4 Demonstrate proficiency in writing components of the English language.
 - 13.5 Develop the ability to ask and respond to questions.
 - 13.6 Demonstrate ability to follow directions, both oral and written.
 - 13.7 Demonstrate an awareness of the diversity of cultures.
 - 13.8 Demonstrate knowledge of responsible citizenship.
 - 13.9 Demonstrate appropriate workplace behaviors.

Appendix F

Pre-VPI Student Performance Standards

http://www.firn.edu/doe/programs/spec_nds.htm

July 2006

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title: Pre-Vocational Preparatory Instruction (Pre-VPI)
Program Type: Adult General Education
Occupational Area: Instructional Support Services
Components: N/A

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers		S990000
CIP Number		1532010504
Grade Level		30, 31
Length	Variable, non-credit	
Certification:	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER G WITH BACHELOR/HIGHER DEGREE	
Facility Code:	271	

- I. **PURPOSE:** The purpose of this program is to prepare students, with basic skills levels below 6.0, for academic, technical and personal success. This program strives to inspire and motivate students to become productive, self-sufficient members of society. The VPI system is based upon the assessed needs of the individual and the academic and employability requirements related to Florida's comprehensive Career Education programs. It provides:
- 1) Career assessment designed to assist persons with special needs in identifying career interests, temperament, aptitudes and learning styles.
 - 2) Individualized basic skills related instruction to educationally disadvantaged students (including individuals with Limited English Proficiency) whose basic skills deficiencies may prevent success in vocational job preparatory programs or prevent completion of licensure vocational job preparatory programs of their choice.
 - 3) Employability behavior instruction for job acquisition and job retention.
 - 4) Secretary's Commission on Achieving Necessary Skills (SCANS) competency training.

The program encompasses a combination of the following instructional components:

- A. CAREER ASSESSMENT AND/OR REFERRAL
- B. BASIC SKILLS RELATED INSTRUCTION
 - 1) Reading

- 2) Language
 - 3) Mathematics
 - 4) Study and Reference Skills

 - C. WORKFORCE READINESS SKILLS (offered under postsecondary program number 9900070)

 - D. COMPLEMENTARY (LIFE) SKILLS

 - E. SCANS

 - F. BASIC COMPUTER LITERACY
- II. **PROGRAM STRUCTURE**: Program procedures encompass the following:
- 1. Interviewing and goal setting.
 - 2. Diagnosis of learning difficulties: basic skills assessment is performed for each student by personnel trained in VPI concepts and program procedures to identify needs in each of the instructional components. The basic skills assessment instruments are listed in Rule 6A-10.040, FAC.
 - 3. Prescribing individualized instruction.
 - 4. Managing learning activities.
 - 5. Evaluating student progress.
- III. **SPECIAL NOTE**: The Pre-VPI program is a non-graded system.

Laboratory Activities: The program is characterized by open entry/open exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. As a result, a variety of multimedia resources are used in the VPI laboratory setting. Equipment used may include computers, tape recorders, cassette players, videos, CD-ROMs, interactive videos, voice synthesizers, integrated work stations, screen magnifiers, talking books, "Visipitch," etc.

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

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

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

- 01.0 Identify interest and aptitude in making career choices.
- 02.0 Demonstrate basic reading skills.
- 03.0 Demonstrate basic language skills.
- 04.0 Demonstrate basic mathematics skills.
- 05.0 Demonstrate study and reference skills.
- 06.0 Practice job acquisition and job retention skills.
- 07.0 Demonstrate awareness of complementary (life) skills.
- 08.0 Apply SCANS competencies.
- 09.0 Demonstrate basic computer literacy.

July 2006

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Occupational Area: Instructional Support Services
Program Title: Pre-Vocational Preparatory Instruction (Pre-VPI), Mathematics
Postsecondary Number: S990051
Course Number: S990000
CIP Number: 1532010504

Literacy Completion Point A

CAREER ASSESSMENT

01.0 IDENTIFY INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her career interests and aptitudes.
- 01.03 Relate individual interests to specific career areas.
- 01.04 Explore careers and goals in various clusters. **(AT.1.1.3.3)**
- 01.05 Establish educational and career goals.

BASIC SKILLS: MATHEMATICS

04.0 DEMONSTRATE BASIC MATHEMATICS SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 04.01 Identify and write number symbols. **(MA.A.1.2, MA.A.1.1)**
- 04.02 Count and associate numbers with quantities, including recognizing correct number sequencing. **(MA.A.2.1, MA.A.2.1.1)**
- 04.03 Understand basic concepts (for example: more, less, same as, above, below, between, in, out, over, under). **(MA.A.4.1.1)**
- 04.04 Solve 1-, 2- and 3- digit addition problems. **(MA.A.3.1)**
- 04.05 Solve 1-, 2- and 3- digit subtraction problems. **(MA.A.3.1)**
- 04.06 Select the appropriate operation to solve specific problems involving addition and subtraction of whole numbers. **(MA.A.3.1)**
- 04.07 Use U.S. units such as inches, pounds, degrees and cups to measure real quantities. **(MA.B.1.1.1, MA.B.1.1.2, MA.B.2.1.1, MA.B.4.2.2, MA.B.2.2.2, MA.B.3.2.1)**
- 04.08 State the date by month, day and year, using a calendar. **(MA.B.4.1.2)**
- 04.09 Tell time. **(MA.B.1.2)**
- 04.10 Recognize monetary symbols. **(MA.B.4.2)**
- 04.11 Change words to numbers. **(MA.A.1.1.3, MA.A.1.2.1)**
- 04.12 Understand and apply the concept of counting. **(MA.A.2.1, MA.A.2.1.1)**

- 04.13 Identify place value. **(MA.A.2.1.1)**
- 04.14 Classify numbers as odd or even. **(MA.A.5.1.1)**
- 04.15 Understand and explain the effect of multiplication on whole numbers. **(MA.A.3.2.1)**
- 04.16 Multiply 1-, 2-, -3 and 4- digit numbers. **(MA.A.3.2.1)**
- 04.17 Divide 1-, 2-, 3- and 4- digit numbers. **(MA.A.3.2.1)**
- 04.18 Explain the reasoning steps in solving real-world problems. **(MA.A.3.2.2)**
- 04.19 Demonstrate the ability to round numbers. **(MA.A.4.1.1)**
- 04.20 Perform basic operations with common fractions. **(MA.A.1.2.2, MA.A.1.2.4)**
- 04.21 Perform basic operations with decimals. **(MA.A.1.1.2, MA.A.1.2.4)**
- 04.22 Identify mathematics symbols and geometric forms. **(MA.C.1.1.1)**
- 04.23 Interpret basic charts, graphs and tables. **(MA.D.1.2.1, MA.D.1.2.2, MA.D.2.2.1, MA.E.1.2.1, MA.E.1.2.3, MA.E.2.2.1, MA.C.1.1.1, MA.C.1.2.1, MA.C.3.2.1)**
- 04.24 Apply basic geometric concepts. **(MA.C.1.3.1, MA.C.2.3.1, MA.C.3.3.1)**
- 04.25 Demonstrate problem-solving techniques. **(MA.A.3.3.2)**

STUDY AND REFERENCE SKILLS

05.0 DEMONSTRATE BASIC STUDY AND REFERENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 05.01 Request oral and written directions. **(LA.C.1.1)**
- 05.02 Follow oral and written directions. **(LA.C.1.1)**
- 05.03 Identify and use a variety of resources and reference materials. **(LA.A.2.1.5, LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, LA.A.2.3.6, LA.A.2.3.7, LA.D.2.3.7)**
- 05.04 Interpret graphs, charts, diagrams, maps and tables. **(LA.A.1.2.2, MA.B.1.4.1, MA.B.1.4.2, MA.B.2.4.2, MA.E.1.4.1, LA.B.2.3.2, MA.E.1.3.1, MA.E.3.1.1, MA.E.3.3.2)**
- 05.05 Develop note-taking skills. **(LA.B.2.4.1, LA.A.1.3.4, LA.A.2.3.1, LA.A.2.3.7, LA.B.2.3.1, LA.B.2.3.2, MA.E.1.4.3)**
- 05.06 Develop test-taking skills. **(LA.E.2.4.1, LA.A.2.4.8, LA.B.2.4.1)**
- 05.07 Develop study skills. **(LA.B.2.4.2, LA.A.1.3.4, LA.A.2.3.1, LA.B.2.3.1, LA.B.2.3.2, LA.C.1.3.4)**

