

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

Date	8/15/2001
Posted:	
Title:	ESL - Intermediate High
Prepared	
For:	El Monte-Rosemead Adult School
Submitted	
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El Monte-Rosemead Adult School

COURSE OUTLINE

LENGTH OF COURSE:	18 weeks	SESSIONS PER WEEK:	4 or 5
HOURS PER SESSION:	3 - 4	TOTAL HOURS	258

CATALOG DESCRIPTION OF COURSE:

This course is for students who can understand and communicate simple oral and written messages in English. Students will learn beginning problem solving and critical thinking skills for everyday situations. Emphasis will be placed on reading and writing development.

GOALS OR PURPOSE OF COURSE:

Students will develop listening, speaking, reading and writing skills necessary to begin to meet the needs of independent daily living, as well as to prepare for additional levels of ESL. Vocabulary development addresses the Dolch Word List - 3. It is intended that students scoring CASAS 211 and above will achieve a 3 point gain. Measurement will use the CASAS Pre and Post reading test after 80 to 120 hours of instruction.

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)

describe values student and family hold; describe self as to skills, experience, interest, education and personality traits; discuss resolving family conflicts, counseling and crisis intervention.

2. PARENTING, Hygiene, Health and Safety

(D,U,O)

identify age-appropriate discipline strategies and what constitutes abuse, domestic violence and protections from them under the law, substance abuse and women's shelter services; discuss parental involvement with child's school activities, responding to school correspondence: role play a parent-teacher and a medical professional conference, including the technique of re-statement for clarification; discuss typical school-related problems/solutions and the campus hierarchy; intrusion and accident prevention, disabilities, the blood bank, major organ functions, symptoms and medications, medical reports and insurance.

3. Food and Nutrition

(J,Y,S)

identify menu categories and food safety; discuss comparison shopping recipes, food label ingredients and food customs at social events; be able to correct a restaurant order and report unsanitary restaurant conditions to authorities.

4. DISASTER PREPAREDNESS

(W)

role play classroom emergency procedures: identify emergency water sources and purification techniques, and how to be aware of and protect against certain emergencies.

5. Clothing Purchase and Care

(I,K)

compare economical aspects of catalog, wholesale and retail shopping, cash vs. credit, rebate offers, warranties, value of new vs. used good; fill out, write or read a catalog order and a classified ad; identify clothing design particulars, care labels and problems of care; discuss consumer protection laws.

6. Housing and Maintenance

(Q)

identify and interpret information, regarding home loans and insurance, home hazards, free conservation services, neighbor dispute resolutions; discuss and interpret rental agreements, safe use of utilities, apartment complex notices, the need to enter rented premises to make repairs, registering a complaint if landlord fails to keep agreements.

7. Post Office and Telephone

(N,P,Q,Z)

role play and explain postal services such as holds, address change, purchasing insurance, receipt verification and using alternate carriers; demonstrate using the phone to make international, emergency and emergency breakthrough calls, how to respond to nuisance calls, follow answering machine installation instructions and respond to recorded messages and phone use instructions; locate and comprehend use of crisis hot lines and use proper phone courtesy.

8. Government and Law

(T)

discuss U.S. historical figures, the Bill of Rights and Constitution, citizenship rights and responsibilities, court personnel and terms, and simulate filing a small claim.

9. Transportation and Travel

(L,M)

compare and explain a car purchase choice by describing its feature and using advertisements and the factors of getting a loan and negotiating price with the salesperson; interpret information about traffic citations, traffic court and school, auto club members reporting and accident; describe auto mechanical problems, use a freeway call box; interpret a repair estimate and express dissatisfaction about repairs; be able to clarify directions and compare routes; write travel experience on postcard or letter.

10. Community

(N,T)

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

11. Occupations and Employment**(V,X,H,AH)**

identify and discuss training and placement services, the importance of promptness; role play and interview, demonstrate good handwriting on an application, interpret an employee handbook, employee benefits, promotion standards and observing job safety; brainstorm, sequence/organize and compose a business letter.

12. Time-Calendar, events and behaviors**(H,Y,Z)**

interpret and discuss time zones and various abbreviations, business and social expectations about timeliness; contrast major ethnic group's customs about gestures and personal space, weddings (formal/informal) and invitations.

13. MEASUREMENT - COMPUTATION, Money and Banking**(G,R)**

interpret recipes' weight and volume, a chart of body height and weight, bank statement and service charges and credit account applications; discuss safe cash and credit card use, policies about check endorsement, role play reporting a lost card and making a complaint about a bank error.

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

compare and discuss weather in the homeland versus the US, weather disasters, water and rationing; identify pollution, its effects and some safeguards; compose a paragraph using such vocabularies.

15. Basic Communication and PENMANSHIP**(A,X,AH)**

express interactive emotions verbally and with gesture, idioms and slang; write a short paragraph with good handwriting; discuss life time frames, daily activities and routine social plans; ask for and report instructions and make a clarification; interpret a current event article and analyze its format.

16. Language Forms

(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 various equipment in the ESL Language Laboratory.

TIMES OF INSTRUCTION: (A topical outline of units and time expended may not equal total course hours because topics are prioritized by the students' Needs Assessment Survey.)

CORE		(up to)
(Z)	Culture	(incorporated throughout)
(G)	Computation and Measurement	12
(W)	Disaster Preparedness	20
(X)	Learning to Learn	(incorporated throughout)
(D)	Parenting	24
(AH)	Penmanship	20

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:

NON-CORE

(A)	Basic Communication	4
(B)	Personal Information	12
(C)	Family Relationships	10
(E)	Weather	2
(F)	Environment	16
(H)	Time and Calendar	4
(I)	Consumer Economics	- Clothing 2
(J)		- Food/Nutrition 14
(K)		- Shopping (Generic) 10
(L)	Transportation	- General 12
(M)		- Automobile 12
(N)	Community Resources	- Post Office 2
(O)		- School and Library 10
(P)		- Telephone 12
(Q)		- Housing 12
(R)		- Money and Banking 18
(S)		- Restaurant 6
(T)	Government and Law	24
(U)	Health and Safety	20
(V)	Occupations and Employment	24
(W)	Domestic, Social and Hygiene	12

The following are incorporated through the competencies: (continuously)

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

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, in the language laboratory, computer-generated scores.

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:

Crossroads (Book 4) Text and Workbook

Expressways 4
Jazz Chants
Know Your World Extra Newspaper
Living in the U.S.A. Book 3
New Interchange Text and Workbook
Real Life English (Book 4) Text and Workbook
Spaghetti Forever
Spectrum (Book 4) Text and Workbook
Tales From Many Lands

Videos:

Breaking the Accent Barrier
Treasure Island, Text and video

Supplemental worksheets, posters, charts, visuals and realia.

Language Laboratory software and materials (Ramona, Rosemead HS, Rosemead Center, El Monte HS).

For Distance Learning:

Putting English to Work III, Tapes and Cassettes, Lessons 1 - 24

*The letters in parenthesis refer to the letter of the competency on the attached material.