

DRAFT

LAR AEC

COURSE OUTLINE

ESL LEVEL 1
(K-12 Aligned)

OCTOBER 1, 2015



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COURSE OUTLINE

English as a Second Language (ESL)

Course of Study

English as a Second Language (ESL)

Course

ESL 1 (Beginning Low)

COURSE DESCRIPTION FOR ESL LEVEL ONE

- 1 This competency-based course is the second in a series of seven courses designed to develop communicative competence in listening, speaking, reading, writing, critical thinking, and numeracy for the immediate needs of adult English learners at a basic level.
- 2 The course content will lay the foundation for life skills, higher education, job training, workforce entry, career advancement, and job transitioning.
- 3 A grammatical structure base is integrated with the course competencies.
- 4 The course content will be relevant to the lives of individual students and reflect the Comprehensive Adult Student Assessment System (CASAS) competencies and College and Career Readiness Standards (CCRS).

COMPETENCY-BASED EDUCATION (CBE)

Competency-based education for adult ESL instruction is:

A performance-based process leading to demonstrated mastery of skills or knowledge. This process involves identifying specific, measurable competencies or outcomes; progressing as quickly as possible to more difficult competencies yet paced to each student's rate of learning; encouraging open entry, open exit delivery of services; encouraging alternative instructional methods and materials; and ongoing assessment of students, with a capacity to provide students with criterion-referenced test measures and immediate feedback on their performance.

Source: California Adult Education State Plan 1999-2004 Extended through 6/30/15. California Department of Education: Sacramento, CA. Available: <http://www.cde.ca.gov/sp/ae/ir/documents/stateplan1415.doc>

Note: This is a draft document and may be subject to future review and revision.

SIX COURSE COMPONENTS

This course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components: **course goals and purposes, performance objectives or competencies, instructional strategies, units of study with approximate hours allotted for each unit, evaluation procedures, and a repetition policy** that prevents perpetuation of student enrollment (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements (EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100).

1. GOALS AND PURPOSES

The goals and purpose of a course are stated in the COURSE DESCRIPTION on page 2. The course description states the major emphasis and content of the course, and is written to be understandable by a prospective student.

2. PERFORMANCE OBJECTIVES OR COMPETENCIES

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. The Competency Areas are units of instruction based on related competencies that together define the framework and purpose of the course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards. The curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. The course competencies are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

3. INSTRUCTIONAL STRATEGIES

A range of specific teaching strategies for this course are listed in Appendix A. In general, instruction should:

1. Focus on the acquisition of communication skills necessary for students to function in real-life situations.
2. Access and respect students' Funds of Knowledge, life experience and varied perspectives.
3. Integrate and address all four language skills, listening, speaking, reading and writing, within each class period. However, concepts within a lesson should be introduced emphasizing receptive skills before productive skills.
4. Emphasize comprehension and critical thinking.
5. Include numeracy.
6. Consist of relevant and meaningful interchanges
7. Include a variety of grouping strategies in the classroom to facilitate student-centered instruction.
8. Be varied in order to address students' different learning styles: aural, oral, visual, kinesthetic.
9. Integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
10. Develop the language necessary for students to access higher level thought processes (e.g., analysis, synthesis, evaluation).
11. Require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

SIX COURSE COMPONENTS (CONTINUED)

4. UNITS OF STUDY WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Units of study, with approximate hours allotted for each unit, are listed in the COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE section of the course outline. Each Topic is labeled with the hours of instruction per unit of study, with a total of approximately 200 hours of instruction for the course.

5. EVALUATION PROCEDURES

Assessments are designed to determine placement, progress, or promotion.

Placement Testing

Placement testing should be standardized and administered upon intake at each school. The results are used to place students in a class at the correct ESL level.

Progress

Standardized formal (CASAS & EL Civics) and informal ongoing assessment should be regularly conducted to measure student progress. Results should be shared with students in order to help them establish, monitor and attain their educational goals. At a minimum, evaluation should include testing after each curricular unit, in order to determine that the competencies related to the topic have been met. Informal assessments may be teacher-produced or textbook-related.

Promotional Testing

Teachers should administer a formal assessment in all four language skills to determine whether a student has met course competencies and objectives. Assessments should be scaled to gauge the appropriate level of language skill proficiency. Teacher discretion should be included in the determination of promotion or retention.

6. REPETITION POLICY

A student who has completed all the objectives of the course may not re-enroll in the course. Repetition of a level is recommended if a student fails to meet course objectives. However, perpetuation of a student in a particular level or program for an indefinite period of time should be prevented. Therefore, after a student has taken a course twice without advancing, that student shall receive guidance from an ESL advisor, counselor or administrator to determine recommended future placement, course of study, or referral.

If a student returns from a period of absence and, after full assessment, is found to need remediation, the student may be placed in a level he or she has already completed. However, the student will not be counted as a completer again. (Refer to "Readmission Policy" below.)

Readmission Policy: Students who enrolled in a class, but did not complete, will be referred to an advisor to begin the advisement/re-enrollment process.

ACADEMIC POLICY & ETHICS POLICY

ACADEMIC POLICY

- 1 Attendance**
Regular attendance is required for course completion. Students are expected to arrive on time and remain for the entire duration of a class.
- 2 Course Completion**
A student will be counted as a course completer when he or she has been assessed in all four language skill areas and deemed by the instructor to have met course competencies and language structures.
- 3 Policy of Nondiscrimination**
All educational and vocational opportunities are offered without regard to race, color, sexual orientation, religion, disability, gender expression, and national or ethnic origin, and do not discriminate in the administration of and admission to our educational programs.
- 4 Accessibility**
For questions about accessibility, please call the main office. Upon request, we will provide reasonable modifications for qualified individuals with disabilities. Please give as much notice as possible.
- 5 Cancellation or Schedule Change**
Schools reserve the right to cancel classes due to low enrollment or other considerations.
- 6 Withdrawal Policy**
Each district will have a withdrawal policy.

ETHICS POLICY

How we behave with others is an important aspect of being in an academic situation. Our fair treatment of fellow students, instructors, and the administration gives us a sense of integrity. We all need to remember that ethics shapes our sense of right and wrong, and is a vital component of future success in life's circumstances, both individually and in groups. This section expands on the various types of behavior, and sets ethical guidelines in our school.

