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

ESL Beginning High

COURSE OUTLINE/CURRICULUM

PROGRAM: English as a Second Language, Adult Education

COURSE TITLE: ESL Beginning High State Code: 2.1020

PREREQUISITES: Completion of Beginning Low or appropriate score on placement test

LENGTH OF COURSE: 36 Weeks

I. BRIEF COURSE DESCRIPTION:

This is a non-credit, open enrollment course that is designed for students who have basic English language skills. Students will practice communication skills in everyday situations and build a larger vocabulary through *listening, speaking, reading, writing and 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, grammatical structures and cultural literacy. The basic life skills' categories which will provide the topics of instruction are: *Basic Communication, Consumer Economics, Community Resources, Health, 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 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 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)
- 0.1.3 Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade, negotiate)
- 0.1.4 Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)
- 0.1.5 Identify or use appropriate classroom behavior
- 0.1.6 Clarify or request clarification
- 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:

- 1.1.1 Interpret recipes
- 1.1.3 Interpret maps and graphs
- 1.1.5 Interpret temperatures
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
- 1.1.8 Compute averages
- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.2 Compare price or quality to determine the best buys for good and services
- 1.2.3 Compute discounts
- 1.2.4 Compute unit pricing
- 1.2.5 Interpret letters, articles, and information about consumer-related topics
- 1.2.8 Identify common food items
- 1.2.9 Identify common articles of clothing
- 1.3.1 Compare different methods used to purchase goods and services
- 1.3.2 Interpret credit application
- 1.3.3 Identify or use various methods to purchase goods and services, and make returns and exchanges
- 1.3.4 Use catalogs and order forms to purchase goods and services
- 1.3.5 Use coupons to purchase goods and services
- 1.3.8 Identify common food items
- 1.3.9 Identify common articles of clothing
- 1.4.1 Identify different kinds of housing, areas of the home, and common household items
- 1.4.2 Select appropriate housing by reading ads, signs, and other information, and by making inquiries
- 1.4.3 Interpret lease and rental documents
- 1.4.4 Interpret information to obtain, maintain, or cancel housing utilities
- 1.4.5 Interpret information about tenant and landlord rights and obligations
- 1.4.6 Interpret information about purchasing a home, including loans and insurance
- 1.4.7 Interpret information about home maintenance, and communicate housing problems to a landlord
- 1.6.4 Interpret sales receipts
- 1.8.2 Interpret the procedures and forms associated with banking services, including writing checks
- 1.9.1 Interpret highway and traffic signs and signals, including parking information
- 1.9.2 Identify driving regulations and procedures to obtain a driver's license
- 1.9.4 Interpret maps related to driving

2. Community Resources

CASAS Competencies:

- 2.1.1 Use the telephone directory and related publications to locate information
- 2.1.2 Identify emergency numbers and place emergency calls

- 2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages
- 2.1.8 Use the telephone to make and receive routine personal and business calls
- 2.2.1 Ask for, give, follow, or clarify directions
- 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
- 2.2.4 Interpret transportation schedules and fares
- 2.2.5 Use maps relating to travel needs
- 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
- 2.4.1 Address letters and envelopes
- 2.4.2 Interpret postal rates and types of mailing services
- 2.4.4 Purchase stamps and other postal items and services
- 2.5.1 Locate and utilize services of agencies that provide emergency help
- 2.5.3 Locate medical and health facilities in the community
- 2.5.4 Read, interpret, and follow directions found on public signs and building directories
- 2.5.6 Use library services
- 2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs
- 2.7.1 Interpret information about holidays
- 2.7.2 Interpret information about ethnic groups, cultural groups, and language groups
- 2.7.3 Interpret information about social issues
- 2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.

3. Health and Family Care

CASAS Competencies:

- 3.1.1 Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions
- 3.1.2 Identify information necessary to make or keep medical and dental appointments
- 3.1.3 Identify and use health care services and facilities, including interacting with staff
- 3.1.4 Identify common types of medical and health practitioners and specialists
- 3.2.1 Fill out medical health history forms
- 3.3.1 Identify and use necessary medications
- 3.3.2 Interpret medicine labels
- 3.3.3 Identify the difference between prescription, over-the-counter, and generic medications
- 3.4.1 Interpret product label directions and safety warnings
- 3.4.2 Identify safety measures that can prevent accidents and injuries
- 3.4.3 Interpret procedures for simple first-aid
- 3.5.1 Interpret nutritional and related information listed on food labels
- 3.5.2 Identify a healthy diet
- 3.5.3 Identify how to handle, prepare and store food safely
- 3.5.4 Identify practices that promote dental health
- 3.5.5 Identify practices that promote cleanliness and hygiene
- 3.5.9 Identify practices that promote physical well being
- 3.6.1 Identify parts of the body

4. Employment

CASAS Competencies:

- 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security
- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application
- 4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market
- 4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
- 4.1.6 Interpret general work-related vocabulary (e.g., experience, swing shift)
- 4.1.8 Identify common occupations and the skills and education required for them
- 4.1.9 Identify procedures for career planning, including self-assessment
- 4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms
- 4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages
- 4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job

retention and advancement

- 4.5.1 Identify and use common tools, equipment, machines, and materials required for one's job
- 4.5.2 Demonstrate ability to enter information using keyboards, keypads, and other devices
- 4.6.1 Follow, clarify, give or provide feedback to instructions; give and respond appropriately to criticism
- 4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion
- 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
- 4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills
- 4.8.3 Demonstrate effective communication skills in working with customers and clients
- 4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
- 4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies
- 4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises
- 4.8.7 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender

5. Government/Citizenship

CASAS Competencies:

- 5.1.4 Interpret information about electoral politics and candidates
- 5.2.1 Interpret information about U.S. history
- 5.2.2 Identify or interpret U.S. historical documents
- 5.2.3 Interpret information about world history
- 5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest
- 5.2.6 Identify the U.S. flag, other national symbols, and principal monuments
- 5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
- 5.5.2 Interpret information about legislative activities
- 5.5.3 Interpret information about the judicial branch and its activities
- 5.5.4 Interpret information about the executive branch and its activities
- 5.5.5 Interpret information about the military
- 5.5.8 Identify local, state and federal government leaders
- 5.5.9 Interpret information about the structure of government and the political system, including federal, state, and local
- 5.6.3 Identify civic responsibilities such as voting, jury duty, and paying taxes
- 5.8.3 Interpret information on world economic systems

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
- 6.0.3 Identify information needed to solve a given problem
- 6.0.4 Determine appropriate operation to apply to a given problem
- 6.0.5 Demonstrate use of a calculator.
- 6.1.3 Multiply whole numbers
- 6.1.4 Divide whole numbers
- 6.1.5 Perform multiple operations using whole numbers
- 6.7.2 Interpret data given in a bar graph

7. Learning to Learn

CASAS Competencies:

- 7.1.1 Identify and prioritize personal, educational, and workplace goals
- 7.1.2 Identify and prioritize personal, educational, and workplace goals
- 7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals
- 7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists
- 7.2.1 Identify and paraphrase pertinent information
- 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships

- 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
- 7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary
- 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
- 7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination
- 7.2.7 Consider factors involved in making decisions, such as goals, constraints, consequences, alternatives, and input from others
- 7.2.8 Demonstrate abstract thinking, such as understanding symbolism and metaphors
- 7.3.1 Identify a problem and its possible causes
- 7.3.2 Devise and implement a solution to an identified problem
- 7.3.4 Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
- 7.4.1 Identify and use effective study strategies
- 7.4.2 Take notes or write a summary or an outline
- 7.4.3 Identify and use strategies for remembering information
- 7.4.4 Identify, evaluate and use appropriate informational resources, including the Internet (see also 4.9.3)
- 7.4.5 Use reference materials, such as dictionaries and encyclopedias
- 7.4.6 Use an index or table of contents
- 7.4.7 Identify and use test-taking skills and strategies
- 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)
- 7.4.9 Identify personal learning style
- 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
- 7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem
- 7.5.3 Identify or use strategies to cope with negative feedback
- 7.5.4 Identify sources of stress, and resources for stress reduction
- 7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
- 7.5.6 Identify or use strategies for communicating more successfully
- 7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills
- 7.6.1 Identify the different forms of media, sources and purposes of media messages, and how content is determined and shaped
- 7.6.2 Interpret literal and indirect media messages and the influence of factors such as popular culture and sensationalism
- 7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
- 7.7.1 Identify common information and communication technology and other electronic devices and their uses, and how they work together
- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications
- 7.7.3 Demonstrate ability to use the Internet
- 7.7.4 Demonstrate ability to use e-mail and other messaging systems
- 7.7.5 Identify safe and responsible use of information and communication technology

8. Independent Living

CASAS Competencies:

- 8.1.1 Recognize and/or demonstrate hygiene and grooming skills
- 8.2.1 Recognize and/or demonstrate meal and snack preparation tasks and activities
- 8.2.6 Recognize and/or demonstrate general household repair and maintenance
- 8.3.1 Identify and interact with persons in the home environment who can provide support in achieving goals (e.g., family, friends, caregivers)
- 8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g., neighbors, 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
<p>1. Basic Skills</p> <ul style="list-style-type: none">○ reading○ writing○ arithmetic/mathematics○ listening○ speaking <p>2. Thinking Skills</p> <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.) <p>3. Personal Qualities</p> <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)	<p>1. Resources (uses each wisely)</p> <ul style="list-style-type: none">○ time○ materials and facilities○ personnel <p>2. Interpersonal Skills</p> <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 <p>3. Uses Information</p> <ul style="list-style-type: none">○ acquires and evaluates information○ organizes and maintains information○ analyzes and communicates information○ uses computers to do above steps <p>4. Works With Systems</p> <ul style="list-style-type: none">○ understands how systems work (organizational, technological, social)○ works within the system○ improves and designs systems <p>5. Technology</p> <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 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: On exit, students will be able to:

- 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: On exit, students will be able to:

- 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: On exit, students will be able to:

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

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

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

- **Sentence Types:**
 - Compound Sentences (and,too, and....either, or)
 - Present subjunctive: "It's important that he come on time.
 - Noun clauses: What the weather person predicts is not always correct.
 - Tag questions: We teach these, don't we?
- **Verb Tenses:**
 - Future "will"
 - Modals (have to, could, should, must, may, would)
 - Verbs followed by infinitives ("He wants to dance. He likes to read.")

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
 - Realia
 - Scaffolding
 - Differentiated Instruction
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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 High when they meet the following criteria:

- Score **201 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 High
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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