



# Azusa Adult Education Center

## Course Outline

(Updated Aug 2021)

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**TITLE:** English as a Second Language - Advanced

**DEPARTMENT:** ESL

**SECTION NUMBERS:** 3130.01 and 3130.07

**LENGTH OF COURSE:** 36 Weeks - Rolling Enrollment

**PREREQUISITES:**

- Individuals must be a minimum of 18 years of age
- Individuals must take the CASAS Pre- and Post- Exam

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### **AAEC Vision Statement**

Azusa Adult Education Center will empower every student to pursue their personal, educational and career goals to transition into higher education or productive employment.

### **AAEC Mission Statement**

We are committed, as a professional learning community, to continuous improvement in providing a diverse and high quality educational program where all students are provided the opportunity to develop and deepen their knowledge, skills and abilities required to:

- Actively participate in further educational pursuits
- Obtain or advance in a career
- Ethically participate in a multi-cultural civic society

### **1. COURSE DESCRIPTION:**

This is a non-credit, open enrollment course that is designed for students who have intermediate English language skills. Students will practice communication skills in everyday situations and build a

larger vocabulary through listening, speaking, reading, writing and grammar activities. The use of technology will also be integrated.

## **2. COURSE GOALS:**

- This course is designed around the competency-based model of instruction.
- The content covered in this course will focus on understanding through the areas of listening, speaking, reading, writing, language function, language form, and cultural literacy.
- The basic life skills' categories which will provide the topics of instruction are: Basic Communication, Consumer Economics, Community Resources, Employment, Government/Citizenship, Computation, Learning and Thinking Skills, and Independent Living.
- The goal of the course is to promote English language competency for personal, social, educational and professional purposes, applying English to real-life situations with embedded contextualized learning.
- There is an emphasis on literacy and basic communication skills that enable learners to participate more fully within society as citizens, workers and family members.
- Scans foundation skills and competencies are embedded in class instruction.

## **4. STUDENT LEARNING OUTCOMES:**

At the end of the course, students will be able to meet the following specific competencies:

### **CASAS Competencies:**

#### Basic Communication

- 0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)
- 0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
- 0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
- 0.1.4 Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, express pleasure or regret)
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
- 0.1.8 Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
- 0.2.1 Respond appropriately to common personal information questions
- 0.2.2 Complete a personal information form
- 0.2.3 Interpret or write a personal note, invitation, or letter

## 0.2.4 Converse about daily and leisure activities and personal interests

### Consumer Economics

- 1.1.1 Interpret recipes
- 1.1.3 Interpret maps and graphs
- 1.1.4 Interpret, use and compute measurement for consumer-related purposes
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
- 1.1.7 Identify product containers and related units of measure
- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.8 Identify common food items
- 1.2.9 Identify common articles of clothing
- 1.3.1 Compare different methods used to purchase goods and services
- 1.3.3 Make returns, exchanges, and customer service requests
- 1.2.2 Compare price or quality to determine the best buys for good and services
- 1.4.1 Identify different kinds of housing, areas of the home, and common household items
- 1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information
- 1.4.3 Interpret lease and rental agreements
- 1.4.5 Interpret information about tenant and landlord rights
- 1.4.7 Interpret information about home maintenance, and communicate housing problems to a landlord
- 1.5.1 Interpret information about personal and family budgets
- 1.5.3 Interpret1.6.1 Interpret food packaging labels such as expiration dates
- 1.6.1 Interpret food packaging labels (see also 1.2.1, 3.5.1)
- 1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory
- 1.6.6 Interpret information about consumer privacy rights and policies
- 1.7.1 Interpret product guarantees and warranties
- 1.8.1 Demonstrate the use of savings and checking accounts, including using an ATM
- 1.8.2 Interpret the procedures and forms associated with banking services, including writing checks
- 1.9.1 Interpret highway and traffic signs and signals, including parking information

### Community Resources

- 2.1.1 Use the telephone directory and related publications to locate information
- 2.1.2 Identify emergency numbers and place emergency calls
- 2.1.7 Take and interpret telephone messages, leave messages on answering machines and interpret recorded messages
- 2.1.8 Use a telephone or similar device to make and receive calls and for other functions
- 2.2.1 Ask for, give, follow, or clarify directions to a place or location, including reading signs
- 2.2.2 Recognize and use signs related to transportation
- 2.2.3 Identify or use different types of transportation in the community, and interpret traffic information
- 2.2.4 Interpret transportation schedules and fares
- 2.2.5 Use maps relating to travel needs

- 2.3.2 Identify the months of the year and the days of the week
- 2.3.3 Interpret information about weather conditions
- 2.4.2 Interpret postal rates and types of mailing services
- 2.4.4 Purchase stamps and other postal items and services
- 2.5.1 Locate and utilize services of agencies that provide emergency help
- 2.5.3 Locate medical and health facilities in the community
- 2.5.4 Read, interpret, and follow directions found on public signs and building directories
- 2.5.6 Use library services
- 2.5.7 Interpret permit and license requirements
- 2.5.9 Identify child care services in the community
- 2.6.1 Interpret information about recreational and entertainment facilities and activities
- 2.6.2 Locate information in TV, movie, and other entertainment listings
- 2.6.3 Interpret information in order to plan for outings and vacations
- 2.6.4 Interpret and order from restaurant and fast food menus, and compute costs
- 2.7.2 Interpret information about ethnic groups, cultural groups, and language groups
- 2.7.9 Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural environment
- 2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.