Teachers should begin each term with a level-appropriate orientation that includes classroom rules and expectations. It is recommended that teachers post these rules and expectations. Classroom rules and expectations should include, but are not limited to the following:

1. Students, teachers, and administrators should be treated with respect at all times.
2. Students and teachers should be mindful of monopolizing talk time.
3. Honesty and integrity should be a priority in all academic endeavors written and spoken.
4. Cheating and copying, photographing or stealing classroom tests will not be tolerated.

LANGUAGE SKILL PROFICIENCIES FOR THE ESL 1 COURSE

Students will demonstrate the following language skill proficiencies upon exit from ESL 1:

Listening

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 conversations using previously learned material.
4. Demonstrate strategies to check for understanding - clarifying by attempting to reproduce what has been heard, for example.
5. Respond appropriately to short emergency warnings.
6. Listen for specific information in context of familiar, previously learned language.

Speaking

1. Make statements related to basic needs using previously learned words and phrases.
2. Answer simple questions with "yes," "no," one-word or short-phrase responses.
3. Ask simple questions.
4. Give simple commands.
5. Participate in brief, simple face-to-face conversations.
6. Use simple strategies to check for understanding (e.g., ask for repetition).

Reading

1. Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence).
2. Recognize basic sight words.
3. Interpret sentences using vocabulary and structures previously learned orally.
4. Demonstrate comprehension of previously learned words, short sentences, directions and simple signs.
5. Demonstrate understanding of simple forms which require personal information.
6. Scan simple lists and forms for specific information.

Writing

1. Print the letters of the alphabet legibly.
2. Write numerals.
3. Write a list - a shopping list or an invitation list, for example - from material read or heard.
4. Copy familiar words, phrases, and high-frequency expressions from learned materials.
5. Take dictation of previously learned words and sentences.
6. Fill out simple forms which require biographical/personal information.
7. Write simple sentences based on previously learned vocabulary and structures.

Numeracy

1. Numeracy is incorporated into the ESL competency areas of Personal Information and Consumer Economics.

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC I. PERSONAL INFORMATION (25 hours)

<p>1 Identify first, middle, and last names and state name of self and others.</p>	<p>Subject pronouns (singular/plural) Proper nouns Contractions Possessive adjectives Articles Possessive nouns Present tense verb be</p>
<p>2 Identify simple addresses, including abbreviations, compass directions, city, state, county and country and email address.</p>	<p>Print all upper- and lower-case letters Capitalization of names, cities, streets, states Recognize end punctuation Recognize commas Cardinal directions: north, south, east, west Simple prepositions <ul style="list-style-type: none"> • of place: in, on, at, next to, across, from, etc. • of direction: to, from Simple adverbs <ul style="list-style-type: none"> • of place: here, there Numbers: 1-100</p>
<p>3 Identify ages and birth dates, using both cardinal and ordinal numbers.</p>	<p>Numbers Present tense verb be Information questions with who, what, when, where Possessive adjectives</p>
<p>4 Distinguish among various personal information numbers, including telephone, zip code, social security and date of birth.</p>	<p>Information questions with who, what, when, where Numbers</p>
<p>5 Identify country of origin.</p>	<p>Simple prepositions <ul style="list-style-type: none"> • of place: in, on, at, next to, across, from, etc. • of direction: to, from Simple adverbs <ul style="list-style-type: none"> • of place: here, there </p>
<p>6 Identify family members, marital status and gender.</p>	<p>Subject pronouns (singular/plural) Proper nouns Contractions Possessive adjectives Articles Possessive nouns Present tense verb be Frequently used conjunctions: and</p>
<p>7 Interpret and fill out a simple form with basic personal information a. Fill out applications (hard copy and Online)</p>	<p>Print all upper- and lower-case letters Imperatives</p>
<p>8 Address an envelope and an email and access a website.</p>	<p>Print all upper- and lower-case letters Capitalization of names, cities, streets, states Recognize end punctuation Recognize commas Imperatives</p>

0.2.1
11.1

0.1.2, 0.2.1

0.1.2
13.6

0.2.2

0.1.2, 0.2.1
11.1, 11.4

0.1.2

0.2.2
12.7, 13.10, 22.15

2.4.1

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC II. SOCIAL/CULTURAL INTERACTION (25 hours)

9 Use language appropriately to begin or end a conversation. a. Greet and say goodbye. b. Introduce self and others. c. Identify people by appropriate titles: Mr., Mrs., Miss, Ms. d. Interrupt or get someone's attention. (e.g., <i>Excuse me.</i>)	Subject pronouns Possessive adjectives Object pronoun me Present tense verb be Negative statements with verb be
10 Ask for permission at school and work.	Modals can and may
11 Use strategies to clarify comprehension. a. Ask for repetition. b. Ask for additional information. (e.g., <i>How do you spell that?</i>) c. Express a lack of comprehension. d. Ask for a definition.	Information questions with who, what, when where, how Modals: can, could Auxiliary verbs: do/don't, does/doesn't
12 Identify common activities in the classroom, at home, at work, and for recreation. a. Ask and answer questions about common activities.	Simple adverbs <ul style="list-style-type: none">• of frequency• of time• of place Information questions with how often Statements with simple present verbs Demonstrative adjectives and pronouns: this, that, these, those
13 Give information about simple personal facts. a. Express likes and dislikes. b. Express ability and inability.	Simple adverbs <ul style="list-style-type: none">• of place• of time• of frequency Auxiliary verbs: do/does with questions Affirmative/negative short answers Use of can/cannot
14 Act appropriately at school a. Follow school rules.	Imperatives (e.g., <i>Raise your hand. Come to the board.</i>)

0.1.4

0.1.2

0.1.6

0.2.4

0.2.4

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC III. COMMUNITY (45 hours)

