

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

1. Basic Communication
  - a. Exhibit situationally appropriate interpersonal skills.
    - i. Hand shaking
    - ii. Nodding
    - iii. Waving
    - iv. Eye contact
    - v. Situational politeness
  - b. Write using manuscript and cursive handwriting.
2. Consumer Economics
  - a. Demonstrate ability to use banking services including ATM machines.
    - i. Bank, savings and loan, credit union
    - ii. Mortgage, loan, car loan, interest, principal
    - iii. Savings, checking, balance, deposit, withdrawal, payment, check, check stub, check register, reconciling, balancing a checkbook, statement
    - iv. ATM, PIN
  - b. Understand comparative shopping, coupons, guarantees, warranties, and return processes.
    - i. Comparison shop for food, clothing, and other purchases; compare prices, return policies, warranties
    - ii. Read and interpret coupons; compute savings with a coupon
    - iii. Read product warranties and guarantees
    - iv. Read return policies
  - c. Read and order from a menu.
    - i. Serving, portion, children's menu, senior citizen's menu, senior citizen's discount
    - ii. Read and understand food names and descriptions
    - iii. Read prices; understand price does not include tax or tip
  - d. Identify means of locating housing.
    - i. Read rental ads
      1. abbreviations—rm, rms, brm, br, bath, bsmt, lr, kit, dr, fp, fr
      2. lease, security deposit, cleaning deposit
      3. who and how to contact—phone number, address
        - a. I'd like to see the apartment you have advertised.
        - b. I'm interested in renting your house/apartment. Could I make an appointment to see it.

- ii. Buying a house
      - 1. read newspaper ads
      - 2. realtor, open house
  - e. Describe household repair and maintenance problems.
    - i. Plumber, electrician, roofer, handyman, gardener, plumbing, electricity
    - ii. There is a problem with the ---
    - iii. The --- isn't working
    - iv. The --- is broken
    - v. There is no heat
    - vi. There is no water
    - vii. There is no electricity
    - viii. I smell gas
    - ix. The phone is out of order
    - x. Who do I call for --- problems
  - f. Read and react to safety signs and symbols.
    - i. Caution, slippery when wet, slow, electrical hazard, flammable, fire extinguisher, first aid kit, eye wash station, hard hat required, do not use near water, no smoking, danger, emergency shelter, tornado shelter, poison, Mr. Yuk
  - g. Respond to emergency situations.
    - i. Severe weather—tornado watch or warning, severe thunderstorm watch or warning, blizzard warning, high winds, flood
    - ii. Where to take shelter, emergency broadcast system, warning sirens
    - iii. Emergency preparedness kit
    - iv. What to do if there is a fire at home, school, work
    - v. What to do if there is a tornado at home, school, work
    - vi. Listening to severe weather reports on the radio and TV
- 3. Community Resources
  - a. Locate alphabetical and topical listing information in yellow and white pages.
    - i. What are the yellow pages? What are the white pages?
    - ii. White pages—residential listings, business listings
    - iii. Government pages (blue)
    - iv. Find a name in the residential listings use alphabetizing skills
    - v. Find a business in the white pages using alphabetizing skills
    - vi. Find a business in the yellow pages by using categories
  - b. Identify and locate local businesses, governmental and community agencies.
    - i. Post office, driver's license station, police station, fire station, high school, elementary school, middle school, playground, library, unemployment office, INS office, immigration office, grocery store, department store, mall, drug store, pharmacy, restaurant, fast food restaurant

