
**Garden Grove Unified School District
Lincoln Education Center (Adult Education)**

ESL Beginning Literacy

COURSE OUTLINE

PROGRAM: English as a Second Language, Adult Education

COURSE TITLE: ESL Beginning Literacy State Code :2.1010

PREREQUISITES: None

LENGTH OF COURSE: 36 Weeks

I. BRIEF COURSE DESCRIPTION:

This is a non-credit, open enrollment course that is designed for students who have little or no literacy skills in English or their native language and who need to start at the beginning. Students will build basic English life skills vocabulary through *listening, speaking, reading, writing and basic grammar activities*. The use of technology will also be integrated.

II. MAJOR GOALS AND PURPOSES OF THE COURSE:

This course is designed around the competency-based model of instruction. The content covered in this course will focus on understanding through the areas of listening, speaking, reading, writing, language function, language form, and cultural literacy. The basic life skills' categories which will provide the topics of instruction are: *Basic Communication, Consumer Economics, Community Resources, Employment, Government/Citizenship, Computation, Learning and Thinking Skills, and Independent Living*. The goal of the course is to promote English language competency for personal, social, educational and professional purposes, applying English to real-life situations with embedded contextualized learning. The emphasis is on literacy and basic communication skills that enable learners to participate more fully within society as citizens, workers and family members. Scans foundation skills and competencies are embedded in class instruction.

III. COURSE COMPETENCIES/OBJECTIVES:

At the end of the course, students will be able to meet the following specific competencies:

0. Basic Communication

CASAS Competencies:

- 0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)
- 0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
- 0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
- 0.1.4 Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
- 0.1.8 Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
- 0.2.1 Respond appropriately to common personal information questions
- 0.2.2 Complete a personal information form
- 0.2.3 Interpret or write a personal note, invitation, or letter
- 0.2.4 Converse about daily and leisure activities and personal interests

1. Consumer Economics

CASAS Competencies:

- 1.1.4 Interpret, use and compute measurement for consumer-related purposes
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
- 1.1.7 Identify product containers and related units of measure
- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.2 Compare price, quality, and product information to determine the best buys for goods and services
- 1.2.6 Identify places to purchase goods and services, including the Internet
- 1.2.7 Interpret information or directions to locate merchandise
- 1.2.8 Identify common food items
- 1.2.9 Identify common articles of clothing
- 1.4.1 Identify different kinds of housing, areas of the home, and common household items
- 1.4.8 Recognize home theft and fire prevention measures
- 1.6.1 Interpret food packaging labels such as expiration dates
- 1.6.4 Interpret sales receipts
- 1.9.1 Interpret highway and traffic signs and signals, including parking information
- 1.9.9 Identify types of vehicles and basic car parts and features, including safety equipment

2. Community Resources

CASAS Competencies:

- 2.1.2 Identify emergency numbers and place emergency calls
- 2.1.8 Use a telephone or similar device to make and receive calls and for other functions
- 2.2.1 Ask for, give, follow, or clarify directions to a place or location, including reading signs
- 2.2.2 Recognize and use signs related to transportation
- 2.2.3 Identify or use different types of transportation in the community, and interpret traffic information
- 2.3.1 Interpret clock time
- 2.3.2 Identify the months of the year and the days of the week
- 2.3.3 Interpret information about weather conditions
- 2.3.4 Interpret and write dates
- 2.4.1 Address items for mailing
- 2.4.4 Purchase stamps and other postal items and services
- 2.5.6 Use library services
- 2.6.4 Interpret and order from restaurant and fast food menus, and compute costs
- 2.7.1 Interpret information about holidays

3. Health

CASAS Competencies:

- 3.4.2 Identify safety measures that can prevent accidents and injuries
- 3.5.2 Identify a healthy diet
- 3.5.5 Identify practices that promote cleanliness and hygiene
- 3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures
- 3.6.1 Identify parts of the body
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms

4. Employment

CASAS Competencies:

- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
- 4.1.6 Interpret general work-related vocabulary (e.g., supervisor, shift)
- 4.2.1 Interpret wages, deductions, pay statements, and timekeeping forms
- 4.3.1 Interpret safety signs found in the workplace
- 4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
- 4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.
- 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals

5. Government/Citizenship

CASAS Competencies:

- 5.2.6 Identify the U.S. flag, other national symbols, and principal monuments
- 5.3.8 Identify procedures for reporting a crime
- 5.5.8 Identify local, state and federal government leaders

6. Computation

CASAS Competencies:

- 6.0.1 Identify and classify numeric symbols
- 6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing
- 6.1.1 Add whole numbers
- 6.1.2 Subtract whole numbers
- 6.2.1 Add decimal fractions
- 6.2.2 Subtract decimal fractions
- 6.4.1 Apply a percent to determine amount of discount
- 6.6.6 Calculate with units of time

7. Learning to Learn

CASAS Competencies:

- 7.1.4 Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists
- 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
- 7.4.5 Use reference materials, such as dictionaries and encyclopedias
- 7.4.7 Identify or utilize test-taking skills
- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications

8. Independent Living

CASAS Competencies:

- 8.1.1 Recognize and/or demonstrate hygiene and grooming skills
- 8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property
- 8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g., neighbors, teachers, contacts from human service agencies and recreation facilities)

SCANS Competencies: The Secretary's Commission on Achieving Necessary Skills (Job Performance)