A. School and the Classroom

<p>15 Identify classroom items.</p>	<p>Nouns</p> <ul style="list-style-type: none"> • Proper and common nouns • Singular and plural (regular/irregular) • Possessive forms • Simple countable/uncountable nouns <p>Present tense verb be Non-referential subjects there is/there are Articles: a, an, the Demonstratives: this, that, these, those Possessive adjectives: my, your, his, her, its, our, your, their</p>
<p>16 Identify school personnel.</p>	<p>Present tense verb be Personal pronouns</p>
<p>17 Ask and answer questions about school locations.</p>	<p>Yes/no questions Information questions with where and who Simple prepositions</p> <ul style="list-style-type: none"> • of place: in, on, at, next to, across from, etc. • of direction: to, from <p>Simple adverbs</p> <ul style="list-style-type: none"> • of place: here, there
<p>18 Give and follow simple classroom commands</p>	<p>Imperatives</p>
<p>19 Apply study skills.</p> <p>a. Organize personal learning materials binder with section tabs).</p> <p>b. Arrive on time and attend full class sessions regularly (notify teacher of absences, do make-up work).</p> <p>c. Come to class prepared to learn.</p>	<p>Simple prepositions</p> <ul style="list-style-type: none"> • of place: in, on, at, next to, across from, etc. • of direction: to, from <p>Simple adverbs</p> <ul style="list-style-type: none"> • of place: here, there • of time: today, late • of frequency: always, usually

B. Telephone

<p>20 Identify self and ask to speak with someone on the telephone</p>	<p>Information questions with who, what, when, where Present tense verb be Modals: can, may, would (in polite requests, questions, and invitations)</p>
<p>21 Respond appropriately to a telephone call. (e.g., <i>Hold on please. He isn't here now.</i>)</p>	<p>Information questions with who, what, when, where Subject pronouns Present tense verb be</p>
<p>22 Call 911 for emergency assistance.</p>	<p>Yes/no questions and answers Information questions with who, what, when, where Present progressive (e.g., <i>Is he breathing?</i>)</p>

0.1.2

0.1.2
13.7

0.1.2
13.1

0.1.5

2.1.8

2.1.8

2.1.2, 2.5.1
15.1

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC III. COMMUNITY (Continued)

C. Electronic Communication

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| <p>23 Greet someone and ask for information in a text message and an email.</p> | <p>Yes/No questions and answers
Information questions with who, what, when, where</p> |
| <p>24 Write a basic text or email response.</p> | |

D. Neighborhood/City

- | | |
|---|--|
| <p>25 Identify common places in the community.</p> | <p>Simple prepositions</p> <ul style="list-style-type: none"> • of place: in, on, at, next to, across from, etc. • of direction: to, from <p>Simple adverbs</p> <ul style="list-style-type: none"> • of place: here, there • of time: today, late • of frequency: always, usually |
| <p>26 Interpret and use a simple map.</p> <p>a. Identify right and left with respect to locations. (e.g., <i>The library is on the right.</i>)</p> <p>b. Identify cardinal directions on a map: N, S, E, W</p> <p>c. Ask and answer questions about locations in the community.</p> | <p>Auxiliary verbs: do/does</p> <p>Information questions using where</p> <p>Non-referential subjects and verbs: there is/there are</p> |
| <p>27 Identify forms of transportation.</p> <p>a. Interpret destination signs on buses, trains, subway, etc. (e.g., <i>#25 Convention Center</i>).</p> <p>b. Ask and answer questions about transportation routes.</p> <p>c. Ask and answer questions about digital maps and directions.</p> | <p>Simple prepositions</p> <ul style="list-style-type: none"> • of place: in, on, at, next to, across from, etc. • of direction: to, from <p>Simple adverbs</p> <ul style="list-style-type: none"> • of place: here, there • of time: today, late • of frequency: always, usually <p>Non-referential subjects in statements and questions: it/it is, there/there is</p> |

E. Time/Weather

- | | |
|---|---|
| <p>28 Ask for and tell time on a digital clock and an analog clock (with hands).</p> | <p>Non-referential subjects: it</p> <p>Numbers</p> |
| <p>29 Identify, write and state day, date and month on a basic calendar.</p> <p>d. Read and write month/day/year (U.S. format)</p> | <p>Verb tenses: simple present/past</p> <p>Numbers</p> <p>Information question with what and when</p> <p>Non-referential subjects: it is/it was</p> |
| <p>30 Interpret a simple appointment card with date and time.</p> | <p>Subject pronouns</p> <p>Verbs: have, want, need, etc. (+ infinitive)</p> <p>Present and future: be + going to</p> <p>Time expressions with when</p> <p>Information questions with who, what, when, where</p> |

0.1.2, 2.5.1, 2.5.3

1.1.3, 2.2.1
10.6, 10.7, 10.8, 23.4

0.2.4, 2.2.2, 2.2.3
10.4, 10.8

2.3.1

2.3.2

2.3.2, 3.1.2

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC III. COMMUNITY (Continued)

E. Time/Weather (Continued)

31	Ask about and describe the weather and seasons.	Non-referential subjects: it is/it was, there is/there was, there are /there were Time expressions with when Present and future: be + going to
32	Interpret temperatures using the Fahrenheit vs. Celsius scale. a. Compare Fahrenheit to Celsius temperatures.	Numbers Simple present verb be Numeracy: mathematical signs Non-referential subjects: it is/it was

CASAS CORRELATIONS
EL CIVICS COAAPs

COLLEGE AND CAREER
READINESS STANDARDS

NOTES/
CHECKLIST

COURSE		
2.3.3		
1.1.5, 2.3.3		

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC IV. CONSUMER ECONOMICS (35 hours)