- ii. Locate on a map
    - iii. Describe purpose/use
  - c. Ask for and give directions.
    - i. North, south, east, west, northwest, southwest, northeast, south east, N, E, W, S, NE, NW, SE, SW
    - ii. Street, boulevard, avenue, circle, road, drive
    - iii. Outside, inside, next to, beside
    - iv. Turn left, turn right
    - v. Could you tell me how to get to ---
    - vi. Where is ---
    - vii. How do I get to ---
    - viii. Where is that?
  - d. Read temperatures in Fahrenheit and Celsius; describe weather conditions.
    - i. Read temperature in Fahrenheit and Celsius; compare Fahrenheit and Celsius temperatures
    - ii. Weather conditions—cold, hot, cool, warm, humid, frosty, snowy, icy, sleet, rain, hail, tornado, thunderstorm, blizzard, windy, foggy, fog, breezy
  - e. Identify items necessary for weather emergency preparedness.
    - i. Shelter, emergency preparedness kit, battery-operated radio, flashlight
- 4. Health
  - a. Identify body parts and the five senses.
    - i. Body parts—ankle, arm, back, blood, body, chin, eye, foot, hair, head, heart, knee, leg, nails, neck, shoulder, teeth, tongue, voice, wrist
    - ii. Senses—taste, touch/feel, smell, sight, hear
  - b. Describe aches, pains, illnesses, injuries, and dental problems.
    - i. Backache, black and blue, black eye, broken leg, broken, tooth, burn, cut, dislocate, feel dizzy, fever, flu, headache, heart attack, hurt, injure, measles, pain, red spots, sprain, stiff neck, stomachache, swollen knee, toothache, twist an ankle
  - c. Read and interpret medical instructions for prescriptions and over-the-counter medications.
    - i. Take daily, take twice a day, take at meal times, take before bed, take with food, take with water, take on an empty stomach, teaspoon, spoonful, tablet, pill, capsule, dose, dosage, take until gone, reactions, side effects, store in a cool place, store in the refrigerator, store in a dark place, keep away from children, tamper resistant, childproof cap
    - ii. Renew a prescription
    - iii. Over the counter vs. prescriptions

- iv. Read the instructions on an over the counter medication
          - 1. Age appropriateness
          - 2. When to take
          - 3. When to contact doctor
          - 4. Side effects
          - 5. Uses
  - d. Understand concepts of personal hygiene, grooming, and healthy eating.
    - i. Hygiene and grooming
      - 1. bath, bathing, shower, soap, shampoo, hair brush, comb
      - 2. washing clothes, washing self
      - 3. hand washing
    - ii. Healthy eating
      - 1. food guide pyramid, serving
      - 2. diet, dieting, watching what you eat
      - 3. vitamins and minerals
      - 4. recommended daily allowance
      - 5. nutrition labels
      - 6. washing dishes
      - 7. safe food preparation
5. Employment
- a. Recognize and use basic work-related vocabulary.
    - i. Time card, pay check, pay stub, deductions, taxes
    - ii. Union, union dues
    - iii. Insurance, disability, health insurance
    - iv. Job titles
    - v. Job duties
    - vi. Training, interview, resume, application, skills, experience, occupation
    - vii. Night shift, shift, 3<sup>rd</sup> shift, 2<sup>nd</sup> shift, 1<sup>st</sup> shift, evenings, days, nights, swing shift
    - viii. Boss, employee, employer, supervisor, manager
  - b. Prepare a job application and resume.
    - i. Complete, without assistance, a job application listing personal information, experience, special skills, education history, and references
    - ii. Complete a basic resume, word-processed
      - 1. objective, education, experience, references
      - 2. format, correct grammar, correct spelling
  - c. Demonstrate appropriate behavior for a job interview.
    - i. Respond appropriately to oral interview questions
      - 1. Where do you work now—do you have any special skills—tell me about your experience—what education or training have you had—why do you want this job

- ii. Respond appropriately to improper interview questions
      - 1. How old are you—are you married—do you have any children—do you plan to get pregnant
    - iii. Body language and image
      - 1. hand shake, eye contact, posture
      - 2. clothing
      - 3. smoking, gum chewing
  - d. Demonstrate understanding of work rules for schedule, time sheets, punctuality, phoning in sick, and safety procedures.
    - i. Filling out a time sheet or time card
      - 1. noting time to the minute and to the quarter hour
      - 2. adding up time
    - ii. Work rules
      - 1. punctuality
      - 2. calling in sick
      - 3. filling out accident reports
      - 4. reporting safety problems
      - 5. harassment
      - 6. requesting vacation or time off
      - 7. performance reviews and promotions, raise
      - 8. salary, wages, hourly wage, over time, double time, sick leave, bereavement leave, union, contract, bargaining agreements
    - iii. Safety procedures
      - 1. protective apparel (hard hat, eye protection, protective suit, ear protection)
      - 2. hazardous chemicals
      - 3. first aid, fire extinguisher
      - 4. lifting
- 6. Government and Law
  - a. Identify the current US President and Vice-President, state, and local officials.
    - i. US president, vice president, senator, congressman, representative
    - ii. Governor, state representative, state legislator, state senator
    - iii. Mayor, city council, school board
  - b. Recognize community laws.
    - i. Curfew
    - ii. Safety hazards
      - 1. clear sidewalks
      - 2. trash-free yards
    - iii. Traffic laws
    - iv. Mandatory schooling for children
    - v. Discipline, child abuse