July 2006

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Occupational Area: Instructional Support Services
Program Title: Pre-Vocational Preparatory Instruction (Pre-VPI), Reading
Postsecondary Number: S990071
Course Number: S990000
CIP Number: 1532010504

Literacy Completion Point B

CAREER ASSESSMENT

01.0 IDENTIFY INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her career interests and aptitudes.
- 01.03 Relate individual interests to specific career areas.
- 01.04 Explore careers and goals in various clusters. **(AT.1.1.3.3)**
- 01.05 Establish educational and career goals.

BASIC SKILLS: READING

02.0 DEMONSTRATE BASIC READING CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The student will be able to:

- 02.01 Recognize that letters make words and words make sentences. **(LA.A.1.1.2)**
- 02.02 Identify the meaning of plural nouns. **(LA.B.1.2.3, LA.A.1.3.3)**
- 02.03 Identify possessives. **(LA.B.1.4.3)**
- 02.04 Identify the period, question mark and exclamation point as ending punctuation marks. **(LA.B.1.2.2)**
- 02.05 Demonstrate the ability to read personal information. **(LA.A.2.1.3)**
- 02.06 Determine the main idea and factual details of a paragraph. **(LA.A.1.3.1, LA.A.1.3.2, LA.A.2.3.1, LA.A.2.1.4, LA.A.2.2.1)**
- 02.07 Identify the order of events in a paragraph. **(LA.A.2.3.1, LA.A.2.2.1)**
- 02.08 Determine the meaning of a sentence that contains negative words.
- 02.09 Distinguish verbs denoting past, present or future. **(LA.B.1.3.3, SS.A.1.1.4)**
- 02.10 Distinguish between statements, questions and exclamations. **(LA.B.1.1.2, LA.B.1.1.3)**
- 02.11 Distinguish between fact and fiction. **(LA.A.2.3.8, LA.A.2.2.4, LA.A.2.2.6)**
- 02.12 Understand that word choice can shape ideas, feelings and actions. **(LA.D.2.3.1, LA.A.2.2.2)**

- 02.13 Identify the story elements of setting, character, problem and solution. **(LA.E.1.1.2)**
- 02.14 Answer “who,” “what,” and “where” questions. **(LA.A.2.1.5)**
- 02.15 Follow simple written directions. **(AT.1.1.1.1)**
- 02.16 Identify the meaning of abbreviations.
- 02.17 Identify the meanings of words in context using comparison and contrast clues. **(LA.A.2.3.1, LA.A.2.2.7, LA.A.1.1.2, LA.A.2.4.1, LA.A.2.4.4, LA.A.2.4.8)**
- 02.18 Identify the cause and effect implied in a paragraph. **(LA.A.2.3.1)**
- 02.19 Evaluate information from pictures, maps, or signs to answer informational questions. **(LA.A.1.3.4, LA.E.2.3.4)**
- 02.20 Recognize the function of introductory and concluding paragraphs in an essay. **(LA.B.1.2.2)**
- 02.21 Recognize synonyms, antonyms and homonyms. **(LA.A.1.3, LA.A.1.2.2)**
- 02.22 Define multi-meaning words. **(LA.A.1.1.2, LA.A.1.1.3)**
- 02.23 Understand how punctuation affects text. **(LA.B.1.2.2, LA.B.1.2.3)**
- 02.24 Identify and use affixes, root words, words with multiple meanings, antonyms, synonyms, and word relationships to determine meaning and increase vocabulary for reading. **(LA.A.1.1.3, LA.A.1.2.2)**
- 02.25 Utilize vocabulary words in the content area. **(LA.A.1.3.3)**
- 02.26 Describe sequence of events in context. **(LA.A.2.3.1)**
- 02.27 Predict content and purpose of a reading. **(LA.A.1.3.1)**
- 02.28 Identify the meanings of words used in context. **(LA.A.1.1.2, LA.A.1.2.2, LA.A.2.2.1, LA.A.1.3.3)**
- 02.29 Identify author’s purpose. **(LA.A.2.3.2, LA.A.2.4.1, LA.A.2.4.2)**

STUDY AND REFERENCE SKILLS

05.0 DEMONSTRATE BASIC STUDY AND REFERENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 05.01 Request oral and written directions. **(LA.C.1.1)**
- 05.02 Follow oral and written directions. **(LA.C.1.1)**
- 05.03 Identify and use a variety of resources and reference materials. **(LA.A.2.1.5, LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, LA.A.2.3.6, LA.A.2.3.7, LA.D.2.3.7)**
- 05.04 Interpret graphs, charts, diagrams, maps and tables. **(LA.A.1.2.2, MA.B.1.4.1, MA.B.1.4.2, MA.B.2.4.2, MA.E.1.4.1, LA.B.2.3.2, MA.E.1.3.1, MA.E.3.1.1, MA.E.3.3.2)**
- 05.05 Develop note-taking skills. **(LA.B.2.4.1, LA.A.1.3.4, LA.A.2.3.1, LA.A.2.3.7, LA.B.2.3.1, LA.B.2.3.2, MA.E.1.4.3)**
- 05.06 Develop test-taking skills. **(LA.E.2.4.1, LA.A.2.4.8, LA.B.2.4.1)**
- 05.07 Develop study skills. **(LA.B.2.4.2, LA.A.1.3.4, LA.A.2.3.1, LA.B.2.3.1, LA.B.2.3.2, LA.C.1.3.4)**

July 2006

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Occupational Area: Instructional Support Services
Program Title: Vocational Preparatory Instruction (Pre-VPI), Language
Postsecondary Number: S990061
Course Number: S990000
CIP Number: 1532010504

Literacy Completion Point C

CAREER ASSESSMENT

01.0 IDENTIFY INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her career interests and aptitudes.
- 01.03 Relate individual interests to specific career areas.
- 01.04 Explore careers and goals in various clusters. **(AT.1.1.3.3)**
- 01.05 Establish educational and career goals.

BASIC SKILLS: LANGUAGE

03.0 DEMONSTRATE BASIC LANGUAGE CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 03.01 Demonstrate proper usage of punctuation. **(LA.B.1.1.3, LA.B.1.2.2, LA.B.1.2.3)**
- 03.02 Identify the correct use of capital letters. **(LA.B.1.2.3, LA.B.1.1.3, LA.B.1.2.2)**
- 03.03 Demonstrate proper usage of troublesome words. **(LA.B.1.2.3)**
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms. **(LA.B.1.2.3, LA.B.1.1.3)**
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences. **(LA.B.1.1.3, LA.B.1.2.2, LA.B.1.4.3)**
- 03.06 Demonstrate the correct use of various sentence types. **(LA.B.1.2.3)**
- 03.07 Demonstrate the proper usage of adjectives and adverbs. **(LA.B.1.2.3)**
- 03.08 Demonstrate the proper usage of regular and irregular verbs. **(LA.B.1.2.3)**
- 03.09 Demonstrate the ability to spell words correctly. **(LA.B.1.2.3, LA.B.1.1.3, LA.B.1.1.2)**
- 03.10 Demonstrate the proper use of other parts of speech. **(LA.B.1.2.3)**
- 03.11 Develop the ability to ask and respond to questions appropriately. **(LA.B.2.1.1, LA.C.1.1.3)**

