

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

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<b>Date</b>	5/24/2001
<b>Posted:</b>	
<b>Title:</b>	ESL Intermediate High
<b>Submitted by:</b>	Sacramento City Unified School District

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**Sacramento City Unified School District**

**ADULT EDUCATION COURSE OUTLINE**

**UPDATED:** August 1997

**I. COURSE TITLE: ESL Intermediate High**

Total Course Hours: 360 Hours

**BRIEF COURSE DESCRIPTION:**

Students at this level will improve their fluency in order to function independently in most familiar situations. Students will learn to use the language they need in everyday life through the integration of listening, speaking, reading, and writing skills within controlled grammar and sentence structures. Students' needs and interests are considered when choosing the topics to be studied.

**II. MAJOR GOALS AND PURPOSES OF THE COURSE:**

At this level, fluency and communication are emphasized. The students acquire the skills of self-monitoring in the context of informal and formal situations. Grammatical forms introduced in previous levels will now be used with greater accuracy.

**III. PERFORMANCE OBJECTIVES:**

Grammar, reading, writing, listening and speaking and academic skills are taught within the following content areas. Upon successful completion of the course, the students will be able to:

## CONSUMER ECONOMICS

Use the American system of measurement, interpret charts, graphs and consumer related information.

## COMMUNITY RESOURCES

Use the telephone directory in everyday situations and interpret maps.

## HEALTH

Understand and use detailed information about symptoms, complete medical history forms and interpret authentic medicine and household product labels, including warnings.

## OCCUPATIONAL KNOWLEDGE

Understand employment procedures and use of proper techniques to seek employment.

## GOVERNMENT AND LAW

Use, interpret and communicate information such as reporting a crime to police, interpreting and responding to traffic citations, and identifying sources of assistance.

## CULTURAL TOPICS

Understand the cultural differences in gestures and body language, and interpret paralanguage. Understand the mood and meaning of a message. Discuss the historical and social significance of American holidays. *(Cultural topics are not part of the exit criteria.)*

## IV. INSTRUCTIONAL STRATEGIES AND TECHNIQUES:

Language Experience, Focused Listening, Cooperative Learning, pair and group work, Role Playing, authentic texts, Information Gap activities, dictation, Problem Solving, texts, realia, journals, games, guest speakers, and field trips.

## V. TIMES OF INSTRUCTION:

HOURS OF INSTRUCTION						
<i>Units of Instruction</i>	Beginning Literacy	Beginning Low	Beginning High	Intermediate Low	Intermediate High	Advanced Low
Basic Communication	100	100	70			
Consumer Economics	70	60	60	70	70	70
Community Resources	70	60	60	70	70	70
Health	80	60	60	60	60	50
Occupational Knowledge		30	50	70	70	80

<b>Government and Law</b>		20	20	40	40	40
<b>Cultural Topics</b>	40	30	40	50	50	50
<b>TOTAL</b>	<b>360</b>	<b>360</b>	<b>360</b>	<b>360</b>	<b>360</b>	<b>360</b>

## VI. EVALUATION:

Test and quizzes (publisher's and teacher's), applied performance, monitoring of class work, teacher's observation, CASAS test and site generated exit test.

## VII. REPETITION:

The student is progressing, but has not yet met all of the course requirements nor passed the level exit exam. Late enrollment, absences or student requested placement at an inappropriate level may be contributing factors. Teacher/student consultation may determine whether repetition is desirable.