

Adult Education Class Outline
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2.1010 ESL Beginning Literacy

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Title: ESL Beginning Literacy

Submitted by: LAUSD/DACE

Los Angeles Unified School District

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 50-01-58

REVISED: October/2001

TITLE: ESL BEGINNING LITERACY HOURS: 200

DEPARTMENT: Adult ESL and Citizenship CREDITS: 5

APPORTIONMENT NO.: 2.1010 ESL Beginning Literacy - (replaces # 03.030.101)

COURSE DESCRIPTION:

This competency-based course emphasizes oral language in the development of literacy skills and communicative competence for beginning level adult English Learners. The course is designed for beginning students who may possess few or no literacy skills in their primary language, may be unfamiliar with a Roman alphabet writing system, or may possess learning difficulties. Listening, speaking, reading, and writing skills are integrated and presented in everyday contexts. The content and instructional strategies of this course reflect the California Model Standards for Adult English as a Second Language Programs and contain cross references to CASAS Competencies and the SCANS Competencies and Foundation Skills. This course outline also contains content relevant to the California Community-Based English Tutoring (CBET) Program.

PREREQUISITES:

None

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

Los Angeles Unified School District

A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There information

required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE COMPETENCY BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

ACKNOWLEDGMENTS

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TOM CALDERON was responsible for editing and preparing this course outline as competency based.

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FOREWORD

The main purposes for this course outline are 1) to provide teachers with a resource and planning tool for teaching ESL Beginning Literacy and 2) to provide administrators, teacher advisers, and department heads with a staff development resource.

The outline integrates the principle elements of Model Standards curriculum (language skills proficiencies, topics and grammatical structures competencies), critical learning strategies, sample classroom activities and references to SCANS and CASAS skills and competencies.

This outline was written, piloted and edited by adult educators for the benefit of other adult educators.