STUDY AND REFERENCE SKILLS

05.0 DEMONSTRATE BASIC STUDY AND REFERENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 05.01 Request oral and written directions. **(LA.C.1.1)**
- 05.02 Follow oral and written directions. **(LA.C.1.1)**
- 05.03 Identify and use a variety of resources and reference materials. **(LA.A.2.1.5, LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, LA.A.2.3.6, LA.A.2.3.7, LA.D.2.3.7)**
- 05.04 Interpret graphs, charts, diagrams, maps and tables. **(LA.A.1.2.2, MA.B.1.4.1, MA.B.1.4.2, MA.B.2.4.2, MA.E.1.4.1, LA.B.2.3.2, MA.E.1.3.1, MA.E.3.1.1, MA.E.3.3.2)**
- 05.05 Develop note-taking skills. **(LA.B.2.4.1, LA.A.1.3.4, LA.A.2.3.1, LA.A.2.3.7, LA.B.2.3.1, LA.B.2.3.2, MA.E.1.4.3)**
- 05.06 Develop test-taking skills. **(LA.E.2.4.1, LA.A.2.4.8, LA.B.2.4.1)**
- 05.07 Develop study skills. **(LA.B.2.4.2, LA.A.1.3.4, LA.A.2.3.1, LA.B.2.3.1, LA.B.2.3.2, LA.C.1.3.4)**

July 2006
Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Occupational Area: Instructional Support Services
Program Title: Pre-Vocational Preparatory Instruction (Pre-VPI),
Comprehensive
Postsecondary Number: S990081
Course Number: S990000
CIP Number: 1532010504

Literacy Completion Points A, B and/or C

CAREER ASSESSMENT

01.0 IDENTIFY INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:

- 01.01 Assess his/her learning style.
- 01.02 Assess his/her career interests and aptitudes.
- 01.03 Relate individual interests to specific career areas.
- 01.04 Explore careers and goals in various clusters. **(AT.1.1.3.3)**
- 01.05 Establish educational and career goals.

BASIC SKILLS: READING

02.0 DEMONSTRATE BASIC READING CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The student will be able to:

- 02.01 Recognize that letters make words and words make sentences. **(LA.A.1.1.2)**
- 02.02 Identify the meaning of plural nouns. **(LA.B.1.2.3, LA.A.1.3.3)**
- 02.03 Identify possessives. **(LA.B.1.4.3)**
- 02.04 Identify the period, question mark and exclamation point as ending punctuation marks. **(LA.B.1.2.2)**
- 02.05 Demonstrate the ability to read personal information. **(LA.A.2.1.3)**
- 02.06 Determine the main idea and factual details of a paragraph. **(LA.A.1.3.1, LA.A.1.3.2, LA.A.2.3.1, LA.A.2.1.4, LA.A.2.2.1)**
- 02.07 Identify the order of events in a paragraph. **(LA.A.2.3.1, LA.A.2.2.1)**
- 02.08 Determine the meaning of a sentence that contains negative words.
- 02.09 Distinguish verbs denoting past, present or future. **(LA.B.1.3.3, SS.A.1.1.4)**
- 02.10 Distinguish between statements, questions and exclamations. **(LA.B.1.1.2, LA.B.1.1.3)**
- 02.11 Distinguish between fact and fiction. **(LA.A.2.3.8, LA.A.2.2.4, LA.A.2.2.6)**

- 02.12 Understand that word choice can shape ideas, feelings and actions. **(LA.D.2.3.1, LA.A.2.2.2)**
- 02.13 Identify the story elements of setting, character, problem and solution. **(LA.E.1.1.2)**
- 02.14 Answer “who,” “what,” and “where” questions. **(LA.A.2.1.5)**
- 02.15 Follow simple written directions. **(AT.1.1.1.1)**
- 02.16 Identify the meaning of abbreviations.
- 02.17 Identify the meanings of words in context using comparison and contrast clues. **(LA.A.2.3.1, LA.A.2.2.7, LA.A.1.1.2, LA.A.2.4.1, LA.A.2.4.4, LA.A.2.4.8)**
- 02.18 Identify the cause and effect implied in a paragraph. **(LA.A.2.3.1)**
- 02.19 Evaluate information from pictures, maps, or signs to answer informational questions. **(LA.A.1.3.4, LA.E.2.3.4)**
- 02.20 Recognize the function of introductory and concluding paragraphs in an essay. **(LA.B.1.2.2)**
- 02.21 Recognize synonyms, antonyms and homonyms. **(LA.A.1.3, LA.A.1.2.2)**
- 02.22 Define multi-meaning words. **(LA.A.1.1.2, LA.A.1.1.3)**
- 02.23 Understand how punctuation affects text. **(LA.B.1.2.2, LA.B.1.2.3)**
- 02.24 Identify and use affixes, root words, words with multiple meanings, antonyms, synonyms, and word relationships to determine meaning and increase vocabulary for reading. **(LA.A.1.1.3, LA.A.1.2.2)**
- 02.25 Utilize vocabulary words in the content area. **(LA.A.1.3.3)**
- 02.26 Describe sequence of events in context. **(LA.A.2.3.1)**
- 02.27 Predict content and purpose of a reading. **(LA.A.1.3.1)**
- 02.28 Identify the meanings of words used in context. **(LA.A.1.1.2, LA.A.1.2.2, LA.A.2.2.1, LA.A.1.3.3)**
- 02.29 Identify author’s purpose. **(LA.A.2.3.2, LA.A.2.4.1, LA.A.2.4.2)**

BASIC SKILLS: LANGUAGE

03.0 DEMONSTRATE BASIC LANGUAGE CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 03.01 Demonstrate proper usage of punctuation. **(LA.B.1.1.3, LA.B.1.2.2, LA.B.1.2.3)**
- 03.02 Identify the correct use of capital letters. **(LA.B.1.2.3, LA.B.1.1.3, LA.B.1.2.2)**
- 03.03 Demonstrate proper usage of troublesome words. **(LA.B.1.2.3)**
- 03.04 Demonstrate proper usage of common and proper nouns, pronouns, singular and plural forms. **(LA.B.1.2.3, LA.B.1.1.3)**
- 03.05 Distinguish a complete sentence from sentence fragments and run-on sentences. **(LA.B.1.1.3, LA.B.1.2.2, LA.B.1.4.3)**
- 03.06 Demonstrate the correct use of various sentence types. **(LA.B.1.2.3)**
- 03.07 Demonstrate the proper usage of adjectives and adverbs. **(LA.B.1.2.3)**
- 03.08 Demonstrate the proper usage of regular and irregular verbs. **(LA.B.1.2.3)**
- 03.09 Demonstrate the ability to spell words correctly. **(LA.B.1.2.3, LA.B.1.1.3, LA.B.1.1.2, LA.B.1.2.3)**

- 03.10 Demonstrate the proper use of other parts of speech. **(LA.B.1.2.3)**
- 03.11 Develop the ability to ask and respond to questions appropriately.
(LA.B.2.1.1, LA.C.1.1.3)

