

Course Outline

REVISED: September/2008



Program: English as a Second Language (ESL & Citizenship)

Course of Study: English as a Second Language (ESL)

Course: 2:1030 ESL Intermediate (Low-High)

50-01-54

ESL Intermediate High/A

Course Description:

This competency-based course is designed to develop communicative competence in listening, speaking, reading, writing and numeracy for the immediate needs of adult English learners at the intermediate high/a level. A sequential grammatical structure base is integrated in the context of everyday life situations. The content and instructional strategies of this course reflect the English-as-a-Second- Language Model Standards for Adult Education Programs. This course outline contains content in the following areas relevant to Community-Based English Tutoring (CBET): The School Community, Curriculum and Standards, Parent/Teacher Communication, Home Learning Environment, and Tutoring Skills. It also contains SCANS activities that reinforce CBET goals such as Decision Making, Problem Solving and Reasoning.

Credits: 5

Hours: 200

Prerequisites:

Demonstrated competence in the skills of ESL Intermediate Low (50-01-53) as measured by any test approved by the Division.

Note:

The number **50-01-94** is used for reporting hours students generate outside the classroom through Distance Learning. The number **50-06-54** is used for reporting hours students generate through GED Preparation. The number **50-06-94** is used for reporting hours generated outside the classroom through GED Preparation Distance Learning.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE

COMPETENCY BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*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)

Course Outline Components

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 13-16

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

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

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Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

p. 73

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

***COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)***

Course Outline Components

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 13-16

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 85

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Many thanks to the following people for sharing their knowledge and classroom experience in the revision of this course outline: SUSAN FONG, MARK FURHMANN, KATHY GARDNER, CAROLYN HEALY, KATHLEEN JAVAHERI, CANDACE LEE, LYNNE MADDEN, and ED MCBRIDE.

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Thanks to TOM CALDERON for editing and preparing this course outline as competency based.

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FOREWORD

The purpose of this course outline revision is to integrate the elements of the ESL Intermediate High curriculum- competencies, structures, and language skills- and to provide samples of integrated classroom activities that include SCANS skills and competencies. This outline was written and edited by teachers for teachers, with the hope that it would provide many ideas and suggestions for others in the field.

In addition to describing the course content of the Intermediate High level and providing a curriculum guide that addresses student needs, the writing team hopes that this course outline will serve as a planning tool, resource book, and source of inspiration for classroom teachers in ESL programs throughout the Adult Division.

HOW TO USE THIS COURSE OUTLINE

The teacher's task in teaching the Intermediate High A course is to combine lifeskills competencies, grammatical structures, and language skills (listening, speaking, reading, writing) into a relevant, effective course of study. At the same time, the skills and competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) can also be addressed by using activities that build interpersonal skills, teamwork, critical thinking skills, lifelong learning strategies, and the ability to use information, resources, organizational systems, and technology.

The foundation of the course outline is the list of Language Skill Proficiencies delineated in the California Model Standards for Adult ESL Programs, which can be found on page 13. All student competencies, language functions, and language forms for the Intermediate High course conform to the Model Standards document.

The course outline includes checklists and activities that can be used to integrate all the above content areas: Competency-Based Components, pages 14-17; Structure Checklist, pages 18-20; SCANS Definitions, pages 10-12; and Sample SCANS Activities, pages 24-75. The elements of the Sample SCANS Activities and their functions are described below.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES							
IV. Consumer Economics B. Home	22. Interpret and communicate household utility information. a. Obtain and cancel household utilities. b. Communicate mistakes on utility or telephone bills. 4.4, 1.5.3	16. Adverbial Clauses <i>(Please turn it off just after I...)</i>							
SAMPLE SCANS ACTIVITY									
Stages of Lesson: <input type="checkbox"/> Warm Up <input type="checkbox"/> Introduction <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Practice <input type="checkbox"/> Application									
Steps for Sample Activity: Purpose: This is a writing activity in which students create a dialogue between a customer and a utility company employee.		Approximate Time of Activity: 60 minutes							
<ol style="list-style-type: none"> 1. ... 2. ... 3. Briefly brainstorm with the class a list of utilities, i.e., gas, electric, phone, cable television. Also, brainstorm a list of the important information the customer needs to give the utilities employee. For example, address, date the utility should be turned off, etc. 4. Divide the class into pairs and assign each pair a utility and instructions for having it turned off or turned on. 5. Give the pairs 15 minutes to produce a dialogue between a customer and a utility company employee. ** 6. Have several volunteer pairs present their dialogues to the class. Have the class evaluate whether the customer gives all the important information as listed above. ** <p>** These steps serve as an evaluation of the activity.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SCANS FOCUS</th> </tr> </thead> <tbody> <tr> <td>Basic Skills: Listening/ Speaking/ Writing</td> </tr> <tr> <td>Thinking Skills: Creative Thinking/ Decision Making</td> </tr> <tr> <td>Personal Qualities: Sociability/ Self-Management</td> </tr> <tr> <td>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</td> </tr> <tr> <td>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</td> </tr> <tr> <td>Information- Interprets and Communicates Information</td> </tr> </tbody> </table>	SCANS FOCUS	Basic Skills: Listening/ Speaking/ Writing	Thinking Skills: Creative Thinking/ Decision Making	Personal Qualities: Sociability/ Self-Management	Competencies: Resources- Allocates Time/ Allocates Materials and Facilities	Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity	Information- Interprets and Communicates Information
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SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM

SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used in the educational community to describe the set of workplace skills and competencies established by this commission.

The Secretary of Labor's Commission researched the demands of the workplace in order to find out what skills employers required from their employees. The Commission determined that "workplace know-how" is what makes people effective in today's jobs. This know-how has five competencies and a three-part foundation of skills and personal qualities. These competencies, skills and personal qualities are at the heart of job performance. They are not job specific. They apply to any job. SCANS recommends that these competencies and foundations be taught in context.

Integrating SCANS competencies into ESL instruction promotes the development of skills employers are looking for. At the same time it promotes excellence in teaching, facilitates learning, and provides students with the tools they need to be successful workers, students, parents, citizens and community members.

SCANS competencies and foundation skills are embedded in this course outline in the minimal competencies and the sample activities. Many of the sample activities are cooperative in nature. Students work in teams to master English skills. As they work, they teach others, monitor and correct performance, problem solve, lead, negotiate, and learn to work effectively within culturally diverse settings.

Classroom management strategies also provide opportunities for teaching SCANS. Posting an agenda at the beginning of class, encouraging students to use technology, assigning tasks and duties to student teams, encouraging self/peer revision of student work, and providing time for students to discuss and resolve issues and concerns, all facilitate the learning of SCANS competencies and foundation skills. Finally, concluding each day with an opportunity for students to label what they have learned, for example "Today I worked with a team"; "Today, I organized my work"; "Today, I used a computer"; allows students to reflect on their learning experience and express in English what SCANS skills they have learned and practiced in class.

FIVE COMPETENCIES

Resources: Time, Money, Materials and Facilities, Human Resources

Interpersonal: Participates as Member of a Team, Teaches Others New Skills, Serves Clients/Customers, Exercises Leadership, Negotiates, Works with Diversity

Information: Acquires and Evaluates Information, Organizes and Maintains Information, Uses Computers to Process Information

Systems: Understands Systems, Monitors and Corrects Performance, Improves or Designs Systems

Technology: Selects Technology, Applies Technology to Task, Maintains and Troubleshoots Equipment

A THREE-PART FOUNDATION

Basic Skills: Reading, Writing, Arithmetic/Mathematics, Listening, Speaking

Thinking Skills: Creative Thinking, Decision Making, Problem Solving, Seeing Things in the Mind's Eye. Knowing How to Learn, Reasoning

Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

- Resources**
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
 - Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
 - Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
 - Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
 - Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
 - Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
 - Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
 - Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
 - Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
 - Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
 - Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
 - Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)***

- Systems**
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
 - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
 - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the existing policies.
- Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
 - Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
 - Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills and Qualities

- Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
 - Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
 - Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
 - Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
 - Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
 - Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.
- Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
 - Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
 - Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)***

**Personal
Qualities**

- Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a "self-starter."
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

LANGUAGE SKILL PROFICIENCIES
for the ESL Intermediate High Course

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

Listening

1. Identify main ideas and most supporting detail in factual material relating to everyday topics.
2. Detect the mood of a message, determining to a limited degree such components as the attitudes and feelings of the speakers or the urgency of the message.
3. Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts.
4. Demonstrate understanding of everyday conversation with some repetition or slower speech.
5. Listen for and identify specific information in recorded messages, televised reports, and oral accounts.
6. Follow spoken directions to complete a task, reach a destination, or take a message.

Speaking

1. Participate in face-to-face conversation on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places.
2. Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, errors will be common.
3. Adjust language forms to level of formality required to fulfill basic courtesy functions in face-to-face conversations.
4. Clarify utterances by rewording or repeating in order to be understood by the general public.
5. Communicate on the telephone on familiar subjects with clarification.
6. Participate in original conversations, allowing for errors, in workplace and academic situations.
7. Respond to written and visual information by answering questions orally, summarizing a paragraph, describing a scene, or retelling a short story.

Reading

1. Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices).
2. Identify the main idea of a paragraph on a familiar topic.
3. Guess the meaning of unfamiliar vocabulary and phrases from context.
4. Find information that requires drawing from different sections of a reading passage.
5. Draw meaning from passages by using syntactic clues, such as transitional words- "therefore," for example.
6. Scan a passage for details and skim a passage for main ideas.
7. Demonstrate understanding of syntactic clues within a passage such as reference, sequence of events, cause and effect, and comparison/contrast.
8. Interpret charts, maps, and simple graphs and tables.

Writing

1. Write a short paragraph describing daily activities or past events, using chronological order.
2. Write personal letters.
3. Fill out authentic job applications and medical history forms.
4. Organize, write, revise, and edit a simple paragraph with a specific focus.
5. Use capital letters, end punctuation, and commas correctly in simple and compound sentences.

Numeracy

Numeracy is incorporated into the ESL competency areas of Consumer Economics and Occupational Knowledge.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the ESL Intermediate High/A Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	CASAS # CORRELATION
<p>I. Personal Information</p> <p>(20 hours)</p>	<p>1. Give information about self, family and work history.</p> <p style="margin-left: 20px;">a. Construct a time-line of life and work history.</p> <p style="margin-left: 20px;">b. Ask and answer questions about life and work history.</p> <p>2. Ask about and describe family members.</p> <p>3. Fill out authentic forms and applications. Interpret job applications and demonstrate understanding of all categories.</p> <p>4. Write personal and business letters using appropriate format.</p> <p style="margin-left: 20px;">a. Write a personal letter to a friend.</p> <p style="margin-left: 20px;">b. Write a cover letter to apply for a job.</p>	<p>0.2.1</p> <p>0.1.2</p> <p>0.2.2, 4.1.2</p> <p>0.2.3</p>
<p>II. Social/Cultural Interaction</p> <p>(30 hours)</p>	<p>5. Engage in small talk on topics such as news events, leisure activities and the weather.</p> <p style="margin-left: 20px;">a. Express an opinion.</p> <p style="margin-left: 20px;">b. Express agreement/disagreement.</p> <p>6. Identify and discuss cultural differences between the U.S. and other countries with respect to work, family, education and personal relations.</p> <p>7. Use language to interact appropriately within diverse groups.</p> <p style="margin-left: 20px;">a. Disagree politely.</p> <p style="margin-left: 20px;">b. Offer praise and encouragement.</p> <p style="margin-left: 20px;">c. Solicit others' opinions.</p> <p style="margin-left: 20px;">d. Interrupt politely.</p> <p>8. Initiate and respond appropriately in interpersonal interactions.</p> <p style="margin-left: 20px;">a. Offer to help.</p> <p style="margin-left: 20px;">b. Make recommendations.</p> <p style="margin-left: 20px;">c. Instruct.</p> <p style="margin-left: 20px;">d. Monitor and correct performance.</p> <p>9. Express opinions involving possibility, probability and logical conclusion.</p>	<p>0.1.2, 0.2.4</p> <p>2.7.2</p> <p>0.1.2, 0.1.3, 0.1.4, 0.1.5</p> <p>0.1.2, 0.1.5, 4.6.1, 4.8.1, 4.8.2, 4.8.3</p> <p>7.2.2</p>

<p>III. Community</p> <p>A. School</p> <p>B. Telephone</p> <p>C. The Neighborhood</p> <p>(30 hours)</p>	<p>10. Communicate with K-12 personnel.</p> <p>a. Ask about enrolling a child in school.</p> <p>b. Write a note to a child's teacher.</p> <p>11. Inquire about and interpret educational options.</p> <p>a. Investigate other programs within the school.</p> <p>b. Research vocational choices and programs.</p> <p>c. Determine prerequisites for higher education.</p> <p>12. Report an emergency and respond to directions of 911 personnel.</p> <p>13. Call for transportation information or reservations.</p> <p>14. Notify appropriate personnel of illness, tardiness, or family obligations.</p> <p>15. Respond to recorded messages.</p> <p>a. Interpret recorded messages.</p> <p>b. Leave a message on an answering machine.</p> <p>16. Communicate directions.</p> <p>a. Ask for and give directions to places in the community.</p> <p>b. Write down directions for another person.</p> <p>17. Select and use postal services</p> <p>a. Talk with postal employees to insure, certify, or register mail.</p> <p>b. Fill out forms to insure, certify, or register mail.</p> <p>18. Read and discuss the entertainment section of the newspaper to make selections.</p>	<p>0.1.2, 2.5.5</p> <p>2.5.5, 4.1.4</p> <p>2.5.1</p> <p>2.2.3, 2.6.3</p> <p>4.4.1</p> <p>2.1.7, 4.5.4</p> <p>2.2.1</p> <p>2.4.2, 2.4.3, 2.4.4</p> <p>2.6.1, 2.6.2</p>
<p>IV. Consumer Economics</p> <p>A. Personal Finance</p> <p>B. Housing</p>	<p>19. Prepare a sample monthly budget.</p> <p>20. Perform banking transactions.</p> <p>a. Ask about interest and service charges.</p> <p>b. Compare different checking and savings accounts and choose best one for own needs.</p> <p>21. Express consumer complaints.</p> <p>a. Explain a problem to store personnel and discuss ways to rectify it (refund, exchange, etc.).</p> <p>b. Identify ways to report a consumer complaint to government agencies, better business bureaus, etc.</p> <p>22. Interpret and communicate household utility information.</p> <p>a. Obtain and cancel household utilities.</p> <p>b. Interpret household utility bills.</p>	<p>1.5.1</p> <p>1.8.3, 1.8.1</p> <p>1.6.2, 1.6.3</p> <p>1.4.4, 1.5.3</p>