## Health

- 3.1.1 Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions
- 3.1.2 Identify information necessary to make or keep medical and dental appointments
- 3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers
- 3.1.4 Identify common types of medical and health practitioners and specialists
- 3.1.5 Identify and access counseling services
- 3.2.1 Fill out medical health history forms
- 3.2.2 Interpret immunization requirements
- 3.3.1 Identify and utilize appropriate health care services and facilities, including interacting with providers
- 3.3.2 Interpret medicine labels
- 3.4.1 Interpret product label directions and safety warnings
- 3.4.2 Identify safety measures that can prevent accidents and injuries
- 3.4.3 Interpret procedures for simple first-aid
- 3.5.1 Interpret nutritional and related information listed on food labels
- 3.5.2 Identify a healthy diet
- 3.5.3 Identify how to handle, prepare and store food safely
- 3.5.5 Identify practices that promote cleanliness and hygiene
- 3.5.8 Identify practices that promote mental well being
- 3.5.9 Identify practices that promote physical well being
- 3.6.1 Identify parts of the body
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms

## Employment

- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application

- 4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market
- 4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
- 4.1.6 Interpret general work-related vocabulary (e.g., supervisor, shift)
- 4.1.6 Interpret general work-related vocabulary (e.g., experience, swing shift)
- 4.1.7 Identify appropriate behavior and attitudes for getting a job
- 4.1.8 Identify common occupations and the skills and education required for them
- 4.1.9 Identify procedures for career planning, including self-assessment
- 4.2.1 Interpret wages, deductions, pay statements, and timekeeping forms
- 4.2.2 Interpret information about employee organizations
- 4.3.1 Interpret safety signs found in the workplace
- 4.3.2 Interpret work safety manuals and related information
- 4.3.3 Identify safe work procedures and common safety equipment, including wearing safe work attire
- 4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages
- 4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
- 4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
- 4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.
- 4.4.5 Identify job training needs and set learning goals
- 4.5.1 Identify common tools, equipment, machines, and materials required for one's job
- 4.5.2 Demonstrate ability to enter information using keyboards, keypads, and other devices
- 4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
- 4.6.3 Interpret written workplace announcements and notices
- 4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing
- 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals

#### Government/Citizenship

- 5.1.1 Identify voter qualifications
- 5.1.2 Interpret a voter registration form
- 5.1.3 Interpret a ballot
- 5.1.4 Interpret information about electoral politics, political parties, and candidates
- 5.1.5 Interpret information about special interest groups
- 5.1.6 Identify, interpret, and express opinions on political and other public issues
- 5.1.7 Identify how to contact public officials about issues and concern
- 5.3.1 Interpret common laws and ordinances, and legal forms and documents
- 5.3.2 Identify individual legal rights and procedures for obtaining legal advice
- 5.3.7 Identify common infractions and crimes, and legal consequences
- 5.5.1 Interpret information about international affairs

- 5.5.2 Interpret information about the legislative branch and its activities
- 5.5.3 Interpret information about the judicial branch and its activities
- 5.5.4 Interpret information about the executive branch and its activities
- 5.5.5 Interpret information about the military
- 5.5.6 Interpret information about law enforcement
- 5.5.7 Interpret information about local policy-making groups
- 5.5.8 Identify local, state and federal government leaders
- 5.5.9 Interpret information about the structure of government and the political system, including federal, state, and local
- 5.6.1 Interpret information about neighborhood or community problems and their solutions
- 5.6.2 Interpret information about civic organizations and public service groups
- 5.6.3 Identify civic responsibilities such as voting, jury duty, and paying taxes
- 5.6.4 Identify ways of conserving resources, including recycling and using energy efficiently
- 5.6.5 Identify volunteer agencies and opportunities in the community

### Computation

- 6.0.3 Identify information needed to solve a given problem
- 6.0.4 Determine appropriate operation to apply to a given problem
- 6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials
- 6.7.2 Interpret data given in a bar graph
- 6.7.3 Interpret data given in a picture graph
- 6.7.4 Interpret data given in a circle graph

### Learning to Learn

- 7.1.1 Identify and prioritize personal, educational, and workplace goals
- 7.1.2 Identify and prioritize personal, educational, and workplace goals
- 7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals
- 7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists
- 7.2.1 Identify and paraphrase pertinent information
- 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
- 7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary
- 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
- 7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination
- 7.2.7 Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives
- 7.3.1 Identify a problem and its possible causes
- 7.3.2 Devise and implement a solution to an identified problem

