

**CHINO VALLEY UNIFIED SCHOOL DISTRICT  
ENGLISH AS A SECOND LANGUAGE COURSE OF STUDY**

**2.1010**

**Adult-ESL Literacy/Orientation (Level 0/1)**

Grade: Adult

Prerequisite: Appropriate placement according to the score on the CASAS ESL Appraisal Test, CASAS pre-test and oral evaluation.

Text: *Taking Off-literacy level, Cambridge University Press*  
*Foundations-literacy level, Pearson*  
*Life Skills & Test Prep 1, Pearson*

Supplemental Texts: *Oxford Picture Dictionary/ beginning workbook-Oxford University Press*  
*Learning English-Delta*  
*Internet resources*

Credit: Non-credit

Length of Course: One Semester (228-276 hours)  
For 3-hour classes taught 4 times per week

Repeatable: Students may repeat this level if 70% accuracy overall has not been reached or if students have a weakness in one or more language skills with teacher approval to gain proficiency.

Course Number: 9982/031503

Date of Board Approval: March 1, 2018

## **2.1010 Adult Literacy/Orientation Level**

### **DESCRIPTION**

The instructional approach is communication-based. Comprehensible input is provided through direct instruction, visuals, realia, Total Physical Response (T.P.R.), role-playing, cooperative learning and technology. Accuracy is provided through teacher modeling rather than direct correction. The development of listening and speaking skills take up about 75% of the time, but all four-language skills are integrated to stress the holistic nature of language. All skills are taught in the context of civic participation, life skills competency and career and post-secondary readiness.

### **GOALS**

To orient students to an ESL classroom routine and to develop the listening comprehension and basic literacy skills necessary to function in the ESL Literacy level. EL Civics topics will be addressed as part of the course and great emphasis will be on this as this is an integral part of adult competencies.

### **COURSE OBJECTIVE**

Upon completion of this course, students will attain the following: listening, speaking, reading, writing and technology skills within the selected content of life skills competencies and workforce and post-secondary readiness as prescribed by the ESL Model Standards for Adult Education.

## **2.1010            Adult ESL Literacy/Orientation Level**

### **LISTENING**

Upon exit, students will be able to:

1.        Demonstrate comprehension of simple words, phrases and questions drawn from familiar materials such as personal information or the immediate physical setting.
2.        Demonstrate comprehension of high frequency commands and expressions of courtesy.

### **SPEAKING**

Upon exit, students will be able to:

1.        Express basic needs with simple words or phrases drawn from learning material.
2.        Repeat words and phrases for clarification and to improve pronunciation.
3.        Ask simple questions regarding personal information, i.e. “What’s your name?”, etc.
4.        Answer simple questions with “yes”, “no”, or one-word response.
5.        Recite the alphabet.
6.        State vital personal information; i.e. date born, where born, etc.
7.        Say the numbers from 1 to 100.

### **READING**

Upon exit, students will be able to:

1.        Discriminate between shapes, numerals, letters, and both upper and lower case letters.
2.        Demonstrate eye movement from top to bottom and left to right.
3.        Relate phonological sounds to letters.
4.        Recognize signs with one word or symbol.
5.        Read words that are necessary in filling out a form.

### **WRITING**

Upon exit, students will be able to:

1.        Trace shapes and letters following guide arrows or other directions.
2.        Copy basic information about personal identification on a simplified form.
3.        Copy a list of words previously produced orally.
4.        Take dictation from previously practiced words.

## WORKFORCE AND POST-SECONDARY READINESS

Upon exit, student will be able to

1. Function in a very limited way for listening and speaking in situations related to immediate needs using basic learned phrases spoken slowly and repeated often
2. Write own name and address
3. Handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated

## TECHNOLOGY SKILLS

Upon exit, student will be able to

1. Display understanding of very basic digital literacy concepts and vocabulary
2. Use a mouse to click on survey questions previously filled out on paper

## **2.1010 Adult ESL Literacy/Orientation Level**

### **INSTRUCTIONAL STRATEGIES**

This instructional approach is communicated-based. Comprehensible input is provided through direct instruction, visuals, realia, Total Physical Response (T.P.R.), role-playing, cooperative learning and technology. Accuracy is provided through teacher modeling rather than direct correction. The development of listening and speaking skills take up about 75% of the time, but all four language skills are integrated to stress the holistic nature of language. All skills are taught in the context of civic participation, life skills competency and workforce and post-secondary readiness. Experience using computers is provided by exposure to a selected survey through OTAN initially filled out on paper.

### **TIMES OF INSTRUCTION/INSTRUCTIONAL UNITS**

This course is offered in an open entry/exit format in the day and evening program. It is recommended that selected topics not exceed one week for classes taught 4 times per week so that 8 or 9 different topics can be covered.

Total instructional hours: 228-276 hours per semester (two semesters)

#### **AREA: PERSONAL INFORMATION 7-8 hours**

Unit I: Personal Identification

#### **AREA: CONSUMER ECONOMICS 36-40 hours**

Unit I: Banking and Budgeting

Unit II: Department Store

Unit III: Housing

Unit IV: Market

Unit V: Restaurant

#### **AREA: COMMUNITY RESOURCES 50-58 hours**

Unit I: Entertainment and Recreation

Unit II: Library

Unit III: Post Office

Unit IV: Telephone

Unit V: Time

Unit VI: Transportation (Automobile, bus and metro link, air travel)

Unit VII: Education

#### **AREA: HEALTH 45-54 hours**

Unit I: The Doctor

## **2.1010 Adult ESL/Literacy/Orientation Level**

Unit II: Pharmacy

Unit III: Hospital

Unit IV: Dentist's Office

Unit V: Personal Health Care

Unit VI: Emergency and Safety

AREA: OCCUPATIONAL KNOWLEDGE 44-50 hours

Unit I: Preparation for Work

Unit II: Looking for a Job

Unit III: Applying for a Job

Unit IV: Keeping a Job

Unit V: Social Interaction in the Job

AREA: GOVERNMENT AND LAW 25-37 hours

Unit I: Geography

Unit II: Citizenship and Voting

Unit III: National Holidays

AREA: FIRE AND POLICE EMERGENCIES 10-12 hours

Unit I: Traffic

AREA: EDUCATIONAL TECHNOLOGY 11-17 hours

Unit I: Computers

### **EVALUATION:**

Teachers are to monitor students' performance in order to accurately determine student progress and readiness to exit the level. Means of assessment include appropriate level tests, teacher documented formal observation of student's performance, and department prepared tests such as CASAS.

### **REPETITION POLICY:**

Students may repeat this level if 70% accuracy overall has not been reached or if students have a weakness in one or more language skills with teacher approval to gain proficiency.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT  
ENGLISH AS A SECOND LANGUAGE COURSE OF STUDY**

**2.1020**

**ADULT-ESL BEGINNING LOW ESL  
(Level 1)**

**GRADE:** Adult

**PREREQUISITE:** Appropriate placement according to the score on the CASAS ESL Appraisal Test, CASAS pre-test and/or oral evaluation.

**TEXT:** *Taking Off, Third Edition-Cambridge University Press*  
*Foundations-Pearson*  
*Life Skills & Test Prep 1, Pearson*

**SUPPLEMENTAL TEXTS:** *Oxford Picture Dictionary/ beginning workbook*  
*Oxford University Press*  
*Very Easy True Stories in the News-Pearson*  
*Learning English-Delta*  
*Internet resources*

**CREDIT:** Non-credit

**LENGTH OF COURSE:** One Semester (228-276 hours)

**REPEATABLE:** A student may repeat this level with teacher approval if the student has a weakness in one or more language skills to gain proficiency.

**COURSE NUMBER:** 9982-031503/031507

**DATE OF BOARD APPROVAL:** March 1, 2018

## **2.1020 ADULT ESL BEGINNING LOW LEVEL 1**

### **DESCRIPTION**

The instructional approach is communication-based. Comprehensible input is provided through direct instruction, teacher modeling, visuals, realia and technology. Different learning styles are addressed through cooperative learning, visual presentations, TPR, and role-playing. Critical thinking and real-problem-solving are addressed through Bloom's Taxonomy. (Appendix II) U.S. cultural aspects are compared and contrasted with those used in the students' own countries. Technology currently used in the classroom includes desktop computer, digital projector, printer, document camera, internet and laptop computers. All skills are taught in the context of civic participation and life skills competencies and career and college readiness.