(20 hours)	<ul style="list-style-type: none"> c. Communicate mistakes on utility or telephone bills. 23. Resolve housing problems with landlords and/or neighbors. 24. Identify important points in a rental agreement. 	<ul style="list-style-type: none"> 1.4.5, 1.4.7, 0.1.3, 0.1.4 1.4.3
<p>V. Government and Law</p> <p>(20 hours)</p>	<ul style="list-style-type: none"> 25. Report a traffic accident to an insurance company or the police. <ul style="list-style-type: none"> a. Get important information about other people involved, including driver's license numbers and insurance information. b. Explain accident to the police. 26. Identify legal services and hotlines and explain their purposes. <ul style="list-style-type: none"> a. Find information concerning tenant's rights and fair housing laws. b. Compile a list of appropriate legal services. c. Identify immigration services. 27. Interpret and discuss current events as they relate to federal, state, or local government. 	<ul style="list-style-type: none"> 5.3.1 1.4.5, 2.1.1, 2.5.1, 2.5.2, 5.3.2 5.1.6
<p>VI. Health and Safety</p> <p>A. Health Maintenance</p> <p>B. Safety</p> <p>(20 hours)</p>	<ul style="list-style-type: none"> 28. Identify principles of good nutrition and other preventative health practices. 29. Compile a list of appropriate health care services within the community. <ul style="list-style-type: none"> a. List local providers of general medical care. b. List providers of family planning/prenatal care. 30. Communicate with medical personnel. <ul style="list-style-type: none"> a. Describe symptoms of physical and medical illness. b. Respond to directions of medical personnel. c. Complete medical history/insurance forms. 31. Interpret warnings on drug labels and in pharmaceutical information. 32. Identify procedures for avoiding accidents and injuries at home and at work, including fire prevention and earthquake preparedness. 33. Distinguish safety signs and identify safe work procedures. 	<ul style="list-style-type: none"> 3.5.9 2.5.3, 3.5.6 3.1.1, 3.2.1, 3.2.3 3.3.2 1.4.8, 3.4.2, 4.3.3 4.3.1, 4.3.3

<p>VII. Occupational Knowledge</p> <p>A. Job Search</p> <p>B. On the Job</p> <p>(40 hours)</p>	<p>34. Demonstrate understanding of job search process in the U.S. including networking, interpreting job ads, and responding to job ads.</p> <p>35. Demonstrate appropriate job interview behavior.</p> <p>a. Exhibit good body language.</p> <p>b. Convey a positive attitude.</p> <p>c. Describe or demonstrate proper dress, grooming and tone of voice.</p> <p>36. Respond to common job interview questions regarding skills and abilities, work history, education, and personal qualities.</p> <p>37. Compile a simple résumé.</p> <p>38. Communicate effectively with co-workers.</p> <p>a. Give and respond appropriately to feedback.</p> <p>b. Participate as a member of a team.</p> <p>c. Solve problems.</p> <p>39. Communicate effectively with supervisors.</p> <p>a. Give a progress report verbally and in writing.</p> <p>b. Give an accident report verbally and in writing.</p> <p>c. Ask and answer questions about evaluations.</p> <p>40. Demonstrate understanding of employee rights and responsibilities.</p> <p>a. Read and understand a pay stub.</p> <p>b. Discuss common fringe benefits.</p> <p>c. Fill out work related forms.</p> <p>d. Discuss work-related interpersonal problems.</p> <p>41. Identify and discuss the importance of work-related values such as punctuality, dependability, sociability, teamwork, and leadership.</p>	<p>4.1.3, 4.1.8</p> <p>0.1.1, 4.1.5, 4.1.7</p> <p>4.1.5, 4.1.6, 4.1.7</p> <p>4.1.2, 4.6.5</p> <p>4.6.1, 7.3.2, 7.3.3, 7.3.4</p> <p>4.3.4, 4.4.1, 4.4.3, 4.4.4, 4.6.4, 4.6.5</p> <p>4.2.1, 4.2.4, 4.8.1, 4.8.5, 4.8.6, 4.8.7, 7.3.2</p> <p>4.4.1, 4.4.2, 4.4.4, 7.1.3, 7.5.1</p>
<p>VIII. Learning and Academic Skills</p> <p>(20 hours)</p>	<p>42. Identify short-term and long-term learning goals.</p> <p>43. Scan for specific information in a reading passage.</p> <p>44. Guess the meaning of new vocabulary in context.</p> <p>45. Predict content of a reading passage.</p>	<p>7.1.1</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

CBE
Competency-Based Education

STRUCTURE CHECKLIST
for the ESL Intermediate High/A Course

COMPETENCY AREA AND STATEMENTS	MINIMAL COMPETENCIES	EXPOSE/ STRESS/ REVIEW
<p>A. VERB TENSES</p> <p>Demonstrate understanding and use of verb tenses in meaningful communication.</p>	<ol style="list-style-type: none"> 1. Use the simple present tense for non-action verbs (e.g., I <i>don't believe</i> it's true. That jacket <i>fits</i> you well. The alarm is ringing. Do you <i>hear</i> it?) 2. Contrast <i>will</i> and <i>be going</i> for the future to express: <ol style="list-style-type: none"> a. a previous plan (e.g., I'm <i>going to see</i> the doctor next Thursday.) b. an offer to help (e.g., I <i>will pick up</i> some medicine for you.) 3. Use <i>used to/didn't use to</i> for the habitual past (e.g., I <i>used to smoke</i>. I <i>didn't use to drive</i> a car.) 4. Contrast present perfect tense and simple past tense. <ol style="list-style-type: none"> a. for an action that began in the past and continues into the present vs. an action completed in the past. (e.g., He <i>has lived</i> here two years. He <i>lived</i> there two years.) b. for an action completed in the indefinite past vs. an action completed at a specific time in the past. (e.g., She <i>has already gone</i>. He <i>went</i> there yesterday.) c. for an action that has occurred a number of times vs. an action that occurred at one specific time. (e.g., I <i>have seen</i> that movie three times. I <i>saw</i> that movie last week.) 5. Use present perfect continuous/progressive tense to show duration of an event in progress (e.g., He <i>has been working</i> for 6 hours straight.) 6. Use the past perfect tense to express an action which occurred before another past action (e.g., The class <i>had started</i> when he arrived.) 	<p>Review</p> <p>Review</p> <p>Review</p> <p>Review</p> <p>Review</p> <p>Review</p> <p>Stress</p>
<p>B. MODALS</p> <p>Demonstrate understanding and use of modals in meaningful communication.</p>	<ol style="list-style-type: none"> 7. Express possibility, probability, or logical conclusion <ol style="list-style-type: none"> a. with may, might, could, (e.g., It <i>could</i> rain tomorrow.) b. with should, ought to (e.g., He <i>should</i> be home any minute.) c. with must (e.g., He has a new Mercedes-Benz. He <i>must</i> be rich.) 	<p>Stress</p>

	<p>8. Express advisability</p> <ol style="list-style-type: none"> with should/shouldn't (e.g., You <i>should</i> drink 8 glasses of water a day. You <i>shouldn't</i> eat too much fat.) with ought to (e.g., You <i>ought to</i> stop smoking.) with could (e.g., I have the hiccups. You <i>could</i> hold your breath or you <i>could</i> drink some water.) <p>9. Express prohibition/lack of obligation</p> <ol style="list-style-type: none"> with must not (e.g., Students <i>must not</i> bring weapons to school.) with don't have to (e.g., Students <i>don't have to</i> drive to school.) <p>10. Express obligation/expectation with be supposed to/not supposed to (e.g., Students <i>are supposed to</i> bring their books to class. Students <i>aren't supposed to</i> eat in class.)</p>	<p>Stress</p> <p>Stress</p> <p>Expose</p>
<p>C. OTHER VERB STRUCTURES</p> <p>Demonstrate understanding and use of various verb structures in meaningful communication.</p>	<p>11. Use passive voice</p> <ol style="list-style-type: none"> in the present tense (e.g., Toyotas <i>are made</i> in Japan.) in the past tense (e.g., <u>Hamlet</u> <i>was written</i> by Shakespeare.) with modals (e.g., This medicine <i>should be taken</i> with food.) <p>12. Use the gerund</p> <ol style="list-style-type: none"> as subject of the sentence (e.g., <i>Swimming</i> is fun.) as object of the verb (e.g., I enjoy <i>dancing</i>.) as object of the preposition (e.g., They're talking about <i>getting</i> married.) <p>13. Use the infinitive</p> <ol style="list-style-type: none"> to express a purpose (e.g., She went to the DMV <i>to take</i> her driving test.) as object of the verb (e.g., I prefer <i>to walk</i>.) to follow an adjective (e.g., She was surprised to see him. He isn't old enough <i>to vote</i>. It's fun <i>to go</i> camping.) <p>14. Contrast the gerund and infinitive as objects of verbs (e.g., He <i>quit drinking</i> coffee. He <i>refused to resign</i>.)</p>	<p>Stress</p> <p>Stress</p> <p>Review</p> <p>Expose</p>
<p>D. OTHER SENTENCE ELEMENTS</p> <p>Demonstrate understanding and use of various sentence elements in meaningful communication.</p>	<p>15. Use the indefinite pronouns <i>you, they, one, we,</i> and <i>some</i> to communicate the idea of "people in general" (e.g., <i>You</i> have to eat to live.)</p> <p>16. Use participial adjectives appropriately (e.g., The game was <i>disappointing</i>. The <i>disappointed</i> fans left the stadium.)</p> <p>17. Use <i>so/such</i> with adjectives (e.g., He had <i>such</i> a bad headache that he stayed home. The food was <i>so</i> salty that I couldn't eat it.)</p>	<p>Stress</p> <p>Expose</p> <p>Expose</p>

<p>E. COMBINED SENTENCES</p> <p>Demonstrate understanding and use of combined sentence structures in meaningful communication.</p>	<p>18. Use real conditional sentences</p> <ol style="list-style-type: none"> to express an expected result (e.g., If you <i>sit</i> in the sun too long, you <i>will get/get</i> a sunburn. If you <i>eat</i> too much you <i>might</i> get sick.) to express future possibility (e.g., If I <i>win</i> the lottery, I <i>will buy</i> a house. If you <i>buy</i> a lottery ticket next week, you <i>might win</i> a lot of money.) <p>19. Use reported speech</p> <ol style="list-style-type: none"> with commands (e.g., Please <i>ask</i> him <i>to call</i> me.) with statements using say and tell (e.g., He <i>said</i> (that) he <i>was</i> sick. He <i>told me</i> (that) he <i>would be</i> late.) in contrast to direct quotes (e.g., She said, "I <i>went</i> to the library." She said that she <i>had gone</i> to the library.) <p>20. Use embedded questions</p> <ol style="list-style-type: none"> that begin with wh- question words (e.g., Could you tell me <i>what time it is</i>? I don't know <i>why he left</i>.) that begin with if/whether (e.g., Do you know <i>if she speaks</i> Spanish? Ask her <i>whether she is</i> from Brazil.) <p>21. Use adverbial clauses of time with <i>when</i>, <i>as soon as</i>, <i>before</i>, <i>after</i>, and <i>until</i></p> <ol style="list-style-type: none"> in the simple present tense to communicate future meaning (e.g., I will call you <i>as soon as I get home</i>.) to establish a time sequence (e.g., <i>Before I leave</i>, I always lock the door. They put/had put their books away <i>when the bell rang</i>. We ate/had eaten <i>before we went to the theater</i>.) <p>22. Use adjective clauses with <i>who</i> and <i>that</i> as subjects in restrictive clauses. (e.g., This is the man <i>who</i> owns the jaguar. I like cars <i>that</i> get good gas mileage.)</p>	<p>Stress</p> <p>Review Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p>
<p>F. OTHER SENTENCE PATTERNS</p> <p>Demonstrate understanding and use of various sentence types in meaningful communication.</p>	<p>23. Use appropriate word order in</p> <ol style="list-style-type: none"> affirmative and negative statements. subject—verb—object/prepositional phrase (e.g., Mary baked a cake <i>for her children</i>.) question formation : auxiliary—subject—verb (e.g., <i>Do you need</i> some help with your studies?) <p>24. Use tag questions to seek information and confirmation. (e.g., My appointment is today, <i>isn't it</i>?)</p> <p>25. Form clarification questions using wh- question words to replace missed information (e.g., He called <i>who</i>? You took <i>what</i> to the picnic?)</p>	<p>Stress</p> <p>Stress</p> <p>Stress</p>

COMMUNITY-BASED ENGLISH TUTORING (CBET)

CBET (Community-Based English Tutoring) is an English language program for adults who pledge to tutor school-age children who are English language learners (ELLs), with the goal of raising the English level of the entire community. The Division of Adult and Career Education provides CBET instruction through two models, depending on the needs of the local community.

- The first model serves parents and children at K-12 school sites.
- The second model serves adult students enrolled in ESL classes at community adult schools and employment preparation centers.

For the programs **at K-12 school sites, all the adult ESL students have pledged to tutor children.** Most of these students are parents who study in ESL classes held at the elementary, middle, and secondary schools that their children attend. They study English while their children are in class or at the end of the school day while their children are involved in after-school programs. Students in CBET classes at children's school sites are usually placed in multi-level ESL classes where students at several ESL levels study together.

For students studying in ESL classes **at adult schools and employment preparation centers, the CBET students study alongside other students who are not part of the CBET program.** In this case, the students are placed in the traditional ESL levels of Literacy through Advanced Low. They may have CBET-related lessons as part of their ESL class, and/or they may participate in an extra class or special group instruction that addresses CBET competencies.

The CBET competency list that follows can be used for teaching ESL classes in either of the CBET programs described above. It can be used by the ESL teacher for guidance in planning lessons related to the needs of CBET students. The list contains relevant competencies that are already a part of the course outline, as well as new competencies in areas of particular interest to CBET students such as English language tutoring skills, children's school information, and parent/teacher communication. Teachers who have a multi-level class can draw their CBET competencies from all the course outlines for the ESL levels represented in their class.

All ESL instructors should select competencies for their classes based upon the needs of their students. The CBET competencies are taught in lieu of other competencies deemed less relevant to the students' needs. If a class is wholly comprised of CBET students, teachers will teach many of the CBET competencies. If CBET students represent only one of the populations in a class, the teacher may select just a few of the CBET competencies - focusing on those that would benefit everyone in the class. Conducting a student needs assessment can be very helpful in planning the course and determining how many CBET topics and competencies should be included in the overall class content.

CBET competencies do not add extra hours to the course outline. Instead, they offer alternatives to meet student needs. Instructors should integrate CBET topics with the grammatical structures and listening, speaking, reading, and writing skills outlined for the level. When teaching tutoring skills, instructors should pay particular attention to the reading skill objectives listed on page 13 of this guide, as reading skills are essential for tutoring. The number of hours spent on each of the CBET topic areas and the emphasis placed on reading skills will vary from class to class, depending on the needs of the students.

