

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

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Title:	ESL Advanced High
Prepared	
For:	El Monte-Rosemead Adult School
Submitted	
by:	Enid Glick

El Monte-Rosemead Adult School

COURSE OUTLINE

TITLE OF COURSE:	ESL - ADVANCED HIGH		
	03.030.109		
INSTRUCTOR:	ESL Teacher		
LENGTH OF COURSE:	18 weeks	SESSIONS PER WEEK:	4 or 5
HOURS PER SESSION:	3 - 4	TOTAL HOURS	258

CATALOG DESCRIPTION OF COURSE:

This course is designed for students who are at an intermediate level of English and wish to further develop problem solving and critical thinking skills. More advanced reading, writing and conversation will be introduced to help students prepare for the world of work and community living. Students will be introduced to the high school diploma through a one-hour per week transition activity that is held in class.

GOALS OR PURPOSE OF COURSE:

Students will develop listening, speaking, reading and writing skills necessary to begin to meet the needs of independent daily living, as well as to prepare for, and to acquire language skills to enter the work place. It is intended that students scoring CASAS 211 and above will achieve a 3 point gain. Measurement will use the CASAS Pre and Post reading test after 80 to 120 hours of instruction.

COURSE COMPETENCIES/OBJECTIVES: (Stated in measurable student outcomes)

Our District has selected as **CORE COMPETENCIES**, the following **CAPITALIZED CAPITALIZED** topics which are addressed appropriately at every level. Learning to Learn (X)* and Culture (Z) are incorporated throughout the competencies. In addition, related to Model Curriculum standards life skill topics, students will develop language and language structures with 80% accuracy so as to be able to successfully:

1. Personal Information and Family Relations

(B,C)

write and evaluate a resume and cover letter; complete college registration and scholarship forms; discuss family issues such as divorce, widowhood, step-children, adoption, family planning and counseling and support agencies; and contrast social mores and idioms/proverbs of homeland and USA.

2. PARENTING, Hygiene, Health and Safety

(D,U)

discuss necessities of pre-natal, lactation, childhood and elderly nutrition, father's parenting role, the working mother, child care and its evaluation, child discipline, as well as, medications, drug interactions, information booklets and elder care, especially as to safety and Medicare.

3. Food and Nutrition

(D,J,S)

discuss food allergies, how to improve traditional recipes to use less fat and sodium and how to change eating habits, including dining etiquette as a guest and in a restaurant and the special nutritional needs of children and the elderly.

4. DISASTER PREPAREDNESS

(G,I,J,P,W)

include in the family budget emergency alternatives; prepare for needs during and after an emergency or disaster, and earthquake insurance; discuss obtaining consumer and special needs assistance; protect against fraudulent repairs and various public information service sources including English language booklets and brochures; develop an emergency communication network for the family.

5. Clothing Purchase and Care

(D,I,V,Z)

discuss shopping alternatives advertised on TV, alterations and their price, development of a clothing budget and what to wear for various events.

6. Housing and Maintenance

(G,H,P,Q,W)

role play negotiating the purchase of a house including mortgage and interest rate; interpret homeowners and earthquake insurance information and include these payments in the budget; discuss new telephone services and the many options available, their usefulness for average or special needs persons; evaluate service/sales brochures in English and use the telephone for research.

7. Transportation and Travel

(L,M)

plan travel, including identification of various types and ways to buy; discuss tickets and the codes on airline tickets; discuss assuring receipt of bonus miles, refunds, making alternate plans and keeping a travel diary; discuss alternatives for local L.A. transportation; transfer title and insure a vehicle and paraphrase from the DMV handbook; demonstrate ability to comprehend public address announcements.

8. Community, Government and Law

(N,O,P,Q,R,S,T)

discuss how to get a U.S. passport and complete a citizenship application; discuss and evaluate the U.S. system of checks and balances, how cases move through the state and federal court system, improving police and community relations; interpret ballot information and give opinions with support on political issues.

