

Adult Education Class Outline
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2.1030 ESL Intermediate (Low-High)

Date Posted: 5/16/2001

Title: ESL Intermediate High

Prepared For: Fresno Adult and Community Education

Submitted by: Barbara Lehman, Program Coordinator

Fresno Adult & Community Education

COURSE OUTLINE

PREREQUISITES: Completion of ESL Intermediate Low 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 function independently in English in most familiar situations. The purpose of this class is to increase students' fluency in basic language skills and to encourage students to self-monitor. There is a much more grammatical focus at this level.

The basic language skills are taught within the context of life skills, employability skills, and academic skills. Various academic topics are incorporated at this level based on students' interests and goals. 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, 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 re-enter 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:

(This section should be itemized in specific units to be taught, instructional strategies to be used [lectures, slides, laboratory techniques, group discussion, etc.] and the approximate number of teaching hours per unit.)

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

UNITS	INSTRUCTIONAL STRATEGIES	HOURS PER UNIT
Community Resources Educational Services General	Cooperative Learning, Information Gap, Field Trips (Variety)	150
Health First Aid General	Guest Speakers, Articles, Lectures (Variety)	250
Employment Job Exploration Job Opportunities Applications On the Job General	Field Trips, Guest Speakers, Article, Lecture, Cloze Exercises (Variety)	400
Government/ Citizenship U.S. History U.S. Government Civic Duties Economics	Lecture, Articles, Guest Speakers, Information Gap (Variety)	200
Academic Study Skills (Learning to Learn) References Computers Test-taking skills Thinking Skills Problem Solving (Various Topics)	Lecture, Cooperative Learning, Information Gap, Substitution Drills, Cloze Exercises (Variety)	250

Computation		
	Grouped by Skill Level	110 Total: 1360

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

Listening:

- Identify main ideas and most supporting detail in factual material relating to everyday topics.
- Detect the mood of a message by determining to a limited degree such components as the attitudes and feelings of the speaker or the urgency of the message.
- Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts.
- Demonstrate understanding of everyday conversations with some repetition or slower speech.

Speaking:

- Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places.
- Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often.
- Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations.
- Clarify utterances by rewording or repeating in order to be understood by the general public.
- Communicate on the telephone on familiar subjects with clarification.

Reading:

- Interpret simple authentic materials on familiar topics (newspaper articles, etc.)
- Identify the main idea of a paragraph on a familiar topic.
- Guess the meaning of unfamiliar vocabulary and phrases from context.
- Find information that requires drawing from different sections of a reading passage.
- Draw meaning from passages by using syntactic clues, such as pronoun references.
- Identify relationships within a passage by using syntactic clues, such as

transitional words-"therefore," for example.

Writing:

- Write short paragraphs describing daily activities or past events, using chronological order.
- Write personal letters.
- Fill out authentic job applications and medical history forms.

Language Function:

- Factual information: compare and contrast, express possibility and probability, offer to do something.
- Social and interpersonal relations: express sympathy, hope, and regret
- Suasion: solve problems and instruct

Language Forms:

- Sentence Types:
 - Adjectival Clauses:
 - "Who" ("The person who made the announcement was the manager.")
 - "Which" ("The book, which is on top, is mine.")
 - Embedded Questions ("Do you know what time it is?")
 - Indirect Speech ("He said he was going.")
 - Verb Tenses:
 - Past Perfect ("He had worked there for ten years before he got a promotion.")
 - Past Perfect Continuous ("She had been crying when her mother found her.")
 - Conditional Contrary-to-fact ("If I were rich, I would buy a house.")
 - Passive Simple Present ("The mail is delivered every afternoon.")
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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. Community Resources

• Educational Services

1. Use library resources. (Know how to locate words on a dictionary page, know 'just before', 'after', 'on another page', 'another meaning for', 'alphabetical order' by 1st, 2nd, and 3rd letter.) 2.5.6R
2. Identify educational services and how to use them. (Know

how to fill out a student registration form and how to identify spaces on a form. Also know 'indicates you are to leave the space blank,' and 'office use only.' Be able to interpret a short article about skills training programs. Know 'operate', and 'blue print'.) 2.5.5R

