

Adult Education Class Outline
Hosted by OTAN
www.otan.us

2.1020 ESL Beginning (Low-High)

Date Posted: 5/15/2001

Title: ESL Beginning Low

Prepared For: Fresno Adult and Community Education

Submitted by: Barbara Lehman, Program Coordinator

Fresno Adult & Community Education

COURSE OUTLINE

PREREQUISITES: Completion of ESL Beg. Literacy or appropriate score on CASAS test

LENGTH OF COURSE: Open Entry/Open Exit

Goals and Purposes:

This course is designed for a range of ESL students who have some basic literacy skills in English or who have native language literacy skills but no English language skills to those who have basic literacy skills in English. The purpose of this class is to increase the fluency and communications skills of students at the Beginning level in listening, speaking, reading and writing. Incorporated into this course are Learning to Learn competencies that will assist students in their lifelong learning process.

The basic language skills are taught within the context of life skills and employability skills. Units of study also include citizenship information. This will be useful to students as they begin to prepare for the Basic Citizenship Exam.

Students will be instructed through a variety of techniques (cooperative learning language experience, information-gap, and substitution drills) and grouping strategies. These techniques naturally incorporate the SCANS Competencies (Secretary's Commission on Achieving Necessary Skills) which have been identified as necessary to be successful in the community and at work. An expanded curriculum guide provides a correlation of the CASAS competencies, SCANS competencies and suggested activities for each unit identified in the course outline.

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	INSTRUCTIONAL STRATEGIES	HOURS PER UNIT
Learning to Learn Organizational Skills Personal Info Classroom	Role Plays, Pair Groups, Practice, Dictation (Variety)	150
Consumer Economics Weights/Measures Shopping Automotive Banking	Cooperative Learning, Information GAP, Role Plays, Substitution Drills (Variety)	250
Community Resources Calendar/Weather Telephone Book Transportation	Substitution Drills, Language Experience, Field Trips Cloze Exercises, Dictation	250
Health and Family Care Medical Assistance Safety Procedures Symptoms Health Maintenance	Role Plays, Language Experience, Information Gap, Dictation (Variety)	250
Employment Applying Wages Safety	Field Trips, Guest Speakers, Cooperative Learning, (Variety)	160
Government / Citizenship Basic U.S. History U.S. Symbols Legal Rights	Language Experience, Guest Speakers, Dictation (Variety)	150
Computation		

	Same Skill Groups	150 Total: 1360
--	-------------------	-----------------------

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

Listening:

- Demonstrate understanding of simple words in context of common situations.
- Demonstrate comprehension of basic commands through physical action.
- Demonstrate understanding of simple face-to-face conversation using previously learned material. Courtesy.
- Demonstrate strategies to check for understanding-clarifying by attempting to reproduce what has been heard, for example.

Speaking:

- Make statements related to basic needs using previously learned words and phrases.
- Answer simple questions with "yes", "no", one-word or short-phrase responses.
- Ask simple questions.

Reading:

- Relate phonologic sounds to letters and clusters of letters (sound/symbol correspondence).
- Recognize basic sight words.
- Interpret sentences using vocabulary and structures previously learned orally.

Writing:

- Print the letters of the alphabet legibly.
- Write numerals.
- Write a list -a shopping list or an invitation list, for example- from material read or heard about.
- Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials.
- Fill out simple forms which require biographical/personal information.
- Write simple sentences based on previously learned vocabulary and structures.

Language Functions:

- Factual information: command, agree/disagree, tell
- Social and interpersonal relations: introduce, take leave, express dis/satisfaction
- Suasion: request
- Factual information: ask for information, describe, express necessity, ask permission, agree, disagree.
- Social / interpersonal relations: compliment, express preference, express wants.
- Suasion: direct, invite.