9. Occupations and Employment

(V,X,AH)

role play negotiating for a raise; evaluate union membership, worker's compensation insurance, safety conditions, and a job manual with suggestions for improvement; cluster and sequence ideas; write note cards, an outline, footnote and bibliography; use completely legible and attractive handwriting.

10. Time-Calendar, events and behaviors (H)

draw an historical time line.

11. MEASUREMENT-COMPUTATION, money and banking (G,R)

write an annual family budget and monthly spending plan; identify and discuss credit reports and their problems, the Fair Credit Reporting Act, personal investment options, and idioms/proverbs, especially about money.

12. Weather and Environment (E,F)

discuss and offer possible solutions to the problems of excess packaging, planet pollution, the ozone layer, recycling and the effects of all these on the quality of life; role play a creative weather report.

13. Basic Communication and PENMANSHIP (A,X,Z,AH)

lead a group discussion and be able to discuss formal and informal conversation and forms of address.

14. Language Forms (AA,AB,AC,AG)

(incorporated throughout the competencies)

INSTRUCTIONAL STRATEGIES: (Methods used in the classroom)

The use of whole language in teaching survival English through auditory, visual and kinesthetic modalities is utilized at all levels. Small group, total group, individual instruction and monitored, independent-study opportunities are presented. Classroom experience also incorporates cooperative learning, paired activity, dictation, class drill, the natural approach, focused listening, total physical response, role play, and various equipment in the ESL Language Laboratory.

TIMES OF INSTRUCTION: (A topical outline of units and time expended may not equal total course hours because topics are prioritized by the students' Needs Assessment Survey.)

CORE		(up to)
(Z)	Culture	(incorporated throughout)
(G)	Computation and Measurement	25
(W)	Disaster Preparedness	20
(X)	Learning to Learn	(incorporated throughout)
(D)	Parenting	18
(AH)	Penmanship	(continuous)

Depending on the results of the students' Needs Assessment Survey, if these are addressed, the customary time required to achieve competency by students deemed capable of passing on to the next level is:

NON-CORE

(A)	Basic Communication	16
(B)	Personal Information	12
(C)	Family Relationships	18
(E)	Weather	6
(F)	Environment	14

(H)	Time and Calendar	8
(I)	Consumer Economics	- Clothing 6
(J)		- Food/Nutrition 20
(L)	Transportation	- General 14
(M)		- Automobile 6
(N)	Community Resources	- Post Office 4
(O)		- School and Library 20
(P)		- Telephone 16
(Q)		- Housing 20
(R)		- Money and Banking 18
(S)		- Restaurant 6
(T)	Government and Law	5
(U)	Health and Safety	4
(V)	Occupations and Employment	12
The following are incorporated through the competencies:		(continuously)
(AA)	Language Forms	- Sentence Types
(AB)		- Verbs
(AC)		- Pronouns
(AD)		- Articles
(AE)		- Adjectives
(AF)		- Adverbs

TECHNIQUES OF EVALUATION:

Teacher observation, teacher/student conference, informal oral and listening tests, Model Curriculum Standards needs assessment and questionnaire, CASAS pre and post tests, text unit tests, level progress tests and, in the language laboratory, computer-generated scores.

REPETITION: (Conditions under which student repeats course)

The course may be repeated once if a student does not master 70% of the curriculum covered and /or is absent more than four weeks in one semester, as long as progress is shown.

MATERIALS:

Black Beauty
Five Famous Fairytales
Focus on Grammar B, Text and Workbook, High-Intermediate
Great American Stories Book 2
Life Skills Reading
News For You Newspaper
Robin Hood
Tales From Hans Christian Anderson
Weaving It Together (Book 3)
World Folktales

Videos:

Tom Sawyer Text and video

Supplemental worksheets, posters, charts, visuals and realia.

Language Laboratory software and materials (Ramona, Rosemead HS, Rosemead Center, El Monte HS).

*The letters in parenthesis refer to the letter of the competency on the attached material.

***** End of "El Monte-Rosemead-ESL Adv High CO" *****