3. Communicate job training requirements. (Know 'valid excuse', 'cannot miss for any reason', 'you've been sick (number) of times'.) 2.5.5L

General

4. Interpret traffic warnings. (Understand traffic news about the flow of traffic on an interstate. Know 'moving rapidly, slowly' and 'traffic is light.' Also know 'stalled', 'repairing off-ramp' and 'accident'.) 2.2.0L
5. Follow traffic warnings. (Know words related to roads such as 'route', and 'highway', and numbers such as 'highway 1'.) 2.2.0L
6. Use the telephone (Clarify a telephone number / correct a wrong number, identify a new phone number. Know , "This number has been changed. The new number is...") 2.1.0L
7. Take a message. (When taking a phone message, identify who needs to call whom, and who wrote the phone message.) 2.1.7L
8. Follow street directions. (Locate street corners on a map. Know ordinal numbers as street names. Start at one location identified on a map by a dot on a map. Then follow directions and identify the final location. Know directions such as 'across from', 'before', 'after'.) 2.2.1L

C. Health

• First Aid

1. Interpret procedures for simple first-aid. (Interpret short articles about first-aid kits. Know where to store kit and some basic first aid.) 3.4.3R
2. Interpret a fire extinguisher label. 3.4.3R
3. Interpret basic first-aid for bleeding. (Know 'saturated, sterile gauze, press, wound'.) 3.4.3R

General

5. Interpret product labels, directions and warnings. (Interpret an ammonia label. Know 'ammonia, swallow, caution, internal, external, precautions, avoid contact with'...) 3.4.1R

D. Employment

• Job Exploration

1. Identify occupational pathways / clusters.
2. Interpret short articles about jobs in each pathway.
3. Identify and communicate personal occupational interest.

Job Opportunities

4. Identify and use sources of information about job

- opportunities such as job descriptions and job ads. (Read job ads. and abbreviations. Read instructions for a training course. Follow directions for filling out personal information, getting assignments, and completing worksheets. Understand the differences between public and private employment agencies Interpret an extended job ad on openings in restaurants. Know 'budgets, inventories, personnel, advertising, and public relations'.) 4.1.3R
5. Recognize standards of behavior for job interviews. (Interpret an article about how to look for a job. Understand the best way to apply for a job (in person), when to apply, and to who you should ask about jobs.

Applications

6. Interpret job applications, resumes, and letters of application. (Know how to identify various lines on an application by a reference number such as 'line 6'. Know 'born', 'place of birth'. Know 'date started, date left, elementary, junior high, high school.' Know the parts of a resume including skills, work experience, special interests, and references. Understand 'earned more' and 'earned less'. Also know employment objective, work history, salary'.) 4.1.2R
7. Identify skills for getting a job. (Identify one's skills during an interview such as, "I'm bilingual." Recognize what the meaning of test scores that are provided as a percent of correct answers.)

On the Job

8. Follow on-the-job instructions. (Understand directions for disposing of rags used after cleaning. Know 'deposit', 'wash thoroughly', 'throw rags into can with lid...' Also understand positional statements such as 'perpendicular to a square board'.) 4.4.5L
9. Interpret wages and wage deductions and benefits, including wage information charts, pamphlets, and forms. (Read and interpret a paycheck distribution chart. Time to report to a pay window is correlated to the last number of social security numbers. Also know concepts of 'overtime' and pay.) 4.2.1R / 4.4.5L
10. Interpret an employee handbook. (Interpret an index of an employee handbook to find the correct pages for types of leave of absence such as funeral, military, maternity, jury.... Read and interpret directions for working overtime such as first contacting the supervisor.) 4.2.4R
11. Identify procedures for reporting training and job related hazards, accidents, injuries, and damages. (Interpret a workmen's compensation text. Know 'workmen's compensation, medical bills, follow procedures, work-related injuries'.) 4.3.4R

12. Interpret work safety manuals and related publications. (Interpret work safety rules when using combustible materials. Know 'flame, combustible, vapor, keep closed when not in use'.) 4.3.2R