CBET COMPETENCIES
for the ESL Intermediate High/A Course

INTERMEDIATE HIGH/A

The following competencies, found in the Competency-Based Components section on pages 13-16, are core competencies for teaching CBET students within a general ESL class. In addition, the 12 competencies listed on page 22 form the Community-Based English Tutoring section of the course, and may be substituted for other competency areas as needed according to the student composition of the class. CBET topics include The School Community, Curriculum and Standards, Parent/Teacher Communication, Home Learning Environment, and Tutoring Skills.

I. PERSONAL INFORMATION

1. Give information about self, family, and work history.
2. Ask about and describe family members.
3. Fill out authentic forms and applications.

II. SOCIAL/CULTURAL INTERACTION

5. Engage in small talk on topics such as news events, leisure activities, and the weather.
6. Identify and discuss cultural differences between the U.S. and other countries with respect to work, family, education and personal relations.
7. Use language to interact appropriately within diverse groups.
8. Initiate and respond appropriately in interpersonal interactions.

III. COMMUNITY

A. School

10. Communicate with K-12 personnel.
 - a. Ask about enrolling a child in school.
 - b. Write a note to a child's teacher.

C. The Neighborhood

18. Read and discuss the entertainment section of the newspaper to make selections.

V. GOVERNMENT AND LAW

27. Interpret and discuss current events as they relate to federal, state, or local government.

VI. HEALTH AND SAFETY

28. Identify principles of good nutrition and other preventative health practices.
29. Compile a list of appropriate health care services within the community.
31. Interpret warnings on drug labels and in pharmaceutical information.

VII. LEARNING AND ACADEMIC SKILLS

42. Identify short-term and long-term learning goals.
43. Scan for specific information in a reading passage.
44. Guess the meaning of new vocabulary in context.
45. Predict the content of a reading passage.

CBET COMPETENCIES for the ESL Intermediate High/A Course
(continued)

VIII. COMMUNITY-BASED ENGLISH TUTORING

A. The School Community

- C1. Identify parent coordinator, community representative, or community liaison at child's school.
- C2. Identify opportunities for and benefits of parental involvement in child's school such as attending PTSA meetings, volunteering at a parent center, helping with school events, etc.

B. Curriculum and Standards

- C3. Find out about curriculum content for a child's grade level.

C. Parent/Teacher Communication

- C4. Ask about a child's performance on coursework, grade level tests, and standardized tests.
- C5. Identify parent volunteer opportunities in the classroom (e.g. tutoring, grading papers, putting up bulletin boards, preparing materials) and discuss any special skills needed to perform them, time commitment required, etc.
- C6. Discuss problems with teacher regarding child's attendance, grades, or behavior in class and possible solutions, follow-up measures, etc.

D. Home Learning Environment

- C7. Discuss school issues with child on a regular basis, including his/her school day, interactions with teacher and peers, and school assignments.
- C8. Assess child's home study habits and discuss with child.

E. Tutoring Skills

- C9. Read a K-3 storybook aloud.
- C10. Use basic pre-reading, prediction and comprehension check strategies with K-3 level storybooks.
 - a. Read the title of a storybook and ask questions.
 - b. Ask simple questions about the pictures in a storybook.
 - c. Read a K-3 storybook aloud and stop to ask simple prediction questions about the story.
- C11. Identify appropriate feedback for responding to incorrect responses. (*What do you think is wrong here?*)
- C12. Define homework-related vocabulary for instructions, academic tasks, etc.

***COMPETENCY-BASED COMPONENTS and SCANS ACTIVITIES
for the ESL Intermediate High/A Course***

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES!
I. Personal Information	1. Give information about self, family and work history. a. Construct a time-line of life and work history. b. Ask and answer questions about life and work history. CASAS #0.2.1	4. Review of Present Perfect <i>(I have had three jobs in the U.S.)</i> 5. Review of Present Perfect Progressive <i>(I have been living here for 8 years.)</i> Also 6, 17, 21

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up **Introduction** Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p> <p>Purpose: This is a roundtable/report-back activity in which students brainstorm a list of important life events.</p> <ol style="list-style-type: none"> 1. Introduce the topic for which students will be brainstorming a list of possibilities. Tell students they will be working in groups of four to make a list of important events in a person's life. 2. Demonstrate the roundtable activity by having one group of four practice in front of the class. Have the model group pass around a paper and add items (names of colors, for example) to the list one by one. Emphasize that each group has only one pencil and one piece of paper and that they must take turns writing. 3. Ask the students questions to check their comprehension of the activity. 4. Give students a 10-minute time limit. Tell them to write as many events as possible in the 10 minutes. Let them begin the brainstorm. Circulate to monitor as they work. 5. Call time. Have each group choose a reporter. Tell the reporter that he/she is responsible for reading the answers from the group's paper, but that he cannot repeat anything another reporter has said. 6. Have the reporters all stand and take turns reading items from their lists. Write their responses on the board. Continue from group to group until all items have been reported back. Have the class discuss and evaluate the list and add any important life events that may be missing. ** 7. Follow up the roundtable activity by having students use the list of important life events to construct a timeline of their own life and work history. <p>** This step serves as an evaluation of the activity.</p>	<table border="1"> <tr> <th>SCANS FOCUS</th> </tr> <tr> <td> <p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p> </td> </tr> </table>	SCANS FOCUS	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p>
SCANS FOCUS			
<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p>			

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES ⁱ
I.. Personal Information	2. Ask about and describe family members. CASAS #0.1.2	22. Adjective Clauses 15. Indefinite Pronouns (<i>My husband is the one who pays the bills.</i>) Also 1-4, 16, 19

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 30 minutes</p> <p>Purpose: This is a "Find Someone Who" activity that allows students to practice previously learned vocabulary and structures.</p> <ol style="list-style-type: none"> Prepare a list of ten household chores/family responsibilities/personal qualities from previously introduced material. Write the list as ten sentences with a blank line as the subject. For example: _____ takes out the garbage in his/her household. _____ usually cooks dinner in his/her household. _____ speaks English the best in his/her household. With the whole class, review the structures to be practiced. Ask individual students, "Are you the one who takes out the garbage in your household?" Let student volunteers ask similar questions to other students, using target structures. Explain to students that they should get up and move around to interview other students. When a student answers, "Yes" to a question, they should write his or her name on a blank line for that question. Continue until there is one name written on each blank line. Give a ten-minute time limit. Tell students to stand up and begin interviewing. Call time. Go over the list of questions with the whole class, asking students to volunteer who does each of the things on the list. Remind them to use the targeted structures. "José is the one who usually cooks dinner in his house." ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Exercises Leadership/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCESIII
I. Personal Information	3. Fill out authentic forms and applications. Interpret job applications and demonstrate understanding of all categories. CASAS #0.2.2, 4.1.2	4b. Contrast Present Perfect and Simple Past Tense <i>(How long have you worked there? How long did you work there?)</i> Also 1-5, 8-10

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a team task activity in which students in teams use SCANS' teamwork skills to produce a one page job application.</p> <ol style="list-style-type: none"> 1. Review the language needed for the task by discussing parts of a typical job application and some of the items and/or questions usually asked. Review a couple of previously introduced sample applications. 2. Provide students with the task. Remind students that there are two goals: to design the application form and to work together to make the best possible application. 3. Form teams of five. Allow each team to choose a group leader/facilitator. 4. Let the group leader allocate the human resources by assigning each member one section of the application to design. Student #1- Personal Information, Student #2- Education and Training, Student #3- Work History, Student #4- Skills, Strengths, References. 5. Set a time limit if 15 minutes for each member to write his or her part of the task. Let the leader oversee the work and make suggestions as they go. 6. Tell the group leader to combine the four sections, but that the application must not contain more than 20 items or questions or be more than one page long. Tell him to work with the group members to decide which 20 items should be kept in the final draft. Monitor teamwork and negotiation among the group members. 7. Evaluate students' work by comparing the final application forms.** 8. Follow-up with a class discussion on how students felt about the task, the teamwork and the final product. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Understands Systems/ Monitors and Corrects Performance/ Improves or Designs Systems</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
1. Personal Information	4. Write personal and business letters using appropriate format. a. Write a personal letter to a friend. b. Write a cover letter to apply for a job. CASAS #0.2.3	12. Gerunds <i>(I look forward to hearing from you.)</i> Also 13, 18

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice **Application**

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a chain writing activity in which students in small groups write a cover letter. It should be done after the class is familiar with the purpose and format of a cover letter.</p> <ol style="list-style-type: none"> 1. Review proper format for a cover letter. 2. Write on the board (or handout copies of) several help wanted ads. Ads should include necessary experience, skills and other requirements for the job. It should also include name and address of the hiring person. 3. Discuss one ad and what a good cover letter in response to that ad would include. 4. Divide students into groups of three or four. Explain that they can use only one pen and one piece of paper and that they must take turns writing sentences. 5. Tell each group to choose one ad and to discuss the requirements. Tell them to pretend that they meet all the requirements for the job. 6. Give a 30-minute time limit for the group to work together to write a cover letter in response to the help wanted ad they have chosen. 7. Call time. Have one student from each group read the ad and then cover letter to the class. Have class offer comments/suggestions. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Decision Making/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self- Esteem/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems- Understands Organizational Systems</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II Social/Cultural Interaction	5. Engage in small talk on topics such as news events, leisure activities and the weather. a. Express an opinion. b. Express agreement/disagreement. CASAS #0.1.2, 0.2.4	12c. Gerunds as Objects of Prepositions <i>(I'm in favor of banning guns.)</i> Also 13b, 18, 19, 8

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a jigsaw reading activity in which students are introduced to a current events topic from the news. It can be used to practice the phrases: <i>I'm in favor of.../I'm against.../I don't agree with...</i></p> <ol style="list-style-type: none"> 1. Find an article from a newspaper or magazine on an interesting current events topic. Make copies of the article. Cut the copies into four equal pieces. 2. Divide the class into groups of five. Let each student choose a number from 1 to 5. Explain that four students will be readers and the fifth will be a writer. The student who chooses number one will be the writer. 3. Hand out 1/4 of the article to each of the students 2 to 5. Give them 10 minutes to read and reread their piece of the puzzle. Let student #1 look along with each of the others. 4. Call time. Starting with student #2, each student teaches what he or she read to the other students in the group. Students are allowed to ask necessary questions. 5. Take away all pieces of the article. Student #1, with the help of all his group members, rewrites the important points of the article as best he can. 6. Call on one volunteer from each group to read what the group has written. ** 7. Use this article as the basis of a discussion in which students practice giving opinions, agreeing and disagreeing. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others/ Exercises Leadership Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II Social/Cultural Interaction	6. Identify and discuss cultural differences between the U.S. and other countries with respect to work, family, education and personal relations. CASAS #2.7.2, 7.2.3	24. Tag Questions for Confirmation <i>(Grandparents live with the family in your country, don't they?)</i> Also 15, 18, 10, 9

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 45 minutes</p> <p>Purpose: This is a whole class activity in which students brainstorm a list of possible differences between the U.S. and other countries.</p> <ol style="list-style-type: none"> 1. Practice the targeted structures by asking questions about the United States with regard to work, education, family and personal relations. ("In the U.S., is everyone allowed to go to school?" "How long are children supposed to stay in school?") 2. Explain the purpose of a brainstorm; that is, to generate as many possibilities as they can think of. 3. Write the word "Education" on the board. Elicit ways in which one system of education might be different from another. For example, years required, public vs. private, hours per day, class behavior, dress codes, etc. 4. Either teacher or a selected student write the next topic on the board: family. Students generate ways in which family life might be different from one culture to another. 5. Divide class into small groups. Give a fifteen-minute time limit. Tell each group to repeat the brainstorm procedure with two additional topics: work and personal relations. 6. Call time. Have a volunteer from each group read the results of that group's brainstorm. ** 7. Follow up the brainstorm activity with a small group or individual writing activity in which students list ways that their native country is different from the U.S. with regard to any of the four topics. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	7. Use language to interact appropriately within diverse groups. <ol style="list-style-type: none"> Disagree politely. Offer praise and encouragement. Solicit others' praise. Interrupt politely. CASAS #0.1.2, 0.1.3, 0.1.4, 0.1.5	7a/c. Modals <i>(You must really care about this issue.)</i> Also 12b

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a speaking activity in which each member of a group is responsible for using specific language functions while discussing an issue. It should be used after the students have become familiar with an issue that can serve as the topic for discussion.</p> <ol style="list-style-type: none"> Put these four headings across the top of the board: Disagree politely; Offer praise and encouragement; Solicit others' opinions; Interrupt politely. Ask the class to help you brainstorm phrases which would be appropriate to each language function. For example: a. That could be true, but... b. That makes sense. c. What do you think about...? Let's give Tom a turn now. d. I'm not sure I understand. Let's talk more about that later. Put the class in groups of four. In each group, assign the roles of A, B, C, and D. Explain that each group member must try to use some of the phrases in his/her category while discussing the topic. Have students begin discussing an issue that will cause disagreement; for example, <i>Should cigarette smoking be banned?</i> or <i>Who should be allowed to immigrate to the U.S.?</i> Circulate among the groups, helping to get the discussion going. Do not focus on the roles yet. Stop the activity after 5 minutes and select the group with the liveliest discussion as a model. Ask 'A' to identify who they disagree with. Ask 'B' to praise something one group member said. Ask 'C' to indicate who they'd like to hear more from. Ask 'D' how many times he/she interrupted and why. ** Tell students to recommence their discussion. Circulate and encourage the group members to use the language functions that correspond to their roles. As the students continue their discussion, do one of the following: a. Have students switch roles every 5 minutes. b. Call out a letter (A, B, C, or D) at 2 minute intervals and have several students volunteer to say an appropriate phrase in the context of their group's discussion. For example, one student disagrees by saying, "That's really a good point. However, have you ever thought of it this way...?" ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Self-Esteem/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Competencies: Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems- Understands Social Systems</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	8. Initiate and respond appropriately in interpersonal interactions. <ol style="list-style-type: none"> Offer to help. Make recommendations. Instruct. Monitor and correct performance. CASAS #0.1.2, 0.1.5, 4.6.1, 4.8.1, 4.8.2, 4.8.3	21. Adverbial Time Clauses with: <i>when, as soon as, before, after, until.</i> <i>(When the kettle whistles, turn off the gas.)</i> Also 12a, 13c

