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

**ESL Advanced
COURSE OUTLINE**

PROGRAM: English as a Second Language, Adult Education

COURSE TITLE: ESL Advanced Low State Code: 2.1040

PREREQUISITES: Completion of Intermediate 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 some advanced 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:

0.1.3 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)

0.2.3 Interpret or write a personal note, invitation, or letter

1. Consumer Economics

CASAS Competencies:

1.1.1 Interpret recipes

1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services

1.3.1 Compare different methods used to purchase goods and services

1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information

1.4.5 Interpret information about tenant and landlord rights

1.6.1 Interpret food packaging labels

1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory

1.7.1 Interpret product guarantees and warranties

1.8.2 Interpret the procedures and forms associated with banking services, including writing checks

1.9.2 Identify driving regulations and procedures to obtain a driver's license

1.9.4 Interpret maps related to driving

1.9.6 Interpret information related to automobile maintenance

1.9.8 Interpret information about automobile insurance

2. Community Resources

CASAS Competencies:

2.1.1 Use the telephone directory and related publications to locate information

2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages

2.2.5 Use maps relating to travel needs

2.5.1 Locate and utilize services of agencies that provide emergency help

2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare), and how to interact with service providers

2.5.4 Read, interpret, and follow directions found on public signs and building directories

2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs

2.7.5 Interpret literary materials such as poetry and literature

3. Health

CASAS Competencies:

3.3.2 Interpret medicine labels

3.4.1 Interpret product label directions and safety warnings

3.4.2 Identify safety measure that can prevent accidents and injuries

3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained

3.5.1 Interpret nutritional and related information listed on food labels

3.5.6 Interpret information and identify agencies that assist with family planning

3.5.7 Identify child-rearing practices and community resources that assist in developing parenting skills

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
- 4.1.8 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
- 4.4.1 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
- 4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
- 4.6.3 Interpret written workplace announcements and notices
- 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

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
- 5.1.6 Communicate one's opinions on a current issue
- 5.2.1 Interpret information about U.S. history
- 5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest
- 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 (see also 5.3.1)
- 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
- 5.5.1 Interpret information about international affairs
- 5.5.2 Interpret information about legislative activities
- 5.5.7 Interpret information about local policy-making groups
- 5.5.8 Identify local, state and federal government leaders
- 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 civic responsibilities, such as voting, jury duty, taxes
- 5.7.4 Interpret information about new technologies and scientific issues
- 5.8.1 Interpret economic information and statistics
- 5.8.2 Interpret information on economic issues and trends
- 5.8.3 Interpret information on world economic systems

6. Computation

CASAS Competencies:

- 6.6.1 Convert units of U.S. standard measurement and metric system
- 6.6.6 Calculate with units of time
- 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
- 7.2.1 Identify and paraphrase pertinent information
- 7.2.3 Make comparison, 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
- 7.2.6 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

8. Independent Living

CASAS Competencies:

- 8.2.1 Recognize and/or demonstrate meal and snack preparation tasks and activities
- 8.3.1 Recognize and/or demonstrate dishwashing and meal clean-up activities
- 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○ speaking2. 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○ personnel2. 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 leader3. 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 steps4. Works With Systems<ul style="list-style-type: none">○ understands how systems work (organizational, technological, social)○ works within the system○ improves and designs systems5. 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 the majority of face-to-face speech in standard dialect and at a normal rate; some repetition will be required.
- Demonstrate understanding of abstract topics in familiar contexts.
- Demonstrate understanding of most of the language used in movies or broadcasts of a non-technical or very general nature.
- Demonstrate understanding of new vocabulary in context through guessing strategies.

Speaking: On exit, students will be able to:

- Ask and answer questions fluently with minimal errors in the present, past, and future tenses.
- Participate with increasing fluency in most face-to-face social conversations and telephone conversations, including those about work and current events which contain complex structures-perfect tenses; conditional, adjectival, and adverbial clauses; and the passive voice-even though errors are common and may inhibit communication.
- Clarify meaning through strategies such as paraphrasing when misunderstanding occurs.
- Adjust the language used in accordance with the level of formality required by the social situation in face-to-face conversations.

Reading: On exit, students will be able to:

- Interpret both authentic and edited materials, such as prose fiction, on familiar topics.
- Identify main ideas and supporting details or examples from familiar material.
- Guess meaning from context by analyzing words' prefixes and suffixes.
- Make inferences.
- Summarize reading passages.

Writing: On exit, students will be able to:

- Expand and combine simple sentences by adding modifying words, clauses, and phrases.
- Write and punctuate complex sentences.
- Write descriptive and narrative paragraphs, using correct punctuation.
- Complete forms, such as accident reports or applications for drivers' licenses.
- Use transition words within and between paragraphs.
- Take simple notes from public announcements, short lectures, and real interviews.

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

- Factual information: illustrate, conclude, infer.
- Social and interpersonal relations: approve / disapprove, express indifference, express intentions.
- Suasion: predict consequences, persuade.

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

- Sentence Types:
 - Conjunctive Adverbs:
 - "Therefore" ("She's a good employee; therefore, she got a raise.")
 - "However" ("She's a good employee; however, she didn't get a raise.")
 - Adverbial Clauses of Concession
 - "Unless" ("You can't take the test unless you come on time.")
 - "Although" ("Although you came late, you can still take the test.")

- Verb Tenses:
 - Modals Related to Past Events:
 - "Should have" ("I should have gone to the doctor sooner.")
 - "Could have" ("She could have won the contest.")
 - "Would have" ("I would have followed her advice.")
 - "Might have" ("He might have been sick.")
 - "Must have" ("You must have missed the news.")
 - Causative Verb Forms ("I had my car fixed.")
 - Past Conditional ("I would have arrived at the doctor's office sooner if my car hadn't broken down.")
 - Passive
 - Simple Past ("The mail was delivered late yesterday.")
 - Future ("The mail will not be delivered on Sunday.")

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 Advanced when they meet the following criteria:

- Score **231 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 Advanced 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