7. Learning to Learn
- a. Plan a schedule of activities on a calendar.
    - i. Create a chart showing days and times; fill in with activities
  - b. Identify and compare self, family members, and others using physical characteristics and personal traits.
    - i. Physical characteristics and personal traits
      1. Hispanic, Asian, African, African-American, Native American, black, white, Caucasian, foreign, American
      2. tall, short, fat, skinny, thin, overweight, attractive, ugly, beautiful, pretty, large, small, little, tiny
      3. hair—blond, red head, brunette, black, brown, bald, curly, straight, short, long, crew cut
      4. eyes—blue, green, brown, black
      5. married, single, engaged, widowed
      6. personal traits—talkative, shy, funny, quiet, loud, happy, sad, tired, athletic, conservative, critical, lazy, intelligent, smart, liberal, nice, old, young, middle-age, outgoing, popular, successful
  - c. Communicate feelings and impressions.
    - i. Emotions—happy, sad, angry, love, hate, mad, ashamed, bored, confused, disappointment, embarrassed, frightened, frustrated, glad, heartbroken, jealous, lonely, nervous, pride, unhappy, upset
    - ii. Expressing likes, dislikes, acceptance, rejection
      1. I like
      2. I don't like
      3. I agree
      4. I don't agree
      5. Not me
      6. Me too
      7. I want
      8. I don't want
      9. I dislike
  - d. Describe person, place, thing, or event.
    - i. Adjectives
    - ii. Adverbs
    - iii. Colors
    - iv. Physical characteristics
    - v. Emotional characteristics
    - vi. Behavior
  - e. Recognize the meanings of words with common prefixes and suffixes; recognize the meanings of compound words.
    - i. Common prefixes—pre, ante, pro, re
    - ii. Common suffixes—tion, sion, ly, ing, ed,
    - iii. Compound words—(example) housework, blackboard—two words that make one new word

- f. Read and answer comprehension questions on short, multi-paragraph fiction and non-fiction pieces.
  - i. Brief factual and fiction pieces, multi paragraph on a variety of topics
  - ii. Make predictions prior to reading based on title, pictures or graphics
  - iii. Determine main idea and supporting detail
  - iv. Recognize sequence
- g. Interpret simple charts, graphs, maps, tables, and diagrams.
  - i. Identify main idea
  - ii. Uses of information
  - iii. Details found in the information
- 8. Grammar and Writing
  - a. Write a short note, friendly letter, short paragraph, and a set of simple directions.
    - i. Short notes
    - ii. Friendly letter
    - iii. Envelope
    - iv. Short paragraph
      - 1. Main idea, two or three details
    - v. Simple directions
      - 1. To a location
      - 2. How to do something
  - b. Use common verbs, contracted forms, and correct spelling in present, present continuous, past, future, present perfect, and modals.
    - i. Contractions
    - ii. Present
    - iii. Present continuous
    - iv. Past
    - v. Future
    - vi. Present perfect
    - vii. Modals
  - c. Use information questions.
    - i. Who, what, where, when, whose, whom, why, how
  - d. Use adjectives.
    - i. Demonstrative
    - ii. Possessive
    - iii. Descriptive
  - e. Use adverbs.
    - i. Frequency
    - ii. Time
    - iii. Location
  - f. Use prepositions.
    - i. Of location
    - ii. Of direction

- g. Use nouns.
  - i. Count/non count
  - ii. Possessive
  - iii. Common/proper
  - iv. Plural—regular/irregular
- h. Use sentence structure.
  - i. Subject, verb, object
  - ii. Affirmative/negative/interrogative