Three-Part Foundation Skills	Five Competencies
<ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> ○ reading ○ writing ○ arithmetic/mathematics ○ listening ○ speaking 2. Thinking Skills <ul style="list-style-type: none"> ○ creative thinking (creates new ideas) ○ decision making (chooses best alternative, based on facts) ○ problem solving (recognizes problem; creates and completes a plan of action) ○ reasoning (uses logic to draw conclusions) ○ knowing how to learn (uses efficient learning techniques) ○ seeing things in the mind's eye (understands charts, symbols, pictures, etc.) 3. Personal Qualities <ul style="list-style-type: none"> ○ responsibility (works hard to attain a goal) ○ self esteem (believes in own self-worth) ○ sociability (gets along well with people) ○ self-management (self-planning and control) ○ integrity and honesty (chooses the right thing to do) 	<ol style="list-style-type: none"> 1. Resources (uses each wisely) <ul style="list-style-type: none"> ○ time ○ materials and facilities ○ personnel 2. Interpersonal Skills <ul style="list-style-type: none"> ○ works well with others ○ teaches others new skills ○ serves clients or customers ○ works with people of diverse backgrounds ○ acts as leader 3. Uses Information <ul style="list-style-type: none"> ○ acquires and evaluates information ○ organizes and maintains information ○ analyzes and communicates information ○ uses computers to do above steps 4. Works With Systems <ul style="list-style-type: none"> ○ understands how systems work (organizational, technological, social) ○ works within the system ○ improves and designs systems 5. Technology <ul style="list-style-type: none"> ○ selects the right technology for the task ○ uses technology to complete tasks ○ maintains and trouble shoots technology

IV. LANGUAGE SKILLS INCORPORATED INTO UNIT TOPICS:

(ESL Model Standards for Adult Education)

Listening: On exit, students will be able to:

- 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: On exit, students will be able to:

- 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: On exit, students will be able to:

- 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: On exit, students will be able to:

- 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 list of words previously produced orally.

Language Function: On exit, students will be able to use English for:

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

Language Forms: On exit, students will be able to use the following structures:

- **Sentence Types:**
 - Respond to simple commands ("Stand", "Sit", "Open your book").
 - Ask questions with words and phrases ("Name?")
- **Verb Tenses:**
- Ask and respond to simple questions in the present tense:
 - What's your name?
 - Where are you from?

V. INSTRUCTIONAL STRATEGIES:

The use of whole language in teaching English through auditory, visual, and kinesthetic modalities is utilized at all levels. The following is a list of instructional strategies that are encouraged:

- Role Play
- Team Projects
- Individual Projects
- Pair Groups
- Small Groups
- Total Physical Response (TPR)
- Dictation
- Cooperative Learning Activities
- Lecture
- Teacher Modeling
- Technology and Multimedia
- Peer Tutoring
- Song and Chant
- Guest Speakers
- Field Trips
- Multicultural Activities
- Daily Oral Language
- Realia
- Scaffolding
- Differentiated Instruction

VI. CORE TEXTBOOKS AND SUPPLEMENTAL MATERIALS:

Instructors teach from the adopted textbooks, workbooks and printed materials. Teacher prepared, student centered materials such as downloadable worksheets, realia, visuals and supplementary texts may also be used to reinforce lessons related to course content.

VII. EVALUATION:

Evaluation is based on multiple assessments: the standardized CASAS reading test, curriculum-based unit tests, the standardized curriculum-based exit exam, class work, oral participation and projects.

Students will be exited from Beginning Literacy when they meet the following criteria:

- Score **181 or higher** on the CASAS Test
- Score **75% or higher** on the Curriculum-based Exit Exam
- Demonstrate proficiency of language skills in the ESL Model Standards for Beginning Literacy

VIII. REPETITION:

Students who successfully complete the course may be promoted. However, students who successfully complete the course and, for various reasons, drop out and later reenter the program will be re-tested and may be re-enrolled in this course.

10 Easy Things You Can Do To Integrate Workplace Basics (SCANS Competencies) Into Your Classroom

The following list suggests ways to incorporate SCANS skills into your daily instruction. The bold-faced type indicates the classroom strategy, and the list below indicates the SCANS skill to which it corresponds.

1. **Start each class with an agenda on the board.**

Information: organizing
Resources: allocating time
Interpersonal: negotiating

2. **Put students in teams and assign teams classroom maintenance jobs.**

Interpersonal: working in teams, taking individual responsibility
Personal Qualities: demonstrating sociability
Systems: developing system to improve performance

3. **Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities.**

Systems: monitoring performance

4. **Teach students how to organize their classroom materials.**

Interpersonal: teaching others
Systems: monitoring performance

5. **Monitor students' progress with checklists and weekly tests.**

Interpersonal: organizing and maintaining information
Systems: monitoring/correcting performance

6. **Pay attention to classroom incidents and conflicts. Develop lessons that teach students how to deal with these issues appropriately.**

Interpersonal: working in teams, negotiating
Thinking skills: solving problems, making decisions
Personal qualities: demonstrating sociability

7. **Model appropriate workplace behavior: arrive on time, come with an organized plan, dress appropriately, and maintain a positive attitude.**

Personal qualities: taking responsibility, managing self
Systems: understanding systems

8. **Encourage students to use, fix, or make minor adjustments in equipment, such as hole punch, pencil sharpener, overhead projector, etc.**

Technology: maintaining & troubleshooting equipment and applying technology to task

9. **Designate student trainers, tutors or experts who can train new students and assist classmates as needed.**

Interpersonal: teaching others
Systems: improving or designing systems

10. **Encourage self and peer revision whenever possible. Teach the appropriate language to make revisions.**

Systems: monitoring/correcting performance
Interpersonal: taking individual responsibility
Personal qualities: assessing/managing self