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a roleplay activity in which students create and practice dialogs designed to instruct.</p> <ol style="list-style-type: none"> Model a sample dialog (from textbook or on the board) in which one student instructs another on how to do some activity. For example, making a cup of tea. <p style="margin-left: 40px;"><i>First, fill the kettle with water. Turn on the gas and wait until the water boils. When the kettle whistles, turn off the gas. After you turn off the gas, put a tea bag into a cup. Pour the water into the cup. Wait two minutes before you take out the tea bag. After you take out the tea bag, add two spoons of sugar to the tea.</i></p> Suggest other ideas for instruction: cooking recipes, operating a machine, changing a tire, etc. Give students 15 minutes to choose a topic and write a dialog for instruction. Have students work in pairs. One student gives the instruction while the other student asks clarifying questions and performs the activity (either with realia, or by pretending). ** Have volunteer pairs perform in front of the class. (you may want to give a prize for the pair with the largest number of adverbial clauses.) <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Teaches Others/ Exercises Leadership</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Monitors and Corrects Performance</p> <p>Technology- Selects Technology/ Applies Technology to Task</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	9. Express opinions involving possibility, probability and logical conclusion. CASAS #7.2.2	7a. Could for possibility <i>(She could be single or she could be married.)</i> 7c. Must for logical conclusion <i>(She is wearing a ring. She must be married.)</i> Also 7b

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p> <p>Purpose: This is a roleplay activity in which students practice the difference between <i>could</i> for possibility and <i>must</i> for logical conclusion.</p> <ol style="list-style-type: none"> 1. Follow up a textbook or chalkboard presentation by reviewing the specific uses of could and must for possibility and logical conclusion. Give an example situation. "What is Amy's marital status?" "She could be single, married, etc." "She is wearing a gold band of her left hand." "Then she must be married." 2. Prepare a list of 5 or 6 two-part situations. For example: <ol style="list-style-type: none"> a. Maria lives in a South American country. b. Her native language is Portuguese. 3. Divide class into groups of five or six. Give each student one two-part situation. Tell students with example one to read part a. He should elicit as many could possibilities from his group as possible. When the possibilities are exhausted, he should read part b. The student on his right or left should then provide the logical conclusion. Continue until members of the group have read their situations. 4. In a whole class follow up, let students volunteer additional situations. Let the class suggest possibilities, and then draw a logical conclusion. ** <p>** This step serves as an evaluation of the activity.</p>	<p>SCANS FOCUS</p> <p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Problem Solving/ Reasoning</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Interpersonal- Participates as Member of a Team/ Works with Diversity</p>
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COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community A. School	10. Communicate with K-12 personnel. a. Ask about enrolling a child in school. b. Write a note to a child's teacher. CASAS #0.1.2, 2.5.5	20. Embedded Questions <i>(Do you know what day school starts?)</i> Also 10, 12c

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a pair dictation in which students write down a dictated note to a child's teacher. They then use a Self-Revision Checklist to check indentation, punctuation, spelling and legibility.</p> <ol style="list-style-type: none"> 1. Prepare two short notes a parent might write to a child's teacher. Make sure each note has at least two paragraphs. Make copies of notes for later distribution in class. 2. At the start of the activity, tell students that they will be practicing writing by dictating a letter to a partner. 3. Ask students for typical reasons why parents might need to write a note to their child's teacher. Record their responses on the board, along with vocabulary common in such correspondence. 4. Review the formalities of letter writing (salutations, indenting, paragraphs, endings) by writing a sample letter on the board using vocabulary from the list. 5. Now sit in a chair with your back to the board and ask different students to dictate one sentence of the letter at a time to you while you write it down on a large piece of paper. Model clarification language as you take the dictation (What was that? Did you say...?). 6. Upon completion, tape up your dictation in the front of the classroom and have students join you in checking it against the Self-Revision Checklist (which you can display on the overhead projector). Checklist appears on next page. 7. Have students choose a partner. Give the first note that you prepared earlier to student A of each pairing who will dictate the note to Student B. Then give the second note to Student B who will dictate it to Student A. Each student should then check his/her writing against the Self-Revision Checklist. Collect the dictations for your review. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Competencies: Interpersonal- Participates as Member of a Team/ Teaches Others</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Understands Social Systems/ Monitors and Corrects Performance</p>

SELF-REVISION CHECKLIST

- | | | |
|---|-----|----|
| 1. Did you indent the paragraph? | Yes | No |
| 2. Is there a left and right margin? | Yes | No |
| 3. Does every sentence begin with a capital letter? | Yes | No |
| 4. Does every sentence have ending punctuation? | Yes | No |
| 5. Are all the words spelled correctly? | Yes | No |
| 6. Is your handwriting legible? | Yes | No |

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Community A. School	11. Inquire about and interpret educational options. a. Investigate other programs within the school. b. Research vocational choices and programs. c. Determine prerequisites for higher education. CASAS #2.5.5, 4.1.4	a. Real Conditional <i>(If I attend that program, I'll have better opportunities.)</i> Also 11a, 7a, 21, 9b

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a jigsaw reading activity in which students practice scanning for information and reporting it to a group.</p> <ol style="list-style-type: none"> 1. Collect four different items from the school counseling office or other source about different post-ESL options such as Diploma Plus, community college, vocational programs, etc. Prepare enough copies of each for 1/4 of the class. 2. Prepare a list of comprehension questions that includes about two questions for each type of program. 3. Write the list of comprehension questions on the board. Explain that these questions should be used to guide students' reading and help them read only the necessary information 4. Divide the class into four groups: A-D. Give the members of each group copies of one informational piece. (Each group will read about a different post-ESL option.) Help students to identify which of the questions on the board relate to their group's reading. Allow students time to read and discuss answers to those questions in their groups. 5. Have the students form new teams of four that include one person from each former group, A-D. Choose a writer for each group. Explain that there are two steps to the activity. First, each student must answer the questions about their reading and the writer must jot down the answer. Second, the group must compare the options, writing three sentences like: "Diploma Plus offers more writing practice than some vocational programs." 6. Give the students 15 minutes to discuss the readings and compare the educational options. Circulate and listen. 7. Call time. Have each team report two answers and one sentence of comparison. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	12. Report an emergency and respond to directions of 911 personnel. CASAS #2.5.1	11b. Passive Voice in the Past <i>(My son was hit by a car.)</i> Also 8, 23c, 25

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a role play activity in which students create, practice, and monitor telephone calls to 911 personnel.</p> <ol style="list-style-type: none"> 1. Practice a model dialog between a caller reporting a medical emergency and a 911 operator. 2. Suggest a different situation (e.g., reporting a fire) and elicit a new dialog from the class. Write the dialog on the board. 3. Practice the dialog with the students using different types of emergencies. (Make sure they are truly 911 emergencies.) 4. Have students copy the following checklist off the overhead projector. (Checklist appears on the next page.) 5. Tell students they will practice the role-play in groups of three. Each student in the group takes turns playing a role or being the observer who fills out the checklist. Allow students about 15 minutes to practice the given situations and to create others. 6. Put a list of 911 emergencies on the board. Have student volunteers come to the front of the room, select a situation, and role-play it. Have the class complete the observation checklist.** 7. Follow-up activities: <ol style="list-style-type: none"> a. On a handout, make a list of emergency problems and first aid suggestions 911 might give (e.g., "My son swallowed some pills." "Induce vomiting and keep him awake.") Have groups cut them into strips and match each problem with the correct response. b. After practicing these, students could do an inside-outside circle activity. Students on the inside circle (the callers) have a strip of paper with a problem on it. They face students on the outside circle (911), who tell the caller what to do. Rotate outer circle by having students move one step to the right. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Creative Thinking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems- Monitors and Corrects Performance</p>

EMERGENCY RESPONSE CHECKLIST

Emergency situation:

Did the caller speak clearly?	YES	NO
Did the caller spell his/her last name?	YES	NO
Did the 911 operator ask the location of the emergency?	YES	NO
Did the 911 operator ask the caller's phone number?	YES	NO

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	13. Call for transportation information or reservations. CASAS #2.2.3, 2.6.3	12a. Gerund as Subject Review of Comparative and Superlative Adjectives <i>(Flying is faster than taking the train.)</i> Also 8, 9, 20

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS				
<p style="text-align: right;">Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a team task activity in which students complete a chart comparing various methods of transportation and then make transportation choices.</p> <ol style="list-style-type: none"> 1. Have students work in groups of four. Give each group one copy of the rating chart and recommendation form that you are distributing for this activity. The forms appear on the next page. 2. Tell the students that as a group they must rate the four methods of transportation on the chart for convenience, cost, comfort, reliability, and length of trip. The rating system is 1-4, 1 being the best and 4 being the worst. Inform the groups that they will have 10 minutes to complete the chart. 3. When time is called, tell the students that they are now going to use the information they have been discussing to make choices. Within each group, have the students pick a letter, A-D. Each student will play the role of one customer who wants to go from Los Angeles to San Francisco. He/She will have one of these identities: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> a. a wealthy first-time tourist in California </td> <td style="width: 50%; vertical-align: top;"> c. a person on a tight budget with an unlimited amount of time </td> </tr> <tr> <td style="vertical-align: top;"> b. a person afraid of flying who has a 9 a.m. business meeting in San Francisco </td> <td style="vertical-align: top;"> d. a senior citizen with two large suitcases and no driver's license </td> </tr> </table> 4. Model a pair practice with one of the students. Discuss the traveler's options and priorities, as well as the specifics of the trip. Provide useful phrases on the board as needed, such as: "You could take a bus." "You ought to see...", "Why don't you...", "You shouldn't...", "You don't have to...". Model the task of filling out the recommendation form as you discuss the traveler's options. 5. Explain that each student will discuss the best option with all the others in the group; first A with B and C with D, then A-C and B-D, and finally A-D and B-C. They will fill out their recommendation forms as they go. 6. Have students begin the pair practice. Circulate to monitor, making sure they are speaking as the person in role A, B, C, or D and that they are moving from one conversation to the next. Call time when most groups have completed their forms. ** 7. To wrap up, compile recommendations from different groups on the board. ** <p style="font-size: small;">** This step serves as an evaluation of the activity.</p>	a. a wealthy first-time tourist in California	c. a person on a tight budget with an unlimited amount of time	b. a person afraid of flying who has a 9 a.m. business meeting in San Francisco	d. a senior citizen with two large suitcases and no driver's license	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Understands Organizational Systems</p>
a. a wealthy first-time tourist in California	c. a person on a tight budget with an unlimited amount of time				
b. a person afraid of flying who has a 9 a.m. business meeting in San Francisco	d. a senior citizen with two large suitcases and no driver's license				

RATING CHART

	rental car	bus	train	plane
convenience				
cost				
comfort				
reliability				
speed of trip				

RECOMMENDATION FORM

	rental car	bus	train	plane	other
Customer A					
Customer B					
Customer C					
Customer D					

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	14. Notify appropriate personnel of illness, tardiness, or family obligations. CASAS #4.4.1	17. Adjectives with So/Such <i>(I was so sick that I couldn't get out of bed.)</i> Also 19, 25

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a speaking game in which students make excuses for tardiness or absence from class. The excuses will be passed along from student to student using reported speech.</p> <ol style="list-style-type: none"> 1. Make a list of 10 excuses for tardiness or absence in the present tense: i.e., "I have to work late," "I feel like I'm coming down with something," "I'm so sick that I can't get out of bed." Cut up the paper so that one excuse is on each strip. 2. Write two excuses on the board and review the usage of reported speech with the students. "I am so sick..."/She said that she was so sick... 3. Put the students in two lines in front of the blackboard. These will be the two teams. Explain that the goal is to write the reported excuses on the board as quickly and accurately as possible. Explain that the people at the back of the lines will be given an excuse. They must say it to the person in front of them. Then each student in line must report the phrase to the next person until it reaches the front. The person at the front of the line will write the phrase on the board, run to the back of the line, and be given the next excuse to report. Remind students to speak softly during the "race" so that all team members can hear the excuses. 4. Begin the activity by giving an excuse to the person at the back of each line. As soon as the person in back has said the excuse, take the slip away so he/she cannot keep reading it to help other team members. 5. After each excuse is reported from person to person and written on the board, the front person will come to the back of the line. Give this person a new excuse to report. Keep going until each team has written five reported phrases on the board. 6. Check the reported phrases on the board, comparing them to the original phrases.** Do not check spelling except with respect to the past tense verbs needed in reported speech. The team with the most correct phrases wins. 7. Go over the mistakes with the class. 8. Follow up: Have students write a short note to explain an absence using one of the excuses. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems- Understands Organizational Systems</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	15. Respond to recorded messages. a. Interpret recorded messages. b. Leave a message on an answering machine. CASAS #2.1.7, 4.5.4	18. Real Conditional <i>(If you leave a message, someone will call you back.)</i> Also 2

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a group activity in which students listen to a recorded telephone message and work together to answer questions about the message.</p> <ol style="list-style-type: none"> 1. Create several recorded telephone messages that you will either read to the class or record on a tape recorder and play to the class. Use lots of realistic telephone idioms: "I'll be in and out," "I'll catch you later," "I'll get back to you," etc. 2. Write also several questions regarding each message and a choice of four answers per question. Try to write some questions with more than one correct answer. Though many of your questions will deal with the facts in the messages, also try to include some questions requiring higher level thinking skills, such as "What is the mood of the speaker?" "Can you guess the meaning of the word _____ in the recording?" The questions and answers will be given orally, not on a handout. 3. Ask students to divide themselves into groups of four and number off from 1-4. Each person should write his/her number (1, 2, 3, or 4) on an individual 8 1/2" x 11" piece of paper to act as that person's personal number flag. 4. Read (or play) the message to the class. Repeat. Using the questions you created earlier, ask the students the first one and tell them four possible choices for the answer, i.e.: How urgent is this message? <div style="text-align: center;"> #1. Very #2 Quite #3 A Bit #4 Not at all </div> <p>(Each person must remember what answer corresponds to his/her number.) Tell the students they have two minutes to discuss the question as a group and choose the best answer or answers. *</p> <p>* It's a good idea at this time to review group interaction etiquette- polite ways to disagree ("I'm not so sure about that."), to get clarification ("Would you explain that again, please?"), and to interrupt ("Pardon me, but I'd like to say...")</p> 5. When you call, "Time," the student in each group whose personal number corresponds to the number of the best response should stand up, holding his/her personal number flag in front for all to see. Remind students that there may be more than one correct answer, and therefore more than one person standing from each group. 6. Looking around the room at the various respondents, ask the class to evaluate the response— are all groups in agreement? If not, have some of the students who are standing explain their groups' choices. ** 7. Follow up the activity with a class discussion on how students felt about working as a team. ** This step serves as an evaluation of the activity. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community C. The Neighborhood	16. Communicate directions. a. Ask for and give directions to places in the community. b. Write down directions for another person. CASAS #2.2.1	20. Embedded Questions <i>(Could you tell me how I can get there?)</i> Also 7a

