







**Seminole Community College  
English Language Studies Department  
Florida Adult ESOL Standards  
August 26 – December 15, 2009**

**EMPLOYMENT**

<b>FOUNDATIONS</b>	<b>LOW BEGINNING</b>	<b>HIGH BEGINNING</b>	<b>LOW INTERMEDIATE</b>	<b>HIGH INTERMEDIATE</b>	<b>ADVANCED</b>
1.03.01  Recognize entry-level jobs and workplaces of various occupations.	2.03.01 Interpret job ads.	3.03.01 Recognize common skills, responsibilities and/or duties of entry-level jobs.	4.03.01 Respond appropriately to job ads	5.03.01 Create a job advertisement.	6.03.01 Compare/contrast job opportunities available in the community.
1.03.02  Recognize procedures to apply for a job.	2.03.02 Follow procedures to apply for a job.	3.03.02 Recognize work-related vocabulary used in the job application process.	4.03.02. Use related vocabulary to ask questions in the job application process.	5.03.02 Discuss qualifications and requirements for various jobs (include level of training)	6.03.02 Compare/contrast qualifications and responsibilities for various types of jobs in the local job market.
1.03.03 Complete a simplified job application form with assistance.	2.03.03 Complete a job application form.	3.03.03 Transfer personal information to a basic resume format.	4.03.03 Write a simple resume.	5.03.03 Write a resume, cover letter, and a thank you note to follow up on a job interview.	6.03.03 Develop a portfolio that includes a resume and cover letter. Add professional recognitions, awards, certificates, etc. if available.
1.03.04 Recognize basic interview questions.	2.03.04  Respond to basic interview questions.	3.03.04 Describe types of appropriate behavior, dress code, and attitude for a job interview.	4.03.04 Select appropriate questions to ask at a job interview.	5.03.04. Demonstrate ability to ask appropriate questions at a job interview.	6.03.04 Role play a job interview process and a follow up call after a simulated job interview.
1.03.05 Recognize required forms of identification for employment.	2.03.05 Identify several types of identification for employment.	3.03.05 Identify educational and job experience required for specific occupations.	4.03.05 Identify job training opportunities available in the community.	5.03.05 Discuss job training opportunities in the community.	6.03.05 Research the admission requirements and cost of job training programs in the community.
1.03.06 Identify common requirements for entry level jobs.	2.03.06 Identify work standards for entry-level jobs including punctuality and phoning in sick.	3.03.06 Recognize work-related vocabulary for addressing job tasks, policies and standards.	4.03.06  Demonstrate understanding of job tasks, policies and standards.	5.03.06 Communicate progress on assigned job tasks and activities.	6.03.06 Write a note to communicate progress on assigned job tasks and activities.
1.03.07 Ask for assistance on the job.	2.03.07 Ask for clarification of an assigned task(s) on the job.	3.03.07 Ask for clarification of an assigned task(s) and respond appropriately to instructions.	4.03.07 Demonstrate the ability to clarify and respond to feedback and criticism.	5.03.07 Demonstrate basic problem solving skills in the workplace.	6.03.07 Use appropriate written language (e-mail, memo, report, form) to communicate in the workplace.


**Seminole Community College  
English Language Studies Department  
Florida Adult ESOL Standards  
August 26 – December 15, 2009**

**EMPLOYMENT**

<b>FOUNDATIONS</b>	<b>LOW BEGINNING</b>	<b>HIGH BEGINNING</b>	<b>LOW INTERMEDIATE</b>	<b>HIGH INTERMEDIATE</b>	<b>ADVANCED</b>
1.03.08 Recognize common safety signs found in the workplace.	2.03.08 Recognize safety procedures appropriate for the workplace.	3.03.08. Interpret work safety information, Including common icons and language for interpreting dangerous situations.	4.03.08. Recognize procedures to report accidents on the job.	5.03.08 Fill out a form to report an accident on the job.	6.03.08. Identify problems, solutions and consequences to safety related issues.
1.03.09 Recognize time using analog and digital clocks.	2.03.09 Interpret clock time distinguishing between A.M. and P.M.	3.03.09 Discuss the concept of time in the American society professional/social.	4.03.09  Request a schedule change, or time off using samples of approval/request forms.	5.03.09 Demonstrate understanding of worker's rights, including: compensation, unionization, right-to-work.	6.03.09 Discuss worker's rights, including: workers' compensation, unionizing, right-to-work.
1.03.10 Interpret a simple work schedule.	2.03.10 Ask questions about a work schedule.	3.03.10 Request modifications to a work schedule for personal needs.	4.03.10 Demonstrate-skills needed for teamwork in the workplace.	5.03.10 Recognize behaviors and attitudes that are effective in a multicultural workplace.	6.03.10 Respond appropriately to apologies/criticism from supervisors and co-workers.
1.03.11 Recognize key components of a sample pay stub.	2.03.11 Interpret key components of several sample pay stubs.	3.03.11  Demonstrate appropriate communication skills to interact with supervisors, co-workers and customers.  <i>VOCABULARY</i> <i>project deadlines</i> <i>project reporting team work</i>	4.03.11 Fill out a sample performance evaluation form for the workplace.	5.03.11 Request feedback from a sample performance evaluation form for the workplace.	6.03.11 Discuss the value of workplace performance evaluations.
1.03.12 Recognize an evaluation form.	2.03.12 Sign a sample evaluation form.	3.03.12 Ask simple questions about your evaluation.	4.03.12 Match personal goals and educational backgrounds to job promotions.	5.03.12 Research continuing education opportunities to acquire higher-level skills necessary for promotions.	6.03.12 Demonstrate an understanding of the process of job advancement including reading job postings & vacant position ads and networking.
1.03.13 Identify opportunities for job promotions.	2.03.13 Recognize requirements for job promotions.	3.03.13 Identify appropriate skills and education needed for getting a promotion	4.03.13 Set long term career goals.	5.03.13 Identify appropriate skills and education necessary to attain short and long term career goals.	6.03.13 Plan a career path using short/long term goals.

**Seminole Community College  
English Language Studies Department  
Florida Adult ESOL Standards  
August 26 – December 15, 2009**

**EMPLOYMENT**

FOUNDATIONS	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
1.03.14 Identify short term career goals.	2.03.14  Set short-term career goals.	3.03.14 Identify long term career goals.	4.03.14 Self-evaluate your performance on the job.	5.03.14 Demonstrate negotiation skills to request a promotion, transfer or raise.	6.03.14 Write an action plan for achieving goals, including: identifying personal strengths and weaknesses, and/or an action plan for requesting a promotion or raise.
1.03.15 Recognize career advancement opportunities.	2.03.15 Identify ways to increase income.	3.03.15 Recognize the importance of performance evaluations for promotion and job retention.	4.03.15 Demonstrate ability to select proper equipment and/or tools in order to accomplish a task at work.	5.03.15 Identify problems with one or more types of workplace equipment.	6.03.15 Follow proper procedures to report problems or maintenance needs for equipment/tools at work.
1.03.16 Recognize common tools/equipment required for one or more types of work.	2.03.16 Identify common business machines, including: fax, copier, time clock, computer.	3.03.16 Demonstrate simple computer skills, including: use of mouse, keyboard.			