

Adult Education Class Outline
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2.1040 ESL Advanced (Low-High)

Date	5/16/2001
Posted:	
Title:	ESL Advanced Low Reading/Writing
Prepared	Fresno Adult and Community Education
For:	
Submitted	Barbara Lehman, Program Coordinator
by:	

Fresno Adult & Community Education

COURSE OUTLINE

PREREQUISITES: Completion of ESL Int. High or appropriate score on CASAS test

LENGTH OF COURSE: Open Entry/Open Exit

Goals and Purposes:

The purpose of this course is to improve the writing skills and grammar knowledge of advanced-low level students. The goals of this course are to help students develop fluency, accuracy and an understanding of basic English grammar. Students will study the content and form of narrative, descriptive, and chronologically organized paragraphs. This course will take the student through verb tenses, parts of speech, parts of a sentence, punctuation, and capitalization activities that the student will then apply to the construction of paragraphs.

A citizenship component is included in this course. It is designed to prepare students for the Basic Citizenship Exam using a sheltered context integrating ESL and social studies. Optional units such as geography, current affairs and conflict resolution may also be chosen based on student need.

Repetition Policy:

Students who successfully complete the course will not be allowed to repeat the course. However, students who successfully complete the course and, for various reasons, drop out and later reenter the program will be re-tested and may be re-enrolled in this course.

APPROVALS:

ADMINISTRATORS: BARBARA LEHMAN

DATE OF BOARD APPROVAL September 13, 2000

I. INSTRUCTIONAL UNIT OUTLINE AND HOURS PER UNIT:

Unit topics are chosen based on students' interest and goals.

UNITS	HOURS PER UNIT
Grammar	280
Parts of Speech	
Parts of a sentence	
Verb Tenses	
Active	
Passive	
Subjunctive	
Clauses-	
Noun	
Adverbial	
Adjective	
Punctuation	
Capitalization	
Prefixes/Suffixes	280
Composition	
Sentence Construction	
Paragraph Construction	
Academic Topic's	
Literature	
Science	
World History	
Learning to Learn	
Study Skills	
Thinking Skills	
Computer Skills	120
Citizenship	
Instructional Strategies:	
Students will be instructed through cooperative learning Techniques, including work in small groups, partners, and Whole group. Students will also receive individualized Attention when applicable. Instruction will also include hands-on activities, worksheets, and role-play situations. This instruction will occur through the media of textbooks, Demonstrations, videos, presentations, and computers.	Total Hours: 680

Language Performance Skills Incorporated into Unit Topics: (ESL Model Standards for Adult Education)

Reading:

- Interpret both authentic and edited materials, such as prose fiction, on familiar topics.
- Identify main ideas and supporting details or examples from familiar material.
- Guess meaning from context by analyzing words' prefixes and suffixes.
- Make inferences.
- Summarize reading passages.

Writing:

- Expand and combine simple sentences by adding modifying words, clauses, and phrases.
- Write and punctuate complex sentences.
- Write descriptive and narrative paragraphs, using correct punctuation.
- Complete forms, such as accident reports or applications for drivers' licenses.
- Use transition words within and between paragraphs.
- Take simple notes from public announcements, short lectures, and real interviews.

Language Functions:

- Factual information: illustrate, conclude, infer
- Social and interpersonal relations: approve / disapprove, express indifference, express intentions
- Suasion: predict consequences, persuade

Language Forms:

- Sentence Types:
 - Conjunctive Adverbs:
 - "Therefore" ("She's a good employee; therefore, she got a raise.")
 - "However" ("She's a good employee; however, she didn't get a raise.")
 - Adverbial Clauses of Concession
 - "Unless" ("You can't take the test unless you come on time.")
 - "Although" ("Although you came late, you can still take the test.")
- Verb Tenses:
 - Modals Related to Past Events:

- "Should have" ("I should have gone to the doctor sooner.")
 - "Could have" ("She could have won the contest.")
 - "Would have" ("I would have followed her advice.")
 - "Might have" ("He might have been sick.")
 - "Must have" (You must have missed the news.")
 - Causative Verb Forms ("I had my car fixed.")
 - Past Conditional ("I would have arrived at the doctor's office sooner if my car hadn't broken down.")
 - Passive
 - Simple Past ("The mail was delivered late yesterday.")
 - Future ("The mail will not be delivered on Sunday.")
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II. SPECIFIC COURSE COMPETENCIES

SKILL COMPETENCY: THE STUDENT WILL BE ABLE TO:
 (CASAS Competencies are indicated by their corresponding Code Number. The letter 'L' denotes a listening item. The letter 'R' denotes a reading item.)

B. Grammar

1. Recognize the parts of speech and know how to use them.
2. Name the parts of a sentence and know how to construct a sentence.
3. Recognize noun clauses, adverbial clauses, and adjective clauses.
4. Recognize a minimum on ten active voice tenses.
5. Recognize a minimum of three passive voice tenses.
6. Recognize a minimum of three subjective tenses.
7. Use modals.
8. Recognize the meanings of many prefixes and suffixes.

