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

ESL Intermediate Low

COURSE OUTLINE

PROGRAM: English as a Second Language, Adult Education

COURSE TITLE: ESL Intermediate Low State Code: 2.1030

PREREQUISITES: Completion of Beginning High 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 intermediate 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 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:

- 1.1.1 Interpret recipes
- 1.1.3 Interpret maps and graphs
- 1.1.4 Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
- 1.1.7 Identify product containers and interpret weight and volume
- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 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
- 1.3.3 Make returns, exchanges, and customer service requests
- 1.2.2 Compare price or quality to determine the best buys for good and services
- 1.4.1 Identify different kinds of housing, areas of the home, and common household items
- 1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information
- 1.4.3 Interpret lease and rental agreements
- 1.4.5 Interpret information about tenant and landlord rights
- 1.4.7 Interpret information about home maintenance, and communicate housing problems to a landlord
- 1.5.1 Interpret information about personal and family budgets
- 1.5.3 Interpret bills
- 1.6.1 Interpret food packaging labels (see also 1.2.1, 3.5.1)
- 1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory
- 1.6.6 Interpret information about consumer privacy rights and policies
- 1.7.1 Interpret product guarantees and warranties
- 1.8.1 Demonstrate the use of savings and checking accounts, including using an ATM
- 1.8.2 Interpret the procedures and forms associated with banking services, including writing checks
- 1.9.1 Interpret highway and traffic safety signs and signals, including parking information

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 to a place or location, including reading signs
- 2.2.2 Recognize and use signs related to public 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
- 2.3.2 Identify the months of the year and the days of the week
- 2.3.3 Interpret information about weather conditions
- 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 (see also 3.1.3)
- 2.5.4 Read, interpret, and follow directions found on public signs and building directories (1.3.7)
- 2.5.7 Interpret permit and license requirements
- 2.5.9 Identify child care services in the community
- 2.6.1 Interpret information about recreational and entertainment facilities and activities
- 2.6.2 Locate information in TV, movie, and other entertainment listings
- 2.6.3 Interpret information in order to plan for outings and vacations
- 2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs
- 2.7.2 Interpret information about ethnic groups, cultural groups, and language groups
- 2.7.9 Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural environment
- 2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.

3. Health

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 utilize appropriate health care services and facilities, including interacting with providers
- 3.1.4 Identify common types of medical and health practitioners and specialists
- 3.1.5 Identify and access counseling services
- 3.2.1 Fill out medical health history forms
- 3.2.2 Interpret immunization requirements
- 3.3.1 Identify and utilize appropriate health care services and facilities, including interacting with providers
- 3.3.2 Interpret medicine labels
- 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
- 3.5.8 Identify practices that promote mental well being
- 3.5.9 Identify practices that promote physical well being
- 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, 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)
- 4.1.7 Identify appropriate behavior and attitudes for getting a job
- 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
- 4.2.2 Interpret information about employee organizations
- 4.3.1 Interpret safety signs found in the workplace
- 4.3.2 Interpret work safety manuals and related information
- 4.3.3 Identify safe work procedures and common safety equipment, including wearing safe work attire
- 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
- 4.4.2 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.
- 4.4.5 Identify job training needs and set learning goals
- 4.5.1 Identify 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
- 4.6.3 Interpret written workplace announcements and notices
- 4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing
- 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
- 4.8.3 Demonstrate effective communication skills in working with customers and clients
- 4.9.3 Identify sources of information and assistance, and access resources within a system

5. Government/Citizenship

CASAS Competencies:

- 5.1.1 Identify voter qualifications
- 5.1.2 Interpret a voter registration form
- 5.1.3 Interpret a ballot
- 5.1.4 Interpret information about electoral politics, political parties, and candidates
- 5.1.5 Interpret information about special interest groups
- 5.1.6 Identify, interpret, and express opinions on political and other public issues
- 5.1.7 Identify how to contact public officials about issues and concern
- 5.3.1 Interpret common laws and ordinances, and legal forms and documents
- 5.3.2 Identify individual legal rights and procedures for obtaining legal advice
- 5.3.7 Identify common infractions and crimes, and legal consequences
- 5.5.1 Interpret information about international affairs
- 5.5.2 Interpret information about the legislative branch and its 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
- 5.5.6 Interpret information about law enforcement
- 5.5.7 Interpret information about local policy-making groups
- 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
- 5.6.1 Interpret information about neighborhood or community problems and their solutions
- 5.6.2 Interpret information about civic organizations and public service groups

