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

VESL/Business

COURSE OUTLINE

PROGRAM: **English as a Second Language, Adult Education**

COURSE TITLE: **VESL/Business   State Code 2.1060**

PREREQUISITES: **ESL Beginning High or above**

LENGTH OF COURSE: **36 Weeks** (18 weeks in Fall Semester and 18 weeks in Spring Semester)

I. **BRIEF COURSE DESCRIPTION:**

This is a non-credit, open enrollment course that is designed for ESL students Beginning High or above. The course activities include career exploration through Burlington English, and completion of EL CIVICS COAPPs (workforce preparation and workforce training). Students will also be co-enrolled in the VBUS 400 – Employability Skills course (New World of Work digital badges).

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

This course is designed to assist non-native English speakers in developing their English communication and job skills for career and college transition. Students learn keyboarding, the use of the Internet (i.e. email, job search), and basic Microsoft Office applications such as MS Word, MS Excel, MS Access, and MS PowerPoint on Windows. Digital literacy, internet safety, and computer terminology are incorporated within the course. Students are supported with digital learning through the adoption of the International Society for Technology in Education (ISTE) Standards.

III. **CORE CONTENT:**

1. Computer basics
   a. Keyboarding
   b. Windows
   c. File management
   d. The Internet

2. Introduction to Microsoft Office <u>Word</u>
   a. Learn basic Word concepts
   b. Create general word documents
   c. Create and edit business correspondence
      i. Business letter in different styles
      ii. Memos and press releases
      iii. Simple reports
   d. Work with tables and drawing tools
      i. Margins and lists
      ii. Desktop publishing
   e. Create flyers, resumes, letterheads and envelopes

3. Introduction to Microsoft Office <u>Excel</u>
   a. Learn basic Excel concepts
   b. Create and edit simple worksheets
   c. Expand on the basics with powerful features including automated tools
   d. Work with large worksheets
   e. Create an impact with different types of charts
   f. Learn financial models with absolute cell references
   g. Work with multiple-sheet workbooks
   h. Use templates and enhance worksheets with graphics

4. Introduction to Microsoft Office <u>PowerPoint</u>
   a. Create and deliver presentations
   b. Design and print presentations
   c. Add graphics, animation, and sound
   d. Add multimedia to presentations

5. Introduction to Microsoft Office <u>Access</u>
   a. Create tables and enter data
   b. Create forms and reports
   c. Work with queries from database
   d. Use reports to display information

*Additional focus of instruction:

Upon successful completion of course, students will be able to demonstrate their learning skills complying with the following competencies:

1. **Listening**
   a. Understand basic computer terms
   b. Identify and differentiate basic features in Microsoft application software
   c. Follow verbal instructions to perform certain tasks

2. **Speaking**
   a. Ask and answer questions about the use of computer hardware and software
   b. Collaborate discuss in group discussion and projects
   c. Give oral presentations

3. **Reading**
   a. Read and understand instructions for assignments and tests
   b. Read and select appropriate computer commands
   c. Demonstrate reading comprehension in various texts

4. **Writing**
   a. Write simple business letters, personal letters, memos
   b. Create flyers, business cards, mailing labels, etc.
   c. Write narrative for presentations

    5. **Workforce preparation with Burlington English**
       a. Career Pathways

    6. **Workforce training with VBUS 400: Employability Skills course**
    Ten digital badges:
- Adaptability
- Analysis/solution mindset
- Collaboration
- Communication
- Digital fluency
- Entrepreneurial mindset
- Empathy
- Resilience
- Self-awareness
- Social/diversity awareness

    7. **EL Civics 243 COAPPs**
       a. Digital Literacy (48.1)
       b. Internet Safety (47.1)
       c. Burlington English: English in America

IV. <u>COURSE COMPETENCIES/OBJECTIVES</u>:

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, command, agree or disagree, ask permission)
0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, request, 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

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
4.1.8 Identify common occupations and the skills and education required for them
4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms

4.3.1	Interpret safety signs found in the workplace
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
4.4.3	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts checklists, etc.
4.4.4	Interpret job responsibilities and performance reviews
4.4.5	Identify job training needs and set learning goals
4.6.1	Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
4.6.2	Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
4.6.3	Interpret written workplace announcements and notices (see also 4.4.3)
4.6.4	Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion
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
4.8.7	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 group

6. Computation

CASAS Competencies:

6.0.4	Determine appropriate operation to apply to a given problem
6.7.4	Interpret data given in a circle graph
6.8.1	Interpret statistical information used in news reports and articles

7. Learning to Learn

CASAS Competencies:

7.1.1	Identify and prioritize personal, educational, and workplace goals
7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
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
7.2.6	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
7.4.4	Identify or utilize appropriate informational resources, including the Internet
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 (see 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
7.5.6	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

7.7.1 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

7.7.6 Interpret operating and maintenance procedures for information and communication equipment and devices

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

Three-Part Foundation Skills

1. **Basic Skills**
   - reading
   - writing
   - arithmetic/mathematics
   - listening
   - speaking

2. **Thinking Skills**
   - 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**
   - 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)

Five Competencies

1. **Resources** (uses each wisely)
   - time
   - materials and facilities
   - personnel

2. **Interpersonal Skills**
   - works well with others
   - teaches others new skills
   - serves clients or customers
   - works with people of diverse backgrounds
   - acts as leader

3. **Uses Information**
   - acquires and evaluates information
   - organizes and maintains information
   - analyzes and communicates information
   - uses computers to do above steps

4. **Works with Systems**
   - understands how systems work (organizational, technological, social)
   - works within the system
   - improves and designs systems

5. **Technology**
   - selects the right technology for the task
   - uses technology to complete tasks maintains and trouble shoots technology

V. **INSTRUCTIONAL STRATEGIES:**

- Activity Participation
- Checking for understanding
- Giving students examples
- Dealing with student error
- Demonstration
- Direct Instruction
- Hands-on activities
- Independent practice
- Individual work
- Team work
- Lecture/presentations
- Modeling
- Small group instruction
- Whole group instruction
- Student projects
- Vocabulary development

VI. **CORE TEXTBOOKS AND SUPPLEMENTAL MATERIALS:**

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

VII. **EVALUATION:**

Instructor evaluates students' assignments, projects, exams, and online assessments.
A certificate of completion will be given when students complete all tasks with a 75% or above average. In addition, pre- and post-tests (e.g. CASAS Listening or Reading) may be used to assess progress in Vocational ESL competencies and language skill development. Two EL Civics unit assessments will be offered for workforce preparation.

VIII. **REPETITION:**

Students may repeat the course if any task has not been completed.

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 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, self-managing
   > *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