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is an information gap activity in which students will practice obtaining information and listening to and understanding verbal directions.</p> <ol style="list-style-type: none"> 1. Students work in groups of 3 to give and follow directions. 2. Discuss polite ways of asking for and clarifying information. Put the following dialog on the board. Practice the dialog. <p style="margin-left: 20px;">A—Excuse me. Do you know where the nearest DMV is? B—Sure. It's on the corner of Kester and Vanowen. A—Could you tell me how I can get there from here? B—Sure. Just go down Cedros about two blocks to Vanowen. A—To Vanowen? B—That's right. Then turn left and go to Kester. It's a block or two. It's on the southwest corner. You can't miss it. A—Okay. So I turn left on Vanowen, and it's at Kester and Vanowen. Thanks. B—No problem.</p> 3. Give Student A a list of local places of interest to find and a map with localities numbered 1 to 8. Give Student B a corresponding map with the names of the local places of interest marked. Student A asks for directions to a local place of interest and Student B gives him/her directions. Student A identifies the location (1, 2, 3, 4...). Student C is the "teacher", who monitors for correctness and tells Student A if she/he has identified the correct location. ** 4. After Student B has given directions four times, students switch maps and roles. 5. Follow-up activity: Have students draw a simple map and write directions to their workplace or home. Students will exchange papers and check another student's work before turning papers in. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Sociability</p> <p>Competencies: Resources: Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Understands Organizational Systems/ Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community C. The Neighborhood	17. Select and use postal services. a. Talk with postal employee to insure, certify, or register mail. b. Fill out forms to insure, certify, or register mail. CASAS # 2.4.2, 2.4.3, 2.4.4	11c. Passive Voice in the Present <i>(Valuables should be sent by insured mail.)</i> Also 11a, 13a, 13c

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a reading and role-play activity about postal services.</p> <ol style="list-style-type: none"> 1. Prior to class, using a post office brochure or the information therein, create three separate paragraphs explaining insured mail, certified mail, and registered mail. Make multiple copies of each paragraph. 2. In class, have students divide into home groups of three. Within each group the students assign themselves the letters A, B, or C. 3. Ask all the A students to report to one corner of the room, all the B students to a second corner of the room, and the C students to a third corner. Give each A student the paragraph on insured mail and have them pair up and read it to one another. Give each B student the paragraph on certified mail, and give each C student the paragraph on registered mail. Allow the students to ask questions and discuss the paragraphs in their corner groups until they feel like "experts" on their postal procedure. 4. Students now return to their home groups where each "expert" explains his/her postal service to the other two members. 5. Next, write situations A, B, C below on the board. Have each group discuss the three customers' situations and chooses the best type of mail service for each. <ol style="list-style-type: none"> A. Customer wants to mail a \$100 glass vase to a sister in Texas. B. Customer wants to send a \$500 money order to a friend at a big company. C. Customer wants to send a legal document to a business associate and wants proof that the document got there. 6. Elicit the groups' choices from the class (probably A. insured mail, B. registered mail, and C. certified mail, but answers may vary.) Discuss any discrepancies in the groups' conclusions and encourage students to support and explain their group's choices. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/Problem Solving</p> <p>Personal Qualities: Responsibility/ Sociability/Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community C. The Neighborhood	18. Read and discuss the entertainment section of the newspaper to make selections. CASAS #2.6.1, 2.6.2	12a. Gerund as Subject <i>(Renting a video is cheaper than going to a movie.)</i> Also 8c, 12b, 12c, 16, 17

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS												
<p>Purpose: This is a speaking activity in which students express opinions and negotiate positions concerning entertainment choices.</p> <ol style="list-style-type: none"> Before class, prepare 15-20 index cards by writing one entertainment idea such as the following on each card. For large classes, make two or three sets of cards, enough for one card per student. The ideas listed on the cards should represent a range of inexpensive and expensive activities: <table style="margin-left: 40px; border: none;"> <tr> <td>movies</td> <td>movies with a date</td> <td>attend a potluck</td> </tr> <tr> <td>bowling</td> <td>McDonald's</td> <td>Laker's game</td> </tr> <tr> <td>give a party</td> <td>1 hour at the video arcade</td> <td>Getty Museum</td> </tr> <tr> <td>watch TV</td> <td>drive to the beach</td> <td>L.A. Philharmonic</td> </tr> </table> Elicit responses to the question, "What could you do for entertainment on Saturday?" and record the answers on the board. Inform the students that you are going to give each one an index card with an entertainment selection (similar to the ones noted on the board) written on it. If there are several sets of cards, explain how many students will be working on one set. Distribute the cards and ask the students to read them and to think about the cost of the activity listed there. Have all students working with one set of cards stand and line themselves up from the least expensive activity to the most expensive activity. (They should form one or more lines that wind around the room.) You may need to go over some English phrases such as, "How expensive is your activity?" and model the activity before you begin. Give the students about 10 minutes to line up. Don't interfere unless absolutely necessary! Once everyone is in line, have students in each line announce their activities sequentially. If anyone feels an activity is out of place, have him or her offer an opinion to the class. If the class agrees, have students rearrange themselves accordingly. Ask students to sit down and discuss the lineup activity. Questions for discussion: How did they work together? How did they achieve their goal? Did anyone become a leader? Did they have to negotiate or persuade? Did they give commands? ** <p>** This step serves as an evaluation of the activity.</p>	movies	movies with a date	attend a potluck	bowling	McDonald's	Laker's game	give a party	1 hour at the video arcade	Getty Museum	watch TV	drive to the beach	L.A. Philharmonic	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Decision Making</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</p> <p>Information Interprets and Communicates Information</p>
movies	movies with a date	attend a potluck											
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watch TV	drive to the beach	L.A. Philharmonic											

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Personal Finance	19. Prepare a sample monthly budget. CASAS# 1.5.1	11a. Passive Voice in the Present (<i>\$100 is set aside for utility bills.</i>) Also 11c, 18

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	Approximate Time of Activity: 50 minutes	SCANS FOCUS																						
<p>Purpose: This is a team task in which students work together in a group to make a monthly budget. This will involve using basic math terminology. It can be used to introduce the use of the present passive form to explain or give instructions.</p> <p>1. Prepare three scenarios involving three different households: a single person, a family, and a couple. For example:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Sam Vasquez</th> <th style="width: 25%;">Weekly wage earned</th> <th style="width: 25%;">Monthly Necessities</th> <th style="width: 25%;">Monthly Extras</th> </tr> </thead> <tbody> <tr> <td>22 years old single shares apartment with 2 other people</td> <td>\$250 @ \$6.00/hr</td> <td>rent w/utilities = \$400 phone bill = \$40 groceries = \$120 gas for car = \$30 credit payments = \$25</td> <td>entertainment clothing savings account emergencies</td> </tr> </tbody> </table> <p>2. To model the activity, write the first scenario on the board. Also, write the math equations:</p> <p style="text-align: center;"> $\\$250 \times 4 = \\$1,000$ $400 + 40 + 120 + 30 + 25 = \\615 $\\$1,000 - \\$615 = \\$385$ </p> <p>3. Orally, go over the process of calculating a budget using the present passive tense: First, <i>\$250 is multiplied</i> by 4 to get the monthly wage. Then, the costs of the necessities <i>are added up</i>. Then, these necessities <i>are subtracted from</i> the total monthly wage. Finally, the remaining money <i>is divided up</i> between some monthly extras. For example, <i>\$100 could be set aside</i> for a savings account.</p> <p>4. Write on the board:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">HOW A BUDGET IS CALCULATED</th> </tr> <tr> <th style="width: 50%; text-align: center;">ACTIVE COMMANDS</th> <th style="width: 50%; text-align: center;">PASSIVE INSTRUCTIONS</th> </tr> </thead> <tbody> <tr> <td>Multiply \$250 by 4.</td> <td>\$250 <i>is multiplied by 4.</i></td> </tr> <tr> <td>Add up the necessities.</td> <td>The necessities _____</td> </tr> <tr> <td>Subtract the necessities from \$1,000.</td> <td>The necessities _____</td> </tr> <tr> <td>Divide the remaining money up.</td> <td>The remaining money _____</td> </tr> <tr> <td>Set aside \$100 for savings.</td> <td>\$100 _____</td> </tr> </tbody> </table>		Sam Vasquez	Weekly wage earned	Monthly Necessities	Monthly Extras	22 years old single shares apartment with 2 other people	\$250 @ \$6.00/hr	rent w/utilities = \$400 phone bill = \$40 groceries = \$120 gas for car = \$30 credit payments = \$25	entertainment clothing savings account emergencies	HOW A BUDGET IS CALCULATED		ACTIVE COMMANDS	PASSIVE INSTRUCTIONS	Multiply \$250 by 4.	\$250 <i>is multiplied by 4.</i>	Add up the necessities.	The necessities _____	Subtract the necessities from \$1,000.	The necessities _____	Divide the remaining money up.	The remaining money _____	Set aside \$100 for savings.	\$100 _____	<p>Basic Skills: Listening/ Speaking/ Arithmetic</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Money/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Understands Organizational Systems</p>
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5. Have the students help you fill in the correct passive forms using is/are + the participle.
6. Put the students in groups of four. Explain that they must follow three steps: First, calculate the amount of money which can be spent on monthly extras. Second, choose which of the extras are most important. Third, divide up the remaining money among the most important extras.
7. Give some groups scenario #2 and some scenario #3. Assign a writer for each group.
8. Circulate and monitor the groups.
9. Ask a student from one group for each scenario to come to the board and report how their group calculated the budget and what extras they chose to spend money on. Have the other groups that worked with the scenario explain whether they chose the same extras and if not, why not. **
10. Follow up activity: Have the students choose another process to describe using the passive. Some examples are how spaghetti is made, how vegetables are planted, how a clogged toilet is fixed, etc.

** This step serves as evaluation of the activity

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Personal Finance	20. Perform banking transactions. a. Ask about interest and service charges. b. Compare different checking and savings accounts and choose the best one for own needs. CASAS# 1.8.3, 1.8.1	8a/b Modals to express advisability <i>(You ought to choose this account because it has no annual fee.)</i> Also 11a

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a jigsaw reading activity in which the students will be able to compare and contrast the fees, terms, etc. of three different accounts offered at one bank.</p> <ol style="list-style-type: none"> 1. Obtain a brochure from a bank which describes several different checking accounts. Cut out paragraphs on three of the accounts and paste these paragraphs to one sheet of paper, labeling the accounts #1, 2, and 3. Photocopy and cut the paper into three pieces, each with one account. 2. Write questions on the board which are appropriate to the information. For example: <ol style="list-style-type: none"> a. How much money do you need to open the checking account? b. Do you have to maintain a minimum balance? If so, how much? c. What is the charge if you bounce a check? d. Is there a limit on how many checks you can write each month? e. Does the account earn interest? If so, what is the percentage? 3. Explain that students will be reading about different bank accounts. Ask the students to raise their hands if they have a checking account. Ask those people who raised their hands to help explain possible new banking words like <i>bounce</i>, <i>interest</i> and <i>balance</i>. 4. Put the students in groups of 4-6. Explain that each group will get information about only one type of checking account. They must read the information and answer the questions together orally. 5. Hand out the pieces of information. Give one group only information for account #1, one group information for account #2, etc. 6. Give the groups 5-10 minutes to familiarize themselves with their account information. 7. Ask each group to elect a spokesperson or "frog". This frog will "jump" to other groups in order to explain the group's account information. Second, each group must elect a writer to take notes on the other accounts as the "frog" comes around. 8. Ask the frog to move to a new group every 5 minutes. When the frogs have jumped to several other groups, stop the activity. 9. Ask each group to take the information they have on the three accounts and evaluate which is the best according to any criteria they wish. For example, "Account #2 has the best interest." Or "account #3 has the lowest minimum balance." Then, have one reporter from each group report their decision. ** 10. Follow up: Give the students the sheet of paper with all three accounts and read it together as a class. Go over any vocabulary which is unclear. <p style="margin-left: 20px;">** This step serves as evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity/</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Personal Finance	21. Express consumer complaints. a. Explain a problem to store personnel and discuss ways to rectify it (refund, exchange, etc.) b. Identify ways to report a consumer complaint to government agencies, better business bureaus, etc. CASAS# 1.6.2, 1.6.3	20. Adverbial Clauses <i>(When I turn it on, it doesn't work.)</i> Also 7a, 16

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity 60 minutes	SCANS FOCUS								
<p>Purpose: This is a role play activity in which students complain and respond to complaints about unsatisfactory merchandise. It should be used only after students have learned vocabulary, phrases and dialogs related to the situation.</p> <p>1. Prepare a list of 15 different pieces of merchandise that have broken or are defective. Prepare a corresponding list of store or department in which the complaint will be made. For example:</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding: 0 20px;"><i>broken toaster</i></td> <td><i>appliance department</i></td> </tr> <tr> <td style="padding: 0 20px;"><i>defective watch</i></td> <td><i>jewelry store</i></td> </tr> </table> <p style="text-align: center;">Cut the list into strips that contain one item and one place the complaint was made. (You will need one page of 15 strips for every 15 students in your class.)</p> <p>2. Prepare a checklist which the students will use to monitor the roleplay in their groups. (See page following activity for checklist.) The checklist should appear three times on each student handout.</p> <p>3. Tell the students that they will be working in groups to practice complaining and responding to complaints about unsatisfactory merchandise.</p> <p>4. Write two headings on the board:</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding: 0 20px; text-align: center;"><i>CONSUMER</i></td> <td style="padding: 0 20px; text-align: center;"><i>COMPANY EMPLOYEE</i></td> </tr> <tr> <td style="padding: 0 20px; text-align: center;"><i>Phrases to complain and explain the problem</i></td> <td style="padding: 0 20px; text-align: center;"><i>Phrases to apologize and offer to resolve the problem</i></td> </tr> </table> <p>5. Tell the class a situation from one strip. Ask the class to propose appropriate phrases which could be used to complain, apologize, etc. Write examples under the columns on the board.</p>	<i>broken toaster</i>	<i>appliance department</i>	<i>defective watch</i>	<i>jewelry store</i>	<i>CONSUMER</i>	<i>COMPANY EMPLOYEE</i>	<i>Phrases to complain and explain the problem</i>	<i>Phrases to apologize and offer to resolve the problem</i>	<p>Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability/ Self-Management/ Self-Esteem</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Works with Diversity</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Monitors and Corrects Performance</p>
<i>broken toaster</i>	<i>appliance department</i>								
<i>defective watch</i>	<i>jewelry store</i>								
<i>CONSUMER</i>	<i>COMPANY EMPLOYEE</i>								
<i>Phrases to complain and explain the problem</i>	<i>Phrases to apologize and offer to resolve the problem</i>								

6. Hand out the checklists. Ask for examples of phrases from the lists on the board which could be used to accomplish each item on the checklist. Point out #4 on the checklist. Mention that if the company doesn't offer to resolve the problem (4a), the consumer should say how he wants it resolved (4b).
7. Model the role play by asking one student to take the role of the consumer. Take the role of store employee. Give the student the situation. Have the student make a complaint. Lead the student through a conversation covering; the initial problem, how it occurred, and how to resolve it.
8. Go over the checklist. Have all students evaluate the role play by marking "yes" or "no" for each item on their first checklist.
9. Put the students in groups of three. Give each group three strips of paper, each with a broken item and a corresponding store. Explain that two students will perform the roleplay using the situation on one of the strips and the other student will observe and fill out his/her checklist. Then a different pair will do the role play based on another strip while the third student is the observer.
10. Circulate and monitor the activity.
11. Ask a few volunteer pairs to perform their role play in front of the class. **