- 5.6.3 Identify civic responsibilities such as voting, jury duty, and paying taxes
- 5.6.4 Identify ways of conserving resources, including recycling and using energy efficiently
- 5.6.5 Identify volunteer agencies and opportunities in the community

6. Computation

CASAS Competencies:

- 6.0.3 Identify information needed to solve a given problem
- 6.0.4 Determine appropriate operation to apply to a given problem
- 6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials
- 6.7.2 Interpret data given in a bar graph
- 6.7.3 Interpret data given in a picture graph
- 6.7.4 Interpret data given in a circle graph

7. Learning and Thinking Skills

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 Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives
- 7.3.1 Identify a problem and its possible causes
- 7.3.2 Devise and implement a solution to an identified problem
- 7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
- 7.3.4 Utilize problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
- 7.4.1 Identify or utilize effective study strategies
- 7.4.2 Take notes or write a summary or an outline
- 7.4.3 Identify, utilize, or create devices or processes for remembering information
- 7.4.5 Use reference materials, such as dictionaries and encyclopedias
- 7.4.6 Use indexes and tables of contents
- 7.4.7 Identify or utilize test-taking skills
- 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics
- 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
- 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:

- 8.1.4 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, 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
<ul 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) 	<ul 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 questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary.
- Recognize basic constructions such as subject-verb agreement ("He work" versus "He works")
- Demonstrate understanding of telephone conversations on familiar materials in familiar contexts.

Speaking: On exit, students will be able to:

- Participate in simple face-to-face conversations dealing with basic survival needs and minimum courtesy requirements (thanking, meeting, and apologizing).
- Ask and answer questions in simple present, past, and future tenses on familiar topics.
- Participate in simple telephone conversations.
- Describe a sequence of events in the past on a topic related to their personal lives.

Reading: On exit, students will be able to:

- Interpret simplified short narrative and descriptive passages on familiar topics if material includes visuals or other aids that orient students to the passages.
- Scan for specific information in simple life-skill materials (ads, schedules, signs, forms) related to immediate needs.
- Predict meaning of unfamiliar vocabulary in material rich in contextual clues.
- Interpret newspaper headlines on familiar topics.
- Interpret abbreviations for words previously learned in context of specific topics- employment and housing, for example.

Writing: On exit, students will be able to:

- Take notes on familiar material transmitted orally.
- Write related sentences to form paragraphs on a topic.
- Write telephone messages.
- Write short thank-you notes.
- Complete simple forms (medical history, job applications, banking).

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

- Factual information: express obligation, explain, and indicate certainty, express ability or inability.
- Social and interpersonal relations: apologize, make excuses, express worry and disappointment, give and get permission, make offers.
- Suasion: suggest and advise.

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

- **Sentence Types:**
 - Complex sentences
 - Adverbial clauses of time: "before", "after", "when" (I'll call you when he comes.)
 - Adverbial clauses of reason; because ("I was absent because my child Was sick.")
 - Direct speech (He said, "It's time to pay the rent.")

- Exclamatory sentences ("What a beautiful day!")
- **Verb Tenses:**
 - Used to ("I used to live in Mexico")
 - Modals
 - Might ("It might rain.")
 - Must ("You must be tired.")
 - Past Continuous ("I was taking a shower when he called.")
 - Present Perfect ("I have lived in the United States for two years.")
 - Present Perfect Continuous ("I have been studying English since last year.")
 - Future Conditional ("If I get a job, I'll take night classes.")
 - Verbs followed by gerunds ("He enjoys dancing. He likes swimming.")

V. INSTRUCTIONAL STRATEGIES:

The use of whole language in teaching survival 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 Intermediate Low when they meet the following criteria:

- Score **211 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 Intermediate Low
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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