

**By the end of this level, learners will have worked on and attained competency in the following areas:**

1. Communication
  - a. Differentiate between and recognize uses of documents related to identity.
    - i. Driver's license
      1. how to get one
      2. uses of
      3. information on
    - ii. Insurance card (health)
      1. uses of
      2. information on
    - iii. Social security card
      1. how to get one
        - a. filling out an application
        - b. where to go to get one
      2. uses of
      3. information on
    - iv. Passport
      1. how to get one
      2. uses of
      3. information on
  - b. Answer, orally and in writing, comprehension questions about conversations.
    - i. Complete sentences
    - ii. Abbreviated responses
  - c. Respond appropriately to verbal statements and questions.
    - i. Verbal and nonverbal feedback
2. Consumer Economics
  - a. Count and use US coins and currency.
    - i. Identify all US coins and paper money
    - ii. Sequence money in order from least to greatest
    - iii. Read and write monetary amounts in numbers
    - iv. Read and write monetary amounts to \$100 in words
    - v. Make change for \$1, \$5, \$10, \$20
  - b. Write a check and record information in a checking or savings register.
    - i. Write a check
      1. Payee, date, amount in numbers, amount in words, signature, "memo"

- ii. Enter information into a savings or checking register
      - 1. read and write payees
      - 2. read and write monetary amounts in numbers
      - 3. deposits and withdrawals
    - iii. Cash a check
      - 1. endorsement
  - c. Identify clothing items.
    - i. Dress, skirt, blouse, shirt, pants, suit, underwear, hat, shoes, socks, boots, coat, gloves, mittens, pajamas, shorts, bathing suit, jeans, t-shirt, scarf
  - d. Reading and interpret closing size and care labels.
    - i. Sizes—L, S, M, XL, XXL, size numbers, difference in sizes for children and adults, difference in size labels between shoes and clothing
    - ii. Laundry instructions
      - 1. Wash in cold water
      - 2. Hand wash
      - 3. Line dry
      - 4. Dry clean only
      - 5. Tumble dry
      - 6. Machine wash
    - iii. Dressing appropriately for the weather
  - e. Read clothing sale ads and compare prices.
    - 1. read prices
    - 2. compare prices to regular prices
    - 3. percent off, half off
    - 4. interpret restrictions to purchase
  - f. Identify types of housing and household items.
    - i. Types of housing—house, apartment, condo, mobile home, high rises
    - ii. Own, rent
    - iii. Household rooms and items
      - 1. kitchen—stove, oven, refrigerator, microwave, dishwasher, sink, counter, cupboard, table, pots, pans, dishes, glasses, plates, silverware, knives, forks, spoon, bowl, cup, napkins
      - 2. living room/family room—couch, chair, rocking chair, TV, rug, coffee table, end table, picture, painting, pillows, curtains, carpet
      - 3. bedroom—bed, dresser, closet, lamp, mirror, sheet, blanket, pillows
      - 4. bathroom—bathtub, toilet, sink, mirror, medicine cabinet, towel, washcloth, shower, shower curtain
      - 5. basement—furnace, washer, dryer, washing machine, iron, ironing board, air conditioner, water softener
      - 6. garage—garage door, garage door opener

- 7. outside—lawn, yard, sidewalk, garden
- g. State food costs, read ads, use coupons, and compare prices.
  - i. Compare prices
  - ii. Compute unit price when size or quantity varies
  - iii. Locate and read prices when not on product labels
  - iv. What are bar codes and scanners
  - v. Read food ads
    - 1. locate sales price
    - 2. locate amount saved
    - 3. locate any restrictions to purchase
  - vi. Read and interpret coupons
    - 1. locate cents-off
    - 2. locate any restrictions
      - a. expiration date
      - b. quantity restrictions
  - vii. Compare prices of items bought with coupon versus items on sale or at regular price
- h. Communicate information about home repair and maintenance.
  - i. Tools—hammer, screwdriver, saw, drill, nail, screw
  - ii. Shovel, shoveling, lawn mowing, gardening, painting, siding, washing windows, dusting, sweeping, lawn mower, rake, raking, vacuuming, cleaning up
  - iii. Household problems
    - 1. The sink is leaking; there is a leak in the sink/bathtub/toilet
    - 2. The furnace isn't working
    - 3. The window won't open
    - 4. The air conditioner isn't working
    - 5. The electricity is out
    - 6. The window is broken
    - 7. The --- isn't working
- i. Know issues and responses to basic home emergencies and safety.
  - i. Calling 911
  - ii. Safety hazards in the home
    - 1. electricity and water
    - 2. slippery sidewalks and steps in winter
    - 3. windows in high rises without barriers other than screens
    - 4. hot water in bathtubs
    - 5. stoves
    - 6. overloaded electrical outlets
    - 7. extension cords
  - iii. Emergencies
    - 1. fire extinguishers
      - a. location and use of