### **GOALS**

The primary goal of the course is for students to begin to learn and acquire the basic survival skills needed to communicate in the use of English related to their everyday needs. Career and College Readiness and EL Civics topics will be addressed as part of the course and great emphasis will be on this as an integral part of adult competencies.

### **COURSE OBJECTIVE**

Upon completion of this course, students will attain the following: listening, speaking, reading, writing and basic computer skills within the context of life skills competencies and workforce And post-secondary readiness as prescribed by the ESL Model Standards for Adult Education.



## COURSE OF STUDY OUTLINE

### 2.1020 ADULT ESL BEGINNING LOW LEVEL

#### LISTENING

Upon exit, students will be able to:

1. Demonstrate comprehension of simple words in context of common everyday situations.
2. Demonstrate comprehension of basic commands through physical action.
3. Demonstrate understanding of simple face-to-face conversation using previously learned material.
4. Demonstrate strategies to check understanding. For example, clarify by attempting to reproduce what has been modeled.
5. Respond appropriately to short emergency warnings (Stop!, Get back!, Don't cross!).

#### SPEAKING

Upon exit, students will be able to:

1. Answer simple questions.
2. Make statements related to basic needs using simple present, simple past, and future.
3. Ask questions for information using where when and what.

#### READING

Upon exit, students will be able to:

1. Relate phonological sounds to letters and blends (sound/symbol) correspondence.
2. Interpret sentences using vocabulary and structures previously learned orally.

#### WRITING

Upon exit, students will be able to:

1. Print letters of the alphabet legibly.
2. Write numerals.
3. Write a list from material read or heard, i.e. shopping, guests, etc.
4. Copy or transcribe familiar words, phrases, and high-frequency expressions from learned materials.

5. Write simple sentences based on previously learned vocabulary and structures.

#### WORKFORCE AND POST-SECONDARY READINESS

Upon exit, students will be able to

1. Write basic personal information on simplified forms
2. Handle routine entry-level jobs that involve the most basic oral or written communication in English and in which all tasks can be demonstrated

#### TECHNOLOGICAL SKILLS

Upon exit students will be able to

1. Display understanding of digital literacy concepts and vocabulary
2. Use a mouse
3. Demonstrate beginning level keyboard skills

## **2.1020 ESL Beginning Low Level**

### **INSTRUCTIONAL STRATEGIES**

The instructional approach is communication-based. Comprehensible input is provided through direct instruction, teacher modeling, visuals and realia. Different learning styles are addressed through cooperative learning, visual presentations, TPR, and role-playing. Critical thinking and real problem-solving are addressed through Bloom's Taxonomy. (Appendix II) U.S. cultural aspects are compared and contrasted with those used in the students' own countries. Experience using computers are provided by exposure to OTAN technology survey completed on paper first. All skills are taught in the context of civic participation, life skills competency and technology skill acquisition.

## **2.1020 Adult ESL Beginning Low Level**

### **TIMES OF INSTRUCTION/INSTRUCTIONAL UNITS**

This course is offered in an open entry/exit format in the day and evening program. It is recommended that selected topics not exceed one week in classes that meet four times a week, so that 8 or 9 different topics can be covered.

Total instructional hours: 228-276 hours per semester (two semesters)

**AREA: PERSONAL INFORMATION 7-8 hours**

Unit I: Personal Identification

**AREA: CONSUMER ECONOMICS 36-40 hours**

Unit I: Banking and Budgeting

Unit II: Department Store

Unit III: Housing

Unit IV: Market

Unit V: Restaurant

**AREA: COMMUNITY RESOURCES 50-58 hours**

Unit I: Entertainment and Recreation

Unit II: Library

Unit III: Post Office

Unit IV: Telephone

Unit V: Time

Unit VI: Transportation (Automobile, bus and metro link, air travel)

Unit VII: Education

**AREA: HEALTH 45-54 hours**

Unit I: The Doctor

Unit II: Pharmacy

Unit III: Hospital

Unit IV: Dentist's Office

Unit V: Personal Health Care

Unit VI: Emergency and Safety

**AREA: OCCUPATIONAL KNOWLEDGE 44-50 hours**

Unit I: Preparation for Work

Unit II: Looking for a Job

Unit III: Applying for a Job

Unit IV: Keeping a Job

Unit V: Social Interaction in the Job

AREA: GOVERNMENT AND LAW 25-37 hours

Unit I: Geography

Unit II: Citizenship and Voting

Unit III: National Holidays

AREA: FIRE AND POLICE EMERGENCIES 10-12 hours

Unit I: Traffic

AREA: EDUCATIONAL TECHNOLOGY 11-17 hours

Unit I: Computers

## EVALUATION

Teachers are to monitor students' performance in order to accurately determine student progress and readiness to exit the level. Means of assessment include appropriate level tests, teacher documented formal observation of student's performance, department prepared tests and CASAS tests.

**CHINO UNIFIED SCHOOL DISTRICT**  
**ENGLISH AS A SECOND LANGUAGE Course of Study**

<b>2.1020</b>	<b>ADULT-ESL BEGINNING HIGH (Level 2)</b>
GRADE:	Adult
PREREQUISITE:	Appropriate placement according to the score on the CASAS ESL Appraisal Test, CASAS pre-test, oral evaluation and/or completion of the prior level in which 70% accuracy overall has been attained.
TEXT:	<i>Side by Side Plus 1-Pearson</i> <i>All-Star 1, Second Edition-Cambridge University Press</i> <i>Life Skills &amp; Test Prep 2, Pearson</i>
SUPPLEMENTAL TEXTS:	<i>Oxford Picture Dictionary-Oxford University Press</i> <i>Easy True Stories in the News-Pearson</i> <i>Internet resources</i>
CREDIT:	Non-credit
LENGTH OF COURSE:	One Semester (228-276 hours)
REPEATABLE:	Students may repeat this level if 70% accuracy overall has not been reached or if students have a weakness in one or more language skills.
COURSE NUMBER:	9982-032504/032508
DATE OF BOARD APPROVAL:	March 1, 2018

## **2.1020 ADULT ESL BEGINNING HIGH LEVEL**

### **DESCRIPTION**

The instructional approach is communication-based. Accuracy is provided by the teacher's modeling with some direct instruction. The teacher begins to assist students in correcting their own errors. Grammar is not taught by drilling, it is drawn naturally from the context of the topics of the course. Grammatical accuracy is evaluated as the students respond orally or/in writing to classroom activities and assessment. Approximately 40% of the time is spent on listening and speaking, 30% on reading and writing, and the remaining 30% on workforce and post-secondary readiness and technology skills acquisition. U.S. cultural aspects are addressed in conjunction with instructional topics. All skills are taught in the context of civic participation, life skills competency and workforce and post-secondary readiness.

### **GOALS**

The primary goal of this course is to prepare students to make their basic needs understood both orally and in writing, to read simplified materials on familiar subjects, and to comprehend and participate in simple conversation related to familiar subject matter. Closely related to the primary goal is technology skills acquisition and workforce and post-secondary readiness.

### **COURSE OBJECTIVE**

Upon completion of this course, students will attain the following: listening, speaking, reading, writing workforce and post-secondary readiness and technology skills objectives within the selected content of life skills competencies, as prescribed by the ESL Model Standards for Adult Education.

## **2.1020 Adult ESL Beginning High Level**

### **LISTENING**

Upon exit, students will be able to:

1. Demonstrate comprehension of simple words and phrases drawn from selected topics.
2. Demonstrate understanding of simple face-to-face conversation dealing with familiar subjects.
3. Demonstrate understanding of non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements.
4. Recognize words that signal differences between present, past and future events.
5. Respond appropriately to directions and short emergency warnings.

### **SPEAKING**

Upon exit, students will be able to:

1. Answer simple questions related to basic needs using previously learned phrases or simple sentences.
2. Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences.
3. Ask questions related to basic needs using previously learned expressions.
4. Communicate simple personal information on the telephone.
5. Communicate appropriate simple directions and short emergency phrases.

