

**Adult Education Class Outline**  
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**2.1050 ESL Multi Level**

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<b>Date</b>	5/24/2001
<b>Posted:</b>	
<b>Title:</b>	ESL Multi-Level
<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 Multi-Level**

Total Course Hours: 360 Hours

**BRIEF COURSE DESCRIPTION:**

This ESL course is an individual or small group based program that offers students ESL Literacy, ESL Beginning Low, ESL Beginning High, ESL Intermediate Low, ESL Intermediate High, and/or ESL Advanced Low as needed.

Course objectives and content conform to the individual course outlines. This competency based program is a learner centered approach that targets instruction to identified student interests, needs, and goals. Students develop listening, speaking, reading and writing skills as they achieve life skill competencies in consumer economics, community resources, health, employment, government and law, computation, and learning to learn. Students' progress will be evaluated in terms of their level with the Comprehensive Adult Student Assessment System (CASAS).

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

Emphasis is based on individual student needs and on level placement within the class. Fluency and communication are fostered at all levels by providing oral/aural and reading/writing practice within controlled grammatical structures and content areas. Students' abilities to function in real life situations are improved using the curriculum

guidelines appropriate to each level.

### **III. PERFORMANCE OBJECTIVES:**

All grammar, reading, writing, listening and speaking skills are taught within the following content area. Course objectives and content conform to the individual level course outlines.

#### **BASIC COMMUNICATION**

Students in Beginning Literacy, Beginning Low and Beginning High objectives include, but are not limited to pointing to their names, addresses and phone numbers, to filling out forms related to personal identification and making formal and informal introductions.

#### **CONSUMER ECONOMICS**

Depending on level of the student, objectives in this content area vary from identifying and counting money (literacy level) to analyzing and interpreting ads (Advanced Low).

#### **COMMUNITY RESOURCES**

Depending on level of the student, objectives in the content area vary from learning to dial 911 to making complex business calls.

#### **HEALTH**

Depending on level of the student, objectives in this content area vary from pointing to parts of the body to completing a detailed, authentic health history and interpreting authentic over-the-counter medicine labels directions and warnings.

#### **OCCUPATIONAL KNOWLEDGE**

Targeting Beginning Low and above students, objectives in the content area vary from identifying common occupations and related duties to writing an authentic resume and letter of application, discussing various job search techniques and practicing answering interview questions.

#### **GOVERNMENT AND LAW**

Targeting Beginning Low students and above, objectives vary from understanding basic DMV laws, comprehending common traffic signals to communicating opinions of current issues, identifying procedures for obtaining legal advice and interpreting small claims court procedures.

#### **CULTURAL TOPICS**

Depending on the level, topics will vary from shaking hands and nodding "yes" or "no" to utilizing verbal and non verbal techniques to maintain a conversation, understanding the art of giving and receiving compliments, and gaining an understanding of American humor.

### **IV. INSTRUCTIONAL STRATEGIES AND TECHNIQUES:**

Depending on the level of the student these strategies and techniques may be used: Total Physical Response, Natural Approach, focused listening, language experience,

dictation, problem solving, peer editing, cooperative learning activities, pair and group work, role playing, information gap activities, texts, journals, authentic texts, realia, games, guest speakers and field trips.

## V. TIMES OF INSTRUCTION:

HOURS OF INSTRUCTION						
<i>Units of Instruction</i>	<b>Beginning Literacy</b>	<b>Beginning Low</b>	<b>Beginning High</b>	<b>Intermediate Low</b>	<b>Intermediate High</b>	<b>Advanced Low</b>
<b>Basic Communication</b>	100	100	70			
<b>Consumer Economics</b>	70	60	60	70	70	70
<b>Community Resources</b>	70	60	60	70	70	70
<b>Health</b>	80	60	60	60	60	50
<b>Occupational Knowledge</b>		30	50	70	70	80
<b>Government and Law</b>		20	20	40	50	40
<b>Cultural Topics</b>	40	30	40	50	40	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 tests.

## 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.