General

13. Interpret safety signs found in places of training in employment and public buildings. (Recognize no smoking signs, fire alarm signs, poison signs, don't litter signs, high voltage signs, various exit signs, 'keep equipment clean', 'put tools away', 'wash your hands before returning to work', 'stay in work area'.) 4.3.1R
14. Interpret conversations about borrowing, lending and spending money 4.0.0L
15. Interpret employment contracts and union agreements. (Read and interpret a short text on advantages and disadvantages of joining a union. Know 'wages', 'benefits', 'working conditions', 'protect', and 'interfere'.) 4.2.3R
16. Communicate information about wages. ('Understand the meanings of 'raise', 'promotion', 'demotion' etc.) 4.2.1L

E. Government / Citizenship

• U.S. History

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

US Government

3. Interpret information about legislative, judicial, and executive activities. 5.5.2, 5.5.3, 5.5.4
4. Identify local, state, and federal government leaders. 5.5.8
5. Communicate with a police officer regarding a traffic citation. (Know 'expired license'.) 5.3.5L

Civic Duties

6. Interpret civic duties such as voting, jury duty, taxes 5.6.3.

Economics

7. Interpret information on economic issues and trends. 5.8.2

F. Academic Study Skills

• References

1. Take notes or utilize effective study strategies 7.4.1
2. Identify and use appropriate informational resources 7.4.4
3. Use materials such as dictionaries and encyclopedias. 7.4.5
4. Use grammatical error correction keys to make changes and correct student-generated sentences and texts.

Computers

5. Use computer-based organizing systems for filing and saving texts.
6. Access / utilize English language training software.

Test Taking Skills

7. Identify personal learning style. 7.4.9
8. Identify or utilize test-taking skills 7.4.10

Thinking Skills Problem Solving

9. Identify and paraphrase pertinent information. 7.2.1
10. Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination.
11. Make comparisons, differentiating among, sorting, and classifying items, information, or ideas.

G. Computation

1. Add whole numbers 6.1.1
2. Subtract whole numbers 6.1.2
3. Multiply whole numbers 6.1.3
4. Divide whole numbers 6.1.4
5. Add and subtract common and mixed fractions 6.3.1, 6.3.2
6. Identify or calculate equivalent fractions 6.3.7

III. TEXTBOOKS AND SUPPLEMENTAL BOOKS:

Main Textbooks-

Focus on Grammar. An Intermediate Course for Reference and Practice,

Volume A. Schoenberg, Irene E. Addison-Wesley, 1994

Focus on Grammar: An Intermediate Course for Reference and Practice

Workbook Volume A. Eckstut, Samuela. Addison-Wesley. 1994

Focus on Grammar: An Intermediate Course for Reference and Practice.

Volume B. Schoenberg, Irene E. Addison-Wesley, 1994

Focus on Grammar: An Intermediate Course for Reference and Practice

Workbook Volume B. Eckstut, Samuela. Addison-Wesley. 1994

Put English to Work 4. Cross, Carole Etchells. Contemporary, 1996

Supplemental Textbooks

Composition Book

Excel Math. Modern Curriculum Press, 1989.

Of the People- US History. US Government Printing Office, 1989

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

For the People. US Government Printing Office 1989

US History Level 1. M289. US Government Printing Office, 1987

US Government Structure. Level 1 M291. US Government Printing Office, 1987

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

IV. EVALUATION:

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

CASAS Score

216 or higher

FAS Exit Test Scores (Structure Test)

22-25 Correct (or 65%)

Writing:

Writing Sample Description:

- The paper is acceptable in that it gives evidence of understanding and responding to the question, although development may be superficial and details lacking.
- The paper shows command of a variety of verb tenses, however, there are some grammatical and mechanical errors.

Model Standards Criteria:

- Write short paragraphs describing daily activities of past events, using chronological order.
- Write personal letters.
- Fill out authentic job applications and medical history forms.

Listening / Speaking:

- Identify main ideas and most supporting detail in factual material relating to everyday topics.
- Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts.
- Demonstrate understanding of everyday conversations with some

repetition or slower speech.

- Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places.
- Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations.
- Clarify utterances by rewording or repeating in order to be understood by the general public.
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