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

ESL Intermediate High

COURSE OUTLINE

PROGRAM: English as a Second Language, Adult Education

COURSE TITLE: ESL Intermediate High State Code: 2.1030

PREREQUISITES: Completion of Intermediate 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 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 (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
- 1.1.7 Identify product containers and interpret weight and volume
- 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
- 1.2.6 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
- 1.3.1 Compare different methods used to purchase goods and services
- 1.3.2 Interpret credit applications and recognize how to use and maintain credit
- 1.3.3 Identify or use various methods to purchase goods and services, and make returns and exchanges
- 1.3.5 Use coupons to purchase goods 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 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 Communicate maintenance needs and housing problems to a landlord or property manager
- 1.4.8 Recognize home theft and fire prevention measures
- 1.5.1 Interpret information about personal and family budgets
- 1.5.3 Interpret bills
- 1.6.1 Interpret food packaging labels
- 1.6.2 Identify consumer protection resources available when confronted with fraudulent practices
- 1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory
- 1.6.4 Interpret sales receipts
- 1.6.5 Identify and interpret advertising, offers, junk mail and other marketing materials, including claims

- and disclaimers
- 1.6.7 Identify risks such as identity theft and ways to safeguard personal and financial information
- 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
- 1.8.3 Interpret interest or interest-earning savings plans
- 1.8.5 Interpret information on financial agencies and financial planning
- 1.9.1 Interpret highway and traffic signs
- 1.9.2 Identify driving regulations and procedures to obtain a driver's license
- 1.9.3 Compute mileage and gasoline consumption
- 1.9.4 Interpret maps related to driving
- 1.9.6 Interpret information related to automobile maintenance
- 1.9.7 Recognize what to do in case of automobile emergencies
- 1.9.8 Interpret information about automobile insurance
- 1.9.9 Identify types of vehicles and basic car parts and features, including safety equipment

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 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
- 2.2.6 Identify and interpret documentation requirements for travel, including applying for documents and completing forms
- 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
- 2.4.2 Identify options for mailing and shipping, and interpret rates and types of services
- 2.4.3 Interpret postal service and other forms associated with mailing and shipping
- 2.4.7 Interpret postal regulations and mailing and shipping procedures and requirements
- 2.5.1 Locate and utilize services of agencies that provide emergency help
- 2.5.2 Access governmental social services, e.g., Social Security, Medicare, welfare programs
- 2.5.4 Read, interpret, and follow directions found on public signs and building directories (1.3.7)
- 2.5.6 Use library services
- 2.5.7 Interpret permit and license requirements
- 2.5.8 Identify community organizations and their purpose and functions
- 2.5.9 Identify child care services in the community
- 2.6.1 Interpret information about recreational and entertainment facilities and activities
- 2.6.3 Locate and Interpret information in order to plan for recreational activities and other events
- 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
- 2.7.4 Interpret information about religion
- 2.7.5 Interpret literary materials such as poetry and literature
- 2.7.7 Obtain and interpret news from a variety of media sources (see also 7.6)
- 2.7.8 Identify societal influences such as the media, popular culture, politics, and religion, and how they affect people's perceptions, attitudes, and actions (see also 7.6)
- 2.7.9 Identify similarities and differences between cultures and how these affect interpersonal and social

- relations and adaptation to a new cultural environment
- 2.8.1 Interpret information about the educational system, from early childhood to post-secondary
- 2.8.2 Identify, evaluate, and access schools and other learning resources
- 2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
- 2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
- 2.8.5 Interpret school-related forms, such as registration and application forms
- 2.8.6 Interpret information from schools and communicate with school personnel
- 2.8.7 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them
- 2.8.8 Interpret information related to student and school performance, and identify ways to promote change
- 2.8.9 Identify ways to get involved or volunteer in an educational setting

3. Health

CASAS Competencies:

- 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
- 3.1.6 Interpret information about health care plans, insurance, and benefits
- 3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions
- 3.2.1 Fill out medical health history forms
- 3.2.2 Interpret immunization requirements
- 3.2.3 Interpret forms associated with health insurance
- 3.2.4 Ask for clarification about medical bills
- 3.3.1 Identify and use appropriate medications, including prescription, over-the-counter, and generic medications
- 3.3.2 Interpret medicine labels (see also 3.3.1)
- 3.3.4 Interpret information on medications and their proper and safe use
- 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
- 3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained
- 3.4.8 Interpret information regarding disaster preparedness
- 3.4.6 Interpret immunization requirements
- 3.4.7 Interpret health and danger alerts
- 3.5.1 Interpret nutritional and related information listed on food labels
- 3.5.2 Select a balanced 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
- 3.5.6 Interpret information and identify agencies that assist with family planning
- 3.5.8 Interpret information about mental health, including psychological problems and conditions, and stress management
- 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
- 3.6.2 Interpret medical-related vocabulary (e.g., X-ray, blood test)
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms
- 3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions
- 3.6.5 Interpret information on the development, care, and health and safety concerns of children
- 3.6.6 Interpret information about health issues related to aging
- 3.6.7 Interpret information about sexuality
- 3.6.8 Interpret information about medical procedures and the considerations and risks involved
- 3.6.9 Interpret and critically assess health and medical-related information from public sources such as the internet

