

Adult Education Class Outline
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2.1020 ESL Beginning (Low-High)

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| Date | 8/15/2001 |
| Posted: | |
| Title: | ESL - Beginning Low - Family Literacy |
| Prepared | |
| For: | El Monte-Rosemead Adult School |
| Submitted | |
| by: | Enid Glick |

El Monte-Rosemead Adult School

COURSE OUTLINE

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|---------------------------|--------------------|---------------------------|------------------|
| INSTRUCTOR: | ESL Teacher | | |
| LENGTH OF COURSE: | 18 weeks | SESSIONS PER WEEK: | 2 or 4 |
| HOURS PER SESSION: | 2.5 - 3 | TOTAL HOURS | 135 - 216 |

CATALOG DESCRIPTION OF COURSE:

This course is designed for parents who wish to develop beginning literacy skills. Parenting skills are discussed and time for parents and children to work together is included during class time.

GOALS OR PURPOSE OF COURSE:

In the Family Literacy ESL classes, parents and family members work together and separately on literacy activities that help them develop speaking, reading and writing skills in English. The contents of the learning units are related to topics that support family unity and well-being at home, school, in the community and also the specific skills necessary for pre-school age. The class provides parents, family members and students with the skills to be able to read with their children and to have parents increase the amount of time spent with their children and literacy activities. It is intended that ESL students scoring below CASAS 210 will achieve a 5 point gain using the CASAS pre/post reading test after 80 to 120 hours of instruction.

The Goals of these Classes are:

- To build a child's self-esteem (child will feel good about himself/herself)
- To help children develop readiness for school.
- To help children develop a positive attitude towards school.
- To help children learn how to get along with other children.
- To help children develop an appreciation for reading.

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)

say, write and ask someone for name, address, area code and phone number, weight, age and sex; be able to match and state orally the relationship and name of immediate family members.

2. PARENTING, Hygiene, Health and Safety (D,U,Y,M)

identify grooming items and habits, major body parts, use of public restrooms, household hazards and infant safety in home and vehicle.

3. Food and Nutrition (J,S)

identify a simple home and a fast food menu and the basic food groups.

4. DISASTER PREPAREDNESS (W)

identify basic disaster preparedness items for storage; demonstrate classroom response to an evacuation alarm.

5. Clothing Purchase and Care (I,V)

identify items by matching characteristics and five occupations by uniform.

6. Housing and Maintenance (P,Q)

identify housing types and basic utilities, repeat and write student's own phone number and area code.

7. Transportation and Travel (L, M)

identify modes of transportation, the meaning of common road signs, vehicle safety devices and representations of permits and insurance documents.

8. Community (N,T)

identify a postal money order, change of address card, what is needed to mail a letter, the parts of a U.S. flag and the highest government officials.

9. Occupations and Employment (H,V,O,X)

follow singular directives and classroom procedures, respond to "yes" and "no" questions, name classroom objects, actions, and ask for help; use teaching aids.

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

identify digital and analog time, calendar days, months, the year, holidays.

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

match digit to word and to value symbol, count money, ask for and make change.

12. Weather and Environment**(E,F)**

match picture word: basic weather adjectives and identify the signs for "don't litter," "no," and "recycle."

13. Basic Communication and PENMANSHIP**(A,AH,O)**

identify and repeat 49 Dolch pre-literate sight words and alphabetize five by the first letter, identify the letter's sounds, write the alphabet in upper and lower case manuscript, observing the five traits, demonstrate filling out a simple registration form and proper reading directionality.

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 the following monthly themes which have support material for both teacher and assistant:

| | |
|----------|------------------------|
| Feelings | Foods/Nutrition/Health |
| School | Opposites |
| Family | Transportation |
| Seasons | Animals |
| Clothing | Holidays |

Some of the themes correspond to what the parents are learning in their class. This enables the parents to assist their children in increasing skills in English literacy on the same topics. All the family members can work together to develop literacy skills.

TIMES OF INSTRUCTION: (A topical outline of units and time expended may not equal total course hours because topics are prioritized according to perceived needs.)

CORE**(up to)**

| | | |
|-------------|------------------------------------|---------------------------|
| (Z) | Culture | (incorporated throughout) |
| (G) | Computation and Measurement | 10 |
| (W) | Disaster Preparedness | 6 |
| (X) | Learning to Learn | (incorporated throughout) |
| (D) | Parenting | 6 |
| (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 suggested below. The parent and child are together in class during specific times which incorporate the themes parent/child are learning.

NON-CORE

| | | |
|------------|-----------------------------|----|
| (A) | Basic Communication | 30 |
| (B) | Personal Information | 10 |
| (C) | Family Relationships | 10 |
| (E) | Weather | 5 |
| (F) | Environment | 20 |

| | | | |
|-----|------------------------------|----------------------|----|
| (H) | Time and Calendar | | 40 |
| (I) | Consumer Economics | - Clothing | 30 |
| (J) | | - Food/Nutrition | 30 |
| (K) | | - Shopping (Generic) | 10 |
| (L) | Transportation | - General | 10 |
| (M) | | - Automobile | 5 |
| (N) | Community Resources | - Post Office | 10 |
| (O) | | - School and Library | 5 |
| (P) | | - Telephone | 5 |
| (Q) | | - Housing | 30 |
| (R) | | - Money and Banking | 30 |
| (S) | | - Restaurant | 10 |
| (T) | Government and Law | | 5 |
| (U) | Health and Safety | | 70 |
| (V) | Occupations and Employment | | 50 |
| (W) | Domestic, Social and Hygiene | | 2 |

The following are incorporated through the competencies: (continuously)

| | | |
|------|----------------|------------------|
| (AA) | Language Forms | - Sentence Types |
| (AB) | | - Verbs |
| (AC) | | - Pronouns |
| (AD) | | - Articles |
| (AE) | | - Adjectives |
| (AF) | | - Adverbs |
| (AG) | | - Miscellaneous |

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 projects made in/out of class which include the parent and child.

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:

Charts which are available for the family literacy program:

For the aide to keep in the classroom: Calendar, colors, alphabet, farm, numbers.

For the teacher but available to the aide upon request: Fruits, vegetables, community helpers, opposites, Los Opuestos, safety signs, seasons.

Worksheets, posters, charts, toys, puzzles, blocks and realia. Childrens' books - class sets of books in Spanish for the aide to read to the children. A notebook has been developed to assist the teacher and another for the assistant.

Crossroads 1
Going Places 1 & 2
New Interchange Introduction, Text and Workbook
Real Life English 1
Side by Side Family Literacy Package

For Distance Learning:
The Now and Future Parent
Los Padres de Hoy y del Manana
Surviving the Teen Years

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