### **READING**

Upon exit, students will be able to:

1. Interpret isolated words and phrases in familiar contexts.
2. Interpret terms on simplified forms.
3. Scan for pertinent information in simple life-skill materials related to immediate needs.
4. Use strategies such as predicting and/or phonics decoding to interpret new words in familiar contexts.
5. Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.
6. Identify the sequence of a simple narrative passage.
7. Interpret abbreviations, numerals, and symbols.
8. Interpret simple notes and messages.



## WRITING

Upon exit, students will be able to:

1. Write series of simple sentences based on personal experiences on familiar material.
2. Copy meaningful materials, i.e. recipes, directions, etc.
3. Write lists, i.e. grocery items, laundry items, etc.
4. Write a simple telephone message or school note.
5. Fill out simplified forms, i.e. employment, credit, etc.
6. Write abbreviations and numerals.

## WORKFORCE AND POST-SECONDARY READINESS

Upon exit, students will be able to

1. Read and interpret simple directions, schedules, signs, maps and menus.
2. Fill out forms requiring basic personal information
3. Write short, simple notes and messages based on familiar situations
4. Handle entry-level jobs that involve simple oral and written communication, but in which tasks can also be demonstrated and/or clarified orally.

## TECHNOLOGICAL SKILLS

Upon exit students will be able to

1. Display understanding of digital literacy concepts and vocabulary
2. Use a mouse
3. Demonstrate beginning level keyboard skills
4. Open and turn on a lap top computer
5. Open and close applications on the computer
6. Reply to or compose email
7. Use a cell phone for calling and texting

## **2.1020 Adult ESL Beginning High Level**

### **INSTRUCTIONAL STRATEGIES**

The instructional approach is communication-based. The teacher's modeling with some direct instruction provides accuracy. The teacher begins to assist students in correcting their own errors. Grammar is not taught by drilling. It is drawn naturally from the context of the topics of the course. Grammatical accuracy is evaluated as the students respond orally or/in writing to classroom activities and assessment. Approximately 75% of the time is spent on listening, speaking, technology skills and workforce and post-secondary readiness. U.S. cultural aspects are addressed in conjunction with instructional topics. All skills are taught in the context of civic participation and life skills competency. Exposure to computers is provided by various interactive resources including the Internet and selected language learning programs.

A list of applicable techniques includes:

1. Focused listening activities
2. Cooperative learning activities
3. Listening comprehension exercises
4. Dialogues and drills
5. Information gap activities
6. Simple plays with memorized sentences
7. Language experience stories
8. Total physical response
9. Internet resources

### **TIMES OF INSTRUCTION/INSTRUCTIONAL UNITS**

This course is offered in an open entry/exit format in the day and evening program. It is recommended that selected topics not exceed one week in classes taught four times a week so that 8 or 9 different topics can be covered.

Total instructional hours: 228-276 per semester (two semesters)

## **1.1010 Adult ESL/Beginning High Level**

AREA: PERSONAL INFORMATION 7-8 hours

Unit I: Reporting information

Unit II: Greeting people

Unit III: Giving location

Unit IV: Describing

AREA: RELATIONSHIPS 10-12 hours

Unit I: Family

Unit II: People

Unit III: Traditions

AREA: COMMUNITY 30-35 hours

Unit I: Housing

Unit II: Places around town

Unit III: Maps and directions

Unit IV: Shopping

AREA: NUTRITION 25-30 hours

Unit I: Food

Unit II: Comparison shopping

Unit III: Restaurants

Unit IV: Cooking

Unit V: Healthy eating

AREA: HEALTH 46-54

Unit I: Doctor

Unit II: Pharmacy

Unit III: Hospital

Unit IV: Dentist's Office

Unit V: Personal Health Care

Unit VI: Emergency and Safety

AREA: OCCUPATIONAL KNOWLEDGE 58-65 hours

Unit I: Preparation for Work

Unit II: Looking for a Job

Unit III: Applying for a Job

Unit IV: Keeping a Job

Unit V: Social Interaction in the Job

AREA: GOVERNMENT AND LAW 30-35 hours

Unit I: Geography

Unit II: Citizenship and Voting

Unit III: National Holidays

AREA: FIRE AND POLICE EMERGENCIES 11-17 hours

Unit I: Calling 911

Unit II: Emergency preparedness

AREA: EDUCATIONAL TECHNOLOGY 11-20 hours

Unit I: Computers

Unit II: The internet

**2.1020 Adult ESL Beginning High Level**

**EVALUATION**

Teachers are to monitor students' performance in order to accurately determine student progress and readiness to exit the level. Means of assessment include appropriate level tests, teacher documented formal observation of student's performance, and department prepared tests and CASAS tests.

**CHINO UNIFIED SCHOOL DISTRICT**

**Course of Study**

**2.1030**

**ADULT-ESL INTERMEDIATE LOW (Level 3)**

**GRADE:**

Adult

**PREREQUISITE:**

Appropriate placement according to the score on the CASAS appraisal, CASAS pre-test, oral evaluation and/or completion of the prior level in which 70% accuracy overall has been attained.

**TEXT:**

*Side by Side Plus, Book 2-Pearson*  
*All-Star 2, Second Edition-Cambridge University Press*  
*Life Skills & Test Prep 3, Pearson*

**SUPPLEMENTAL TEXTS:**

*Oxford Picture Dictionary-Oxford University Press*  
*More True Stories in the News-Pearson*  
*Internet resources*

**CREDIT:**

Non-credit

**LENGTH OF COURSE:**

One Semester (228-276 hours)

**REPEATABLE:**

Students may repeat this level if students have a weakness in one or more language skills with teacher approval to gain competency.

**COURSE NUMBER:**

9981-033504/033511

**DATE OF BOARD APPROVAL:**

March 1, 2018

## **2.1030 ADULT ESL INTERMEDIATE LOW LEVEL**

### **DESCRIPTION**

The instructional approach is communication-based. Comprehensible input is provided through direct instruction, class and small group discussion, guest speakers, cooperative learning, lap tops, internet resources, textbooks, lap top computers and selected readings. More emphasis is placed on grammatical accuracy, although all four language skills are integrated. Listening and speaking take up 50% of instruction, reading and writing comprise 25% and workforce preparation technology integration the remaining 25%.

### **GOALS**

The primary goal of this course is that students will obtain fluency in communication in basic survival situations. Students will interpret simplified materials on everyday topics, draw conclusions from contextual clues, fill out complicated forms and write a paragraph with supporting details. EL Civics topics will be addressed as part of the course. Great emphasis will be on workforce and post-secondary readiness and technology expertise as an integral part of adult competencies.

### **COURSE OBJECTIVE**

Upon completion of this course, students will attain the following: listening, speaking, reading, writing, workforce preparation and technology objectives within the selected content of life skills, workforce readiness and technology competencies as prescribed by the ESL Model Standards for Adult Education.

## COURSE OF STUDY OUTLINE

### 2.1030 Adult ESL Intermediate Low Level

#### LISTENING

Upon exit, students will be able to:

1. Demonstrate comprehension of simple and complex questions and answers, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary.
2. Recognize language forms such as modals, past continuous, and present perfect.
3. Demonstrate understanding of telephone conversations on familiar material in familiar contexts.

#### SPEAKING

Upon exit, students will be able to:

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

#### READING

Upon exit, students will be able to:

1. Interpret simplified short narrative and descriptive passages on familiar topics.
2. Interpret narrative and descriptive passages on unfamiliar topics if material includes visuals or other aids that orient students to the passages.
3. Scan for specific information in life-skill materials (ads, schedules, signs, forms) related to immediate needs.
4. Predict meanings of unfamiliar vocabulary in material rich in contextual clues.
5. Interpret newspaper headlines on familiar topics.
6. Interpret abbreviations for works previously learned in context of specific topics- employment and housing, for example.
7. Read and follow instructions, i.e. tests, medicine labels, etc.

## **2.1030 Adult ESL Intermediate Low Level**

### **WRITING**

Upon exit, students will be able to:

1. Take notes on familiar material transmitted orally.
2. Write a paragraph with a topic sentence and several supporting sentences.
3. Summarize a story or article into a paragraph.
4. Write short thank you notes and telephone messages.
5. Complete simple forms (medical history, job application, banking).