Language Forms:

- **Sentence Types:**
 - Affirmative/negative statements
 - "Yes", "no", "or", and "wh-" questions and answers
 - Compound sentences with: "and" and "but"
 - **Verb Tenses:**
 - Simple present ("He studies every day.")
 - Simple past ("he studied yesterday.")
 - Present Continuous ("He is studying now.")
 - Future with "going to" ("He's going to study tomorrow.")
 - Modal "can" (He can study this evening.)
-

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. LEARNING TO LEARN

1. identify personal, educational and workplace goals. 7.1.1
2. establish, maintain, and utilize a physical system of organization, such as notebooks, calendars, folders. 7.1.4
3. identify, utilize, or create devices or processes for remembering information.
4. use reference materials, such as dictionaries, tables of contents. 7.4.5, 7.4.6.
5. use computer-based systems to locate information. 7.4.7
6. make comparisons, differentiating among, sorting, and classifying items, information, or ideas 7.2.3.
7. identify personal learning style.
8. identify or utilize test-taking skills.
9. participate in a variety of peer group study activities.

SCANS Competencies: decision making, select technology, monitor and correct performance, understand systems, acquire and evaluate information, organize and maintain information, use computers to process information, participate as a member of a team.

C. CONSUMER ECONOMICS

• Weights / Measures

1. select, compute, or interpret appropriate standard measurement for length, width, perimeter etc. 1.1.4L
2. interpret temperatures 1.1.5R
3. count, convert, and use coins and currency 1.1.6R/L

Shopping

4. identify or use various methods to purchase goods /services 1.3.3L
5. interpret information or directions (directories) to locate merchandise 1.3.7. L
6. interpret clothing and pattern sizes and use height and weight tables. 1.1.9L
7. identify different kinds of housing, areas of the home, and common household items 1.4.1
8. select appropriate housing by interpreting classified ads. signs, and other information 1.4.2

Automotive

9. communicate automobile maintenance needs 1.9.0L
10. interpret highway and traffic signs.

Banking

11. maintain a banking account (identify services of banks) 1.8.0L
12. interpret forms associated with banking services (ID Social Security Number, Name, Address, Signature on a bank signature card.) 1.8.2

SCANS Competencies: allocate money, organize and maintain information, understand systems.

D. COMMUNITY RESOURCES

• Calendar/Weather

1. identify months of the year and days of the week. 2.3.1R
2. interpret information about weather conditions. 2.3.3

Telephone Book

3. use the telephone directory and related publications (identify parts of phone number including area code) 2.1.1.R
4. make a long distance phone call 2.1.0L
5. identify emergency numbers and types of emergencies (car accident, fire, burglary / robbery) 2.1.2L

Transportation

6. ask for, give, follow, or clarify directions (map of city blocks, 1st, 2nd, 3rd, 4th etc. Ave, hospital, doctor's office, next to, bank, fire station, drug store, gas station) 2.2.1 R/L
7. recognize and use signs related to transportation. (bus, avenue, first, second, third, fourth, fifth...) 2.2.2 R
8. interpret transportation schedules and fares. (bus schedule, leave, arrive, days of the week, "operate daily" "unless otherwise noted.") 2.2.4R

Miscellaneous

9. read, interpret, and follow directions found on public signs and building directories (elevator, drink, stairs, diaper changing area, public transportation, no smoking, no dogs, no U-turns, emergency vehicles only, no trespassing, park here, store hours, closed, enter, exit) 2.5.4R/L
10. interpret types of mailing services (ID picture and related conversation of someone at the post office) 2.4.2L
11. interpret and order from restaurant and fast food menus (ID picture of someone in a restaurant and related conversations.) 2.6.4L
12. interpret information about recreational and entertainment facilities (ID picture of someone at the "cinema".) 2.6.1

SCANS Competencies: interpret and communicate information, understand systems, monitor and correct performance, teach others, decision making.

E. HEALTH AND FAMILY CARE

• Medical Assistance

1. interpret medical appointment cards. 3.1.2L
2. communicate with medical personnel (earache, toothache, hurts, stand on the scale, sit on the examining table, lie down) 3.1.1L

Safety Procedures

3. identify and use necessary medications. (teaspoon, tablespoon, capsule) 3.3.1R
4. interpret medicine labels 3.3.2.
5. identify safety measures that can prevent accidents and injuries 3.4.2.

Symptoms

6. describe symptoms of illness (earache, toothache, stomachache, headache) 3.1.1L
7. communicate with a dentist (toothache) 3.1.1L

Health Maintenance

8. identify practices that promote cleanliness (shampooing hair, brushing teeth) 3.5.5.L
9. select a balanced diet 3.5.2

SCANS Competencies: interpret and communicate information, understand systems, monitor and correct performance, teach others, decision making.