A. Shopping

<p>33 Use U.S. money.</p> <p>a. Identify U.S. coins and bills.</p> <p>b. Make simple change with U.S. coins and bills.</p>	<p>Count/non-count nouns</p> <p>Yes/no questions</p> <p>Information questions with how much and how many</p> <p>Quantifiers: any, some, many, much, a lot of</p> <p>Non-referential subjects in statements and questions</p> <p>Demonstrative adjectives: this, that</p> <p>Conjunction and</p>
<p>34 Ask for and give prices of common items.</p>	<p>Count/non-count nouns</p> <p>Yes/no questions</p> <p>Information questions with how much and how many</p> <p>Quantifiers: any, some, many, much, a lot of</p> <p>Non-referential subjects in statements and questions</p> <p>Demonstrative adjectives: this, that</p> <p>Conjunction and</p> <p>Present continuous/progressive tense: I am looking for...</p> <p>Modals: can, may</p> <p>Descriptive adjectives in the appropriate position</p>
<p>35 Use coupons (paper and electronic).</p>	<p>Numeracy: discounts and percentages</p> <p>Dates (e.g., <i>expiration</i>)</p>
<p>36 Ask for and give locations in a store. (e.g., <i>Where's the soap? It's in aisle 4.</i>)</p>	<p>Information questions: Where is/are...?</p> <p>Prepositions of place: in, on, above, below, at, between, below, etc.</p> <p>Non-referential subjects</p>
<p>37 Identify different clothing types.</p>	<p>Information questions with how much and how many</p> <p>Quantifiers: any, some, many, much, a lot of</p> <p>Non-referential subjects in statements and questions</p> <p>Demonstrative adjectives: this, that</p> <p>Conjunctions: and</p> <p>Present continuous/progressive tense: I am looking for...</p> <p>Modals: can, may</p> <p>Descriptive adjectives in the appropriate position</p>
<p>38 Describe clothing colors, sizes and fabrics.</p>	<p>Information questions with how much and how many</p> <p>Quantifiers: any, some, many, much, a lot of</p> <p>Non-referential subjects in statements and questions</p> <p>Demonstrative adjectives: this, that</p> <p>Conjunctions: and</p> <p>Present continuous/progressive tense: I am looking for...</p> <p>Modals: can, may</p> <p>Descriptive adjectives in the appropriate position</p> <p>Verbs: need, want, have, like</p>

1.1.6

1.2.1

1.3.7

1.3.9

1.1.9

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC IV. CONSUMER ECONOMICS (Continued)

B. Meals

<p>39 Identify common foods.</p>	<p>Information questions with how much and how many Quantifiers: any, some, many, much, a lot of Non-referential subjects in statements and questions Demonstrative adjectives: this, that, these, those Conjunctions: and Present continuous/progressive tense: I am looking for... Modals: can, may Descriptive adjectives in the appropriate position Count/non-count nouns</p>
<p>40 Interpret a simple food label, including basic abbreviations (e.g., <i>price per lb., net wt.</i>)</p>	<p>Non-referential subject and verb be: there is/there are Numbers</p>
<p>41 Order simple meals (e.g., <i>restaurants, drive-thrus, over the phone</i>, etc.)</p>	<p>Modals: would Verbs: need, want, have, like Numbers Plural/singular</p>
<p>42 Locate sources of low-cost healthy food in the community, such as discount markets and local food banks.</p>	

C. Housing

<p>43 Identify rooms, furniture and appliances in the home.</p>	<p>Non-referential subjects and verb be: there is, there are, it is Numbers Information questions with how much and how many Singular/plural nouns Descriptive adjectives Prepositions or place: near, around, across, from, in, next to, between, etc. Non-referential subjects plus verb be Yes/no questions Affirmative/negative statements Quantifiers: any, some, much, a lot, etc.</p>
<p>44 Inquire about apartment and house rentals.</p>	<p>Non-referential subjects and verb be: there is, there are, it is Numbers Information questions with how much and how many Singular/plural nouns Descriptive adjectives Prepositions or place: near, around, across, from, in, next to, between, etc. Non-referential subjects plus verb be Yes/no questions Affirmative/negative statements Quantifiers: any, some, much, a lot, etc.</p>

D. Credit

<p>45 Develop an awareness of the basic risks and benefits of credit.</p>	<p>Information questions with how many Numbers</p>
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1.3.8
46.1

1.6.1
46.7

0.1.2, 0.1.3, 2.6.4

1.3.1
46.3

1.4.1, 1.4.2
14.1

14.2

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC V. GOVERNMENT AND LAW (15 hours)

A. U.S. Holidays & Flag

- 46** Identify U.S. national holidays.
a. Review calendar (months, days)

Cardinal numbers: **1, 2, 3...**
Ordinal numbers: **1st, 2nd, 3rd...**
Capital letters
Proper nouns

- 47** Identify U.S. flag

B. U.S. Presidents

- 48** Identify important U.S. presidents, including the current president. (e.g., *George Washington, Abraham Lincoln*)
a. Name current U.S. president

C. Traffic Signs

- 49** Recognize and respond to common highway and traffic signs.

Affirmative/negative imperatives (e.g., *Turn left, Exit, Don't Walk*)
Modals: **can/can't + verb** to express ability/inability (e.g. *You can't enter here, You can go on a green light, Can I make a U-turn?*)

D. Law Enforcement

- 50** Call 911 to report basic crimes

Affirmative/Negative statements
Interrogative form (WH- question words): **what, where, when, who**

- 51** Define common offenses (e.g., *jaywalking, parking, traffic, DUI, abuse*)

Simple present tense verbs: **be, have, want, need**

- 52** Give and respond to common short commands and warnings from law enforcement (e.g., *Stop, Freeze, Show me your license, Hands up, etc.*)

Imperatives

E. Government Levels

- 53** Name and identify the four basic government levels: City, County, State, Federal/National.
b. Recognize and locate boundaries of each level on a map
c. Locate state capitals and federal capital

Common abbreviations
Capitalization rules

CASAS CORRELATIONS
EL CIVICS COAAPs

COLLEGE AND CAREER
READINESS STANDARDS

NOTES/
CHECKLIST

2.7.1

5.2.6
40.2

5.1.4

Biographies

1.9.1, 2.2.2

Street signs outside of class

0.1.2, 2.1.2, 2.5.1
7.2, 7.7, 15.1, 15.2, 24.9, 28.11

Targeted Listening

5.3.7
24.9

Presentations
Role-play

5.5.6

5.2.4, 5.5.8

Map skills
Civic Awareness

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC VI. HEALTH AND SAFETY (20 hours)