2. strangers
  3. burns
  4. escape from a fire
  5. emergency kits
  6. first aid kits
3. Community Resources
- a. Leave and take a phone message.
    - i. Leave a phone message with name, phone, and reason for calling
      1. friends
      2. employer
      3. potential employer
      4. doctor's office
    - ii. Take a phone message
      1. name, phone number and reason for calling
      2. filling out a phone message form
        - a. vocabulary—urgent, please call, stopped by
  - b. Read and understand a telephone bill.
    - i. Locate amount due
    - ii. Locate address to send payment
    - iii. Locate what happens if not paid on time
    - iv. Locate charges for local calls
    - v. Locate charges for long distance
    - vi. Locate where to contact if a problem with the bill
    - vii. Vocabulary—long distance, local, calling card, directory assistance, remit, past due
  - c. Identify basic utility companies.
    - i. Gas company, electric company, trash, garbage, cable, telephone, water
  - d. Read and understand traffic signs.
    - i. Traffic signs
      1. stop sign, stop light, warning light, merge, slippery wet, steep hill, men working, pedestrian crossing, walk/don't walk, yield, speed limit, one way, no right/left turn, no right turn on red, no parking, school zone
  - e. Describe and identify community and public services.
    - i. Library
      1. library card, check out, books, librarian, computers, Internet
    - ii. Post office
      1. stamps, postage, mail carrier, packages
      2. procedures for mailing a package or a letter
    - iii. Workforce center
      1. unemployment, job assistance, dislocated worker programs

- iv. Driver's license office
  - 1. driver's test, identification card, driver's license, permit, written test
  - 2. filling out a request form
- v. Community Education
  - 1. ECFE, adult enrichment, after school care
  - 2. finding a class in a community education brochure
  - 3. fill out a registration form for a community education class
- f. Demonstrate understanding of holidays and social customs.
  - i. New Year's Day, New Year's Eve, Martin Luther King Day, President's Day, Valentine's Day, Easter, St. Patrick's Day, Mother's Day, Memorial Day, Father's Day, Fourth of July, Labor Day, Columbus Day, Thanksgiving, Christmas
- g. Describe weather conditions.
  - i. Rain, sun, sunny, hot, humid, cold, freezing, windy, wind chill, snow, hail, thunder, lightning, tornado, blizzard, warm, cool, breeze(y), pleasant, unpleasant, severe
- h. Respond appropriately to weather emergencies.
  - i. Severe weather warnings
    - 1. blizzards
    - 2. high winds
    - 3. tornados
    - 4. flooding
    - 5. thunderstorm
  - ii. Watch vs warning
  - iii. Tornado shelter
  - iv. What to do when it's hailing
  - v. What to do when it's a blizzard
- 4. Health
  - a. Define, read, write, and say health care and emergency vocabulary.
    - i. Vocabulary—doctor, nurse, lab technician, x-ray technician, pharmacist, scale, weight, height, blood pressure, appointment, emergency, pulse, health, immunization, shot, checkup, dentist, prescription
    - ii. Name body parts (internal and external)
  - b. Request a doctor's appointment.
    - i. State reason for appointment
    - ii. Write appointment information
    - iii. Read appointment card
  - c. Communicate symptoms and injuries.
    - i. I have a cold; I have a toothache; I have a bloody nose; I have a stomachache; I have a pain in my ---; I have a fever; My --- is broken/sprained/hurts; I feel sick to my stomach; I cut my ---