### **WORKFORCE AND POST-SECONDARY READINESS**

Upon exit, students will be able to

1. Follow oral directions in familiar contexts.
2. Understand on the telephone in a limited capacity
3. Write short, simple notes and messages
4. Read simplified, authentic material on familiar subjects
5. Fill out a basic job application
6. Handle jobs and training that involve following basic oral and written instructions and diagrams, if they can be clarified orally

### **TECHNOLOGICAL SKILLS**

Upon exit students will be able to

1. Display understanding of digital literacy concepts and vocabulary
2. Use a mouse
3. Demonstrate intermediate level keyboard skills
4. Open and turn on a lap top computer
5. Choose a browser
6. Open and close applications on the computer
7. Reply to or compose email
8. Use a cell phone for calling and texting



## INSTRUCTIONAL STRATEGIES

The instructional approach is communication-based. Comprehensible input is provided through direct instruction, class and small group discussion, guest speakers, cooperative learning, textbooks, internet resources and selected readings. More emphasis is placed on grammatical accuracy, although all four language skills are integrated. Listening and speaking take up 50% of instruction, reading and writing take up 25%, and workforce preparation and technology integration comprise the other 25%.

## TIMES OF INSTRUCTION/INSTRUCTIONAL UNITS

This course is offered in an open entry/exit format in the day and evening program. It is recommended that selected topics not exceed one week in the classes that are taught 4 times a week or two weeks in the classes that are taught 2 times a week so that 8 or 9 different topics can be covered.

Total instructional hours: One semester (228-276 hours)

### AREA: PERSONAL INFORMATION 7-8 hours

Unit I: Personal Identification

Unit II: Describing People

### AREA: CONSUMER ECONOMICS 36-40 hours

Unit I: Banking and Budgeting

Unit II: Department Store

Unit III: Housing

Unit IV: Market

Unit V: Restaurant

### AREA: COMMUNITY RESOURCES 50-58 hours

Unit I: Entertainment and Recreation

Unit II: Places in the community

Unit III: Entrance into post-secondary education

Unit IV: Entrance into career training

Unit V: Transportation (Automobile, bus and metro link, air travel)

### AREA: HEALTH 45-54 hours

Unit I: The Doctor

Unit II: Pharmacy

Unit III: Hospital

Unit IV: Dentist's Office

Unit V: Emergency and Safety

AREA: OCCUPATIONAL KNOWLEDGE 44-50 hours

Unit I: Preparation for Work

Unit II: Looking for a Job

Unit III: Applying for a Job

Unit IV: Keeping a Job

Unit V: Social Interaction in the Job

AREA: GOVERNMENT AND LAW 25-37 hours

Unit I: Geography

Unit II: Citizenship and Voting

Unit III: National Holidays

AREA: FIRE AND POLICE EMERGENCIES 10-12 hours

Unit I: Accidents and Crime

Unit II: Emergency Preparation

AREA: EDUCATIONAL TECHNOLOGY 11-17 hours

Unit I: Computers

Unit II: The internet

Unit III: Laptops

## EVALUATION

Teachers are to monitor students' performance in order to accurately determine student progress and readiness to exit the level. Means of assessment include appropriate level tests, teacher documented formal observation of student's performance, and department prepared tests and CASAS tests.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**

**COURSE OF STUDY**

**2.1030**

**ADULT-ESL INTERMEDIATE HIGH  
(Level 4)**

GRADE:	Adult
PREREQUISITE:	Appropriate placement according to the score on the CASAS appraisal, CASAS pre-test, oral evaluation and/or completion of the prior level in which 70% accuracy overall has been attained.
TEXT:	<i>Side by Side Plus, Book 3-Pearson</i> <i>All-Star 3, Second Edition-Cambridge University Press</i> <i>Life Skills &amp; Test Prep 4- Pearson</i>
SUPPLEMENTAL TEXTS:	<i>Oxford Picture Dictionary-Oxford University Press</i> <i>Even More True Stories in the News-Pearson</i> <i>Internet resources</i>
CREDIT:	Non-credit
LENGTH OF, COURSE:	One Semester (228-276 hours)
REPEATABLE:	Students may repeat this level if students have a weakness in one or more language skills with teacher approval to gain proficiency.
COURSE NUMBER:	9981-034505/034606
DATE OF BOARD APPROVAL:	March 1, 2018

## **ESL INTERMEDIATE HIGH LEVEL**

### **DESCRIPTION**

The instructional approach is communication-based. Comprehensible input is provided through direct instruction, class and small group discussion, guest speakers, cooperative learning, textbooks, internet resources and selected readings. More emphasis is placed on grammatical accuracy, although all four language skills are integrated. Listening and speaking take up 40% of instruction, reading and writing take up 30%, and workforce preparation and technology integration comprise the remaining 30%. All skills are taught in the context of civic participation and life skills competency. Exposure to computers is provided through varied interactive resources including laptop computers and the internet.

### **GOALS**

The primary goal of this course is to expand students' ability to comprehend the mood, main ideas, and most details of what is heard in everyday communication. Students will speak with some spontaneity even though there may be errors, interpret simple authentic materials on familiar topics, decode the meaning of unfamiliar words and phrases, write short passages, and fill out application forms. EL Civics topics will be addressed as part of the course. Great emphasis will be on workforce and post-secondary readiness and technology as this is an integral part of adult competencies.

### **COURSE OBJECTIVE**

Upon completion of this course, students will attain the following: listening, speaking, reading, writing and workforce and post-secondary readiness and technology skill objectives within the selected content of life skills competencies as prescribed by the ESL Model Standards for Adult Education.

## **2.1030 ADULT ESL INTERMEDIATE HIGH LEVEL**

### **LISTENING**

Upon exit, students will be able to:

1. Identify main ideas and most supporting details in materials relating to everyday topics.
2. Detect the mood of the message by determining to a limited degree such components as the attitudes and feelings of the speaker or the urgency of the message.
3. Demonstrate comprehension of stories and other passages when vocabulary and structures are in familiar contexts.
4. Demonstrate comprehension of everyday conversation though some repetition or slower speech may be necessary.

### **SPEAKING**

Upon exit, students will be able to:

1. Participate in face-to-face conversation on some topics beyond immediate survival needs, such as personal history and description of people and places.
2. Display some spontaneity and creativity in producing language patterns previously acquired or memorized.
3. Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversation.
4. Clarify speech by rephrasing or repeating in order to be understood by the general public.
5. Communicate on the telephone on familiar subjects with some clarification.

### **READING**

Upon exit, students will be able to:

1. Interpret simple authentic material on familiar topics, i.e. newspaper articles on current events, social letters, public information notices, etc.
2. Identify the main idea of a paragraph on a familiar topic.
3. Guess the meaning of unfamiliar vocabulary and phrases from context.
4. Find information that requires drawing from different sections of reading passages.
5. Identify relationships within a passage by using syntactic clues, such as transitional words, i.e. therefore, however, etc.

## **2.1030 ESL Intermediate High Level**

### **WRITING**

Upon exit, students will be able to:

1. Write short paragraphs describing daily activities or past events using chronological order.
2. Write personal letters.
3. Fill out detailed applications and general forms.

### **WORKFORCE AND POST-SECONDARY READINESS**

Upon exit, students will be able to

1. Understand and communicate on the telephone on familiar topics
2. Read and interpret simplified and some non-simplified materials on familiar topics, including an employee handbook and a college catalog.
3. Interpret simple charts, graphs, and labels
4. Interpret a payroll stub
5. Complete a simple order form
6. Fill out an authentic job application or a simple college entrance application
7. Write short, simple log entries and memos
8. Handle jobs and training that involve following oral and simple written instructions and multi-step diagrams and limited public contact.

### **TECHNOLOGICAL SKILLS**

Upon exit students will be able to

1. Display understanding of digital literacy concepts and vocabulary
2. Use a mouse
3. Demonstrate intermediate level keyboard skills
4. Open and turn on a lap top computer
5. Choose a browser
6. Open and close applications on the computer
7. Display understanding of browser toolbar button
8. Reply to, compose and forward email
9. Use a cell phone for calling, texting and some limited smart phone capabilities

## INSTRUCTIONAL STRATEGIES

The instructional approach is communication-based. Comprehensible input is provided through direct instruction, class and small group discussion, guest speakers, cooperative learning, internet resources, textbooks, and selected readings. More emphasis is placed on grammatical accuracy, although all four language skills are integrated. Listening and speaking take up 40% of instruction, reading and writing take up 30% and workforce comprise the other 30%. All skills are taught in the context of civic participation and life skills competency. Exposure to computers is provided by various interactive resources including the internet and selected language learning programs.