A. The Body & Illness

<p>54 Identify major parts of the body.</p>	<p>Imperatives</p>
<p>55 Identify common ailments/symptoms and take someone's temperature (e.g., <i>I have a headache. I am sick.</i>)</p>	<p>Present tense verbs: have/has, be (e.g., <i>I have a fever. He has an earache. What's the matter?</i>) Contractions for be and do (e.g., <i>I'm dizzy, We don't smoke</i>) Does in negative form (e.g., <i>No, she doesn't.</i>) Present continuous verbs (e.g., <i>My wife is choking., My son is bleeding., My husband is having a heart attack.</i>) Possessive adjectives (e.g., <i>My head hurts., Her finger hurts.</i>) Modal can (e.g., <i>I can lift my arm., She can't breathe.</i>) Coordinating conjunctions: and, but (e.g., <i>What's wrong? I have a headache and a sore throat.</i>)</p>

B. Medical Care

<p>56 Identify and access free or low-cost medical, dental and other health care services.</p>	<p>Simple prepositions</p> <ul style="list-style-type: none"> • of time: at, on • of place: in, on, at, next to, across from, etc. • of direction: to, from
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C. The Doctor's Office

<p>57 Make medical/dental appointments</p>	
<p>58 Follow simple instructions during a medical or dental exam.</p>	<p>Imperatives (e.g., <i>Take off your shirt. Take two pills. Sit on the table. Hold your breath. Don't smoke.</i>) Question types:</p> <ul style="list-style-type: none"> • Yes/no questions/answers (e.g., <i>Yes, I do. No, I don't. Yes, he is. No, he isn't.</i>) • WH- questions: what, when, where <p>Quantifiers: any, some, many, much, a lot of (e.g., <i>How many pills do I take?</i>)</p>
<p>59 Complete a simple health form.</p>	<p>Personal information</p>

D. After the Visit / At Home

<p>60 Identify common over-the-counter (OTC) medications and other remedies.</p>	<p>Count/non-count nouns (e.g., <i>ear drops, cough drops, aspirin</i>) Non-referential subjects and verb be: there is/there are, there isn't/there aren't Quantifiers Demonstrative adjectives: this, that, these, those (e.g., <i>Take these pills.</i>) Simple adverbs of frequency (e.g., <i>How often do I take these pills? Take them twice a day.</i>)</p>
<p>61 Demonstrate basic illness prevention and personal hygiene practices.</p>	<p>Imperatives (e.g., <i>Wash your hands often.</i>) Present tense verbs (e.g., <i>Do you wash your hands often?</i>)</p>

CASAS CORRELATIONS
EL CIVICS COAAPs

COLLEGE AND CAREER
READINESS STANDARDS

NOTES/
CHECKLIST

3.3.1, 3.6.1

3.1.1
28.4, 30.8

Role-play

3.1.3, 3.1.4
26.2, 10.5, 10.6, 10.7

3.1.3
28.12

3.1.3
28.5

3.2.1
28.6

3.1.1, 3.3.3
28.15

3.5.9, 8.1.1
27.4

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC VI. HEALTH AND SAFETY (Continued)

E. Safety

62 Call 911 to report and emergency.	Imperatives Non-referential subjects and verb be (e.g., <i>There is a burglar in the apartment.</i>) Question types: <ul style="list-style-type: none">• WH- questions: what, when, where, why, how much (e.g., <i>Who is with you? Why are you here today? How much do I pay? How much does the medicine cost?</i>)
63 Give and respond to short safety commands and warnings.	Simple prepositions <ul style="list-style-type: none">• of place: in, on, at, next to, across from, etc.• of direction: to, from Simple adverbs <ul style="list-style-type: none">• of place: here, there• of frequency: always, usually
64 Recognize safety signs and symbols.	Imperatives
65 Follow emergency procedures. a. Follow steps in event of fire, earthquake, lock down, shelter-in-place. b. Identify basic emergency personnel (e.g., <i>police officer, paramedic, firefighter</i>)	Simple prepositions <ul style="list-style-type: none">• of place: in, on, at, next to, across from, etc.• of direction: to, from

CASAS CORRELATIONS
EL CIVICS COAAPs

COLLEGE AND CAREER
READINESS STANDARDS

NOTES/
CHECKLIST

0.1.2, 2.1.2, 2.5.1
28.11, 7.2, 7.7, 15.1, 15.2

0.1.3, 3.4.1, 0.1.7

2.5.4, 3.4.1, 4.3.1
15.4, 27.3

3.4.2
27.2, 28.2

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC VII. OCCUPATIONAL KNOWLEDGE (30 hours)

A. Occupational Goal Setting & Job Skills

<p>66 Identify common occupations.</p>	<p>Simple present tense verbs: 1st, 2nd, 3rd person singular forms of common regular verbs (e.g., <i>I paint, you paint, he paints</i>) Indefinite articles a/an (e.g., <i>A painter paints. A teacher teaches.</i>)</p>
<p>67 Set personal occupational goals.</p>	<p>Simple present tense verb be in affirmative/negative statements (e.g., <i>I am a cook now.</i>)</p>
<p>68 Identify basic skills and duties of common occupations.</p>	
<p>69 Identify job skill set related to personal occupational goal.</p> <p>a. Hard/technical skills (e.g., <i>I can paint. I can drive.</i>)</p> <p>b. Soft/personal skills (e.g., <i>I am honest. I am on time.</i>)</p>	<p>Modal can to express ability and inability</p>

B. Job Search

<p>70 Identify and discuss ways to find a job.</p> <p>a. Printed material</p> <p>b. Online</p> <p>c. Word of mouth/networking</p>	<p>Simple present tense verbs to express future goal: want + to be (e.g., <i>I want to be an engineer.</i>)</p>
<p>71 Read and answer simple questions about job listings.</p>	<p>Non-referential subjects in statements and questions: it/there</p>
<p>72 Respond to simple job interview question. (e.g., <i>Can you cook? Yes, I can./No, I can't. Can you work nights? Yes, I can./No, I can't. Where do you work now? What position are you interested in? When can you start work?</i>)</p>	<p>Question types:</p> <ul style="list-style-type: none"> • Yes/no questions/answers • WH- questions: what, when, where <p>Idiom: To be good at (something)</p> <p>Modal can</p>
<p>73 Identify and demonstrate appropriate personal presentation.</p> <p>a. Body language</p> <p>b. Dress/attire</p> <p>c. Grooming and hygiene</p> <p>d. Socio-cultural conduct (e.g., <i>eye contact, handshakes, personal space</i>)</p>	
<p>74 Fill out a simple job application.</p>	<p>Abbreviations on job applications (e.g., <i>mm/dd/yyyy, P/T, F/T, perm, temp, ref, SS#</i>)</p> <p>Capitalization of proper nouns</p> <p>Punctuation: hyphens, slashes, dashes, commas, periods, parentheses</p> <p>Personal information</p>