** This step serves as an evaluation of the activity.

ROLEPLAY CHECKLIST

- | | | |
|--|-----|----|
| 1. Did the consumer complain politely? | YES | NO |
| 2. Did the company employee respond to the consumer in a courteous manner? | YES | NO |
| 3. Did the consumer explain the problem clearly? | YES | NO |
| 4. a. Did the company offer to resolve the problem? | YES | NO |
| b. Did the consumer say how he wanted the problem resolved? | YES | NO |
| | | |
| 1. Did the consumer complain politely? | YES | NO |
| 2. Did the company employee respond to the consumer in a courteous manner? | YES | NO |
| 3. Did the consumer explain the problem clearly? | YES | NO |
| 4. a. Did the company offer to resolve the problem? | YES | NO |
| b. Did the consumer say how he wanted the problem resolved? | YES | NO |
| | | |
| 1. Did the consumer complain politely? | YES | NO |
| 2. Did the company employee respond to the consumer in a courteous manner? | YES | NO |
| 3. Did the consumer explain the problem clearly? | YES | NO |
| 4. a. Did the company offer to resolve the problem? | YES | NO |
| b. Did the consumer say how he wanted the problem resolved? | YES | NO |

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics B. Housing	22. Interpret and communicate household utility information. a. Obtain and cancel household utilities. b. Interpret household utility bills. c. Communicate mistakes on utility or telephone bills. CASAS# 1.4.4, 1.5.3	16. Adverbial Clauses <i>(Please turn it off just after I leave, and turn it back on as soon as I get back.)</i>

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a writing activity in which students create a dialog between a customer and a utility company employee.</p> <ol style="list-style-type: none"> 1. Preview the language by having two students present a model telephone dialog between an electric company employee and a customer who wants to start or cancel a service. 2. Suggest a situation in which a customer wants his electricity turned off temporarily while he is away on vacation. Elicit a sample telephone dialog. Write each line of dialog on the board. 3. Briefly brainstorm with the class a list of utilities, i.e., gas, electric, phone, cable television. Also, brainstorm a list of the important information the customer needs to give the utilities employee. For example, address, date the utility should be turned off, etc. 4. Divide the class into pairs and assign each pair a utility and instructions for having it turned off or turned on. 5. Give the pairs 15 minutes to write a dialog between a customer and a utility company employee. ** 6. Have several volunteer pairs present their dialogs to the class. Have the class evaluate whether the customer gives all the important information as listed above.** <p>** These steps serve as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources: Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</p> <p>Information- Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics B. Housing	23. Resolve housing problems with landlords and/or neighbors. CASAS# 1.4.5, 1.4.7, 0.1.3, 0.1.4	16. Participial Adjectives (<i>My sink is stopped up.</i>)

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a role-play activity in which students will create dialogs and practice communicating housing problems over the telephone.</p> <ol style="list-style-type: none"> 1. Preview the language by presenting a model dialog between a landlord and a tenant who has a problem with a leaky faucet. 2. Suggest a situation where the tenant is having problems with his heater and needs to call the manager/landlord. With the help of the class, create another telephone dialog. Write each line of the dialog on the board. 3. Brainstorm with the class additional housing problems a tenant may have and write each problem on a small piece of paper and place them in a bag. You will need one housing problem for each pair in the class. Include some duplicate problems if necessary. 4. Put the class in pairs and let them practice the two model dialogs. 5. Have each pair pick a paper from the bag. Give them 3-5 minutes to perform a role play for the housing problem on the paper. 6. Call time and "switch". Have each pair pass their paper on to the pair next to them and perform a role play with the new problem. 7. After allowing 4-5 "switches", ask for volunteers to present several role play situations in front of the class. Evaluate students' work by monitoring the pair practice, and the role plays in front of the class. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Interpersonal- Participates as Member of a Team/ Works with Diversity</p> <p>Information- Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics B. Housing	24. Identify important points in a rental agreement. CASAS# 1.4.3	7a. Modals to express possibility <i>(That could be the right answer.)</i>

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a team vocabulary-building activity in which students will match definitions to vocabulary words in a reading. It could be used as a pre-reading activity for a passage in which comprehension is dependent on knowing specific or technical vocabulary.</p> <ol style="list-style-type: none"> 1. Obtain a rental agreement. Choose 15-20 key words from the agreement which are specific to that topic due to their legal or technical nature such as <i>lessor, lessee, security deposit, due, late fee</i>, etc. Underline these terms. Then, make a list of simple definitions for these words and leave a blank space for students to fill in each of the corresponding terms. 2. Give the students the list of definitions. Do not give the students the rental terms yet. 3. Hand out the rental agreement. Write a numbered list of the underlined words at the left hand side of the blackboard. Write Group #1, Group #2, and Group #3 across the top of the board. 4. Have the students number off and arrange themselves into three groups. Choose a blackboard writer for each group. 5. Explain that this is a team activity in which teams must help each other to understand the meaning of new words. Explain that as you read each underlined word in the agreement, each group must choose an appropriate synonym or definition from the list. Give them about 3 minutes to choose their definition. When you call time, the group writer must put their choice on the board. Before continuing on to the next word, check to see if the definitions are different. If so, allow 1 minute for each group to decide if they like their answer or wish to change it. If they wish to change it, their writer may write a different answer on the board, next to their first choice. Do not erase anything! 6. Begin reading the agreement aloud for the class. Stop each time you reach an underlined word. Give the groups 3 minutes to decide on a definition and write it on the board. Then, if the definitions are different, ask any group if they wish to change their answer. 7. Keep reading aloud until all words have been defined and written on the board. 8. Go over the words listed on the board and identify the correct definitions. Ask the groups with the correct answer to explain why they chose that word. If no group had the correct answer, note this as a word that will need to be taught. ** 9. Follow up: Give students 8-10 questions to answer about the rental agreement. Have groups or pairs read the rental agreement and report their findings. <p>** These steps serve as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resource- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	25. Report a traffic accident to an insurance company or the police. <ol style="list-style-type: none"> a. Get important information about other people involved, including driver's license numbers and insurance information. b. Explain accident to the police. CASAS #5.3.1	17. Embedded Questions <i>(Can you tell me which way you were traveling?)</i> Also preposition review

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 75 minutes</p> <p>Purpose: This is a role play activity in which students practice answering questions and explaining an accident to the police.</p> <ol style="list-style-type: none"> 1. Prepare three different accident situations that you will describe to the class. Copy two for each group and cut into three pieces. 2. Set up the first situation of a two car accident for the class. <ol style="list-style-type: none"> a. Use a simple street map on an overhead transparency and cut out manipulatives representing cars to show what happened. b. Briefly, tell what happened as you show it on the overhead. c. With the class, ask and answer questions the police might ask about the accident. Write these on the board. 3. Tell the class that they will work in groups of three to practice explaining an accident to the police. Each student in the group will have a role: driver or police officer. 4. Give copies of the first accident description to the two "drivers" in each group, but not to the "police officer." Allow 10 minutes for the police officer to question the two drivers. 5. After the allotted time, give two "drivers" in each group another accident description. Have a different student take the role of the police officer. 6. Repeat with the third situation. 7. Have several volunteer groups perform each of the three situations before the class. ** 8. Follow-up activities: <ol style="list-style-type: none"> a. Have each group decide who was at fault in each situation. Then discuss it with the whole class. b. Assign a reading about driver safety, defensive driving, and/or commonly disregarded laws. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems: Understands Organizational Systems</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	26. Identify legal services and hotlines and explain their purposes. <ol style="list-style-type: none"> Find information concerning tenant's rights and fair housing laws. Compile a list of appropriate legal services. Identify immigration services. CASAS# 1.4.5, 2.1.1, 2.5.1, 2.5.2, 5.3.2	13a. Infnitive of Purpose <i>(You can call immigration to get help with that problem.)</i> Also 8b

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a problem-solving activity in which students choose appropriate legal aid resources.</p> <ol style="list-style-type: none"> Before class, prepare a list of legal services/agencies from the telephone book or other community resource. Include telephone numbers. Make copies for the class. At the start of class, ask students to put themselves into groups of 4- leader, timekeeper, recorder, and resource manager. Each resource manager distributes the prepared list of legal aid numbers to the members in his/her group. Inform the timekeepers to give the students 20 minutes for discussing the following problems and choosing an appropriate agency/service for help. The leader is to guide the group, and the recorder should write down the agreed-upon agencies and their phone numbers. (The following problems can be displayed on an overhead projector.) <ol style="list-style-type: none"> You are told by your landlord to move out of your apartment by Friday. You know your lease says that a 30-day written notice of such a request is required. Your brother was arrested this evening for drunk driving. Your cousin wants to return to his native country for a visit, but he isn't sure if his immigration status will allow him entry back into the U.S. You apply to rent a house and everything is fine until the owner discovers you have two small children. The owner tells you that the house is no longer available and yet the following weekend you see it advertised in the newspaper. Your sister wants to come from your native country and live with you for one year. Once "time" is called, ask each group to report the phone numbers selected. Write these responses on the board and have the students discuss and compare results. ** Follow up: Ask the students if they were to call these numbers, what kind of advice could they expect? <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	27. Interpret and discuss current events as they relate to the federal, state, or local government. CASAS #5.1.6	11b. Passive Voice in the Past <i>(A new law was passed today.)</i> Also 7, 19

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
<p>Purpose: This is a critical thinking activity in which students analyze new or proposed legislation from the prospective of those who benefit and those who don't. This could be used as a post-reading activity.</p> <ol style="list-style-type: none"> 1. Choose a short news article about current proposed legislation which may be passed. Make a list of people who might benefit from the legislation and those who might not. For example, if the legislation banned smoking in public places, the groups who might benefit would be: non-smokers, bar waitresses, and children. The groups who might not benefit would be: smokers, bar owners, tobacco companies. 2. After reading a short article on the new legislation with your class, write two categories on the board: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"><i>Who will benefit?</i></div> <div style="text-align: center;"><i>Who won't benefit?</i></div> </div> 3. Tell the class that you will read a list of eight different people or groups who might or might not benefit from this legislation. They must simply call out "will benefit" or "won't benefit". They don't need to explain why. Write each person or group under the category the class chooses. 4. After the groups on the list have been categorized, have the class number off 1-8. Have the #1's sit together, the #2's together, etc. Assign each group one group of people whose perspective they should consider. For example, #1's will consider the effect on children, #2's on bar owners, #3's on tobacco companies, etc. 5. Give the groups 10 minutes to discuss whether this legislation will benefit their group and why. Circulate and monitor the discussion. 6. Call on one or more volunteers from each group to voice their opinions and explain why. ** For example, "We/I think that bar owners won't benefit from this legislation because they will lose business. Some of their best business comes from smokers and now smokers won't want to go to their bars." <p style="margin-top: 20px;">** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/Problem Solving/ Reasoning</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Competencies: Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety A. Health Maintenance	28. Identify principles of good nutrition and other preventative health practices. CASAS #3.5.9	8a b. Modals to express advisability 12b. Gerund as Object of the Verb <i>(You should avoid smoking.)</i> Also 15

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 30 minutes</p> <p>Purpose: This is a reading activity in which students use the sentence context to aid in comprehension of new vocabulary.</p> <ol style="list-style-type: none"> 1. Choose a short newspaper article about a health issue and make a copy for every student. Read the article and identify which of the three strategies a student might use to cope with new vocabulary (see Step 2). Note that the imaginary word is 'cocoahotis'. 2. Write the following strategies and examples on the board: <ol style="list-style-type: none"> a. Ignore new words because they don't contribute to the main idea: <i>"Doctors have treated several infectious illness this winter including hepatitis, tuberculosis and <u>cocahotis</u>."</i> b. Recognize new words by the context in which they appear: <i>"Some doctors have used penicillin to treat cocoahotis, which is a throat infection caused by drinking too much cocoa."</i> c. Identify new words which are necessary for comprehension of the passage: <i>"Cocahotis has spread quickly this winter."</i> 3. Discuss these three strategies for dealing with new words. Mention that it would only be worth taking out a dictionary for case 'c'. 4. Hand out the article. Tell the students that you will read the article aloud to them. They are to raise their hand every time they see a new word. 5. Read the article aloud to the class. (Do not let students read aloud, allowing them to focus entirely on comprehension). As students raise their hands to indicate a new word, ask them to identify whether they think the word should fall into category 'a', 'b', or 'c'. Have them circle category 'c' words and underline 'a' and 'b' words. 6. When you are finished reading, discuss how many new words students were able to ignore using this technique. ** 7. Follow up: Have the students look up essential new words in an English dictionary. Write example sentences as a class. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Information- Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety A. Health Maintenance	29. Compile a list of appropriate health care services within the community. a. List local providers of general medical care. b. List providers of family planning/prenatal care. CASAS #2.5.3, 3.5.6	7a. Modals to express advisability <i>(You could go to the family clinic down the street.)</i> Also 8a, 8c, 9b, 10

SAMPLE SCANS ACTIVITY

Stage of Lesson: Warm Up **Introduction** Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p> <p>Purpose: This is a brainstorming activity in which students identify community healthcare facilities or referrals that could help resolve health problems.</p> <ol style="list-style-type: none"> 1. Elicit examples of health problems from students' experience. 2. Write this list on the chalkboard, evenly spacing it in columns across the entire board. The list should have approximately 15 items, i.e., diabetes, broken arm, drug addiction, asthma, pneumonia, alcoholism, measles. 3. Tell students to copy the list and think of suggestions of facilities or referrals within the community which could address these problems. Give them 10 minutes to work on this part of the activity. 4. Choose 6 students to come to the board at the same time and each write one referral next to the health problem. Explain the rule: <i>Students cannot sit down until they have written one referral on the board. If they don't have one, they may ask another student to help them.</i> ** 5. Then have another six students come to the board and repeat the activity. Continue until every problem has a solution. 6. Follow up: Give class a list of real health care facilities from the telephone book yellow pages. Have them find the addresses or phone numbers of appropriate health care referrals for each of the problems identified in the brainstorm. <p>** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <th data-bbox="1118 686 1453 779">SCANS FOCUS</th> </tr> <tr> <td data-bbox="1118 779 1453 1520"> <p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking</p> <p>PersonalQualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Interpersonal- Teaches Others/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information</p> </td> </tr> </table>	SCANS FOCUS	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking</p> <p>PersonalQualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Interpersonal- Teaches Others/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information</p>
SCANS FOCUS			
<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking</p> <p>PersonalQualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Interpersonal- Teaches Others/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information</p>			