BASIC SKILLS: MATHEMATICS

04.0 DEMONSTRATE BASIC MATHEMATICS SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 04.01 Identify and write number symbols. **(MA.A.1.2, MA.A.1.1)**
- 04.02 Count and associate numbers with quantities, including recognizing correct number sequencing. **(MA.A.2.1, MA.A.2.1.1)**
- 04.03 Understand basic concepts (for example: more, less, same as, above, below, between, in, out, over, under). **(MA.A.4.1.1)**
- 04.04 Solve 1-, 2- and 3- digit addition problems. **(MA.A.3.1)**
- 04.05 Solve 1-, 2- and 3- digit subtraction problems. **(MA.A.3.1)**
- 04.06 Select the appropriate operation to solve specific problems involving addition and subtraction of whole numbers. **(MA.A.3.1)**
- 04.07 Use U.S. units such as inches, pounds, degrees and cups to measure real quantities. **(MA.B.1.1.1, MA.B.1.1.2, MA.B.2.1.1, MA.B.4.2.2, MA.B.2.2.2, MA.B.3.2.1)**
- 04.08 State the date by month, day and year, using a calendar. **(MA.B.4.1.2)**
- 04.09 Tell time. **(MA.B.1.2)**
- 04.10 Recognize monetary symbols. **(MA.B.4.2)**
- 04.11 Change words to numbers. **(MA.A.1.1.3, MA.A.1.2.1)**
- 04.12 Understand and apply the concept of counting. **(MA.A.2.1, MA.A.2.1.1)**
- 04.13 Identify place value. **(MA.A.2.1.1)**
- 04.14 Classify numbers as odd or even. **(MA.A.5.1.1)**
- 04.15 Understand and explain the effect of multiplication on whole numbers.
(MA.A.3.2.1)
- 04.16 Multiply 1-, 2-, -3 and 4- digit numbers. **(MA.A.3.2.1)**
- 04.17 Divide 1-, 2-, 3- and 4- digit numbers. **(MA.A.3.2.1)**
- 04.18 Explain the reasoning steps in solving real-world problems. **(MA.A.3.2.2)**
- 04.19 Demonstrate the ability to round numbers. **(MA.A.4.1.1)**
- 04.20 Perform basic operations with common fractions. **(MA.A.1.2.2, MA.A.1.2.4)**
- 04.21 Perform basic operations with decimals. **(MA.A.1.1.2, MA.A.1.2.4)**
- 04.22 Identify mathematics symbols and geometric forms. **(MA.C.1.1.1)**
- 04.23 Interpret basic charts, graphs and tables. **(MA.D.1.2.1, MA.D.1.2.2, MA.D.2.2.1, MA.E.1.2.1, MA.E.1.2.3, MA.E.2.2.1, MA.C.1.1.1, MA.C.1.2.1, MA.C.3.2.1)**
- 04.24 Apply basic geometric concepts. **(MA.C.1.3.1, MA.C.2.3.1, MA.C.3.3.1)**
- 04.25 Demonstrate problem-solving techniques. **(MA.A.3.3.2)**

STUDY AND REFERENCE SKILLS

05.0 DEMONSTRATE BASIC STUDY AND REFERENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

- 05.01 Request oral and written directions. **(LA.C.1.1)**
- 05.02 Follow oral and written directions. **(LA.C.1.1)**
- 05.03 Identify and use a variety of resources and reference materials. **(LA.A.2.1.5, LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, LA.A.2.3.6, LA.A.2.3.7, LA.D.2.3.7)**
- 05.04 Interpret graphs, charts, diagrams, maps and tables. **(LA.A.1.2.2, MA.B.1.4.1, MA.B.1.4.2, MA.B.2.4.2, MA.E.1.4.1, LA.B.2.3.2, MA.E.1.3.1, MA.E.3.1.1, MA.E.3.3.2)**
- 05.05 Develop note-taking skills. **(LA.B.2.4.1, LA.A.1.3.4, LA.A.2.3.1, LA.A.2.3.7, LA.B.2.3.1, LA.B.2.3.2, MA.E.1.4.3)**
- 05.06 Develop test-taking skills. **(LA.E.2.4.1, LA.A.2.4.8, LA.B.2.4.1)**
- 05.07 Develop study skills. **(LA.B.2.4.2, LA.A.1.3.4, LA.A.2.3.1, LA.B.2.3.1, LA.B.2.3.2, LA.C.1.3.4)**

WORKPLACE READINESS SKILLS

06.0 DEMONSTRATE ACCEPTABLE JOB ACQUISITION/JOB RETENTION SKILLS--The instruction in employability skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 06.01 Prepare a personal data sheet.
- 06.02 Prepare a resume.
- 06.03 Identify job announcement sources. **(LA.B.1.4.1, LA.B.1.4.2, LA.B.1.4.3, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4, AT.5.1.2.3, LA.A.2.3.1, LA.A.2.3.6, LA.A.2.3.7, LA.B.1.3.1, LA.B.1.3.2, LA.B.1.3.3, LA.A.1.3.3, LA.C.1.3.1, LA.C.1.3.3, LA.C.1.3.4, LA.C.2.3.1, LA.C.2.3.2, LA.C.3.3.1, LA.C.3.3.2, LA.C. 3.3.3, LA.D.1.3.3, LA.D.2.3.1)**
- 06.04 Prepare a cover letter.
- 06.05 Demonstrate the ability to correctly complete an employment application.
- 06.06 Demonstrate appropriate interviewing techniques. **(LA.C.3.4.4, LA.B.2.3.1, LA.B.2.3.2, LA.B.2.3.3, LA.B.2.3.4)**
- 06.07 Prepare for applicable employment tests.
- 06.08 Demonstrate the ability to complete work-related documents. **(LA.B.1.4.1, LA.B.1.3.1, LA.B.1.4.2, LA.B.1.4.3, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4, LA.B.1.3.2, LA.B.1.3.3, LA.B.2.3.1, LA.B.2.3.2, LA.B.2.3.3, LA.B.2.3.4)**
- 06.09 Demonstrate an understanding of appropriate job behaviors. **(AT.9.1.2.2, AT.9.1.2.3, AT.9.1.4.1, AT.9.1.5.1)**
- 06.10 Interpret company policies and procedures.
- 06.11 Demonstrate knowledge of resignation procedures

COMPLEMENTARY SKILLS

07.0 DEMONSTRATE AWARENESS OF COMPLEMENTARY SKILLS--The instruction in complementary skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 07.01 Identify sources of community services agencies.
- 07.02 Demonstrate consumer awareness.
- 07.03 Identify principles of business organization and management.
- 07.04 Practice health maintenance skills. **(AT.5.1.5.3, AT.8.1.1.1, AT.8.1.3.1, AT.8.1.4.1, AT.8.1.5.2, HE.A.1.1, HE.A.1.2, HE.B.1.2)**
- 07.05 Demonstrate knowledge of responsible citizenship. **(AT.9.1.5.3)**
- 07.06 Demonstrate a basic understanding of the governmental structure. **(SS.C.2.1, SS.C.1.1)**
- 07.07 Recognize fraudulent practices.
- 07.08 Demonstrate cultural and environmental awareness. **(AT.7.1.3.1, AT.7.1.4.1, AT.8.1.2.3, AT.8.1.3.2, AT.8.1.4.2)**

SCANS COMPETENCIES

08.0 DEMONSTRATE ACCEPTABLE SCANS BEHAVIORS -- The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:

- 08.06** Identify, organize and use resources appropriately. **(AT.2.1.5.4, SS.D.1.1, SS.B.2.1.4, AT.2.2.5.1, AT.2.3.4.2)**
- 08.07** Work with each other cooperatively and productively. **(AT.2.1.1.3, AT.6.1.2.2, AT.9.1.1.2, AT.9.1.3.2, AT.2.1.2.2, AT.6.1.3.1)**
- 08.08 Acquire and use information. **(AT.2.1.5.3)**
- 08.09** Understand social, organizational and technological systems. **(AT.5.2.4.3, AT.4.1.2.1, AT.2.3.5.1, AT.4.1.4.4)**
- 08.10 Work with a variety of tools and equipment. **(AT.4.1.3.3, AT.4.1.4.4., AT.5.2.1.1, AT.4.1.5.3, AT.5.1.3.1)**

BASIC COMPUTER LITERACY

09.0 DEMONSTRATE BASIC COMPUTER LITERACY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The instruction in basic computer literacy is based on individual need and may include, but is not limited to the following. The student will be able to:

- 09.01 Define computer terms.
- 09.02 List practical applications of the computer in the workplace.
- 09.03 Develop proficiency in keyboarding. **(LA.B.2.1.3, LA.B.2.3.4, MA.E.1.2.3, SC.H.3.3.7)**
- 09.04 Demonstrate an understanding of operating systems. **(LA.B.2.4.4)**

- 09.05 Demonstrate an understanding of software applications. (**LA.B.2.1.3, LA.B.2.3.4, LA.B.2.4.4, MA.E.1.3.3, SC.H.3.3.7**)
- 09.06 Develop Internet/network literacy. (LA.B.2.3.4, LA.B.2.4.4, LA.B.1.3.1, LA.B.1.3.2, LA.B.1.3.3, LA.B.2.3.1, LA.B.2.3.4, AT.5.1.3.1, AT.5.1.3.2, SC.H.3.3.7)

APPENDIX G

U.S Department of Labor Secretary's Commission on Achieving

Necessary Skills (SCANS)

http://www.firn.edu/doe/programs/spec_nds.htm

Competencies

Effective workers can productively use:

Resources: allocating time, money, materials, space, staff;

Interpersonal Skills: working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;

Information: acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;

Systems: understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;

Technology: selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

The Foundation

Competence requires:

Basic Skills: reading, writing, arithmetic and mathematics, speaking and listening;

Thinking Skills: thinking creatively, making decisions, and solving problems

Personal Qualities: individual responsibility, self-esteem, sociability, self-management, and integrity.

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- **Appendices**

APPENDIX H

ELCATE Curriculum Framework

<http://www.firn.edu/doe/dwdframe/ad/doc/3201030b.doc>

July 2005

Florida Department of Education

CURRICULUM FRAMEWORK

Program Title:	English Literacy for Career and Technical Education (ELCATE) or Adult Vocational English Literacy
Program Number:	9900050
Course Title:	English Literacy for Career and Technical Education (ELCATE) or Adult Vocational English Literacy
Number:	1532.010301
Grade Level:	30, 31
Length:	1350
Certification:	Any Field Any Academic Coverage Any Field When Certification Reflects Bachelor or Higher

I. **PURPOSE:** The purpose of this course is to provide English Language Learners with skills to prepare them to be successful as students in career/technical programs and/or successful employees in the workplace.

The content is compatible with principles of language acquisition for adult learners of English and includes language skills applicable to general workforce development as well as studies specific to career/technical programs. The four strands are: academic, technology, culture and test-taking which are addressed within the competencies at each completion point.

II. **LABORATORY ACTIVITIES:** Students should have access to an adult English Literacy computer lab as an integral component of an English Literacy for Career and Technical Education (ELCATE).

III. **PROGRAM STRUCTURE:** Adult English Literacy for Career and Technical Education is a non-credit course that is designed to improve student success in career/technical programs and the workplace in the United States. This course is divided into three Literacy Completion Points (LCPs). Progress through levels (LCPs) must be measured by an approved standardized test.

Students may enroll in ELCATE prior to, or concurrent with, enrollment in a career/technical program. Students may also be concurrently enrolled in a Vocational Preparatory Instruction (VPI) Lab or Technical Resource Center program.

English Literacy for Career and Technical Education is part of the English for Limited English Proficient Adults program.

Other courses in this program include Adult English Literacy, Adult English Literacy Academic Skills, Workplace Readiness Skills, and Citizenship.

IV. **SPECIAL NOTE:** When a performance standard contained herein uses "... in a specific occupation", the vocabulary and key concepts from the student's chosen career/technical field should be the basis of the lesson. Since students in ELCATE classes may be registered, or be interested in, a variety of technical offerings, learning materials for these students may be delivered through individualized, small/large group or computer-assisted instruction.

Examples are provided in parenthesis after certain performance standards. Samples so listed are not intended to limit instructional options.

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.

V. **INTENDED OUTCOMES:** After successfully completing the appropriate level for each Literacy Completion Point (LCP) of this program, the student will be able to:

LITERACY COMPLETION POINT LCP-A Beginning 450 hours

ACADEMIC SKILLS

- 01.0 Demonstrate English skills necessary to apply the rules of phonics and structure for reading development.
- 02.0 Demonstrate English skills necessary to demonstrate comprehension of basic vocabulary.
- 03.0 Demonstrate English skills necessary to apply rules of mechanics, spelling, and structure in basic writing tasks.
- 04.0 Demonstrate English skills necessary to apply rules of grammar and structure.
- 05.0 Demonstrate English skills necessary to communicate information effectively.

CULTURE RELATED TO EMPLOYMENT IN THE UNITED STATES

- 06.0 Demonstrate English skills necessary to recognize culturally appropriate skills to obtain employment.
- 07.0 Demonstrate English skills necessary to demonstrate culturally appropriate skills necessary to maintain employment.
- 08.0 Demonstrate English skills necessary to demonstrate culturally appropriate skills for career advancement.

TECHNOLOGY

- 09.0 Demonstrate English skills necessary to demonstrate ability to use computer technology.
- 10.0 Demonstrate English skills necessary to demonstrate ability to use technology for personal applications.
- 11.0 Demonstrate English skills necessary to demonstrate ability to use technology in the workplace.

TEST TAKING SKILLS

- 12.0 Demonstrate English skills necessary to demonstrate test taking preparation.
- 13.0 Demonstrate English skills necessary to demonstrate test taking strategies.

LITERACY COMPLETION POINT LCP-B Intermediate 450 hours

ACADEMIC SKILLS

- 14.0 Demonstrate English skills necessary to demonstrate word attack skills to elicit meanings.
- 15.0 Demonstrate English skills necessary to demonstrate reading comprehension of a simple technical passage.
- 16.0 Demonstrate English skills necessary to demonstrate inferential comprehension in reading a simple technical text.
- 17.0 Demonstrate English skills necessary to apply rules of mechanics, spelling and structure in writing tasks.
- 18.0 Demonstrate English skills necessary to apply rules of grammar and structure.
- 19.0 Demonstrate English skills necessary to communicate information effectively.

CULTURE RELATED TO EMPLOYMENT IN THE UNITED STATES

- 20.0 Demonstrate English skills necessary to differentiate culturally appropriate skills to obtain employment.
- 21.0 Demonstrate English skills necessary to demonstrate culturally appropriate skills to maintain employment.
- 22.0 Demonstrate English skills necessary to demonstrate culturally appropriate skills for career advancement.

TECHNOLOGY

- 23.0 Demonstrate English skills necessary to use computer technology.
- 24.0 Demonstrate English skills necessary to use technology for personal applications.
- 25.0 Demonstrate English skills necessary to use technology in the workplace.

TEST TAKING SKILLS

- 26.0 Demonstrate English skills necessary to demonstrate test taking preparation.
- 27.0 Demonstrate English skills necessary to demonstrate test taking strategies.

LITERACY COMPLETION POINT LCP-C Advanced 450 hours

ACADEMIC SKILLS

- 28.0 Demonstrate English skills necessary to demonstrate literal comprehension skills in technical texts.
- 29.0 Demonstrate English skills necessary to demonstrate evaluative comprehension skills of technical texts.
- 30.0 Demonstrate English skills necessary to compose structurally and grammatically correct sentences and paragraphs in technical writing tasks.
- 31.0 Demonstrate English skills necessary to apply the rules of grammar and structure.
- 32.0 Demonstrate English skills necessary to communicate ideas and information in the content area effectively.

CULTURE RELATED TO EMPLOYMENT IN THE UNITED STATES

- 33.0 Demonstrate English skills necessary to determine culturally appropriate skills to obtain employment.

- 34.0 Demonstrate English skills necessary to demonstrate culturally appropriate skills to maintain employment.
- 35.0 Demonstrate English skills necessary to analyze culturally appropriate skills for career advancement.