- 7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
- 7.3.4 Utilize problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
- 7.4.1 Identify or utilize effective study strategies
- 7.4.2 Take notes or write a summary or an outline
- 7.4.3 Identify, utilize, or create devices or processes for remembering information
- 7.4.5 Use reference materials, such as dictionaries and encyclopedias
- 7.4.6 Use indexes and tables of contents
- 7.4.7 Identify or utilize test-taking skills
- 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics
- 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
- 7.5.3 Identify or use strategies to cope with negative feedback
- 7.5.4 Identify sources of stress, and resources for stress reduction
- 7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
- 7.5.6 Identify or use strategies for communicating more successfully
- 7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills
- 7.6.1 Identify the different forms of media, sources and purposes of media messages, and how content is determined and shaped
- 7.6.2 Interpret literal and indirect media messages and the influence of factors such as popular culture and sensationalism
- 7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
- 7.7.1 Identify common information and communication technology and other electronic devices and their uses, and how they work together
- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications
- 7.7.3 Demonstrate ability to use the Internet
- 7.7.4 Demonstrate ability to use e-mail and other messaging systems
- 7.7.5 Identify safe and responsible use of information and communication technology

#### Independent Living

- 8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property
- 8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g., neighbors, teachers, contacts from human service agencies and recreation facilities)

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

#### Three-Part Foundation

- 1 -Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
  - *Reading*--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedule.

- *Writing*--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- *Arithmetic/Mathematics*--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- *Listening*--receives, attends to, interprets, and responds to verbal messages and other cues.
- *Speaking*--organizes ideas and communicates orally
- 2 -Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
  - *Creative Thinking*--generates new ideas.
  - *Decision Making*--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
  - *Problem Solving*--recognizes problems and devises and implements plan of action.
  - *Seeing Things in the Mind's Eye*--organizes, and processes symbols, pictures, graphs, objects, and other information.
  - *Knowing How to Learn*--uses efficient learning techniques to acquire and apply new knowledge and skills.
  - *Reasoning*--discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem
- 3 -Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
  - *Responsibility*--exerts a high level of effort and perseveres towards goal attainment.
  - *Self-Esteem*--believes in own self-worth and maintains a positive view of self.
  - *Sociability*--demonstrates understanding, friendliness, adaptability, empathy.
  - *Self-Management*--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
  - *Integrity/Honesty*--chooses ethical courses of action

### Five Workplace Competencies

- 1. Resources: Identifies, organizes, plans, and allocates resources
  - *Time*--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
  - *Money*--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
  - *Material and Facilities*--Acquires, stores, allocates, and uses materials or space efficiently.
  - *Human Resources*--Assesses skills and distributes work accordingly, evaluates performance and provides feedback
- 2. Interpersonal: Works with others
  - Participates as Member of a Team--contributes to group effort.
  - Teaches Others New Skills.
  - Serves Clients/Customers--works to satisfy customers' expectations.

- Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
  - Negotiates--works toward agreements involving exchange of resources, resolves divergent interests.
  - Works with Diversity--works well with men and women from diverse backgrounds
- 3. Information: Acquires and uses information
    - Acquires and Evaluates Information.
    - Organizes and Maintains Information.
    - Interprets and Communicates Information.
    - Uses Computers to Process Information
- 4. Systems: Understands complex inter-relationships
    - *Understands Systems*--knows how social, organizational, and technological systems work and operates effectively with them.
    - *Monitors and Corrects Performance*--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
    - *Improves or Designs Systems*--suggests modifications to existing systems and develops new or alternative systems to improve performance
- 5. Technology: Works with a variety of technologies
    - *Selects Technology*--chooses procedures, tools or equipment including computers and related technologies
    - *Applies Technology to Task*--Understands overall intent and proper procedures for setup and operation of equipment
    - *Maintains and Troubleshoots Equipment*--Prevents, identifies, or solves problems with equipment, including computers and other technologies

## Language Skills: (ESL Model Standards for Adult Education)

### Listening

- Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary.
- Recognize basic constructions such as subject-verb agreement ("He work" versus "He works")
- Demonstrate understanding of telephone conversations on familiar materials in familiar contexts.

### Speaking

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

### Reading

- Interpret simplified short narrative and descriptive passages on familiar topics if material includes visuals or other aids that orient students to the passages.
- Scan for specific information in simple life-skill materials (ads, schedules, signs, forms) related to immediate needs.
- Predict meaning of unfamiliar vocabulary in material rich in contextual clues.
- Interpret newspaper headlines on familiar topics.
- Interpret abbreviations for words previously learned in context of specific topics-employment and housing, for example.

### Writing

- Take notes on familiar material transmitted orally.
- Write related sentences to form paragraphs on a topic.
- Write telephone messages.
- Write short thank-you notes.
- Complete simple forms (medical history, job applications, banking).

### Language Function

- Factual information: express obligation, explain, and indicate certainty, express ability or inability.
- Social and interpersonal relations: apologize, make excuses, express worry and disappointment, give and get permission, make offers.
- Suasion: suggest and advise.

