

Adult Education Class Outline
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2.1050 ESL Multi Level

Date Posted: 5/16/2001

Title: ESL Multi-Level Low

Prepared For: Fresno Adult and Community Education

Submitted by: Barbara Lehman, Program Coordinator

Fresno Adult & Community Education

COURSE OUTLINE

PREREQUISITES: None

LENGTH OF COURSE: Open Entry/Open Exit

Goals and Purposes:

This is a multi-level course designed for beginning ESL students. The purpose is to introduce English language literacy such as recognizing letter and sound correspondences, basic sentence structures, and to increase students' oral communication skills.

The basic language skills of listening, speaking, reading and writing are taught within context of life skills and employability skills. 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, language experience, information-gap, and substitution drills) and grouping strategies. These techniques 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
Learning to Learn Organizational Skills	Practice, Role Play	75
Basic Communication Greetings Personal Information Classroom	Role Plays, Pair Groups, Total Physical Response, Dictation (Variety)	75
Consumer Economics Money Food Clothing Household Items	Cooperative Learning Activities Information GAP, Role Plays, Substitution Drills Dictation (Variety)	250
Community Resources Calendar Survival Signs/ Symbols Transportation	Small Groups, Language Experience, Lecture, TPR, Cloze Exercises, Dictation (Variety)	250
Health and Family Care Family Members Body Parts Symptoms	Role Plays, Language Experience, Information Gap, Cloze Exercises, Dictation (Variety)	250
Employment Tools Direction General	TPR, Language Experience, Substitution Drills (Variety)	160
Citizenship/ Government Holidays		

American Symbols Computation	Language Experience Dictation (Variety)	150
	Lecture, Peer Groups, Individual	150
		Total: 1360

Language Performance Skills Beginning Literacy: (ESL Model Standards for Adult Education)

• **Listening:**

- Demonstrate understanding of simple words, phrases, and questions drawn from familiar material, such as personal information or the immediate physical setting.
- Demonstrate understanding of high-frequency commands and expressions of courtesy.

• **Speaking:**

- Express basic needs with simple words or phrases drawn from learned material.
- Repeat words and phrases for clarification and to improve pronunciation.
- Answer simple questions with "yes," "no," or one-word responses.

• **Reading:**

- Discriminate between shapes and both upper and lowercase letters.
- Demonstrate eye movement from top to bottom and left to right.
- Discriminate among numerals.
- Relate phonologic sounds to letters (sound/symbol correspondence).
- Recognize signs with one word or symbol -restroom signs, for example.

• **Writing:**

- Trace shapes and letters, following guide arrows or other directions.
- Copy letters of the alphabet and numerals.
- Copy basic information (name, phone number, address) for personal identification on a form.
- Copy from a chalkboard a list of words previously produced orally.

• **Language Functions:**

- Factual information: identify, demonstrate
- Social and interpersonal relations: greet, show gratitude, express state of being.
- Suasion: caution

- **Language Forms:**

- Respond to simple commands ("Stand."; "Sit."; "Open your book.").
 - Ask questions with words and phrases ("Name?").
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Language Performance Skills Beginning Low: (ESL Model Standards for Adult Education)

- **Listening:**

- Demonstrate comprehension of simple words in context of common, situations.
- Demonstrate comprehension of basic commands through physical action.
- Demonstrate understanding of simple face-to-face conversation using previously learned material.
- Demonstrate strategies to check for understanding-clarifying by attempting to reproduce what has been heard, for example.
- Respond appropriately to short emergency warnings ("Stop!"; "Get back!"; "Slow down.")

- **Speaking:**

- Make statements related to basic needs using previously learned words and phrases.
- Answer simple questions with "yes," "no," one word, or short-phrase responses.
- Ask simple questions.

- **Reading:**

- Relate phonologic sounds to letters and clusters of letters (Sound / symbol correspondence.)
- Recognize basic sight words.
- Interpret sentences using vocabulary and structures previously learned orally.

- **Writing:**

- Print the letters of the alphabet legibly.
- Write numerals.
- Write a list-a shopping list or an invitation list, for example-from material read or heard about.
- Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials.
- Fill out simple forms which require biographical / personal information.
- Write simple sentences based on previously learned vocabulary and structures.