## TIMES OF INSTRUCTION/INSTRUCTIONAL UNITS

This course is offered in an open entry/exit format in the day and evening program. It is recommended that selected topics not exceed one week in the classes taught 4 times a week or two weeks in the classes taught twice a week so that 8 or 9 different topics can be covered.

Total instructional hours: One semester (228-276 hours)

AREA: PERSONAL INFORMATION 5-6 hours

Unit I: Personal Identification

AREA: CONSUMER ECONOMICS 32-39 hours

Unit I: Banking and Budgeting

Unit II: Department Store

Unit III: Housing

Unit IV: Market

Unit V: Restaurant

AREA: COMMUNITY RESOURCES 38-45 hours

Unit I: Entertainment and Recreation

Unit II: Library

Unit III: Post Office

Unit IV: Telephone

Unit V: Time

Unit VI: Transportation (Automobile, bus and metro link, air travel)

Unit VII: Education

AREA: HEALTH 40-46 hours

Unit I: The Doctor

Unit II: Pharmacy

Unit III: Hospital

Unit IV: Dentist's Office

Unit V: Personal Health Care

Unit VI: Emergency and Safety

AREA: OCCUPATIONAL KNOWLEDGE 54-64 hours

Unit I: Preparation for Work

Unit II: Looking for a Job

Unit III: Applying for a Job

Unit IV: Keeping a Job

Unit V: Social Interaction in the Job

AREA: GOVERNMENT AND LAW 24-27 hours

Unit I: Geography

Unit II: Citizenship and Voting

Unit III: National Holidays

Unit IV: Environment

AREA: FIRE AND POLICE EMERGENCIES 10-15 hours

Unit I: Emergency Preparedness

Unit II: Accidents and Crime

AREA: EDUCATIONAL TECHNOLOGY 25-34 hours

Unit I: Computers

Unit II: The internet

Unit III: Laptops

Unit IV: Word Documents

## EVALUATION

Teachers are to monitor students' performance in order to accurately determine student progress and readiness to exit the level. Means of assessment include appropriate level tests, teacher documented formal observation of student's performance, and department prepared tests and CASAS test.



**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**COURSE OF STUDY**

<b>2.1040</b>	<b>ADULT-ESL ADVANCED LOW Level 5</b>
GRADE:	Adult
PREREQUISITE:	Appropriate placement according to the score on the CASAS appraisal, CASAS pre-test, oral evaluation and/or completion of the prior level in which 70% accuracy overall has been attained.
TEXT:	<i>Side by Side Plus, Book 4-Pearson</i> <i>All-Star 4, Second Edition-Cambridge University Press</i> <i>Life Skills &amp; Test Prep 4- Pearson</i>
SUPPLEMENTAL TEXTS:	<i>Oxford Picture Dictionary -Oxford University Press</i> <i>Beyond True Stories in the News-Pearson</i>
CREDIT:	Non-credit
LENGTH OF, COURSE:	One Semester (228-276 hours)
REPEATABLE:	Students may repeat this level if students have a weakness in one or more language skills with teacher approval to gain proficiency.
COURSE NUMBER:	9980-036567/034605
DATE OF BOARD APPROVAL:	March 1, 2018

## **1040 ADULT ESL ADVANCED LOW LEVEL**

### **DESCRIPTION**

The overall instructional approach is communication-based. Instructional activities will integrate as much as possible the four language skills (LSRW) to emphasize the holistic nature of language. Based on needs and skill assessments, instruction will target more specific needs of the students in these four areas. More time will be spent reading for information and writing than in the other levels, but students should have as much time as possible for conversation. To expand critical thinking and decision making, small group tasks are a regular part of class routine. Forms and functions of the language will receive greater attention at this level because students are interested in analyzing and correcting errors. However, students will use English in situations relevant to their daily lives rather than learn to simply manipulate the language in mechanical ways. How well students can communicate in English is considered more important than what they know about English.

### **GOALS**

The primary goal of this course is to expand the ability of students to demonstrate comprehension of abstract, spoken, and written material in familiar contexts. Students will participate in extended conversation without phonological and grammatical errors that cause a breakdown in communication. Students will write descriptions, short essays, summaries, business letters and follow written and spoken instructions of a technical nature. Students will make independent decisions based on critical thinking and achieve a measure of comfort living in a multi-ethnic environment through acquired skills. EL Civics topics will be addressed as part of the course. Great emphasis will be on workforce and post-secondary readiness and technology skill, as this is an integral part of adult competencies.

### **COURSE OBJECTIVE**

Upon completion of this course, students will attain the following: listening, speaking, reading, writing, workforce and post-secondary readiness and technology objectives within the selected content of life skills competencies as prescribed by the ESL Model Standards for Adult Education.

## **2.1040 ADULT ESL ADVANCED LOW LEVEL**

### **LISTENING**

Upon exit, students will be able to:

1. Demonstrate comprehension of new or abstract vocabulary in context through decoding strategies.
2. Demonstrate comprehension of most of the language used in the media of a general nature.
3. Demonstrate comprehension of most language spoken at a normal rate with some repetition occasionally required.
4. Demonstrate understanding of common English idioms.
5. Demonstrate comprehension of telephone conversations on familiar topics, answering-machine messages, and simple interactive telephone instructions.

### **SPEAKING**

Upon exit, students will be able to:

1. Clarify meaning through paraphrasing when misunderstandings occur.
2. Adjust the language used in face-to-face conversation according to different social situations.
3. Participate with increased fluency in face-to-face and telephone conversations on topics which relate to work and current events. The language will contain complex structures such as perfect tenses, conditional, adjectival, and adverbial clauses, and the passive voice even though errors may be common.
4. Ask and answer questions fluently with minimal errors in the present, past, and future tenses.

### **READING**

Upon exit, students will be able to:

1. Interpret both authentic and edited materials on familiar subjects, such as prose fiction.
2. Make inferences.
3. Summarize reading passages.
4. Identify main ideas and supporting details or examples from familiar material.
5. Guess meaning from context by analyzing the prefixes and suffixes of words.

## 2.1040 ADULT ESL ADVANCED LOW LEVEL

### WRITING

Upon exit, students will be able to:

1. Complete a wide variety of forms, i.e. reports, applications, medical history, etc.
2. Take simple notes from media presentations, lectures, and interviews.
3. Expand and combine simple sentences by adding modifying words, clauses, and phrases.
4. Write and punctuate complex sentences.
5. Use transition words within and between paragraphs, i.e. furthermore, however, etc.

### WORKFORCE AND POST-SECONDARY READINESS

Upon exit, students will be able to

1. Understand and communicate on the telephone on familiar topics
2. Read and interpret simplified and some non-simplified materials on familiar topics, including an employee handbook and a college catalog.
3. Interpret simple charts, graphs, and labels
4. Interpret a payroll stub
5. Complete a simple order form
6. Fill out an authentic job application or a simple college entrance application
7. Write short, simple log entries and memos
8. Handle jobs and training that involve following oral and simple written instructions and multi-step diagrams and limited public contact.

### TECHNOLOGICAL SKILLS

Upon exit students will be able to

1. Display understanding of digital literacy concepts and vocabulary
2. Use a mouse
3. Demonstrate intermediate level keyboard skills
4. Open and turn on a lap top computer
5. Choose a browser
6. Open and close applications on the computer
7. Display understanding of browser toolbar button

8. Display understanding of URLs and links
9. Reply to, compose and forward email and attachments
10. Use a cell phone for calling, texting and some limited smart phone capabilities

## INSTRUCTIONAL STRATEGIES

The overall instructional approach is communication-based. Instructional activities will integrate as much as possible the four language skills (LSRW) to emphasize the holistic nature of language. Based on needs and skill assessments, instruction will target more specific needs of the students in these four areas. More time will be spent reading for information and writing than in the other levels, but students should have as much time as possible for conversation. To expand critical thinking and decision making, small group tasks are a regular part of class routine. Forms and functions of the language will receive greater attention at this level because students are interested in analyzing and correcting errors. However, students will use English in situations relevant to their daily lives rather than learn to simply manipulate the language in mechanical ways. How well students can communicate in English is considered more important than what they know about English. All skills are taught in the context of civic participation and life skills competency. Exposure to computers is provided by various interactive resources including the internet and lap top computers.