F. EMPLOYMENT

• Applying

1. identify various occupations (mail carrier, police officer, fireman) 4.1.3L
2. interpret job applications (address, telephone number, social security number) 4.1.2R
3. identify job ads (job ad, apply in person) 4.1.3R
4. identify procedures involved in interviewing such as dressing appropriately and selecting appropriate questions and responses. 4.1.5

Wages

5. interpret wage information charts and forms (time sheets, dates, days, hours worked, how many, when, salary schedule, months of experience, inexperienced position, dishwasher, baker, cook, cashier, in, out, start, finish) 4.2.1R
6. fill out applications (name, first, middle, last, Mr. Mrs., Ms, fill in) 4.1.2L

Safety

7. identify safe work procedures including wearing safe work attire. (safety rules, attire, protective gear, coveralls, goggles, gloves, face shield, rubber mat, electrical machinery, grease)
8. interpret task-related directions (answer the telephone, clean up the spill, turn on/off the lights.) 4.4.5L
9. demonstrate safety while using tools with a variety of hands-on, project-based activities.
10. participate in teams on a variety of work-simulation activities.

SCANS Competencies: Select technology, participate as a member of a team, allocate material resources, interpret information, understand systems.

G. GOVERNMENT/CITIZENSHIP

• Basic U.S. History

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

U.S. Symbols/Documents/Government

3. U.S. Flag (colors, # of stars, meaning of stars and stripes)
4. 4th of July (Independence Day)
5. Constitution
6. California State Flag
7. Thanksgiving Day
8. identify local, state, and federal officials

Legal Rights

9. identify common infractions and crimes, and legal consequences 5.3.7
10. identify procedures for reporting a crime. 5.3.8
11. identify procedures for obtaining legal advice. 5.3.2

H. COMPUTATION

1. demonstrate pre-computation skills (identify numeric symbols, count, identify quantities, identify problem solving symbols +, -, =) 6.0
2. add whole numbers 6.1.1
3. subtract whole numbers 6.1.2
4. multiply whole numbers 6.1.3
5. divide whole numbers 6.1.4

III. TEXTBOOKS AND SUPPLEMENTAL BOOKS:

Main Textbooks- Day/Night Program:

Focus On Grammar Basic Volume A. Schoenberg, Irene E. Longman, 2000

Focus On Grammar Basic Workbook Volume A. Eckstut, Samuela. Longman, 2000

Crossroads 1 Workbook. Fuchs, Marjorie; Frankel, Irene; and Meyers, Cliff. Oxford, 1991

Crossroads 1 Skillbook. Frankel, Irene; and Meyers, Cliff. Oxford, 1991

Put English to Work 1. Janet Podnecky. Contemporary, 1996

Survival English, books 1 & 2. Mosteller, Lee and Bobbi Paul. Prentice Hall Regents, 1988.

English ASAP level 1. Steck Vaughn, 1999

Supplemental Textbooks

First Words. Mrowicki, Linda. Linmore, 1990.

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

IV. EVALUATION:

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

CASAS Score

191 or higher

FAS Exit Test Scores

80% or higher

Writing:

- Writing Sample Description:
 - The paper shows the beginnings of sentence structure in list form and addresses part of what is asked for in the directions. Verb tenses are limited to simple present tense.
- Model Standards Criteria:
 - Print letters of the alphabet legibly.
 - Write numerals.
 - Write a list from material read or heard.
 - Copy or transcribe familiar phrases and high frequency expressions learned from materials.
 - Fill out simple forms which require personal information.
 - Write simple sentences based on previously learned vocabulary.
- Listening/Speaking:
 - Demonstrate comprehension of simple words, commands, and conversation in context of everyday situations.
 - Demonstrate strategies to check for understanding-clarifying by attempting to reproduce what has been heard, for example:
 - Respond appropriately to short emergency warnings ("Stop!", "Get back!")
 - Make statements related to basic needs.
 - Answer simple questions with one word or short phrase responses.
 - Ask simple questions.