CASAS CORRELATIONS
EL CIVICS COAAPs

COLLEGE AND CAREER
READINESS STANDARDS

NOTES/
CHECKLIST

4.1.8
33.11

7.1.1, 4.4.5
37.2

4.1.8
33.10, 33.11, 37.2

4.4.5
33.16

4.1.2, 4.1.3
33.3

4.1.2, 4.1.3, 4.1.6
33.9

4.1.5, 0.2.1, 4.1.6
33.8, 37.7

0.1.1, 4.1.5, 4.1.7
33.8, 37.7

0.2.2, 4.1.2
33.6

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC VII. OCCUPATIONAL KNOWLEDGE (continued)

C. Job Forms

<p>75 Interpret a basic work schedule</p>	<p>Yes/no questions with do (e.g., <i>Do you work tomorrow? When do you start work on Friday? What time do you take your break?</i>)</p>
<p>76 Identify essential elements of a pay stub.</p>	<p>Imperatives to express warnings and respond appropriately to affirmative and negative commands (e.g., <i>sign here, pick up paycheck, deduct taxes</i>) Non-referential subjects: there/it</p>

D. On the Job

<p>77 Read and obey signs at work. (e.g., <i>Keep out, Danger, Do not enter</i>)</p>	<p>Imperatives</p>
<p>78 Talk about basic issues on the job.</p> <ul style="list-style-type: none"> a. Ask for help. b. Ask for a day off. c. Text or call in sick or late. d. Describe a problem. 	<p>Modals: can, may</p>

CASAS CORRELATIONS
EL CIVICS COAAPs

COLLEGE AND CAREER
READINESS STANDARDS

NOTES/
CHECKLIST

4.1.6, 4.2.1, 4.4.3

4.2.1
33.14

4.4.3
33.1, 33,7

4.6.1, 4.6.4, 4.4.1, 4.6.5
37.7

COMPETENCY-BASED COMPONENTS FOR THE ESL 1 COURSE

COMPETENCIES

SUGGESTED GRAMMAR

TOPIC | VIII. LEARNING SKILLS (5 hours)

- 79** Identify and say correctly the letters of the alphabet.
- Name the letters in order.
 - Spell words aloud.
 - Alphabetize a short list of words.
- 80** Use various objective test formats.
- Identify various test formats (e.g., *multiple-choice*, *matching*, *complete the sentence*) and answer appropriately.
 - Use a Scantron answer sheet.
- 81** Scan for specific information in simple reading material.

CASAS CORRELATIONS
EL CIVICS COAAPs

COLLEGE AND CAREER
READINESS STANDARDS

NOTES/
CHECKLIST

CORRELATION TABLE		
CASAS CORRELATIONS EL CIVICS COAAPs	COLLEGE AND CAREER READINESS STANDARDS	NOTES/ CHECKLIST

STRUCTURE CHECKLIST & MINIMAL COMPETENCIES FOR THE ESL 1 COURSE

A. IMPERATIVE MODE

Demonstrate understanding and use of imperative forms in meaningful communication.

- 1 Express and respond appropriately to affirmative and negative commands (e.g., *Press firmly. Look out! Don't smoke.*)**

B. VERB TENSES

Demonstrate understanding and use of verb tenses in meaningful communication

- 2 Use simple present tense with:**
 - the verb **be** in communication about personal information, occupations, feelings, location, names, and descriptions of objects and people, time, and the weather
 - the first, second, and third person verb forms of the verbs **want, need, like,** and **have** in communication about personal wants, needs, likes, dislikes, and possession
 - the first, second, and third person verb forms of the common verbs used for regularly occurring events (e.g., *I work on Mondays.*)

C. MODALS

Demonstrate understanding and use of modals in meaningful communication.

- 3 Use can to express ability and inability (e.g., *I can lift it. I can't lift it.*)**
- 4 Use can and may to request and offer help (e.g., *Can you help me? May I help you?*) and to ask for permission.**

D. OTHER SENTENCE ELEMENTS

Demonstrate understanding and use of various sentence elements in meaningful communication.

- 5 Use determiners appropriately.**
 - articles: **a, an, the**
 - demonstratives: **this, that, these, those**
 - possessive adjectives: **my, your, his, her, its, our, your (plural), their**
 - cardinal and ordinal numbers
- 6 Use personal pronouns appropriately.**
 - subject pronouns: **I, you, he, she, it, we, they**
 - object pronouns: **me, you, her, him it, us, them**
- 7 Use adjectives appropriately.**
 - be** + adjective (e.g., *She's happy.*)
 - adjective + noun (e.g., *He's wearing a red shirt.*)
- 8 Use non-referential subjects in statements and questions.**
 - It (It's/It was)** for time and weather (e.g., *It's 4:00. It's cold.*)
 - There (There's/there are)** (e.g., *There's a sofa in the living room.*)

D. OTHER SENTENCE ELEMENTS (CONTINUED)

Demonstrate understanding and use of various sentence elements in meaningful communication.

9 Use simple prepositions.

- a. of place: **in, on, at, next to, across from**, etc.
- b. of direction: **to, from**
- c. of time: **in, on, at**
- d. of origin: **from**

10 Demonstrate understanding and use of simple adverbs.

- a. of place: **here, there**
- b. of time: **today, late**
- c. of addition: **too**
- d. of frequency: **always, usually**, etc.
- e. of degree: **a lot, a little, very, really**

E. SENTENCE PATTERNS

Demonstrate understanding and use of various sentence types in meaningful communication

11 Use the following question types:

- a. **Yes/no** questions and answers
- b. **Or** questions and answers (e.g., *Coffee or tea? Is he tall or short?*)
- c. WH- questions and answers:
 - i. **what, how, where, who**
 - ii. **how much, how many**
 - iii. **why, when, which**

12 Use do/does in questions in the simple present tense.

13 Use compound sentences with **and** and **but** (e.g., *Maria's from Mexico, and I'm from Mexico too.*)

14 Use affirmative and negative statements.

15 Use statements containing a series with the conjunction **and** (e.g., *What languages do you speak? I speak English, Spanish and French.*)

EMBEDDED ACADEMIC SKILLS FOR THE ESL 1 COURSE

The following examples of embedded academic skills are adapted from the College and Career Readiness Standards for Adult Education Reading Standards (Foundational Skills K-5).