## TIMES OF INSTRUCTION/INSTRUCTIONAL UNITS

This course is offered in an open entry/exit format in the day and evening program. It is recommended that selected topics not exceed one week in the classes taught 4 times per week or two weeks in the classes taught 2 times per week so that 8 or 9 different topics can be covered.

Total instructional hours: 228-276 hours

AREA: PERSONAL INFORMATION 5-6 hours

Unit I: Personal Identification

AREA: CONSUMER ECONOMICS 32-39 hours

Unit I: Banking and Budgeting

Unit II: Department Store

Unit III: Housing

Unit IV: Market

Unit V: Restaurant

AREA: COMMUNITY RESOURCES 38-45 hours

Unit I: Entertainment and Recreation

Unit II: Library

Unit III: Post Office

Unit IV: Telephone

Unit V: Time

Unit VI: Transportation (Automobile, bus and metro link, air travel)

Unit VII: Education

AREA: HEALTH 40-46 hours

Unit I: The Doctor

Unit II: Pharmacy

Unit III: Hospital

Unit IV: Dentist's Office

Unit V: Personal Health Care

Unit VI: Emergency and Safety

AREA: OCCUPATIONAL KNOWLEDGE 54-64 hours

Unit I: Preparation for Work

Unit II: Looking for a Job

Unit III: Applying for a Job

Unit IV: Keeping a Job

Unit V: Social Interaction in the Job

AREA: GOVERNMENT AND LAW 24-27 hours

Unit I: Geography

Unit II: Citizenship and Voting

Unit III: National Holidays

Unit IV: Environment

AREA: FIRE AND POLICE EMERGENCIES 10-15 hours

Unit I: Emergency Preparedness

Unit II: Accidents and Crime

AREA: EDUCATIONAL TECHNOLOGY 25-34 hours

Unit I: Computers

Unit II: The internet

Unit III: Laptops

Unit IV: Word Documents

## EVALUATION

Teachers are to monitor students' performance in order to accurately determine student progress and readiness to exit the level. Means of assessment include appropriate level tests, teacher documented formal observation of student's performance, and department prepared tests and CASAS tests.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**COURSE OF STUDY**

2.1040	ADULT-ESL ADVANCED HIGH Level 5
GRADE:	Adult
PREREQUISITE:	Appropriate placement according to the score on the CASAS appraisal, CASAS pre-test, oral evaluation and/or completion of the prior level in which 70% accuracy overall has been attained.
TEXT:	<i>Side by Side Plus, Book 4-Pearson</i> <i>All-Star 4, Second Edition-Cambridge University Press</i> <i>Life Skills &amp; Test Prep 4- Pearson</i>
SUPPLEMENTAL TEXTS:	<i>Oxford Picture Dictionary -Oxford University Press</i> <i>Beyond True Stories in the News-Pearson</i>
CREDIT:	Non-credit
LENGTH OF COURSE:	One Semester (228-276 hours)
REPEATABLE:	Students may repeat this level if students have a weakness in one or more language skills with teacher approval to gain proficiency.
COURSE NUMBER:	9980-036567/034605
DATE OF BOARD APPROVAL:	March 1, 2018

## **2.1040 ADULT ESL ADVANCED HIGH LEVEL**

### **DESCRIPTION**

The overall instructional approach is communication-based. Instructional activities will integrate as much as possible the four language skills (LSRW) to emphasize the holistic nature of language. Based on needs and skill assessments, instruction will target more specific needs of the students in these four areas. More time will be spent reading for information and writing than in the other levels, but students should have as much time as possible for conversation. To expand critical thinking and decision making, small group tasks are a regular part of class routine. Forms and functions of the language will receive greater attention at this level because students are interested in analyzing and correcting errors. However, students will use English in situations relevant to their daily lives rather than learn to simply manipulate the language in mechanical ways. How well students can communicate in English is considered more important than what they know about English.

### **GOALS**

The primary goal of this course is to expand the ability of students to demonstrate comprehension of abstract, spoken, and written material in familiar contexts. Students will participate in extended conversation without phonological and grammatical errors that cause a breakdown in communication. Students will write descriptions, short essays, summaries, and follow written and spoken instructions of a technical nature. Students will make independent decisions based on critical thinking and achieve a measure of comfort living in a multi-ethnic environment through acquired skills. EL Civics topics will be addressed as part of the course. Great emphasis will be on career and college readiness and technology skills acquisition as these is an integral part of adult competencies.

### **COURSE OBJECTIVE**

Upon completion of this course, students will attain the following: listening, speaking, reading, writing, career and college readiness and technology skills acquisition objectives within the selected content of life skills competencies as prescribed by the ESL Model Standards for Adult Education.



## **2.1040 ADULT ESL ADVANCED HIGH LEVEL**

### **LISTENING**

Upon exit, students will be able to:

6. Demonstrate comprehension of new or abstract vocabulary in context through decoding strategies.
7. Demonstrate comprehension of most of the language used in the media of a general nature.
8. Demonstrate comprehension of most language spoken at a normal rate with some repetition occasionally required.
9. Demonstrate understanding of common English idioms.
10. Demonstrate comprehension of telephone conversations on familiar topics, answering-machine messages, and simple interactive telephone instructions.

### **SPEAKING**

Upon exit, students will be able to:

5. Clarify meaning through paraphrasing when misunderstandings occur.
6. Adjust the language used in face-to-face conversation according to different social situations.
7. Participate with increased fluency in face-to-face and telephone conversations on topics which relate to work and current events. The language will contain complex structures such as perfect tenses, conditional, adjectival, and adverbial clauses, and the passive voice even though errors may be common.
8. Ask and answer questions fluently with minimal errors in the present, past, and future tenses.

### **READING**

Upon exit, students will be able to:

6. Interpret both authentic and edited materials on familiar subjects, such as prose fiction.
7. Make inferences.
8. Summarize reading passages.
9. Identify main ideas and supporting details or examples from familiar material.
10. Guess meaning from context by analyzing the prefixes and suffixes of words.

## **2.1040 ADULT ESL ADVANCED HIGH LEVEL**

### **WRITING**

Upon exit, students will be able to:

6. Complete a wide variety of forms, i.e. reports, applications, medical history, etc.
7. Take simple notes from media presentations, lectures, and interviews.
8. Expand and combine simple sentences by adding modifying words, clauses, and phrases.
9. Write and punctuate complex sentences.
10. Use transition words within and between paragraphs, i.e. furthermore, however, etc.

### **WORKFORCE AND POST-SECONDARY READINESS**

Upon exit, students will be able to

1. Clarify general meaning and communicate on the telephone on familiar topics
2. Read and interpret non-simplified materials on every day subjects, including an employee handbook and a college catalog.
3. Interpret routine charts, graphs, and labels
4. Interpret a payroll stub
5. Perform reading and writing tasks such as most logs, reports and forms with reasonable accuracy
6. Fill out an authentic job application or college entrance application
7. Write a business letter
8. Write an accident report
9. Understand routine work-related conversations
10. Handle jobs and training that involve following oral and simple written instructions and multi-step diagrams and interact with the public.

### **TECHNOLOGICAL SKILLS**

Upon exit students will be able to

1. Display understanding of digital literacy concepts and vocabulary

2. Use a mouse
3. Demonstrate intermediate level keyboard skills
4. Open and turn on a lap top computer
5. Choose a browser
6. Open and close applications on the computer
7. Display understanding of browser toolbar button
8. Display understanding of URLs and links
9. Reply to, compose, and forward email with attachments and copy multiple recipients
10. Use a cell phone for calling, texting and smart phone capabilities, such as applications

## INSTRUCTIONAL STRATEGIES

The overall instructional approach is communication-based. Instructional activities will integrate as much as possible the four language skills (LSRW) to emphasize the holistic nature of language. Based on needs and skill assessments, instruction will target more specific needs of the students in these four areas. More time will be spent reading for information and writing than in the other levels, but students should have as much time as possible for conversation. To expand critical thinking and decision making, small group tasks are a regular part of class routine. Forms and functions of the language will receive greater attention at this level because students are interested in analyzing and correcting errors. However, students will use English in situations relevant to their daily lives rather than learn to simply manipulate the language in mechanical ways. How well students can communicate in English is considered more important than what they know about English. All skills are taught in the context of civic participation and life skills competency. Exposure to computers is provided by various interactive resources including the internet and laptops.