### Language Form

- Sentence Types
  - Complex sentences
  - Adverbial clauses of time: "before", "after", "when" ("I'll call you when he comes.")
  - Adverbial clauses of reason; because ("I was absent because my child Was sick.")
  - Direct speech (He said, "It's time to pay the rent.")
  - Exclamatory sentences ("What a beautiful day!")
- Verb Tenses
  - Used to ("I used to live in Mexico")
  - Modals
  - Might ("It might rain.")
  - Must ("You must be tired.")
  - Past Continuous ("I was taking a shower when he called.")
  - Present Perfect ("I have lived in the United States for two years.")
  - Present Perfect Continuous ("I have been studying English since last year.")
  - Future Conditional ("If I get a job, I'll take night classes.")
  - Verbs followed by gerunds ("He enjoys dancing. He likes swimming.")

## **5. INSTRUCTIONAL STRATEGIES:**

The use of whole language in teaching English through auditory, visual, and kinesthetic modalities is utilized at all levels. The object of a learning experience is not to see how many learning strategies can be incorporated but to determine which ones are best for students and the content being explored. The following is a list of instructional strategies that are encouraged:

## **Instructional Strategies to Incorporate CASAS Competencies and Language Skills:**

Drawing and Artwork - Many students have a natural affinity for drawing. Use it! I could have stopped periodically and had students draw a scene from *The Lottery*. A picture of the box in which the lottery slips were kept would have been a good way to ascertain students' attention to detail.

Field Trips – The brain remembers what it experiences when it travels to places in the real world. Having students make written predictions regarding what they will see on the trip and then write about what was seen are good literary activities to incorporate. Virtual field trips enable students to travel to places that would otherwise be inaccessible or cost prohibitive.

Games - Nothing facilitates a good review better than playing a game. Dividing students into three heterogeneous teams and competing in a spirited game of Jeopardy is a good way to review major concepts prior to a test. Tossing a Nerf ball for students to catch is a great way to call on students to respond.

Graphic Organizers, Semantic Maps, and Word Webs - This strategy appeals to both hemispheres of the brain. Create mind maps for teaching main idea and details, sequence of events, cause and effect, compare and contrast, and many other comprehension skills.

K-W-L Charts - These language charts start with the question, "What do you know about the topic?" Following this discussion, students are asked, "What do you still want to know about the topic?" Once the unit of study has been completed, the language charts are used again and students answer the third question, "What did you learn about the topic?"

Manipulatives, Experiments, Labs, and Models - Having students read and follow the directions for an experiment or for building a model is a way to integrate literacy across the curriculum.

Metaphors, Analogies, and Similes - One of the highest level thinking strategies is the use of metaphors. When a student can find ways to compare two or more dissimilar things, they are really using their brains. For example, when teaching main idea and supporting details, I compare it to a table and legs.

Mnemonic Devices - Every content area contains acronyms and acrostics, shortened ways of helping students retain content. While these may not foster higher levels of thought, they go a long way toward increasing the amount of content students can remember.

Movement - Anything students learn while in motion has a better chance of being remembered.

Music, Rhythm, Rhyme, and Rap - Have students create a song, rhyme, or rap that depicts students' understanding of a concept previously taught. While completing this assignment, they must employ one of the highest levels of thinking—synthesis—or the ability to take information and put it into a different form.

Project-Based and Problem-Based Learning - Take 10 or 15 literary objectives and incorporate them into a real-life project or give them a relevant problem to solve. These objectives will be mastered so much easier if students encounter them within the context of real life.

Reciprocal Teaching and Cooperative Learning - Having students sometimes work in pairs or teams to accomplish curricular objectives is a good way to ensure that they are career and "life" ready since the ability to work together is a major workplace and community competency.

Role Plays, Drama, Pantomimes, and Charades - When students act out the steps in a math word problem, pantomime a content-area vocabulary word as classmates guess it, or dramatize a scene from history, it goes a long way toward enabling them to remember the information prior to and after a test.

Storytelling - Stories have a beginning, middle, and end and connect content together. These connections facilitate memory. Tell stories as you deliver content and then have students create their own and watch recall improve.

Structured Notetaking - The students draw a vertical line about two inches from the left side of the paper, log main ideas and key words to the left and details to the right of the line, and write a brief summary of the lesson at the bottom of the page. Structured notetaking is not simply a way to record facts; it also leads to deeper student engagement and reflection.

Technology - The use of technology is another workplace competency that every student should acquire prior to graduation. It is essential since so much literacy today involves computer literacy.

Visualization and Guided Imagery - When authors do not provide visuals in a story, novel, or textbook, good readers are able to create their own visuals of what they are reading. Many students find this strategy difficult to implement since so many of the technological devices they interface with today have visuals provided. Pausing during read alouds and having students develop pictures in their brains of what they are seeing as they read is a good way is a good way to help them perfect their visualization skills.

Visuals - At least 50% of students who walk into any classroom today will be predominantly visual learners. Comprehension is facilitated when students have visuals (pictures, captions, bold and subheadings, charts, and graphs) to assist them.