- **Language Functions:**

- Factual information: command, agree/disagree, tell
- Social and interpersonal relations: introduce, take leave, express dis/satisfaction.
- Suasion: request

- **Language Forms:**

- Affirmative /negative statements
 - "Yes," "no," "or," and "wh_" questions and answers
 - Compound sentences with "and" and "but"
 - Simple present ("He studies every day.")
 - Simple past ("he studied yesterday.")
 - Present Continuous ("He is studying now.")
 - Future with "going to" ("He's going to study tomorrow.")
 - Modal "can" ("He can study this evening.")
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Language Performance Skills Beginning High: (ESL Model Standards for Adult Education)

- **Listening:**

- Demonstrate understanding of simple words and phrases (familiar topics).
- Identify the main topic of conversation in familiar material.
- Demonstrate understanding of non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements.
- Recognize words that signal differences between present, past and future events.
- Respond appropriately to short emergency warnings ("Be careful!")

- **Speaking:**

- Answer simple questions related to basic needs using previously learned phrases or simple sentences.
- Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences.
- Ask questions related to basic needs using previously learned utterances.
- Communicate simple personal information on the telephone.

- **Reading:**

- Interpret isolated words and phrases in familiar contexts (traffic signs, store ads).
- Interpret terms on simplified forms (personal identification, school registration).
- Scan for numerical information (store hours, ads, schedules, signs, forms.)
- Use strategies such as predicting or phonics decoding to interpret new words.
- Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics.
- Identify the sequence of a simple narrative passage.

- **Writing:**

- Copy materials that are meaningful to the students (recipes, directions, language experience stories).
- Write lists (grocery, laundry items)
- Write simple sentences based on personal experiences or familiar material.
- Write a simple telephone message or note (to a child's teacher).
- Write a series of related sentences based on personal experiences or familiar

material.

- **Language Functions:**

- Factual information: ask for information, describe, express necessity, ask permission, agree, disagree.
- Social / interpersonal relations: compliment, express preference, express wants.
- Suasion: direct, invite.

- **Language Forms:**

- Compound Sentences (and...too, and....either, or)
 - Verb Tenses : Future "will"
 - Modals (have to, could, should, must, may, would)
 - Verbs followed by infinitives ("He wants to dance. He likes to read.")
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II. SPECIFIC COURSE COMPETENCIES

(At the end of this course students will be able to meet the following specific competencies. The competencies should be stated in terms of the learner-what concepts, skills, and information the student will know and be able to perform upon completion of the course.

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. LEARNING TO LEARN

1. Establish, maintain, and utilize a physical system of organization, such as notebooks, calendars, folders. 7.1.4
2. Use reference materials, such as dictionaries, tables of contents. 7.4.5, 7.4.6.
3. Make comparisons, differentiating among, sorting, and classifying items, information, or ideas 7.2.3.
4. Identify or utilize test-taking skills.
5. Participate in a variety of peer group study activities.

SCANS Competencies: decision making, select technology, monitor and correct performance, understand systems, acquire and evaluate information, organize and maintain information, use computers to process information, participates as a member of a team.

C. BASIC COMMUNICATION

1. Communicate personal information (name, address, telephone number) 0.0.0L.
2. Communicate about the weather (rainy, stormy, sunny etc.) 0.0.0L
3. Greet others (hello____)
4. Take leave (good-bye____)
5. Spell complete name.
6. Answer and ask simple yes/no questions on familiar topics.

7. Identify classroom furniture (desk, chair, table etc.)
8. Identify study tools (pencil, paper, book, etc.)
9. Identify singular and plural forms of nouns.
10. Demonstrate ability to work in small group activities.

SCANS Competencies: acquire information, organize and maintain information, interpret and communicate information, teach others, participate as a member of a team.

D. CONSUMER ECONOMICS

• Money

1. Count, convert and use coins and currency 1.1.6R
2. Identify greater and lesser amounts.
3. Interpret prices (more, less) 1.1.6-6L
4. Identify or use various methods to purchase goods (paying cash for items) 1.3.3L

Food

5. Interpret info. to locate merchandise (top shelf, middle shelf, bottom shelf, produce, dairy etc.) 1.3.7L
6. Communicate locations using prepositions of location (over, under, beside) and adjectives of location (top shelf, bottom shelf). 1.3.7 7.
7. Identify food groups and food items within groups. 1.3.8

Clothing

8. Identify basic clothing items. 1.3.9
9. Interpret measurement information (small, medium, large) 1.1.9
10. Answer and ask questions using wh- questions and yes/ no questions.

Housing

11. Identify household items and their uses. 1.4.1
12. Communicate about general housing problems (The toilet is leaking) 1.4.7
13. Demonstrate the ability to communicate basic information about home safety (fire prevention) 1.4.8
14. Interpret information to obtain, maintain, cancel housing utilities (ID various utilities and amount due on bills.) 1.4.4L

Weights and Measures

15. Select, compute, or interpret appropriate standard measurement for length, width, perimeter, etc. 1.1.4L
16. Interpret temperatures 1.1.5R

SCANS Competencies: Interpret and communicate information, negotiate with others to arrive at a decision, work with cultural diversity, understand systems, allocate money.