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety A. Health Maintenance	30. Communicate with medical personnel. a. Describe symptoms of physical and medical illness. b. Respond to directions of medical personnel. c. Complete medical history/insurance forms. CASAS# 3.1.1, 3.2.1, 3.2.3	24. Tag questions <i>(Lymph nodes are internal body parts, aren't they?)</i> Also 3, 5, 6, 17

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 50 minutes	SCANS FOCUS
<p>Purpose: This is a vocabulary-building activity in which students categorize words for internal and external body parts and medical symptoms. It can be used to expand students' existing vocabulary and to actively involve them in memorizing new words.</p> <ol style="list-style-type: none"> 1. Make a list of at least 15 vocabulary words in each of the three categories below. Make sure to include the words for body parts that students are unlikely to know yet. Get 45-60 large index cards and write one word on each card with a black magic marker. <ol style="list-style-type: none"> a. External body parts: calf, abdomen, eyelashes, knee, forehead, jaw, ankle, wrist b. Internal body parts: stomach, lung, nerve, ribs, sinuses, lymph nodes, lumbar vertebrae c. Symptoms: cough, dizzy, chills, rash, achy, nauseous, bruised, swollen 2. Draw three large outlines of the human body on the board. Label them: External body parts, Internal body parts and Symptoms. Place a roll of scotch tape under each body outline. 3. Explain to the class that you will be handing out cards with words which relate to one of the three categories on the board. Their job is to look at their cards, determine which category their cards fit into and tape them to the board in the appropriate place on the human body. They may ask other students for help, but they may not give away their cards. Everyone must come up to the board. No one may sit down until all cards have been stuck to the board. 4. Model the activity by holding up three cards, one from each category. Have the class help you categorize them and tape them in the correct place on the body for that category. For example, "cough" should be taped near the mouth or lung area of the "symptom" category. (Note that some words such as "rash" or "nerves" could be placed anywhere on the body.) 5. Hand out 1-2 cards to each student. Have them stand up and begin categorizing. 	<p>Basic Skills: Reading</p> <p>Thinking Skills: Decision Making/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Interpersonal- Teaches Others/ Exercises Leadership</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information</p>

6. Circulate and listen. Encourage students who finish sooner to help others. Do not give away any answers. Mentally note those words which seem new or troublesome to students.
7. When all the cards have been taped up, have all the students sit down. Go to the board and pull off all the cards which were placed in the wrong category. Hold up each one, elicit suggestions as to where it should go and place it in the correct category. **
8. Go over each category orally, having the students pronounce the words aloud. To aid memory, have them touch the corresponding part of their bodies as they say the word. ** Explain any words which are still unclear.
9. Have the students copy their words into their notebooks if they wish.
10. Follow up: a. Use these words to write several class dialogues with a doctor or nurse in which students discuss physical symptoms. B. As a review, dictate 20 of the words with difficult spelling to the class later in the week. For example: "ache", "nausea", "bruised", "calf".

** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety A. Health Maintenance	31. Interpret warnings on drug labels and in pharmaceutical information. CASAS #3.3.2	11c. Passive with Modals <i>(This should be taken with food.)</i> Also 9, 18

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a peer dictation activity in which students read and interpret warning labels on drugs and household products. It can be used to practice spelling and pronunciation, and/or to introduce a grammar lesson on passive modals.</p> <ol style="list-style-type: none"> 1. Have each student bring in an empty medicine bottle or household product container. (Note: if not every student brings something, have students share.) 2. Write a few sample phrases on the board typically found on a warning label. For example: "This medicine should be kept in a cool place. This drug must not be taken if you are pregnant." 3. Ask students to read the label on their product and underline or mark on the bottle or package any warnings they find. Circulate and help them identify any warning phrases they may have missed. 4. Divide the class into pairs. Explain that they will now dictate their underlined phrases to their partners. Their partners must write them down. The reader's goal is to pronounce and spell clearly, and the writer's goal is to clarify, write, and spell correctly. Do not allow students to show their partners the labels! 5. Start the pairs on the peer dictation. Circulate and note spelling or pronunciation errors. 6. Stop the activity and have the pairs correct each other's sentences by comparing them to the labels. ** 7. Ask students to read the phrases aloud. Write their phrases on the board in order to compile a class list. Discuss the pronunciation of the phrases and any unclear meanings. 8. Follow-up: Use these phrases for a lesson on passive modals. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Competencies: Interpersonal- Participates as Member of a Team/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems- Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety B. Safety	32. Identify procedures for avoiding accidents and injuries at home and at work, including fire prevention and earthquake preparedness. CASAS# 1.4.8, 3.4.2, 4.3.3	6. Past Perfect <i>(I hadn't prepared before the earthquake struck.)</i> Also 8 a/b, 11c

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a writing activity in which the teacher elicits a story from a student to be written on the board. This story will be used to focus on past perfect grammar. It could be used the day your school has its earthquake drill.</p> <ol style="list-style-type: none"> 1. Write the following questions on the board: <ol style="list-style-type: none"> a. What were you doing when the Northridge earthquake struck? b. What did you do when the quake struck? What happened in your apartment? c. Had you prepared before the quake struck? Had you ever experienced a quake before? d. What had you been doing the night before the quake struck? 2. Model what you would like the class to do by telling them a little about your own experience of the quake (if you were in LA at the time). Use all four past tense forms in the questions above, Past Progressive, Simple Past, Past Perfect, and Past Perfect Progressive. 3. Pair students up and have them interview each other using the questions on the board. 4. Circulate, listening to student stories. 5. Choose one student whose story contains opportunities for all four past tenses listed above. Ask permission to write his/her story on the board. If he/she declines, choose another student to dictate his/her story as you write it on the board. 6. Write the story on the left side of the board exactly as the student tells it. Do not force the student to speak in the past perfect. Simply write it in the past. 7. Then, have the student read the story out loud. Compliment him or her on sharing. 8. Ask the class to help identify the moments in the story that occurred before the quake and underline them on the board. See the underlined phrases below as an example: <p style="margin-left: 20px;"><i>When the earthquake struck, I was sleeping. When my bed started shaking, I woke up. Several shelves of books fell on the floor. I felt terrified because I <u>didn't do anything to prepare</u>. The night before I <u>was dancing</u> late with my friends, so I only <u>went</u> to bed 3 hours before.</i></p> 9. Explain the use of the past perfect for those verbs, and have volunteers change the underlined verbs to the past perfect form. Then have all students copy the story into their notebooks. ** 10. Follow up: Obtain a flyer from the school's office on earthquake preparedness. Have the class read the flyer and indicate their level of preparedness. <p style="margin-left: 20px;">** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Reasoning</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Interpersonal- Participates as Member of a Team</p> <p>Information- Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety B. Safety	33. Distinguish safety signs and identify safe work procedures. CASAS #4.3.1, 4.3.3	9a. Modals to express prohibition and necessity <i>(Employees must not wear baggy clothing when operating machinery.)</i> Also 10, 11a, 20

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 50 minutes	SCANS FOCUS
<p>Purpose: This is a team task activity in which students work in groups of four to create and rank a set of safety rules for a specific work environment.</p> <ol style="list-style-type: none"> 1. Create a workplace situation that has a lot of potential for danger. For example, a very noisy factory in which large machines and flammable liquids are used to create heavy products. The products are carried by forklifts and stored overhead. Make one copy per group as a handout. 2. Have students work in groups of four. Have each group choose a leader. The leader's job is to make sure that everyone participates in the process. Have the leader designate a group writer, a group reader and a resource person. 3. Brainstorm, or hand out, a generic list of possible safety rules. For example, No Smoking, No Running, 5 mph Speed Limit, Employees Must Wear Safety Goggles, or Gloves or Hard Hats, etc. No Loose Clothing. Brainstorm as large a list as possible. 4. Give the resource person the description of the work place to read and describe to the group. Have the group design a list of safety rules for that specific workplace. Then have them work together to rank the five most important rules. 5. Have the reader from each group read the group's top five safety rules in order. Compare and discuss the rankings of the different groups. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening /Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge A. Job Search	34. Demonstrate understanding of job search process in the U.S. including networking, interpreting job ads, and responding to job ads. CASAS #4.1.3, 4.1.8	38. Embedded Questions <i>(Can you tell me where the job is located?)</i> Also11a, 16, 24

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a role-play activity in which students create dialogs and practice responding to help wanted ads.</p> <ol style="list-style-type: none"> 1. Preview language students will use by brainstorming a list of information questions one might ask about an advertised job opening. Write the questions on the board. Then translate the direct questions to embedded questions. <ol style="list-style-type: none"> a. Can you tell me if the job is still available? b. Do you know what the salary is? c. Do you know what the work schedule is? 2. Provide a help wanted ad on the board/overhead. Work with students to create a dialogue in response to the ad. Write the dialogue on the board. 3. Provide a page of classified ads (either from a newspaper or elsewhere). Take the role of personnel manager. Have student volunteers model the role-play with you. Demonstrate realistic and varied responses to students' questions. 4. Have students practice the role-play in pairs, taking turns playing job seekers and personnel managers. 5. Evaluate students' work by monitoring the pair practice, and by having each pair demonstrate a role-play in front of the class. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Reasoning</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Competencies: Interpersonal- Participates as Member of a Team/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems- Understands Social Systems/ Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge A. Job Search	35. Demonstrate appropriate job interview behavior. a. Exhibit good body language. b. Convey a positive attitude. c. Describe or demonstrate proper dress, grooming and tone of voice. CASAS #0.1.1, 4.1.5, 4.1.7	8a/b. Modals to express advisability 38. Indefinite Pronouns (<i>You should introduce yourself to the interviewer.</i>) Also 9, 17

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a role play activity in which students demonstrate appropriate behavior in a job interview situation.</p> <ol style="list-style-type: none"> 1. Prepare a checklist that asks questions about proper job interview behavior. For example: <ol style="list-style-type: none"> a. Did the applicant shake hands with the interviewer? b. Did the applicant wait before sitting down? c. Was the applicant well groomed? d. Was the applicant dressed appropriately? e. Did the applicant demonstrate good posture? f. Did he make frequent eye contact? g. Did he smile when appropriate to show friendliness? <p>Then photocopy handouts that have 3-4 checklists on each page.</p> 2. Explain that students will be observing body language and non-verbal behavior in a job interview. Present and practice simple, polite language for greetings, introductions and thanking that students will use in the roleplay. The language should be polite but simple since the language is not the essential part of this exercise on non-verbal behavior. 3. Physically demonstrate (or show a video that demonstrates) appropriate non-verbal behavior: positive body language, attitude, appearance, etc. 4. Distribute and discuss the observation checklist. Then, take the role of the interviewer and have a student volunteer model the role-play with you. Discuss the above checklist with regard to the student volunteer. 5. Have students practice the role-play in teams of three. Each student will take turns playing a role or being the observer who fills in the checklist. 6. Evaluate students' work by monitoring the team practice, and by having pairs role-play in front of the class. Have the class complete the checklist for each volunteer.** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Reasoning</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Competencies: Resources: Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems- Understands Social Systems, Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge A. Job Search	36. Respond to common job interview questions regarding skills and abilities, work history, education, and personal qualities. CASAS #4.1.5, 4.1.6, 4.1.7	6. Past Perfect <i>(I hadn't worked as a waiter before I got that job.)</i> Also 4, 5, 21, 22

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a role-play activity in which students practice answering job interview questions about work history.</p> <ol style="list-style-type: none"> 1. Use a textbook, overhead or chalkboard to present a time line of a person's work history. The timeline should include job titles, names of employers, and dates employed. It should include a current as well as several past jobs. 2. Preview the language students will use in the role-play by practicing a model dialogue between an interviewer and the sample applicant. 3. Introduce a second time line and elicit a dialog from the class. Write dialogue on the board. It should include questions like: <ul style="list-style-type: none"> • "How many jobs have you had in the last five years?" • "How long have you been working as a ...?" • "How long did you work for...?" • "Had you received any training before you started that job?" 4. Have students work in groups of four. Have students choose a number 1 to 4. Student 1 will be the interviewer. Students 2-4 will be the job applicants. Give students 2-4 a 15 minute time limit to create a job time line (actual or fictional) of their own. It should cover at least 5 years and should include a current position (which could be student's current job) and a position they want to apply for. Student 1 serves as team leader, offering help and advice during the writing process. 5. Student 1 will interview each of the three applicants for the position. Students offer feedback and advice after the interviews are complete. 6. Evaluate students' work by monitoring the group work, and by having pairs from each group role-play in front of the class. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Problem Solving/ Reasoning/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge A. Job Search	37. Compile a simple résumé. CASAS# 4.1.2, 4.6.5	23. Question word review <i>(What is his current job? When did he leave his last job?)</i>
SAMPLE SCANS ACTIVITY		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is an information gap activity in which students, in pairs, will complete a résumé.</p> <ol style="list-style-type: none"> 1. Present a sample résumé. 2. Preview the language students will use by asking questions about the sample résumé. For example, "What is his current job?" "When did he leave his last job?" 3. Prepare two versions of another résumé. They should be identical except that each version will be missing half the information. Version "A" will have the information that version "B" is missing, and vice versa. 4. Put students in pairs. Give one student from each pair version "A" and the other version "B". Tell them not to look at the other student's paper. 5. Tell students to ask their partners whatever questions are necessary in order to get the missing information. Tell them to take turns asking questions and writing in the missing information. 6. Evaluate students as they communicate with their partners. 7. Put a complete version of the résumé on the overhead (or hand out copies). Let students compare to check their answers. ** 8. Follow up by having students write their own résumés. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Reasoning/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge A. Job Search	38. Communicate effectively with co-workers. a. Give and respond appropriately to feedback. b. Participate as a member of a team. c. Solve problems. CASAS# 4.6.1, 7.3.2, 7.3.3, 7.3.4	12 a/b Gerunds as Subjects and Objects of the Verb <i>(Borrowing some money might solve the problem/Why don't they try borrowing some money?)</i>

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice **Application**

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 30 minutes</p> <p>Purpose: This is a problem solving activity in which students, in teams, use higher level thinking to identify a problem, discuss its causes and propose solutions</p> <p><i>THE SITUATION: A video store owner doesn't have enough cash to pay his five employees their weekly salaries and also to pay the distributor for the new videos he has ordered. The distributor won't allow him any more credit, and the new videos have already been promised to customers.</i></p> <ol style="list-style-type: none"> 1. Present the situation to the class by writing it on the board. 2. Check students comprehension of key vocabulary or concepts and clarity where necessary. 3. Ask students to identify the problem inherent in the situation. 4. Have students brainstorm solutions to the problem by having students in groups take turns suggesting solutions with a group recorder writing down the different ideas. 5. Have students list all the possible solutions on the board. 6. Discuss each solution and practice the language students will need to agree or disagree with each other. 7. Set a time limit of ten minutes and have students in groups work together to decide on the best solution. 8. Evaluate students work by having each group report back on their decision.** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge B. On the Job	39. Communicate effectively with supervisors. a. Give a progress report verbally and in writing. b. Give an accident report verbally and in writing. c. Ask and answer questions about evaluations. CASAS# 4.3.4, 4.4.1, 4.4.3, 4.4.4, 4.6.4, 4.6.5	11b. Passive Voice in the Past <i>(My car was hit in the back by a pickup truck.)</i> Also 1-6, 23, 25