Work Study and Apprenticeships - Work study refers to apprenticeships, internships, and externships. In other words, it is on-the-job training.

Writing and Journals – Use writing-to-learn strategies at the beginning, middle, or end of class to help students inquire, clarify, or reflect on the content. The student thinks for a minute or so, then writes for about five minutes. Students write reflections, summaries, quick writes, take notes, observations, etc. to solidify their thinking and demonstrate their command of language.

### **Instructional Strategies to Incorporate SCANS Competencies:**

Start each class with an agenda on the board.

- Information: organizing
- Resources: allocating time
- Interpersonal: negotiating

Put students in teams and assign teams classroom maintenance jobs.

- Interpersonal: working in teams, taking individual responsibility
- Personal Qualities: demonstrating sociability
- Systems: developing system to improve performance

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

- Systems: monitoring performance

Teach students how to organize their classroom materials.

- Interpersonal: teaching others
- Systems: monitoring performance

Monitor students' progress with checklists and weekly tests.

- Interpersonal: organizing and maintaining information
- Systems: monitoring/correcting performance

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

- Interpersonal: working in teams, negotiating
- Thinking skills: solving problems, making decisions
- Personal qualities: demonstrating sociability

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

- Personal qualities: taking responsibility, managing self
- Systems: understanding systems

Encourage students to use, fix, or make minor adjustments in equipment, such as hole punch,

pencil sharpener, overhead projector, etc.

- Technology: maintaining & troubleshooting equipment and applying technology to task

Designate student trainers, tutors or experts who can train new students and assist classmates as needed.

- Interpersonal: teaching others
- Systems: improving or designing systems

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

- Systems: monitoring/correcting performance Interpersonal: taking individual responsibility
- Personal qualities: assessing/managing self

## **6. INSTRUCTIONAL MATERIALS:**

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

- Bitterlin, G., Johnson, D., Price, D., Ramirez, S., & Savage, K. (2018). *Ventures Student's Book – Level 4* (3<sup>rd</sup> ed.). New York, NY: Cambridge University Press
- Bitterlin, G., Johnson, D., Price, D., Ramirez, S., & Savage, K. (2018). *Ventures Workbook – Level 4* (3<sup>rd</sup> ed.). New York, NY: Cambridge University Press
- CASAS Test Prep Student Booklets #1, #2, #3, #4, #5, and #6
- Unit of Study COAAP Booklets for units approved by CASAS for the school year

## **7. COURSE CONTENT:**

### **Scope and Sequence – Advanced Level**

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
<b>Welcome</b> pages 2–5	<ul style="list-style-type: none"> <li>Exchanging information</li> <li>Discussing study habits and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Listening to people talk about study habits and strategies</li> <li>Asking about study habits and strategies</li> <li>Talking about classmates' study habits and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Study habits and strategies</li> </ul>	<ul style="list-style-type: none"> <li>past continuous and simple past</li> <li>simple past and present perfect</li> </ul>
<b>Unit 1</b> <b>Personal information</b> pages 6–17 Topic: <b>Ways to be smart</b>	<ul style="list-style-type: none"> <li>Describing personal strengths</li> <li>Expressing opinions</li> <li>Expressing agreement and disagreement</li> </ul>	<ul style="list-style-type: none"> <li>Asking about aptitudes</li> <li>Discussing multiple intelligences</li> <li>Giving opinions</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives and adverbs</li> <li>Multiple intelligences</li> <li>Prefixes and roots</li> </ul>	<ul style="list-style-type: none"> <li>Nouns, verbs, adjectives, and adverbs</li> <li>Noun clauses with <i>that</i></li> <li><i>so</i> and <i>that</i></li> </ul>
<b>Unit 2</b> <b>At school</b> pages 18–29 Topic: <b>Planning for success</b>	<ul style="list-style-type: none"> <li>Inquiring about educational opportunities</li> <li>Describing educational goals</li> <li>Describing successful people</li> </ul>	<ul style="list-style-type: none"> <li>Asking about courses and classes</li> <li>Discussing how to continue one's education</li> <li>Discussing obstacles and successes</li> </ul>	<ul style="list-style-type: none"> <li>Education and careers</li> <li>Educational requirements</li> </ul>	<ul style="list-style-type: none"> <li>The present passive</li> <li>Infinitives after the passive</li> <li><i>be + supposed to</i> and <i>be + not supposed to</i></li> </ul>
Review: Units 1 and 2 pages 30–31		<ul style="list-style-type: none"> <li>Understanding a conversation</li> </ul>		
<b>Unit 3</b> <b>Friends and family</b> pages 32–43 Topic: <b>Parents and children</b>	<ul style="list-style-type: none"> <li>Discussing appropriate behaviors at home and school</li> <li>Using polite forms of language</li> </ul>	<ul style="list-style-type: none"> <li>Asking about rules at home and at school</li> <li>Asking questions indirectly</li> <li>Talking about past events and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Rules and expectations</li> <li>Word families</li> </ul>	<ul style="list-style-type: none"> <li>Indirect <i>Wh-</i> questions</li> <li>Indirect <i>Yes / No</i> questions</li> <li><i>say</i> and <i>tell</i> with reported speech</li> </ul>
<b>Unit 4</b> <b>Health</b> pages 44–55 Topic: <b>Stressful situations</b>	<ul style="list-style-type: none"> <li>Discussing stress</li> <li>Expressing necessity and lack of necessity</li> <li>Making suggestions</li> <li>Expressing past regrets</li> </ul>	<ul style="list-style-type: none"> <li>Asking about stress</li> <li>Discussing ways to cope with stress</li> <li>Giving advice about past actions</li> </ul>	<ul style="list-style-type: none"> <li>Stress and ways to cope</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li><i>should</i>, <i>shouldn't</i>, <i>have to</i>, <i>don't have to</i></li> <li><i>should have</i> and <i>shouldn't have</i></li> <li><i>must</i> and <i>may / might</i></li> </ul>
Review: Units 3 and 4 pages 56–57		<ul style="list-style-type: none"> <li>Understanding a phone conversation</li> </ul>		
<b>Unit 5</b> <b>Around town</b> pages 58–69 Topic: <b>Community involvement</b>	<ul style="list-style-type: none"> <li>Describing volunteer responsibilities</li> <li>Describing a sequence of events</li> <li>Describing repeated actions in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>Asking about volunteer activities</li> <li>Discussing personal experiences of volunteering or helping people</li> <li>Discussing schedules</li> </ul>	<ul style="list-style-type: none"> <li>Volunteerism</li> <li>Positive and negative words</li> </ul>	<ul style="list-style-type: none"> <li>Clauses with <i>until</i> and <i>as soon as</i></li> <li>Repeated actions in the present and past</li> <li>Contrasting <i>used to</i> and <i>be used to</i></li> </ul>