E. COMMUNITY RESOURCES

• Calendar / Time

1. Interpret clock time. 2.3.1R
2. Identify days to the week on a calendar. 2.3.2R
3. Tell digital clock time. 2.3.1L

Transportation

4. Recognize and use signs related to transportation. 2.2.4R
5. Identify different kinds of public transportation. 2.2.3L
6. Ask for, give, follow, or clarify directions (map of city blocks with numbered streets) 2.2.2R

Survival Signs / Symbols

7. Interpret common public signs (first aid, diaper changing area, public transportation, emergency vehicles only, abbreviated days, no smoking, no dogs, no U-turns, elevator, stairs.) 2.5.4R

Places in the Community

8. Give and follow commands in the form of directions.
9. Mail a letter. 2.4.0L
10. Communicate with post office personnel (in order to buy stamps) 2.4.2L
11. Give and clarify directions in a building 2.2.1L
12. Order in a restaurant. 2.6.4L

Telephone Services

13. Use the telephone directory and related publications (identify parts of a phone number with area code) 2.1.1R
14. Identify emergency numbers and types of emergencies (car accident, fire, burglary / robbery) 2.1.2L

SCANS Competencies: Allocate time, interpret and communicate information, understand systems, acquire and evaluate information.

F. HEALTH AND FAMILY CARE

• Family Members

1. Identify family members.

Body Parts

2. Identify body parts.

Symptoms

3. Describe symptoms of illness (earache, toothache, stomachache, headache) 3.1.1L
4. Communicate with a dentist (toothache)
5. Demonstrate use of possessive adjectives (my, his, her) (My head hurts.)
6. Demonstrate use of pronouns (I, he she) (I have a headache.)

Health (General)

7. Identify practices that promote cleanliness (shampooing hair, brushing teeth) 3.5.5L
8. Identify and use necessary medications (teaspoon, drop, tablet, caplet)
9. Identify information necessary to make or keep medical or dental appointments (read appt. card, and transfer info. to calendar.) 3.1.2 L

Safety Procedures

10. Interpret medicine labels 3.3.2.
11. Identify safety measures that can prevent accidents and injuries 3.4.2.
12. Interpret product label directions and warnings (Chlorine bleach, "should not be used on which of the following," ammonia, vinyl, cork, ceramic, appliances, effective solution, harmful gasses, explode, caution, ½ gallon, cup, aluminum pans, walls, floors, well-ventilated.)

SCANS Competencies: Interpret and communicate information, understand systems, monitor and correct performance, teach others.

G. EMPLOYMENT

• Safety

1. Interpret safety signs in places of training, in employment and in public buildings (don't litter, walk, wash your hands, emergency, exit) 4.3.1R
2. Identify safe work procedures including wearing safe work attire. (safety rules, attire, protective gear, coveralls, goggles, gloves, face shield, rubber mat, electrical machinery, grease)

Applications

3. Interpret job applications (address, telephone number, social security number) 4.1.2R
4. Fill out applications (name, first, middle, last, Mr., Mrs., Ms., fill in) 4.1.2L

Occupations

5. Identify various occupations (mail carrier, police officer, fireman) 4.1.3L

Task Related Directions

6. Interpret task-related directions (turn on /off the light, clean the floor) 4.4.5R
7. Give and follow task-related commands (erase the chalkboard, pass out the papers, set up the overhead etc.)
8. Inventory classroom items (count the books, scissors, etc.)
9. Participate in assembly line activities that simulate work situations.

Tools

10. Identify common tools related to various occupations.
11. Create 'products' (a variety of hands-on activities that provide experience with a variety of tools.)
12. Demonstrate safety while using tools with a variety of hands-on, project-based activities.
13. Participate in teams on a variety of work-simulation activities.

Wages

14. Interpret wage information charts and forms (time sheets, dates, days, hours worked, how many, when, salary schedule, months of experience, inexperienced position, dishwasher, baker, cook, cashier, in, out, start, finish) 4.2.1R

SCANS Competencies: Participate as a member of a team, serve client, improve design, select technology, allocate human resources, interpret and communicate information, problem solving, apply technology to task.