- d. Follow doctor's instructions given orally and in writing; read and interpret information on medicine labels.
  - i. Daily, three times a day, take until gone, call if the pain persists, stay off your feet, take with food, take with water, take on an empty stomach, bed rest, no heavy lifting
  - ii. Age appropriate dosages
  - iii. Teaspoon/spoonful
  - iv. How often to take
  - v. Reactions and responses to reactions
  - vi. Poison control center
- e. Read a thermometer.
  - i. Fahrenheit
  - ii. Normal body temperature
  - iii. Tenths of a degree
  - iv. I have a temperature of ---
  - v. My temperature is ---
  - vi. Fever
- f. Identify basic foods and food groups.
  - i. Food groups—bread, grains, meat, protein, dairy, sweets, fats, vegetables, fruits
  - ii. Food vocabulary, servings
- g. Read nutritional information on food labels.
  - i. Food pyramid
  - ii. Calories per serving
  - iii. Grams per serving
  - iv. Fat per serving
  - v. Ingredients list
  - vi. Vitamins per serving
- 5. Employment
  - a. Read simple want-ads.
    - i. Abbreviations—exp, ft, pt, hr, hrly, mo, wk
    - ii. Vocabulary—experience, full time, part time, necessary, apply, resume, education, salary, hourly
    - iii. Identify how to apply for a job through the ad
      - 1. locate phone number
      - 2. locate address
      - 3. locate name of person to contact
      - 4. locate information or process needed to apply
  - b. Complete a simple job application without assistance and describe personal work experience and skills.
    - i. Name, address, phone, social security number, education history, employment history, references, signature
    - ii. Write and recite names, addresses, and duties of past jobs in chronological order
  - c. Understand basic employment expectations, regulations, and safety.

- i. Being on time, filling out time cards, calling in absences, requesting time off
    - ii. Coffee break, lunch break
    - iii. Recognize safety signs—electrical danger, slippery when wet, hazardous substance, eye wash station, flammable, fire extinguisher, first aid, no smoking
    - iv. Filling out an accident report
      - 1. name, date
      - 2. narrative description of incident
  - d. Demonstrate appropriate interpersonal skills for employment situations.
    - i. Hand shake, eye contact, nodding
    - ii. Asking for assistance
      - 1. Could you help me
      - 2. I need help with---
      - 3. Could you show me
    - iii. Asking for clarification
      - 1. Could you repeat that, please
      - 2. Could you explain---
  - e. Recognize and respond appropriately to work place safety hazards.
    - i. Slippery floors
    - ii. Hazardous materials
    - iii. Construction areas
    - iv. Protective apparel
      - 1. eye protection
      - 2. hard hat
      - 3. clean suit
      - 4. ear protection
- 6. Government and Law
  - a. Identify the US President, Vice-President, and Minnesota Governor.
  - b. Understand basic government concepts.
    - i. Leaders are elected
    - ii. Majority rule
    - iii. Innocent until proven guilty
    - iv. Equal rights
    - v. Freedom of speech
- 7. Computation
  - a. Understand concepts of positive and negative in terms of money/banking/checking.
  - b. Add and subtract whole numbers and decimals.
  - c. Multiply and divide whole numbers and decimals.
  - d. Recognize basic fraction names.
    - i. One-half
    - ii. One-fourth, one quarter
    - iii. One-third

8. Learning to Learn
  - a. Make predictions prior to reading.
  - b. Read and comprehend silently and aloud.
  - c. Answer comprehension questions.
    - i. Identify the main idea and explicit details in the text
    - ii. Sequence a series of events
  - d. Read a simple table or chart.
    - i. Locate headings
    - ii. Identify the main idea
    - iii. Read the title
    - iv. Locate details explicit in the table or chart
  - e. Read and interpret product labels directions, warning signs, and symbols.
    - i. How to prepare food items
      1. mix, stir, cup, boil, bake, chill
      2. "Bake at 350 for 15 min."
    - ii. Written instructions on simple assembly
    - iii. "Choking hazard"
    - iv. Poisonous; poison control center, Mr. Yuk
    - v. Caution instructions on cleaning supplies
    - vi. Do not mix with---; use in a well-ventilated area
9. Grammar and Writing
  - a. Recognize, state, read, and write statements and questions.
    - i. Change statements into questions and vice versa
  - b. Use subject, object, and possessive pronouns.
    - i. Subject
    - ii. Object
    - iii. Possessive
  - c. Use common verbs in the present, future, and past tense.
    - i. Regular and irregular
    - ii. Past, present, future
  - d. Use adjectives.
    - i. Descriptive
    - ii. Possessive
    - iii. Demonstrative
    - iv. Time
  - e. Use prepositions.
    - i. Of location
    - ii. Of direction
  - f. Use common and proper nouns in the singular and plural.
    - i. Common and proper
    - ii. Singular and plural
    - iii. Count and non-count
  - g. Use adverbs.
  - h. Use articles.