UNIT TITLE TOPIC	READING	WRITING	LIFE SKILLS	PRONUNCIATION
<b>Welcome</b> pages 2–5	<ul style="list-style-type: none"> <li>Reading a paragraph about bad weather</li> </ul>	<ul style="list-style-type: none"> <li>Writing sentences about your partner</li> </ul>	<ul style="list-style-type: none"> <li>Discussing study habits and strategies for learning English</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>
<b>Unit 1</b> <b>Personal information</b> pages 6–17 Topic: <b>Ways to be smart</b>	<ul style="list-style-type: none"> <li>Reading an article about multiple intelligences</li> <li>Skimming to predict what a reading is about</li> </ul>	<ul style="list-style-type: none"> <li>Writing a descriptive paragraph about a primary intelligence</li> <li>Using a topic sentence and supporting details</li> </ul>	<ul style="list-style-type: none"> <li>Using a dictionary</li> <li>Reading and understanding a visual diagram</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>
<b>Unit 2</b> <b>At school</b> pages 18–29 Topic: <b>Planning for success</b>	<ul style="list-style-type: none"> <li>Reading an article about an immigrant family</li> <li>Scanning to find specific information</li> </ul>	<ul style="list-style-type: none"> <li>Writing a descriptive paragraph about a successful person</li> <li>Using specific details such as facts, examples, and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Using a dictionary or thesaurus to identify synonyms</li> <li>Reading and understanding a chart about the location of vocational classes</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>
Review: Units 1 and 2 pages 30–31				<ul style="list-style-type: none"> <li>-ed verb endings</li> </ul>
<b>Unit 3</b> <b>Friends and family</b> pages 32–43 Topic: <b>Parents and children</b>	<ul style="list-style-type: none"> <li>Reading an article about barriers between generations</li> <li>Noticing words that repeat to get an idea of what a reading is about</li> </ul>	<ul style="list-style-type: none"> <li>Writing an expository paragraph about a difference between generations</li> <li>Using a transition within a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Using a dictionary</li> <li>Reading and understanding a chart</li> <li>Interpreting census bureau information</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>
<b>Unit 4</b> <b>Health</b> pages 44–55 Topic: <b>Stressful situations</b>	<ul style="list-style-type: none"> <li>Reading an article about stress</li> <li>Relating the title and section heads to personal experience</li> </ul>	<ul style="list-style-type: none"> <li>Writing a descriptive paragraph about how to cope with stress</li> <li>Using causes and effects to organize a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Reading and understanding a bar graph</li> <li>Discussing stress in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>
Review: Units 3 and 4 pages 56–57				<ul style="list-style-type: none"> <li>Contrasting intonation of direct and indirect Wh- questions</li> </ul>
<b>Unit 5</b> <b>Around town</b> pages 58–69 Topic: <b>Community involvement</b>	<ul style="list-style-type: none"> <li>Reading an article about volunteers</li> <li>Using context clues to guess if the meaning of a word is positive or negative</li> </ul>	<ul style="list-style-type: none"> <li>Writing a descriptive paragraph about someone who made a difference</li> <li>Making writing more interesting by including details that answer Wh- questions</li> </ul>	<ul style="list-style-type: none"> <li>Reading and understanding ads for volunteer positions</li> <li>Discussing volunteer activities</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
<b>Unit 6</b> <b>Time</b> pages 70–81 Topic: <b>Time and technology</b>	<ul style="list-style-type: none"> <li>Expressing agreement and disagreement</li> <li>Giving opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Talking about time-saving devices</li> <li>Discussing the advantages and disadvantages of technology</li> </ul>	<ul style="list-style-type: none"> <li>Technology and time-saving devices</li> <li>Words with multiple definitions</li> </ul>	<ul style="list-style-type: none"> <li><i>although</i></li> <li>Contrasting <i>because</i> and <i>although</i></li> <li><i>so</i> and <i>such</i></li> </ul>
Review: Units 5 and 6 pages 82–83		<ul style="list-style-type: none"> <li>Understanding a radio interview</li> </ul>		
<b>Unit 7</b> <b>Shopping</b> pages 84–95 Topic: <b>Buying and returning merchandise</b>	<ul style="list-style-type: none"> <li>Explaining problems with a purchase</li> <li>Discussing preferences</li> <li>Explaining mistakes</li> <li>Asking for information about store policies</li> </ul>	<ul style="list-style-type: none"> <li>Asking about returning merchandise</li> <li>Asking about store policies</li> <li>Talking about shopping mistakes</li> <li>Describing people, places, and things</li> </ul>	<ul style="list-style-type: none"> <li>Buying and returning merchandise</li> <li>Compound nouns</li> </ul>	<ul style="list-style-type: none"> <li><i>who, that</i> and <i>which</i> as the subject of an adjective clause</li> <li><i>that</i> as the object of an adjective clause</li> <li>Clarifying questions</li> </ul>
<b>Unit 8</b> <b>Work</b> pages 96–107 Topic: <b>Success at work</b>	<ul style="list-style-type: none"> <li>Giving advice</li> <li>Making suggestions</li> <li>Explaining job responsibilities</li> <li>Describing the duration of an activity</li> </ul>	<ul style="list-style-type: none"> <li>Discussing work schedules</li> <li>Talking about workplace problems and their solutions</li> <li>Asking questions about work experiences</li> </ul>	<ul style="list-style-type: none"> <li>Job responsibilities and skills</li> <li>Prefixes and roots</li> </ul>	<ul style="list-style-type: none"> <li>Contrasting present perfect and present perfect continuous</li> <li>Adjectives ending in <i>-ed</i> and <i>-ing</i></li> <li>Polite requests and offers</li> </ul>
Review: Units 7 and 8 pages 108–109		<ul style="list-style-type: none"> <li>Understanding a class lecture</li> </ul>		
<b>Unit 9</b> <b>Daily living</b> pages 110–121 Topic: <b>Saving our planet</b>	<ul style="list-style-type: none"> <li>Describing environmental issues and concerns</li> <li>Giving advice</li> <li>Making suggestions</li> <li>Describing actions one can take</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions about “saving our planet”</li> <li>Discussing causes and effects of environmental problems</li> <li>Discussing actions that could help the environment</li> </ul>	<ul style="list-style-type: none"> <li>The environment</li> <li>Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Present unreal conditional</li> <li><i>since</i> and <i>so</i></li> <li>Contrasting present real and present unreal conditionals</li> </ul>
<b>Unit 10</b> <b>Free time</b> pages 122–133 Topic: <b>Celebrations</b>	<ul style="list-style-type: none"> <li>Describing future possibility</li> <li>Describing actions based on expectations</li> <li>Expressing hopes and wishes</li> <li>Comparing customs and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and comparing wedding customs</li> <li>Discussing possible and hypothetical holiday plans</li> <li>Talking about hopes and wishes</li> </ul>	<ul style="list-style-type: none"> <li>Celebrations</li> <li>Words with multiple meanings</li> </ul>	<ul style="list-style-type: none"> <li>Contrasting future real and future unreal conditionals</li> <li><i>hope</i> and <i>wish</i></li> <li>Tag questions</li> </ul>
Review: Units 9 and 10 pages 134–135		<ul style="list-style-type: none"> <li>Understanding a street interview</li> </ul>		