H. CITIZENSHIP / GOVERNMENT

• General

1. Identify American holidays and basic information about holidays.
2. Identify local, state, and federal leaders (mayor, governor, president) 5.5.8

3. Locate U.S., California Fresno County Cities on a map.

Basic US History

4. Interpret basic information about US history. 5.2.1

Government

5. Interpret simplified texts about democracy.
6. Interpret voter qualifications.
7. Identify two major political parties.
8. Communicate one's opinion on current issues. 5.1.6

Legal Services

7. Identify procedures for reporting a crime. 5.3.8
8. Interpret information or identify requirements for establishing residency and/or obtaining citizenship 5.3.6

I. COMPUTATION

1. Demonstrate pre-computation skills (identify numeric symbols, count, identify quantities, identify problem solving symbols +, -, =) 6.0.2
 2. Add whole numbers 6.1.1
 3. Subtract whole numbers 6.1.2
 4. Multiply whole numbers 6.1.3
 5. Divide whole numbers 6.1.4
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III. TEXTBOOKS AND SUPPLEMENTAL BOOKS:

(Please list title, author, publisher, and date of the publication for each book used for this course.)

Beginning Literacy:

Main Textbooks- Day Program:

Collaborations, Literacy Level Weinstein-Shr, Huizenga, Bernard-Johnston, Shank, Moss & Ternil. Heinle & Heinle, 1996
Put English to Work, Books Beg. Lit. Janet Podnecky, Contemporary, 1997.

Night Program

Put English to Work, Books Beg. Lit. Janet Podnecky, Contemporary, 1997.
Survival English, books 1 & 2. Mosteller, Lee and Bobbi Paul. Prentice Hall Regents, 1988

Beginning Low

Main Textbooks- Day and Night Program:

Crossroads 1 Workbook Fuchs, Marjorie; Frankel, Irene; and Meyers, Cliff,. Oxford, 1991
Crossroads 1 Skillbook Frankel, Irene and Meyers, Cliff. Oxford, 1991
Put English to Work 1(Beginning Low) Janet Podnecky. Contemporary, 1996.
Survival English, books 1 & 2. Mosteller, Lee and Bobbi Paul. Prentice Hall Regents, 1988.

Beginning High

Crossroads 2 Workbook Fuchs, Marjorie; Frankel, Irene; and Brod, Shirley

Oxford, 1993

Crossroads 2 Skillbook Brod, Shirley and Irene Frankel, Oxford, 1993

Put English to Work 2 (Beginning High) Janet Podnecky. Contemporary, 1996

Supplemental Textbooks

TLC +. Michael Kerwin. Steck Vaughn, 1996.

Before Book One. Boyd, John R. and Mary Ann. Prentice Hall Regents, 1991.

Basic English for Adult Competency. Keltner, Howard, Lee. Prentice Hall, 1983

I Want to Speak English. International Institute of Minnesota, 1982

Begin at the Beginning. John R. and Mary Ann Boyd, Abaca Books, 1988.

Excell Math Modern Curriculum Press, 1989

IV. EVALUATION:

(Please describe measurable evaluation criteria clearly within the reach of student. The evaluation indicates anticipated skills and competencies to be achieved.)

Evaluation is based on multiple assessments including teacher evaluation. Advancement to a higher level is based on the following:

Beginning Literacy:

CASAS Score

169 or higher

FAS Exit Test Scores (Consumable Structure Test for Beg. Lit)

80% or higher

Writing:

- Writing Sample Description:

- Write the alphabet from memory.

- Fill in a simple form (name, address, telephone number)

- Write simple present tense sentences in familiar contexts (Today is Monday.).

Beginning Low:

CASAS Score

185 or higher

FAS Exit Test Scores (Consumable Structure Test for Beg. Low)

80% or higher Writing:

- Writing Sample Description:

- The paper shows the beginnings of sentence structure in list form and addresses part of what is asked for in the directions.

- Verb tenses are limited to simple present tense.

- Model Standards Criteria:
 - Print letters of the alphabet legibly.
 - Write numerals.
 - Write a list from material read or heard.
 - Copy or transcribe familiar phrases and high frequency expressions learned from materials.
 - Fill out simple forms which require personal information.
 - Write simple sentences based on previously learned vocabulary.

Beginning High:

CASAS Score

196 or higher

FAS Exit Test Scores (Consumable Structure Test for Beg. Low)

80% or higher

Structure Test:

15-18 Correct (or 45% correct) Writing:

- Writing Sample Description:
 - The paper shows the beginnings of paragraph formation.
 - The paper fails to address part of what was asked for in the directions.
 - The paper may have spelling and grammatical errors.
 - Use of verb tenses is generally limited to simple present tense.
- Model Standards Criteria:
 - Copy materials that are meaningful to the students (recipes).
 - Write lists (grocery).
 - Write simple sentences based on personal experience or familiar material.
 - Write a telephone message or note to a child's teacher.
 - Write a series of related sentences based on personal experiences or familiar material.