TECHNOLOGY

- 36.0 Demonstrate English skills necessary to use computer technology.
- 37.0 Demonstrate English skills necessary to use technology for personal applications.
- 38.0 Demonstrate English skills necessary to use technology in the workplace.

TEST TAKING SKILLS

- 39.0 Demonstrate English skills necessary to demonstrate test-taking preparation.
- 40.0 Demonstrate English skills necessary to demonstrate test-taking strategies.

Student Performance Standards

LITERACY COMPLETION POINT LCP-A Beginning 450 hours

ACADEMIC SKILLS

01.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO APPLY THE RULES OF PHONICS AND STRUCTURE FOR READING DEVELOPMENT--The student will be able to:

- 01.01 Identify root words.
- 01.02 Identify compound words.
- 01.03 Identify meanings of words with prefixes.
- 01.04 Identify meanings of words with suffixes.
- 01.05 Define job benefits vocabulary, demonstrate understanding of W2 and W4 forms.
- 01.05 Identify meanings of contractions.
- 01.06 Use comprehensible pronunciation when reading aloud.

02.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE COMPREHENSION OF BASIC VOCABULARY--The student will be able to:

- 02.01 Identify word meaning from context clues, illustrations, maps, graphs, charts.
- 02.02 Recognize the main idea and supporting details in a short paragraph.
- 02.03 Answer "who," "what," "where," "why," "when," and "whom" questions about sentences and short paragraphs.
- 02.04 Use resources to obtain information (bilingual dictionary, basic English dictionary).
- 02.05 Identify meanings of common abbreviations.
- 02.06 Follow simple directions.
- 02.07 Recognize common safety signs related to the training/work site.

03.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO APPLY RULES OF MECHANICS, SPELLING, AND STRUCTURE IN BASIC WRITING TASKS--The student will be able to:

- 03.01 Use correct capitalization.
- 03.02 Use correct punctuation.
- 03.03 Write simple sentences.
- 03.04 Complete a simple form with personal information.
- 03.05 Compose a short letter and address an envelope.
- 03.06 Compose a simple set of instructions.
- 03.07 Draft and revise simple writings.

04.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO APPLY RULES OF GRAMMAR AND STRUCTURE--The student will be able to:

- 04.01 Use singular and plural forms of nouns.
- 04.02 Make nouns and pronouns agree.
- 04.03 Use subject and predicate in simple declarative sentences.
- 04.04 Use declarative sentences with compound subjects.
- 04.05 Use declarative and imperative sentences with compound predicates.
- 04.06 Use the interrogative form in a simple sentence.
- 04.07 Use the appropriate form of common regular and irregular verbs.
- 04.08 Use correct forms of the present and present progressive tenses.

05.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE INFORMATION EFFECTIVELY--The student will be able to:

- 05.01 Use appropriate body language.
- 05.02 Explain an event in chronological order.
- 05.03 Respond to simple questions related to work experiences.
- 05.04 Give simple warnings and take appropriate actions in response to emergencies.
- 05.05 Ask for assistance to complete tasks.
- 05.06 Address instructors, peers, supervisors, and coworkers appropriately (Mr., Mrs., last name, etc.).

CULTURE RELATED TO EMPLOYMENT IN THE UNITED STATES

06.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO RECOGNIZE CULTURALLY APPROPRIATE SKILLS TO OBTAIN EMPLOYMENT--The student will be able to:

- 06.01 Identify qualifications needed for jobs.
- 06.02 Describe how a person finds employment in the United States.
- 06.03 Identify Equal Employment Opportunity (EEO) and non-discrimination regulations.
- 06.04 Identify appropriate attire and behaviors for job interviews.
- 06.05 Identify common documents required of foreigners to work in the United States (visas, green card, social security card, etc.).
- 06.06 Identify common requirements for being hired for a job (fingerprinting, background check, drug testing, physicals, etc.)

07.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO RECOGNIZE CULTURALLY APPROPRIATE SKILLS TO MAINTAIN EMPLOYMENT--The student will be able to:

- 07.01 Explain general work ethics common to work places in the United States (punctuality, reporting accidents, calling in sick or tardy, etc.).
- 07.02 Identify appropriate hygiene for the work place.
- 07.03 Recognize common safety requirements of employers to maintain a safe working environment.
- 07.04 Identify the purpose of safety clothing and equipment.
- 07.05 Identify consequences of common unsafe work-related practices.
- 07.06 Identify culturally appropriate ways to express disagreement and/or anger.

08.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO RECOGNIZE CULTURALLY APPROPRIATE SKILLS FOR CAREER ADVANCEMENT--The student will be able to:

- 08.01 Discuss purpose for performance reviews/evaluations.
- 08.02 Describe training opportunities as means to advance.
- 08.03 Recognize the roles of labor unions and professional organizations for obtaining

employment or career advancement.

Technology

09.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE ABILITY TO USE COMPUTER TECHNOLOGY--The student will be able to:

- 09.01 Identify basic equipment needed to operate a computer (mouse, keyboard, CPU, cursor, etc.).
- 09.02 Demonstrate ability to perform basic computer operations (turn on a computer, click on an icon, turn off a computer).
- 09.03 Identify methods to use and safeguard computer passwords.
- 09.04 Recognize basic vocabulary related to use of the Internet.
- 09.05 Access the Internet.
- 09.06 Open an e-mail account.
- 09.07 Recognize unethical uses of the computer.

10.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE ABILITY TO USE TECHNOLOGY FOR PERSONAL APPLICATIONS--The student will be able to:

- 10.01 Use vocabulary associated with technology in student's everyday life (cell phones, store price scanners, airport check in, car alarms, etc.).

11.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE ABILITY TO USE TECHNOLOGY IN THE WORKPLACE--The student will be able to:

- 11.01 Identify keys and functions on a regular and a scientific calculator.
- 11.02 Use vocabulary related to technology specific to the student's technical/career area.
- 11.03 Recognize the role of common workplace technology (fax machines, copiers, data technology).

TEST TAKING SKILLS

12.0 DEMONSTRATE ENGLISH SKILLS NECESSARY DEMONSTRATE TEST TAKING PREPARATION--The student will be able to:

- 12.01 Recognize personal learning style.
- 12.02 Identify study skills strengths and weaknesses.
- 12.03 Develop note taking skills.
- 12.04 Describe different study techniques to prepare for different types of test questions (T/F, multiple choice, essay, oral, completion, matching, etc.).
- 12.05 Read and follow directions to complete information required on forms.
- 12.06 Apply test-taking strategies on practice tests.
- 12.07 Understand ethics for taking tests and understand the consequences of unethical behavior.
- 12.08 Identify appropriate vocabulary (bubble in, GPA, scale score, grade level, grid, equivalent score, minimum score, timed and untimed, levels of tests, etc.).

13.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE TEST TAKING STRATEGIES--The student will be able to:

- 13.01 Explain how to prepare for an exam (appropriate materials, sleep, food, and exam preparation).
- 13.02 Ask for clarification if directions are not understood.
- 13.03 Identify common tests used in education and business.
- 13.04 Use data, information, bias, facts or opinions to answer exam questions.

- 13.05 Identify literal, interpretive, and evaluative questions.
- 13.06 Identify time management strategies for both timed and untimed exams.
- 13.07 Review and evaluate performance on an exam.

LITERACY COMPLETION POINT LCP-B Intermediate 450 hours

Academic Skills

14.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE WORD ATTACK SKILLS TO ELICIT MEANINGS--The student will be able to:

- 14.01 Apply rules of phonics and word structure.
- 14.02 Recognize prefixes, suffixes, and root words.
- 14.03 Identify antonyms, synonyms, homonyms, and word relationships.

15.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE COMPREHENSION OF A SIMPLE TECHNICAL PASSAGE--The student will be able to:

- 15.01 Identify main idea.
- 15.02 Identify supporting details.
- 15.03 Identify cause and effect.
- 15.04 Summarize a passage.
- 15.05 Describe sequence of events.
- 15.06 Answer "who," "what," "where," "why," "which," and "how."
- 15.07 Recognize transition words.