UNIT TITLE TOPIC	READING	WRITING	LIFE SKILLS	PRONUNCIATION
<b>Unit 6</b> <b>Time</b> pages 70–81 Topic: <b>Time and technology</b>	<ul style="list-style-type: none"> <li>■ Reading a magazine article about the impact of technology</li> <li>■ Reading first and last paragraph for main idea</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing an expository paragraph about a time-saving device or activity</li> <li>■ Using advantages and disadvantages to organize a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>■ Using a dictionary</li> <li>■ Reading and understanding a table</li> <li>■ Discussing Internet use</li> <li>■ Discussing survey results</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
Review: Units 5 and 6 pages 82–83				<ul style="list-style-type: none"> <li>■ Stressed and unstressed words</li> </ul>
<b>Unit 7</b> <b>Shopping</b> pages 84–95 Topic: <b>Buying and returning merchandise</b>	<ul style="list-style-type: none"> <li>■ Reading a newspaper advice column about return policies</li> <li>■ Recognizing synonyms in a reading</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing a persuasive paragraph about shopping online</li> <li>■ Using transition words such as <i>first</i>, <i>second</i>, <i>next</i>, <i>furthermore</i>, <i>moreover</i>, and <i>finally</i> to signal a list of reasons in a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading and understanding a returned-merchandise form</li> <li>■ Talking about returning or exchanging merchandise</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
<b>Unit 8</b> <b>Work</b> pages 96–107 Topic: <b>Success at work</b>	<ul style="list-style-type: none"> <li>■ Reading an article about hard and soft job skills</li> <li>■ Reading an email cover letter to apply for a job</li> <li>■ Recognizing quotations and reasons for using them</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing an email cover letter to apply for a job</li> <li>■ Including information about skills and experience in a cover letter</li> </ul>	<ul style="list-style-type: none"> <li>■ Using a dictionary</li> <li>■ Reading and understanding a table about the fastest-growing occupations</li> <li>■ Discussing work skills</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
Review: Units 7 and 8 pages 108–109				<ul style="list-style-type: none"> <li>■ Stressing function words</li> </ul>
<b>Unit 9</b> <b>Daily living</b> pages 110–121 Topic: <b>Saving our planet</b>	<ul style="list-style-type: none"> <li>■ Reading a fable about how all things in life are connected</li> <li>■ Asking questions to identify a cause-and-effect relationship</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing a paragraph about an environmental problem</li> <li>■ Using cause and effect to organize a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>■ Using a dictionary or thesaurus</li> <li>■ Reading and understanding a chart about reasons to “Save our planet”</li> <li>■ Discussing ways to help the environment</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
<b>Unit 10</b> <b>Free time</b> pages 122–133 Topic: <b>Celebrations</b>	<ul style="list-style-type: none"> <li>■ Reading an article about special birthday celebrations around the world</li> <li>■ Using punctuation as a clue to meaning</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing a descriptive paragraph about a favorite holiday or celebration</li> <li>■ Concluding a paragraph by relating it to your personal life</li> </ul>	<ul style="list-style-type: none"> <li>■ Using a dictionary</li> <li>■ Reading and understanding a recipe</li> <li>■ Discussing traditional meals and recipes</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
Review: Units 9 and 10 pages 134–135				<ul style="list-style-type: none"> <li>■ Linking consonant-vowel sounds</li> </ul>