L

C. Composition

1. Write sentences correctly.
2. construct an acceptable paragraph.
3. Recognize the difference among the types of paragraphs (narrative, descriptive, instructional, etc.).
4. Write paragraphs using the structures taught in the grammar component.

D. Citizenship

• **U.S. History**

1. Interpret information about U.S. history. 5.2.1
2. Interpret information about U.S. states, cities, geographical features, and points of interest. 5.2.4

U.S. Government

3. Interpret information about legislative, judicial, and

- executive branches of government. 5.5.2, 5.5.3, 5.5.4
4. Interpret information about law enforcement activities. 5.5.5
 5. Interpret information about traffic tickets. (Know procedures for clearing a traffic ticket such as appearing in traffic court and paying a fine.) 5.3.5 L

Economics

6. Interpret economic information on economic issues and trends. 5.8.2

Civic Responsibilities

7. Interpret civic responsibilities such as voting, jury duty, taxes.
8. Interpret income tax forms (Interpret a form 1040EZ income tax return for single filers. Know what to attach to the form (W-2). Know what type of taxpayer uses this type of form (single person). Understand what 'amount of personal exemption' means.) 5.4.1 R

E. Academic Topics

• Literature

1. Identify key elements of literature (Characters, Setting, Plot).
2. Describe different types of literature (Adventure, Mystery, Sports, Science Fiction, Comedy, Horror).
3. Recognize famous American stories (The Gift of the Magi etc.)

Science

4. Identify different studies in science (Biology, Earth Science, Chemistry, Physics)
5. Interpret various introductory articles on topics such as viruses, vaccinations, the atmosphere, ocean currents, pollution, states of matter, and gravity.

World History

6. Examine the origin and development of the ancient Asian, Latin American, and European civilizations.
7. Trace the development of the Roman Empire, Christianity, Islam during the Middle Ages.
8. Interpret information about the development of national unity in particular of England, France, and Spain.
9. Identify reasons for European colonization.
10. Identify causes and results of the American Revolution.

F. Learning to Learn

• Study Skills

1. Utilize effective study strategies. 7.4.1
2. Use reference material such as dictionaries and encyclopedias 7.4.5

Thinking Skills

3. Paraphrase pertinent information 7.2.1

4. Analyze a statement or situation identifying component elements, and causal and part/ whole relationships. 7.2.2
5. Make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize. 7.2.4

Computer Skills

6. Use computer - based indexing systems to locate information 7.4.7
 7. Access various English language training software programs.
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III. TEXTBOOKS AND SUPPLEMENTAL BOOKS:

Main Textbooks- Day Program:

Focus on Grammar: Advanced A. Maurer, Jay. Addison-Wesley, 1995

Focus on Grammar. Advanced A Workbook. Koch, Rachel Spack. Addison-Wesley, 1995

Focus on Grammar. Advanced B Maurer, Jay. Addison-Wesley, 1995

Focus on Grammar. Advanced B Workbook. Koch, Rachel Spack. Addison-Wesley, 1995

Night Program

Fundamentals of English Grammar. Volume A. Azar. Prentice Hall-Regents, 1992

Fundamentals of English Grammar Workbook Volume A. Azar. Prentice Hall-Regents, 1992

Supplemental Textbooks

Of the People-U.S. History. U.S. Government Printing Office, 1989

By the People-U.S. Government. U.S. Government Printing Office, 1989

For the People U.S. Government Printing Office 1989

U.S. History Level 1. M289 U.S. Government Printing Office, 1987

U.S. Government Structure. Level 1 M291. U.S. Govt. Printing Office, 1987.

Citizenship Education and Naturalization Information. M287. U.S. Government Printing Office, 1987.

World History and You, Books 1 & 2, Bernstein, Vivian. Steck-Vaughn, 1993

Reading Literature, Bledsoe, Lucy Jane. Simon & Schuster, 1989

Great American Stories 1 & 2, Draper, C.G. (editor). Prentice Hall-Regents, 1993, 1994

IV. EVALUATION:

Evaluation is based on multiple assessments including teacher evaluation. Students will be exited from Advanced Low when they demonstrate the following:

CASAS Score	FAS Exit Test Scores (Structure Test)
221 or higher	26 or more Correct (or 75%)

Writing:

- Writing Sample Description:
 - The paper is competent but fails to carry out part of the assignment or in some discernible respects is not as well written as an advanced high paper.
 - The paper is less well developed and the writing less skillful.
 - The paper uses complex sentences and transitional words within and between paragraphs.
 - The paper shows command of verb tense usage. Mechanical errors are relatively few.
- Model Standards Criteria:
 - Expand and combine simple sentences by adding modifying words, clauses, and phrases.
 - Write and punctuate complex sentences.
 - Write descriptive and narrative paragraphs, using correct punctuation.
 - Complete forms, such as accident reports or applications for drivers' licenses.
 - Use transition words within and between paragraphs.
 - Take simple notes from public announcements, short lectures, and real interviews.