16.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE INFERENTIAL COMPREHENSION IN READING A SIMPLE TECHNICAL TEXT--The student will be able to:

- 16.01 Predict content and purpose by examining table of contents, headings, captions, and illustrations.
- 16.02 Make logical predictions using prior knowledge.
- 16.03 Use pronoun referents.
- 16.04 Summarize appropriate conclusions or generalizations.
- 16.05 Distinguish between fact and opinion.
- 16.06 Interpret information from signs, graphs, tables, schedules, and diagrams related to the technical field.
- 16.07 Compare and contrast safety signs related to specific occupations.

17.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO APPLY RULES OF MECHANICS, SPELLING, AND STRUCTURE IN WRITING TASKS--The student will be able to:

- 17.01 Apply rules of punctuation.
- 17.02 Spell common words, including sight words, correctly.
- 17.03 Use a dictionary to find spelling of words.
- 17.04 Write a logical paragraph using main idea and supporting details.
- 17.05 Apply conventions of editing a paragraph.
- 17.06 Write memos, reports, and solutions to problems.

18.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO APPLY RULES OF GRAMMAR AND STRUCTURE--The student will be able to:

- 18.01 Use compound subjects and predicates.
- 18.02 Use compound sentences, complex sentences, and clauses.
- 18.03 Use correct forms of infinitives, gerunds, and modals.

- 18.04 Use correct forms of the past, past progressive, and future of common regular and irregular verbs.
- 18.06 Use comparative and superlative adjectives.

19.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE INFORMATION EFFECTIVELY--The student will be able to:

- 19.01 Give oral explanations clearly and comprehensibly.
- 19.02 Organize basic speech using logical beginning, middle, and ending.
- 19.03 Make simple inquiries by phone.
- 19.04 Ask and respond to questions concerning work experience and occupation.
- 19.05 Communicate effectively in a work related interview.
- 19.06 Give warnings and communicate appropriately in emergencies.
- 19.07 Ask and respond to questions about completion of tasks.

CULTURE RELATED TO EMPLOYMENT IN THE UNITED STATES

20.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE CULTURALLY APPROPRIATE SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 20.01 Discuss advantages and disadvantages of various jobs.
- 20.02 Compare and contrast personal job skills with available positions.
- 20.03 Compare and contrast Equal Employment Opportunity (EEO) and non discrimination regulations.
- 20.04 Identify attire appropriate for job interviews in specific occupations.
- 20.05 Explain documents and licenses/permits/certificates required to work in the United States.
- 20.06 Describe common requirements for entering a job (fingerprinting, background check, drug-testing, physicals, etc.).
- 20.07 Compare and contrast benefit packages among possible jobs.

21.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE CULTURALLY APPROPRIATE SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 21.01 Apply common elements of the work ethic in the United States (staying on task, respecting time frames for work and breaks, coming to work ready to work etc.).
- 21.02 Interpret United States-based workplace values such as equal employment opportunity, fair play, and teamwork.
- 21.03 Identify appropriate small talk for the workplace.
- 21.04 Identify the roles of labor unions in the American workplace.
- 21.05 Identify characteristics of the United States-based cultural concept of teamwork in the workplace.
- 21.06 Demonstrate proper procedures to inform employer of illness, tardiness or other circumstances that may prevent presence at work.
- 21.07 Explain purpose of safety clothing and equipment for specific occupations.
- 21.08 Discuss OSHA (Occupational Safety and Health Administration) training requirements.
- 21.09 Describe appropriate hygiene for the work place.
- 21.10 Identify safety signs related to specific occupations, and give appropriate warnings of potential work-related emergencies.
- 21.11 Demonstrate appropriate expressions of disagreement and/or anger in the work place.
- 21.12 Identify worker's rights (minimum wage laws, leave laws, overtime, etc.).

22.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE CULTURALLY APPROPRIATE SKILLS FOR CAREER ADVANCEMENT--The student will be able to:

- 22.01 Identify networking as a means to obtain/advance in employment.
- 22.02 Determine ways to improve performance reviews and evaluations.
- 22.03 Compare and contrast training opportunities which can lead to advancement.
- 22.04 Identify roles of labor unions and professional organizations for obtaining employment or career advancement.

TECHNOLOGY

23.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE ABILITY TO USE COMPUTER TECHNOLOGY--The student will be able to:

- 23.01 Demonstrate basic understanding of how to use a word processor (opening a file, saving a file, using the keyboard for typing, etc.).
- 23.02 Fill out an electronic job application in a place of employment.
- 23.03 Recognize how to protect personal privacy when using a computer.
- 23.04 Identify intermediate vocabulary associated with the Internet.
- 23.05 Conduct an Internet search.
- 23.06 Send, receive, and store e-mail messages, and attachments.
- 23.07 Explain the consequences of unethical computer usage (using commercial software not purchased by user, appropriating the intellectual property of others, etc.).

24.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE ABILITY TO USE TECHNOLOGY FOR PERSONAL APPLICATIONS--The student will be able to:

- 24.01 Describe processes using technology in everyday life (taking a computer-based driver's license test, ordering a product on-line, etc.)

25.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE ABILITY TO USE TECHNOLOGY IN THE WORKPLACE--The student will be able to:

- 25.01 Perform simple mathematical calculations using a scientific calculator.
- 25.02 Describe the kinds of technology common to the student's technical/career area.
- 25.03 Describe how to access technology training resources.

TEST TAKING SKILLS

26.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE TEST TAKING PREPARATION--The student will be able to:

- 26.01 Identify and use personal major learning style.
- 26.02 Develop a study plan to prepare for exams.
- 26.03 Apply lecture note-taking techniques using outlines and mind-mapping techniques.
- 26.04 Apply different study techniques to prepare for different types of exams.
- 26.05 Identify strategies to optimize score results on different types of exams (teacher made, standardized, norm referenced, criterion referenced, workplace, etc.).
- 26.06 Take practice exams to check test readiness.
- 26.07 Demonstrate ethics for taking tests and understanding of the consequences of unethical behavior.
- 26.08 Evaluate and determine if additional help is needed to prepare for exams.

27.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE TEST TAKING STRATEGIES--The student will be able to:

- 27.01 Explain the importance of a plan for an exam (ex. with a healthy and balanced lifestyle and gather appropriate materials needed).
- 27.02 Read and follow directions for taking tests.
- 27.03 Identify different types of exams and formulate test taking strategies to be used.
- 27.04 Apply specific study techniques for different types of exams – T/F, multiple choice, short answer, essay, open book, and oral.
- 27.05 Apply critical thinking and test taking strategies for different types of questions on an exam.
- 27.06 Use time and energy management during timed and untimed exams.
- 27.07 Review and evaluate performance on an exam.

LITERACY COMPLETION POINT LCP-C Advanced 450 hours

ACADEMIC SKILLS

28.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE LITERAL COMPREHENSION SKILLS IN TECHNICAL TEXTS--The student will be able to:

- 28.01 Identify patterns and rules that govern semantic and grammatical structures.
- 28.02 Determine the main idea, relevant details, and facts.

29.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE EVALUATIVE COMPREHENSION SKILLS OF TECHNICAL TEXTS--The student will be able to:

- 29.01 Use strategies to understand word meaning in context.
- 29.02 Recognize complex technical terms in content.
- 29.03 Locate and interpret written information to perform tasks.
- 29.04 Evaluate the validity and accuracy of information.
- 29.05 Gather information from reference materials and tools.