## **8. RESOURCES:**

### **Starfall**

Great early-literacy practice for English Language Learners.

[www.starfall.com](http://www.starfall.com)

### **Learn English Using Online Resources**

Free ESOL Websites listed by New York Public Library: These general ESOL websites offer many types of activities (grammar, listening, pronunciation, vocabulary, reading, etc.) for language learners of all levels.

[www.nypl.org/help/community-outreach/immigrant-services/learn-esol-online-resources](http://www.nypl.org/help/community-outreach/immigrant-services/learn-esol-online-resources)

### **English Media Lab Homepage**

Exercises for all English learners including online grammar exercises, vocabulary videos, pronunciation exercises, and interactive quizzes for beginning, intermediate and advanced learners.

[www.englishmedialab.com](http://www.englishmedialab.com)

### **American English Resources**

American English Resources provide materials for teachers' professional development and for students in the classroom. Find classroom activities, audiobooks, MP3s, videos and pedagogical material to assist in learning English as a second language. Students can also explore American culture through various materials. Resources include popular American classics, in-house publications and links to U.S. government websites and podcasts.

[www.americanenglish.state.gov/resources](http://www.americanenglish.state.gov/resources)

### **International Children's Digital Library**

Free digitized picture books in multiple languages. Great for ESL students.

[www.en.childrenslibrary.org](http://www.en.childrenslibrary.org)

### **ESL Videos**

ESLvideo.com provides educational resources for English as a Second Language Students to improve their listening, speaking, grammar, and vocabulary skills. The quiz activities and lessons are created by teachers, and are free to use in class, lab, or at home.

[www.eslvideo.com](http://www.eslvideo.com)

### **English Interactive**

English Interactive provides activities for speaking, listening, reading, writing and more.

[www.englishinteractive.net](http://www.englishinteractive.net)

## **9. EVALUATION:**

Students study under a competency-based system and are graded as competency requirements are satisfactorily completed. Courses are Pass/Fail with some instructors opting to give a letter grade. In the case of a letter grade, A-D is passing and F is fail. Each course's competencies are grading expectations are explained in the course syllabus shared with students at the beginning of each term. Attendance and a work ethics are also taken into consideration.

## **10. REPETITION OF COURSE:**

Students who successfully complete the course may be promoted. However, students who successfully complete the course and, for various reasons, drop out and later reenter the program will be re-tested and may be re-enrolled in this course.

## **11. STATEMENT OF CIVIL RIGHTS:**

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.