The Reading Standards: Foundational Skills (Level A) are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Source: College and Career Readiness Standards for Adult Education, 2013

A. PHONOLOGICAL AWARENESS

- 1 Identify and say correctly the letters of the alphabet.
 - Name the letters in order.
 - Spell words aloud.
 - Alphabetize a short list of words.

B. PHONICS & WORD RECOGNITION

- 2 Recognize and repeat after teacher sounds of the English alphabet/language.
 - Vowel sounds
 - Consonant sounds
- 3 Associate letters/phrases/words with sounds.
 - Vowel sounds
 - Consonant sounds
- 4 Recognize and say common letter blends correctly within words. (e.g., ow, oa, ight, bl, cr, st, tion, etc.)
 - Phonics elements: blends, digraphs, diphthongs (See Appendix D for examples of blends, digraphs, and diphthongs.)
- 5 Recognize and repeat common sight words.
 - Basic spelling rules Minimal pairs (e.g., *can, man, tan*) Spelling words in common sound groups (e.g., *house, mouse, loud, cloud, now, vow*)

C. FLUENCY

- 6 Listen to and repeat correct and coherent intonation, rate, phrasing, reductions and pausing after teacher modeling.
 - Improve fluency by teacher-conducted regular readings (timed and untimed) in pairs, guided reading aloud.
- 7 Read simple printed material aloud.

D. NUMERACY

- 8 Count from 1 – 100.

D. NUMERACY (CONTINUED)

- 9 Perform basic math calculations (add, subtract, multiply, divide).
Related to:
- Time
 - Shopping (number of items, prices, sizes)
 - Paycheck (computing wages)
 - Banking
 - Children's homework
 - Calendar (ordinal numbers)

E. CHARTS & GRAPHS

- 10 Interpret data on charts and graphs.
a. Non-referential subjects in statements and questions
- 11 Answer questions about information discerned from charts and graphs
a. Non-referential subjects in statements and questions

F. FOLLOWING DIRECTIONS

- 12 Give and respond to verbal and written directions.
• Imperatives

G. ASKING FOR CLARIFICATION

- 13 Ask for:
- Clarification
 - Help
 - Repetition
- (e.g., *Pardon?*, *Excuse me?* *Please help me.* *Please repeat that.* *What does ____ mean?* *How do you spell ____?* *I don't understand.*)

H. NOTE TAKING/ DICTATION

- 14 Copy information from board as directed.
- 15 Write brief notes on classroom topics.
- 16 Listen to and write dictation from teacher or students.
- 17 Give dictation to other students.

I. DISCOURSE PROTOCOL

- 18 Express agreement. (e.g., *Me, too.* *I do, too.*)
• Auxiliary verbs: **do/does**
- 19 Express disagreement. (e.g., *Not me.* *I don't.*)
• Auxiliary verbs: **don't/doesn't**
- 20 Ask simple reciprocal questions. (e.g., *How about you?* *And you?*)

EMBEDDED ACADEMIC SKILLS FOR THE ESL 1 COURSE (CONTINUED)

I. DISCOURSE PROTOCOL (CONTINUED)

21 Apologize, interrupt politely, invite, and request information

J. TEXT FEATURES

- 22 Interpret simple text features (e.g., *headings, subheadings, captions, bold/highlight/italics*)
- Printed (e.g., *textbooks, books, newspapers, flyers*)
 - Digital (e.g., *Internet articles, websites*)

K. SCANNING SKILLS

23 Scan for specific information in simple reading material.

L. MAP READING

24 Identify city, county, state, country (U.S.) on maps.

M. TEST-TAKING STRATEGIES

- 25 Use legend to interpret/report information.
- 26 State cardinal directions/points and arrows.
- North = N
 - South = S
 - East = E
 - West = W
- 27 Identify various test formats (e.g., *multiple-choice, matching, complete the sentence*) and answer appropriately.
- 28 Check for time allotted and calculate time per question.
- 29 Scan text for answers.
- 30 Use process of elimination.
- 31 Answer simple questions first then return to difficult questions.
- 32 Use a Scantron answer sheet.

N. DICTIONARY SKILLS

33 Use a dictionary to find words.

O. IDENTIFY & PRIORITIZE EDUCATIONAL GOALS

34 Demonstrate an organized approach to achieving goals.

P. LEARNING ORGANIZATION

35 Establish, maintain and use a system of organization (e.g., *paper or electronic files, calendars, checklists*)

APPENDIX A: INSTRUCTIONAL STRATEGIES

I. LISTENING/SPEAKING

1. Teacher modeling (Think Aloud)
2. Choral repetition
3. Teacher lecture/presentation
4. Student presentations
5. Directed conversations
6. Open conversations
7. Retelling stories
8. Teacher dictations / Pair Dictations
9. Listening exercises & activities (cloze, information gap)
10. TPR (Total Physical Response)

II. READING/WRITING

1. Free writing (Journals)
2. Sentence & paragraph frames
3. Error correction
4. Autobiographies
5. Job search tools: paper based and web based applications
6. Individualized portfolios & learning plans

III. GROUPING STRATEGIES

1. Individualized instruction
2. Pair work
3. Peer teaching
4. Small group (3-4 students)
5. Large group (5-10 students)
6. Level-alike (students grouped with similar abilities)
7. Cross ability (students of two or more levels grouped together)
8. Pre-assigned teams
9. Students mix using colored cards, numbers, or pictures
10. Student-selected teams.