## TIMES OF INSTRUCTION/INSTRUCTIONAL UNITS

This course is offered in an open entry/exit format in the day and evening program. It is recommended that selected topics not exceed one week in the classes taught 4 times per week or two weeks in the classes taught 2 times per week so that 8 or 9 different topics can be covered.

Total instructional hours: 228-276 hours

AREA: PERSONAL INFORMATION 5-6 hours

Unit I: Personal Identification

AREA: CONSUMER ECONOMICS 32-39 hours

Unit I: Banking and Budgeting

Unit II: Department Store

Unit III: Housing

Unit IV: Market

Unit V: Restaurant

AREA: COMMUNITY RESOURCES 38-45 hours

Unit I: Entertainment and Recreation

Unit II: Library

Unit III: Post Office

Unit IV: Telephone

Unit V: Time

Unit VI: Transportation (Automobile, bus and metro link, air travel)

Unit VII: Education

AREA: HEALTH 40-46 hours

Unit I: The Doctor

Unit II: Pharmacy

Unit III: Hospital

Unit IV: Dentist's Office

Unit V: Personal Health Care

Unit VI: Emergency and Safety

AREA: OCCUPATIONAL KNOWLEDGE 54-64 hours

Unit I: Preparation for Work

Unit II: Looking for a Job

Unit III: Applying for a Job

Unit IV: Keeping a Job

Unit V: Social Interaction in the Job

AREA: GOVERNMENT AND LAW 24-27 hours

Unit I: Geography

Unit II: Citizenship and Voting

Unit III: National Holidays

Unit IV: Environment

AREA: FIRE AND POLICE EMERGENCIES 10-15 hours

Unit I: Traffic

Unit II: Accidents and Crime

AREA: EDUCATIONAL TECHNOLOGY 25-34 hours

Unit I: Computers

Unit II: The internet

Unit III: Laptops

Unit IV: Word Documents

## EVALUATION

Teachers are to monitor students' performance in order to accurately determine student progress and readiness to exit the level. Means of assessment include appropriate level tests, teacher documented formal observation of student's performance, and department prepared tests and CASAS tests.

**ADULT-ESL MULTI-LEVEL  
COURSE OUTLINE**

**2.1050**

**ESL/MULTI-LEVEL CONVERSATION:  
BEGINNING**

GRADE:

Adult

PREREQUISITE:

Appropriate placement according to  
the score on the CASAS ESL  
Appraisal Test and pre-test.

TEXT:

*Oxford Picture Dictionary-Oxford University  
Press*

SUPPLEMENTAL TEXTS:

*Internet resources*

CREDIT:

Non-credit

LENGTH OF COURSE:

One Semester (76-88 hours)

REPEATABLE:

Students may repeat this level if students have a  
weakness in one or more language skills.

COURSE CODE:

9986-038501/038504

DATE OF BOARD APPROVAL:

March 1, 2018

## **2.1050 ESL MULTI-LEVEL CONVERSATION - BEGINNING**

### **DESCRIPTION :**

This ESL course is an individual or small group based program that offers ESL Literacy, Beginning low and Beginning High students the opportunity to practice speaking and listening

### **GOALS AND PURPOSES:**

Emphasis is based on individual student needs an on-level placement within the class. Fluency and communication are fostered at all levels by providing oral/aural practice within grammatical structures and content areas. Students' abilities to function in real life situations are improved using the curriculum guidelines appropriate to each level. Workforce and post-secondary readiness and technology skills will be addressed as part of the course.

### **COURSE OBJECTIVES:**

All grammar, reading, writing, listening and speaking skills are taught within the following content area. Course objectives and content conform to the individual level course outline.

1. Basic Communication
2. Consumer Economics
3. Community Resources
4. Health
5. Occupational Knowledge
6. Government and Law
7. Cultural Topics

Upon completion of this course, students will attain the following: listening, speaking, reading and writing objectives within the selected content of life skills competencies as prescribed by the ESL Model Standards for Adult Education.

**2.1050****ESL MULTI-LEVEL - BEGINNING****LISTENING**

Upon exit, students will be able to:

1. Demonstrate understanding of simple words and phrases (familiar topics).
2. Identify the main topic of conversation in familiar material.
3. Demonstrate understanding of non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements.
4. Recognize words that signal differences between present, past and future events.
5. Respond appropriately to short emergency warnings (“Be careful!”)

**SPEAKING**

Upon exit, students will be able to:

1. Answer simple questions related to basic needs using previously learned phrases or simple sentences.
2. Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences.
3. Ask questions related to basic needs using previously learned utterances.
4. Communicate simple personal information on the telephone.

**READING**

Upon exit, students will be able to:

1. Interpret isolated words and phrases in familiar contexts (traffic signs, store ads).
2. Interpret terms on simplified forms (personal identification, school registration).
3. Scan for numerical information (store hours, ads, schedules, signs, forms.)
4. Use strategies such as predicting or phonics decoding to interpret new words.
5. Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics.
6. Identify the sequence of a simple narrative passage.

**WRITING**

Upon exit, students will be able to:

1. Copy materials that are meaningful to the students (recipes, directions, language experience stories).
2. Write lists (grocery, laundry items)
3. Write simple sentences based on personal experiences or familiar material.
4. Write a simple telephone message or note (to a child’s teacher).



5. Write a series of related sentences based on personal experiences or familiar material.

#### LANGUAGE FUNCTIONS:

Upon exit, students will be able to:

1. Ask for information.
2. Social/interpersonal relations: express wants.

#### LANGUAGE FORMS:

Upon exit, students will be able to:

1. Form a simple sentence
2. Use simple present tense of verbs
3. Modals (can, can't)

#### INSTRUCTIONAL STRATEGIES AND TECHNIQUES:

Depending on the level of the student, these strategies and techniques may be used: Totally Physical Response, Natural Approach, focused listening, language experience, dictation, problem solving, peer editing, cooperative learning activities, pair and group work, role-playing, authentic texts, realia and games.

#### TIMES OF INSTRUCTION:

This course is offered in an open entry/exit format in the afternoon program.

Total instructional hours: 76-88 hours

AREA: PERSONAL INFORMATION 3-4 hours

Unit I: Personal Identification

AREA: CONSUMER ECONOMICS 10-12 hours

Unit I: Banking and Budgeting

Unit II: Department Store

Unit III: Housing

Unit IV: Market

Unit V: Restaurant

AREA: COMMUNITY RESOURCES 10-12 hours

Unit I: Entertainment and Recreation

Unit II: Library

Unit III: Post Office

Unit IV: Telephone

Unit V: Time

Unit VI: Transportation (Automobile, bus and metro link, air travel)

Unit VII: Education

AREA: HEALTH 10-12 hours

Unit I: The Doctor

Unit II: Pharmacy

Unit III: Hospital

Unit IV: Dentist's Office

Unit V: Personal Health Care

Unit VI: Emergency and Safety

AREA: OCCUPATIONAL KNOWLEDGE 25-27 hours

Unit I: Preparation for Work

Unit II: Looking for a Job

Unit III: Applying for a Job

Unit IV: Keeping a Job

Unit V: Social Interaction in the Job

AREA: GOVERNMENT AND LAW 10-11 hours

Unit I: Geography

Unit II: Citizenship and Voting

Unit III: National Holidays

AREA: FIRE AND POLICE EMERGENCIES 8-10 hours

Unit I: Calling 911

Unit II: Emergency preparedness

**EVALUATION:**

Test and quizzes (publisher's and teacher's), applied performance, monitoring of class work, teacher's observation, CASAS test, and site generated exit tests.

**1.1050            ESL MULTI-LEVEL CONVERSATION**  
**INTERMEDIATE/ADVANCED**

**DESCRIPTION :**

This ESL course is an individual or small group based program that offers ESL Intermediate Low, Intermediate High and Advanced students the opportunity to practice speaking and listening

**GOALS AND PURPOSES:**

Emphasis is based on individual student needs an on-level placement within the class. Fluency and communication are fostered at all levels by providing oral/aural practice within grammatical structures and content areas. Students' abilities to function in real life situations are improved using the curriculum guidelines appropriate to each level. Workforce and post-secondary readiness and technology skills will be addressed as part of the course.