30.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMPOSE STRUCTURALLY AND GRAMMATICALLY CORRECT SENTENCES AND PARAGRAPHS IN TECHNICAL WRITING TASKS--The student will be able to:

- 30.01 Sustain a consistent point of view throughout a multiple-paragraph text.
- 30.02 Use appropriate tense throughout a multiple-paragraph text.
- 30.03 Create paragraph division and transition throughout an extended text.
- 30.04 Use correct forms of capitalization.
- 30.05 Use correct forms of punctuation.
- 30.06 Use correct agreement between subject and verb.
- 30.07 Use correct form of irregular verbs.
- 30.08 Use correct pronoun referents.
- 30.09 Use appropriate form of singular and plural nouns.
- 30.10 Use correct form of nominative and objective cases of pronouns.
- 30.11 Draft and revise writing.
- 30.12 Edit writings to produce final documents that are grammatically correct.
- 30.13 Complete job-related forms and documents correctly.

31.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO APPLY THE RULES OF GRAMMAR AND STRUCTURE--The student will be able to:

- 31.01 Use all parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections, and verbals (verbs used as nouns, adjectives or adverbs such as infinitives, participles, and gerunds).
- 31.02 Use correct forms of the past perfect, future perfect, real and unreal conditional, and passive voice.

- 31.03 Use parts of a sentence correctly, including complete and simple subjects and complete and simple predicates.
- 31.04 Explore how the structure of a sentence affects meaning (for example: phrases, subordinate clauses, and independent clauses).

32.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO COMMUNICATE IDEAS AND INFORMATION IN THE CONTENT AREA EFFECTIVELY--The student will be able to:

- 32.01 Use comprehensible speech patterns.
- 32.02 Utilize vocabulary related to career field.
- 32.03 Explain safety procedures related to a specific occupation.
- 32.04 Communicate work-related emergencies.
- 32.05 Ask and respond to questions about a specific occupation.
- 32.06 Ask supervisors or coworkers for assistance and clarification about training/job issues.

CULTURE RELATED TO EMPLOYMENT IN THE UNITED STATES

33.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE CULTURALLY APPROPRIATE SKILLS NECESSARY TO OBTAIN EMPLOYMENT--The student will be able to:

- 33.01 Compare and contrast personal qualifications with requirements of an employment opportunity or opportunity to advance.
- 33.02 Access advantages and disadvantages of various jobs with reference to personal background and needs.
- 33.03 Describe behaviors and attire appropriate for job interviews in specific occupations.
- 33.04 Select behaviors appropriate to job interviews in specific occupations.
- 33.05 Compare and contrast benefit packages as they relate to personal needs.

34.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE CULTURALLY APPROPRIATE SKILLS NECESSARY TO MAINTAIN EMPLOYMENT--The student will be able to:

- 34.01 Describe requirements for entering a job (finger-printing, drug testing, physicals, background check, etc.).
- 34.02 Access the purpose of safety clothing and equipment for a specific occupation.
- 34.03 Analyze the consequences of unsafe work-related practices.
- 34.04 Compare and contrast appropriate and inappropriate hygiene for the workplace.
- 34.05 Demonstrate appropriate strategies for expressing disagreement or anger.
- 34.06 Ask for clarification of workplace policies and regulations (e.g., discrimination, sexual harassment).
- 34.07 Explain basic workers' rights in the work environment of the United States (Equal Employment Opportunity).
- 34.08 Discuss OSHA (Occupational Safety and Health Administration) requirements for training.
- 34.09 Compare and contrast workers' responsibilities in the United States with those of the students' home countries.

35.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO ANALYZE CULTURALLY APPROPRIATE SKILLS FOR CAREER ADVANCEMENT--The student will be able to:

- 35.01 Assess the importance of performance reviews and evaluations in obtaining promotions.
- 35.02 Explain the value of preparing a career plan.
- 35.03 Compare and contrast the roles of labor unions and professional organizations in assisting employees to advance.

TECHNOLOGY

36.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE ABILITY TO USE COMPUTER TECHNOLOGY--The student will be able to:

- 36.01 Create a cover letter, thank-you note, and résumé using a word processor.
- 36.02 Identify the technology skills needed for student's technical/career area.
- 36.03 Explain how to protect personal privacy against identity theft when using the Internet.
- 36.04 Use language associated with Internet technology to access and research information in the student's technical/career field.
- 36.05 Demonstrate ability to locate and apply for a job in the student's technical/career field on the Internet.
- 36.06 Demonstrate ability to use e-mail in a work environment.
- 36.07 Demonstrate understanding of ethical use of the Internet.

37.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE ABILITY TO USE TECHNOLOGY FOR PERSONAL APPLICATIONS--The student will be able to:

- 37.01 Discuss techniques to protect a personal computer against viruses.

38.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE ABILITY TO USE TECHNOLOGY IN THE WORKPLACE--The student will be able to:

- 38.01 Solve work-related mathematical problems using a scientific calculator.
- 38.02 Explain the advantages of technological tools in the student's technical/career area.
- 38.03 Describe a complex process using technology in the student's technical/career field.

TEST TAKING SKILLS

39.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE TEST-TAKING PREPARATION--The student will be able to:

- 39.0 Evaluate personal learning styles and apply them to life-long learning.
- 39.02 Organize a study plan with a schedule and resources needed.
- 39.03 Use lecture note-taking strategies including outline and mind-mapping.
- 39.04 Compare and contrast study techniques for different types of exams.
- 39.05 Differentiate between different types of exams for a specific purpose (TABE, TOEFL, GED, SAT, GRE, CPT, etc.).
- 39.06 Formulate test-taking strategies for both objective and essay exams.
- 39.07 Identify ethics for academic activities (tests, reports, term papers, group activities) and demonstrate understanding of the consequences of unethical behavior including plagiarism.
- 39.08 Locate additional resources needed to prepare for exams (labs, tutors, library, internet, etc.).

40.0 DEMONSTRATE ENGLISH SKILLS NECESSARY TO DEMONSTRATE TEST-TAKING STRATEGIES--The student will be able to:

- 40.01 Assess wellness concepts, including stress, diet, sleep, and exercise before a test.
- 40.02 Recognize test-taking anxiety and use relaxation techniques.
- 40.03 Formulate personal test-taking strategies for both objective and subjective exams.

- 40.04 Organize and develop thoughts for a written or oral exam.
- 40.05 Solve problems using analytical thinking and problem-solving techniques.
- 40.06 Use time-management techniques in taking tests (e.g., answer easier questions first, then address more difficult questions by eliminating answers known to be incorrect first).
- 40.07 Review and evaluate performance on an exam.

APPENDIX I

Pretest Answer Key

1. Vocational Preparatory Instruction.
2. Interview, diagnose, prescribe, manage, evaluate
3. Open-entry, open-exit, highly motivational, non-graded
4. Modular Analysis of Learning Difficulty
5. In the VPI Prescribing Catalogs
6. Reading, Language, & Mathematics
7. During the interview process
8. In the VPI section of the Products Catalog
9. The Secretary's Commission on Achieving Necessary Skills
10. Adjustable desks, chairs, and computer tables

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- **Appendices**

APPENDIX J

Post-test Answer Key

1. The initial interview serves to gather the necessary information to complete the VPI Technical Education Plan
2. A VPI Prescription Data Form
3. Multicultural Education Training and Advocacy, Inc. Agreement
4. Any two of the following: Be patient; get META training; understand that even though students may be able to read aloud, they may not be able to comprehend what they read; understand that comprehension of spoken English comes before the ability to speak; be an LEP advocate; adapt materials so they are appropriate for LEP students; purchase bi-lingual dictionaries for your lab
5. Other VPI managers
6. Resources, Interpersonal, Information, System, and Technology
7. TABE 7, 8, 9 & 10
8. Computer assisted instruction
9. The VPI Curriculum Framework
10. A group of business and education leaders who identified skills for schools to teach, in order for students to succeed in the workplace

- Pretest
- Introduction
- Essential Elements
- Prescribing Catalogs
- Academic Skills
- SCANS
- LEP Students
- Students with Disabilities
- Post-test
- References
- **Appendices**