IV. PERFORMANCE-TYPE ACTIVITIES

1. Role play
2. Show and Tell
3. Group Share
4. Singing
5. Posters
6. Large Post-It Pad
7. Storyboard
8. Peer evaluation forms: Check lists, rubrics, charts, student- or teacher-generated questions

V. COOPERATIVE LEARNING

(Varied groupings & interactive activities)

1. Pair-Share & Timed Pair-Share
2. Numbered Heads Together
3. Four Corners
4. Information Gap
5. Jigsaws
6. Round Robins/Round Table
7. Line Ups/ Concentric Circles/Chain Pass
8. Find Someone Who...
9. Mixers
10. Quiz-Quiz-Trade
11. Find Your Partner (Matching, e.g., "I have a headache." matches with "You need an aspirin." or picture of person with headache)

VI. PROJECT-BASED LEARNING

1. Student presentations/reports
2. Class Newsletters/Publications
3. Class-created projects

VII. CREATING REAL WORLD CONNECTIONS

1. Community and Web Based Research: Find information from your community and share with class. Ex: What classes or services are offered at your local park or library?
2. Native Speaker Interviews (Students interview neighbors, strangers, or school staff and then report back to class.)
3. Letter/Note/Card (to child's teacher, thank you note, card for special occasions, work related email, work related text message)
4. Homework (Students take photographs of specific vocabulary words or concepts encountered outside the classroom.)

APPENDIX B: INSTRUCTIONAL RESOURCES

I. CORE TEXTBOOK & SUPPLEMENTAL RESOURCES

1. Textbooks and specialized books (grammar, conversation, spelling, writing, readings, etc.)
2. Visual cues (Picture cards, scenes from books, realia, gestures, etc.)
3. Songs, (Jazz) chants, rhymes, poems
4. Games & puzzles (crossword, bingo, memory)
5. Discussion starters / writing frames
6. Teacher-created worksheets (Fill in the blanks, cloze exercises, vocabulary & grammar worksheets, etc.)
7. Student-created materials (presentation boards, posters, PowerPoint presentations)
8. Student-created audio recordings
9. Student-created photographs/drawings
10. Guest speakers
11. Personal possessions
12. Audio recordings (CDs, radio, Internet)
13. Video content (TV, DVDs, Internet, film clips)
14. Technology-based resources
 - a. Websites
 - b. Internet resources
 - c. Computer software
 - d. Smart phone usage & apps
 - e. Laptop/Tablet/iPad usage & programs/apps
15. Grouping cards

II. COMMUNITY-BASED RESOURCES

1. Community written publications (flyers, brochures, pamphlets, local newspapers)
2. Community events (Job Fair, Health Fair, Music Festival, Book Festival, CicLAvia, Concerts in the Park)
3. Field Trips (colleges, museums, library, WorkSource Centers [EDD])
4. Community Service Learning (clean-up days, volunteering in schools & community centers, visiting senior-living locales)
5. Civic Participation (voting, blood drive, toy drive, food donations, advocacy)

III. PRESENTATION OPTIONS

1. Textbook
2. Whiteboard
3. Mini whiteboards
4. Document Reader (Elmo, Ladybug)
5. Overhead Projector (with transparencies)
6. LCD projection from computer (prepared lessons & exercises, software, Internet content)
7. Smart board
8. Poster board
9. Display board
10. Bulletin board (post student work, vocabulary wall)
11. Student cell phone/smartphone
12. Computer/laptop/iPad/tablet

APPENDIX C: PHONICS CHART

The following are examples of blends, digraphs, and diphthongs. These and all letter sounds should be taught in a contextualized way, using words students understand, and within thematic units (e.g. *IV. Consumer Economics, A. Shopping*: (“sh”): *shop, shoe, shirt, share, wash*; (“ch”): *cheap, choose, change, chain, watch*)

1 BLENDS - TWO OR THREE CONSONANTS COMBINE WITH EACH SOUND HEARD

bl - in blue and black

cl - in clap and close

fl - in fly and floor

gl - in glue and globe

pl - in play and please

br - in brown and break

cr - in cry and crust

dr - in dry and drop

fr - in fry and free

gr - in great and grow

pr - in prize and prank

tr - in tree and try

sk - in skate and sky

sl - in slip and slap

sp - in spot and speed

st - in street and stop

sw - in sweet and sweater

spr - in spray and spring

str - in stripe and strap

2 DIGRAPHS - TWO CONSONANTS COMBINE TO CREATE A NEW, SINGLE SOUND

ch - in chin and ouch

sh - in ship and push

th - in thing

th - in this and that

wh - in what, when

ng - in ring

nk - in rink

3 DIPHTHONGS - TWO VOWELS COMBINE TO CREATE A NEW, SINGLE SOUND

oi - in foil and toy

ow - in owl and ouch

oo - in took and pull

oo - in food and mood

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.

SCANS:

1. Information: organizing
2. Resources: allocating time
3. Interpersonal: negotiating

2 Put students in teams and assign teams classroom maintenance jobs.

SCANS:

1. Interpersonal: working in teams, taking individual responsibility
2. Personal Qualities: demonstrating sociability
3. Systems: developing system to improve performance

3 Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities.

SCANS:

1. Systems: monitoring performance

4 Teach students how to organize their classroom materials.

SCANS:

1. Interpersonal: teaching others
2. Systems: monitoring performance

5 Monitor students' progress with checklists and weekly tests.

SCANS:

1. Interpersonal: organizing and maintaining information
2. Systems: monitoring/correcting performance

6 Pay attention to classroom incidents and conflicts. Develop lessons that teach students how to deal with these issues appropriately.

SCANS:

1. Interpersonal: working in teams, negotiating
2. Thinking skills: solving problems, making decisions
3. Personal qualities: demonstrating sociability

7 Model appropriate workplace behavior: arrive on time, come with an organized plan, dress appropriately, and maintain a positive attitude.

SCANS:

1. Personal qualities: taking responsibility, managing self
2. Systems: understanding systems

8 Encourage students to use, fix, or make minor adjustments in equipment, such as hole punch, pencil sharpener, overhead projector, etc.

SCANS:

1. 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.

SCANS:

1. Interpersonal: teaching others
2. Systems: improving or designing systems

10 Encourage self and peer revision whenever possible. Teach the appropriate language to make revisions.

SCANS:

1. Systems: monitoring/correcting performance
2. Interpersonal: taking individual responsibility
3. Personal qualities: assessing/managing self

Source: California Adult Literacy Project (CALPRO)

For more Information about SCANS, visit: <http://wdr.doleta.gov/SCANS/whatwork/>