**COURSE OBJECTIVES:**

All grammar, reading, writing, listening and speaking skills are taught within the following content area. Course objectives and content conform to the individual level course outline.

1. Basic Communication
2. Consumer Economics
3. Community Resources
4. Health
5. Occupational Knowledge
6. Cultural Topics

Upon completion of this course, students will attain the following: listening, speaking, reading and writing objectives within the selected content of life skills competencies as prescribed by the ESL Model Standards for Adult Education.

**2.1050****ESL MULTI-LEVEL-INTERMEDIATE/ADVANCED****LISTENING**

Upon exit, students will be able to:

1. demonstrate understanding of intermediate words and phrases (familiar topics).
2. Identify the main topic of conversation in familiar material.
3. Demonstrate understanding of non-face-to-face speech in familiar contexts, such as phone conversations and routine announcements.
4. Recognize words that signal differences between present, past and future events.
5. Respond appropriately to short emergency warnings (“Be careful!”)

**SPEAKING**

Upon exit, students will be able to:

1. Answer questions related to needs using previously learned phrases or sentences.
2. Make statements in the past, present, and future tenses related to basic needs and common activities.
3. Ask questions related to basic needs.
4. Communicate personal information on the telephone.

**READING**

Upon exit, students will be able to:

1. Interpret isolated words and phrases in contexts (traffic signs, store ads).
2. Interpret terms on authentic forms (personal identification, school registration).
3. Scan for numerical information (store hours, ads, schedules, signs, forms.)
4. Use strategies such as predicting or phonics decoding to interpret new words.
5. Read and demonstrate understanding of narrative paragraphs on familiar topics.
6. Identify the sequence of a narrative passage.

**WRITING**

Upon exit, students will be able to:

1. Copy materials that are meaningful to the students (recipes, directions, language experience stories).
2. Write lists (grocery, “to do”)
3. Write sentences and paragraphs based on personal experiences or familiar material.
4. Write a telephone message or note (to a child’s teacher).
5. Write a series of related sentences based on personal experiences.

**LANGUAGE FUNCTIONS:**

Upon exit, students will be able to:

1. Ask for information, describe, express necessity, ask permission, agree, disagree.
2. Social/interpersonal relations: compliment, express preference, express wants.
3. Persuasion: direct, invite.

### LANGUAGE FORMS;

Upon exit, students will be able to:

1. Form compound sentences (and...too, and...either, or)
2. Use verb tenses: Future “will”
3. Use modals (have to, could, should, must, may, would)
4. Use verbs followed by infinitives (“He wants to dance. He likes to read.”)

### INSTRUCTIONAL STRATEGIES AND TECHNIQUES:

Depending on the level of the student, these strategies and techniques may be used: Totally Physical Response, Natural Approach, focused listening, language experience, dictation, problem solving, peer editing, cooperative learning activities, pair and group work, role-playing, authentic texts, realia and games.

### TIMES OF INSTRUCTION:

This course is offered in an open entry/exit format in the afternoon program.

Total instructional hours: 76-88 hours

AREA: PERSONAL INFORMATION 3-4 hours

Unit I: Personal Identification

AREA: CONSUMER ECONOMICS 10-12 hours

Unit I: Banking and Budgeting

Unit II: Department Store

Unit III: Housing

Unit IV: Market

Unit V: Restaurant

AREA: COMMUNITY RESOURCES 10-12 hours

Unit I: Entertainment and Recreation

Unit II: Library

Unit III: Post Office

Unit IV: Telephone

Unit V: Time

Unit VI: Transportation (Automobile, bus and metro link, air travel)

Unit VII: Education

AREA: HEALTH 10-12 hours

Unit I: The Doctor

- Unit II: Pharmacy
- Unit III: Hospital
- Unit IV: Dentist's Office
- Unit V: Personal Health Care
- Unit VI: Emergency and Safety
- AREA: OCCUPATIONAL KNOWLEDGE 25-27 hours
  - Unit I: Preparation for Work
  - Unit II: Looking for a Job
  - Unit III: Applying for a Job
  - Unit IV: Keeping a Job
  - Unit V: Social Interaction in the Job
- AREA: GOVERNMENT AND LAW 10-11 hours
  - Unit I: Geography
  - Unit II: Citizenship and Voting
  - Unit III: National Holidays
- AREA: FIRE AND POLICE EMERGENCIES 8-10 hours
  - Unit I: Calling 911
  - Unit II: Emergency preparedness

**EVALUATION:**

Test and quizzes (publisher's and teacher's), applied performance, monitoring of class work, teacher's observation, CASAS test, and site generated exit tests.

**CHINO UNIFIED SCHOOL DISTRICT  
COURSE OUTLINE**

<b>2.1090</b>	<b>ESL/Citizenship</b>
GRADE:	Adult
PREREQUISITE:	None
TEXT:	<i>Voices of Freedom-Pearson</i>
SUPPLEMENTAL TEXTS:	<i>America's Story Book 1 &amp;2-Delta Preparation for Citizenship-Steck-Vaughn The Way to Citizenship-Delta N-400 and internet resources from USCIS.gov</i>
CREDIT:	Non-Credit
LENGTH OF COURSE:	One Semester (228-276 hours)
REPEATABLE:	Only those failing the naturalization test may repeat the course. (Adult School)
DATE OF BOARD APPROVAL:	March 1, 2018

## **2.1090 ESL/CITIZENSHIP**

### **DESCRIPTION:**

This course is designed to familiarize students with United States history, traditions and political system in preparation for the United States naturalization examination.

### **GOALS AND PURPOSES:**

This course is mandated by the state/ federal government. It is needed to help un-naturalized aliens identify, recall and intelligently discuss the traditions and the political system of the United States in preparation for the oral examination the admitting court will impose as a condition to taking the oath of citizenship.

### **PERFORMANCE OBJECTIVES:**

By the end of this course, students will do the following:

1. Identify U.S. history and American traditions.
2. Identify American Political system.
3. Identify U.S. form of government.
4. Pass the U.S. naturalization test.

### **INSTRUCTIONAL STRATEGIES: (Adult School)**

1. Teacher-conducted lectures
2. Teacher-conducted discussions
3. Teacher created written and oral examinations
4. Guest speakers
5. Audio-visual materials
6. Internet resources



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**2.1090 ESL/CITIZENSHIP**

Reading, writing, listening and speaking skills are taught within the content areas.

Upon successful completion of the course, students will be able to:

U.S. Naturalization Process:

1. Identify the steps in becoming a citizen
2. Complete the N-400 application and any additional information as required by ICE.
3. Answer questions (orally) based on students' own answers on their N-400 application to prepare them for their interview.

Geography of the United States:

1. Identify the 50 states
2. Identify the 13 original colonies, Washington, D.C., California and its state capital.

History of the United States:

1. Identify and explain the historical importance and ramifications from the discovery and early history of the United States and the American Revolution.
2. Identify and describe the historical importance of the westward expansion, the Civil War to; modern history and current events.

Three Branches of Government:

1. Identify and explain the judicial, legislative and executive branches.
2. Restate the meaning and process of checks and balances within our system of government.

Citizenship:

1. Summarize the voting process, importance of civic involvement, and the rights and responsibilities of citizenship.
2. Identify state and local government officials.
3. Identify and interpret the philosophies behind the two major political parties.

Cultural Topics:

1. Identify and recall the historical significance of the major holidays as they relate to American History.

## 2.1090 ESL/Citizenship

Units of Study: (Adult School)

Total hours for this course: 228-276

	Hours
Units are listed with the appropriate time for each:	
1. Introduction and Overview	3
2. 100 Questions	70
3. N-400	60
4. Unit 2 American Traditions (early history and revolution)	20
5. Unit 3 The Constitution and Federal Government Organization	30
6. Unit 4 Elections	15
7. Unit 5 Passage of laws	15
8. Unit 6 Amendments to the Constitution	15
9. Unit 7 Areas of Federal Laws	15
10. Unit 8 State and Local Governments	15
11. Unit 9 Review of Citizens' Rights and Obligations	15
12. Unit 10 The New Citizen and His Society	3

### Evaluation Procedures:

Teacher-constructed tests will determine student progress. The final test will be the actual naturalization test.

Date of Board Adoption: March 1, 2018