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)
- 4.1.7 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
- 4.2.3 Interpret employment contract and union agreements
- 4.2.4 Interpret employee handbooks, personnel policies, and job manuals
- 4.2.5 Interpret information about employee benefits
- 4.2.6 Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment
- 4.3.1 Interpret safety signs found in the workplace
- 4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements
- 4.3.3 Identify common safety equipment and 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
- 4.4.4 Interpret job responsibilities and performance reviews
- 4.4.5 Identify job training needs and set learning goals
- 4.4.7 Demonstrate the ability to apply or transfer skills learned in one job situation to another
- 4.4.8 Interpret job-related technical information, such as from service manuals and training classes
- 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
- 4.5.4 Demonstrate use of common business machines
- 4.5.4 Demonstrate use of common business machines
- 4.5.5 Demonstrate the ability to use a computer in performing work tasks
- 4.5.6 Demonstrate ability to select, set up, and apply appropriate technology for a given task
- 4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
- 4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing
- 4.7.4 Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records
- 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 groups
- 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
- 5.1.4 Interpret information about electoral politics, political parties, and candidates
- 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 concerns
- 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
- 5.2.5 Interpret information about world geography
- 5.2.6 Identify the U.S. flag, other national symbols, and principal monuments
- 5.3.1 Interpret common laws and ordinances and legal forms and documents
- 5.3.3 Interpret basic court procedures
- 5.3.5 Interpret information about traffic tickets
- 5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
- 5.3.7 Identify common infractions and crimes and legal consequences
- 5.3.8 Identify procedures for reporting a crime
- 5.3.9 Identify rights, responsibilities, and legal obligations in domestic relationships (e.g., parental, spousal) and how to report problem
- 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 judicial 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 Interpret local, state and federal government leaders
- 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
- 5.7.1 Interpret information related to environmental issues
- 5.7.2 Interpret information related to energy issues
- 5.7.4 Interpret information related to technological issues
- 5.7.6 Interpret information related to ethical and philosophical issues

6. Computation

CASAS Competencies:

- 6.0.3 Identify information needed to solve a given problem
- 6.0.4 Determine appropriate operation to apply for given problem
- 6.1.1 Add whole numbers
- 6.1.3 Multiply whole numbers
- 6.1.4 Divide whole numbers
- 6.4.2 Apply a percent in a context not involving money
- 6.4.3 Calculate percents
- 6.7.1 Interpret data given in a line graph
- 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 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and

- setting and following an effective schedule
- 7.1.3 Demonstrate initiative and persistence in accomplishing goals
- 7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklist
- 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
- 7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
- 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
- 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
- 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
- 7.5.6 Identify or use strategies for communicating more successfully

8. Independent Living

CASAS Competencies:

- 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
<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:

- Identify main ideas and most supporting detail in factual material relating to everyday topics
- Detect the mood of a message by determining to a limited degree such components as the attitudes and feelings of the speaker or the urgency of the message
- Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts.
- Demonstrate understanding of everyday conversation with some repetition or slower speech.

Speaking: On exit, students will be able to:

- Participate in face-to-face conversations on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places
- Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, students make errors often.
- Adjust language forms to the level of formality required to fulfill basic courtesy functions in face to face conversations.
- Clarify utterances by rewording or repeating in order to be understood by the general public.
- Communicate on the telephone on familiar subjects with clarification

Reading: On exit, students will be able to:

- Interpret simple authentic materials unfamiliar topics (newspaper articles on current events, social letters, public information notices).
- Identify the main idea of the paragraph on a familiar topic.
- Guess the meaning of unfamiliar vocabulary and phrases from contexts.
- Find information that requires drawing from different sections of a reading passage.
- Draw meaning from passages by using syntactic clues, such as pronoun references.
- Identify relationships within a passage by using syntactic clues, such as transitional words-“therefore” for example.

Writing: On exit, students will be able to:

- Write short paragraphs describing daily activities or past events, using chronological order.
- Write personal letters.
- Fill out authentic job applications and medical history forms.

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

- Factual information: compare and contrast, express possibility and probability.
- Social and interpersonal relations: express sympathy hope and regret.
- Suasion: recommend, solve problems, instruct.

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

- **Sentence Types:**
 - Adjectival clauses: “Who”(“The person who made the announcement was the manager.”)
“Which”(“The book, which is on top, is mine.”)
 - Embedded (“Do you know what time it is?”)
 - Indirect speech (“He said he was going.”)
- **Verb Tenses:**

- Past Perfect (“He had worked there for ten years before he got a promotion.”)
- Past Perfect Continuous (“She had been crying when her mother found her.”)
- Conditional contrary to fact (“If I were rich, I would buy a house.”)
- Passive simple present (“The mail is delivered every afternoon.”)

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 High when they meet the following criteria:

- Score **221 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 High

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