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is an interview activity in which students interview three classmates about an accident they have been involved in.</p> <ol style="list-style-type: none"> 1. Present a sample accident report. 2. Check students' comprehension of vocabulary and concepts. Preview the language students will need to ask and answer questions in order to fill out an accident report. 3. Give students three blank copies of an accident report form. Form should include what happened, a date and time that it happened, people and/or vehicles involved, damage or injuries, insurance information, if applicable and the results of the accident. 4. Give students a 30-minute time limit. Tell them to interview three other students about an accident each was involved in. Details could be factual or fictional. Accidents could be automobile, household, work or other types of accidents. 5. Evaluate by listening to student pairs ask and answer questions about their accidents. ** 6. Call time. Have students volunteer stories about some of the accidents they learned about. Allow students to ask additional questions if the details aren't complete. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Exercises Leadership/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge B. On the Job	40. Demonstrate understanding of employee rights and responsibilities. a. Read and understand a pay stub. b. Discuss common fringe benefits. c. Fill out work-related interpersonal problems. CASAS #4.2.1, 4.2.4, 4.8.1, 4.8.5, 4.8.6, 4.8.7, 7.3.2	19. Real conditional <i>(If she files a complaint, he'll get angry.)</i> Also 7a, 7c

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a problem solving activity in which students, in teams, use higher level thinking to identify a problem, discuss its causes and propose solutions.</p> <p><i>THE SITUATION: A woman on her job is getting unwanted attention from a male co-worker. He regularly compliments her on her looks. Several times he has asked her out on dates. She has politely refused, but she is uncomfortable working with the man.</i></p> <ol style="list-style-type: none"> 1. Present the situation to the class by writing it on the board. 2. Check students' comprehension of key vocabulary concepts and clarify where necessary. 3. Ask students to identify the problem inherent in the situation and speculate on possible reasons for the problem 4. Have students brainstorm solutions to the problem by discussing it in groups. All members should take turns suggesting solutions. Have a group recorder write down the different ideas. 5. Have the group recorders list all the possible solutions on the board. With the class, add other potential solutions if necessary. 6. Review the list of solutions and practice the language students will need to agree or disagree with each other as they discuss the problem. 7. Set a time limit of 10 minutes. Have students work together in the same groups to decide on the best solution. Their goal is to agree on one recommended solution. 8. Evaluate students' work by having each group report back on their decision. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving</p> <p>Personal Qualities: Sociability/ Self-Management/ Honesty/Integrity</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge B. On the Job	41. Identify and discuss the importance of work-related values, such as punctuality, dependability, sociability, teamwork, and leadership. CASAS# 4.4.1, 4.4.2, 4.4.4, 7.1.3, 7.5.1	11b. Passive Voice in the Past <i>(How was John rated for punctuality?)</i>

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 90 minutes	SCANS FOCUS																								
<p>Purpose: This is an information gap activity in which students, in pairs, practice asking and answering questions about work-related values.</p> <p>1. Prepare a sample Employee Evaluation Chart that contains the following seven categories: Punctuality, Dependability, Sociability, Teamwork, Leadership, Accuracy, and Efficiency. The categories should be listed down the left side. There should be five employee names across the top with ratings for each category, ranging from "Outstanding" to "Needs Work," for each person.</p> <p>For example:</p> <table border="1" data-bbox="259 997 1118 1123"> <thead> <tr> <th></th> <th><i>John</i></th> <th><i>Mary</i></th> <th><i>Robert</i></th> <th><i>Miguel</i></th> <th><i>Lyndmila</i></th> </tr> </thead> <tbody> <tr> <td>1. Punctuality</td> <td><i>Good</i></td> <td><i>Outstanding</i></td> <td><i>Good</i></td> <td><i>Very Good</i></td> <td><i>Good</i></td> </tr> <tr> <td>2. Dependability</td> <td><i>Needs Work</i></td> <td><i>Etc.</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Etc.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2. Using the same chart format, prepare two versions of another Employee Evaluation Form. They should be identical except that each version will be missing half the information. Version "A" will have all the information version "B" is missing and vice versa.</p> <p>3. Present the first Employee Evaluation Chart on the board or overhead. Preview the language students will use by asking questions about the sample form. ("How was John rated for punctuality?" "What rating was given to Mary for teamwork?")</p> <p>4. Put students in pairs. Give one student from each pair version "A" and the other version "B". Tell students not to look at each other's papers. Tell students to ask their partners whatever questions are necessary to get the missing information. Tell them to take turns asking questions and writing in the missing information.</p> <p>5. Monitor students as they communicate with their partners. After pairs have filled in all the information, have them compare their charts. **</p> <p>6. After evaluation forms are complete, tell students to assign 5 points to each "Outstanding" grade, 4 points to a "Very Good", 3 points to a "Good", and so on. Have students work together to total the points for each of the five employees.</p> <p>7. Follow up by having students write evaluations of their own classwork.</p> <p>** This step serves as an evaluation of the activity.</p>		<i>John</i>	<i>Mary</i>	<i>Robert</i>	<i>Miguel</i>	<i>Lyndmila</i>	1. Punctuality	<i>Good</i>	<i>Outstanding</i>	<i>Good</i>	<i>Very Good</i>	<i>Good</i>	2. Dependability	<i>Needs Work</i>	<i>Etc.</i>				3. Etc.						<p>Basic Skills: Listening/ Speaking/ Arithmetic</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Sociability/ Self- Management/ Honesty/Integrity</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others/ Exercises Leadership</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>
	<i>John</i>	<i>Mary</i>	<i>Robert</i>	<i>Miguel</i>	<i>Lyndmila</i>																				
1. Punctuality	<i>Good</i>	<i>Outstanding</i>	<i>Good</i>	<i>Very Good</i>	<i>Good</i>																				
2. Dependability	<i>Needs Work</i>	<i>Etc.</i>																							
3. Etc.																									

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	42. Identify short- and long-term learning goals. CASAS #7.1.1	18. Real Conditional <i>(If you want to get a high school diploma, you should probably work on writing.)</i>

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction **Presentation** Practice **Application**

Steps for Sample Activity: Approximate Time of Activity: 90 minutes	SCANS FOCUS
<p>Purpose: This is a goal setting activity in which students identify a long-term goal for the semester and recognize how the teacher's weekly classroom objectives relate to his/her individual long term goal.</p> <ol style="list-style-type: none"> 1. Prepare a list of realistic, specific classroom objectives to be put on the blackboard every week. Make sure that they encompass different skills. For example: 1. learn 10 new verbs + gerund or infinitive. 2. practice reading strategies (main idea, words in context) in at least two articles. 3. orally explain an event in the past to a group member using time adverbials (when, while, as soon as, by, before) 4. listen for specific information in a news broadcast. 5. write a paragraph in the correct format using a writing checklist. 6. come to class every day. 2. Write the list of classroom objectives on the board. Have the students copy the list. (Assign a student the responsibility of writing the objectives on the board each day that week.) 3. Ask the students to look at your list of objectives. Discuss each one with the class, giving a brief explanation why you have chosen it. Explain that all skills will be taught, but that one student may feel that writing is the most important while another may feel speaking is the most important. 4. Write a skills list on the board: Speaking, Listening, Reading, Writing, Grammar, Vocabulary. 5. Have the students choose the skill which is most important to them as a long-term goal. Model how to choose by thinking aloud: "Think about when you need English the most. For example, if you really need to speak in your job, choose speaking. Or, if you want to get a high school diploma, you should probably work on writing." 6. Ask students to look at your list of objectives. Indicate that while all of them are important, you want them to choose. Have students choose an objective for that week which fits the skill they have identified as most needed. 7. At the end of the week, ask each student to answer two questions: Did you accomplish the objective you chose on Monday? Do you still think that your chosen skill is the most important for you this semester or have you changed your mind? ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Self-Management/ Self-Esteem</p> <p>Competencies: Information- Acquires and Evaluates Information/ Organizes and Maintains Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	43. Scan for specific information in a reading passage. CASAS #N/A	N/A

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 90 minutes	SCANS FOCUS
<p>Purpose: This is a reading game in which two teams of students scan a passage to find a specific word or phrase as quickly as possible. This game can be used as a pre-reading activity.</p> <ol style="list-style-type: none"> 1. Choose a short reading on a topic currently being covered in class. Identify 10 words or phrases in the reading. Circle them on the teacher's copy ONLY. 2. Divide the class in two teams. 3. Explain that this is a timed scanning game in which you will say a word from the reading and the students should search their reading for the word. Ask the students to raise their hands when they find the word or phrase: The clock will keep ticking until every member of the team has raised their hand to indicate a word has been found. Students may not help a team member sitting next to them by pointing out the word if he/she hasn't found it yet. 4. Ask one student to be the timekeeper. Have him/her note the start time as you say each word. 5. Hand out the reading and write <u>Team 1</u> and <u>Team 2</u> to tally the score on the blackboard. 6. Remind students not to read but to simply move their eyes over the page in search of the words they will be hearing. 7. Ask the timekeeper for a start time and say the first word or phrase. 8. When all the hands of one team are up, write the elapsed time, for example, 30 seconds, on the board. Then when all hands of the other team are up, write their time, for example, 35 seconds, on the board. Alternately, score the game without keeping time by simply giving one point to the team on which everyone finds the word or phrase the fastest. 9. After each word, circulate and check that all students on the faster team can point out where the word is. ** 10. Keep going until all words or phrases have been found. Hand out prizes to the winning team based on which team has the lowest total time. 11. Follow up: Teach the meaning of the words which were identified in the scanning activity. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Reading</p> <p>Personal Qualities: Responsibility/ Self-Management</p> <p>Competencies: Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</p> <p>Information- Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	44. Guess the meaning of the new vocabulary in context. CASAS #N/A	N/A

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 90 minutes	SCANS FOCUS
<p>Purpose: This is a reading skills activity in which students guess words from context. It could be used to introduce the concept of using context to aid vocabulary comprehension.</p> <ol style="list-style-type: none"> 1. Choose a reading and identify 10 words which will probably be familiar to students. List the words at the bottom of the page in scrambled order. Then, white out the words in the reading. 2. Explain that students will find a word on the list which best fits each blank in the reading. 3. Hand out the reading. 4. Model the activity by finding the first sentence in the reading which is missing a word. Go over the list of words with the students, using a process of elimination to decide what word would make sense in that blank. Do at least two words with the class as examples. Note that there may be more than one word that makes sense. Their answer may change once they read other sentences. 5. Have individuals or pairs complete the activity. 6. Have different students report their answers. Have them discuss any differences in their answers and the reasons for choices. ** 7. Follow up: Have the students identify two or three more unknown words in the reading. Ask them to use the same strategy of referring to the context to help them guess the possible meaning of those words. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Reading</p> <p>Thinking Skills: Decision Making/ Reasoning</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Interpersonal- Negotiates to Arrive at a Decision</p> <p>Information- Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	45. Predict content of a reading passage. CASAS #N/A	N/A

SAMPLE SCANS ACTIVITY

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 90 minutes	SCANS FOCUS
<p>Purpose: This pre-reading activity provides a variety of previewing techniques students can use for predicting the content of a reading. Some kind of pre-reading activity should be used before beginning any reading lesson.</p> <ol style="list-style-type: none"> 1. Write the following question on the board: What do you think the reading is going to be about? 2. Hand out the reading. 3. Take the students through two or more of the following steps, having them make predictions about the passage after each step. <ol style="list-style-type: none"> a. Look at the title and headings for each section b. Look at the pictures, if any c. Read the first and last paragraphs d. Read the first sentence of each paragraph e. Scan the passage and circle words which have a connection to the title 4. Explain that doing this before reading will help students to better comprehend the main ideas of a passage without having to read everything word by word. 5. As a class, ask the students to brainstorm questions they think the passage might answer based on what they saw in the previewing. Write the questions on the board. ** 6. Follow up: Read the passage. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Reading</p> <p>Thinking Skills: Creative Thinking/ Reasoning</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

SUGGESTED INSTRUCTIONAL RESOURCES

The following materials are available through the ESL and Citizenship Programs Office. (213) 202-5575.

TEXTBOOKS

Recommended English-as-a-Second-Language Core Textbooks. ESL and Citizenship Programs, DACE, Fall 1997.

INSTRUCTIONAL RESOURCE MATERIALS

Tools for ESL Lesson Planning, A Book of Techniques, Sample Lesson Plans, Activities and Resources for Teaching ESL, Second Edition. ESL and Citizenship Programs, DACE, 2000.

ESL and Citizenship Technology Review. Adult ESL and Citizenship Programs, DACE, Fall 1999.

An ESL Writing Handbook. September 1985, 1st printing; November 1995, reprinted.

Integrating SCANS Competencies into ESL Instruction Resource Packet. Brigitte Marshall, Consultant. Spring Institute for International Studies, 1999.

OTHER RESOURCES

CASAS Life Skill Competencies, CASAS, 1996.

English-as-a-Second-Language. Handbook for Adult Education Instructors, California Department of Education, 1995 edition.

English-as-a Second-Language Model Standards for Adult Education Programs. California Department of Education, 1992.

Teacher's Guide, ESL Promotional Test Battery. ESL and Citizenship Programs, DACE, 2001.

What Work Requires of Schools. A SCANS Report for America 2000. The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1991.

WEBSITES

OTAN: Outreach and Technical Assistance Network, California Department of Education, www.OTAN.dni.us. 1(800) 894-3113.

RESOURCE PERSONS

Subject area coordinator and advisers

INSTRUCTIONAL STRATEGIES

Instructional Strategies for the Intermediate High course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities 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.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

LESSON PLANNING

Planning is essential for implementation of the Intermediate High course in the classroom and meeting student needs successfully. Implementation involves assessing student needs, identifying learning objectives, planning lessons to address those learning objectives, and monitoring student progress in acquiring the competencies of the course.

Lesson objectives are selected 1) by choosing an item or items from the language skills proficiency list, competency list, or structure checklist in the course outline, 2) by identifying student needs on a formal needs assessment like the one found on pages 79-80, or by 3) noting student errors or requests for help during the class term.

A single learning objective may be addressed in an activity during a lesson, in a full lesson, or even during a unit consisting of several lessons in a row. If a learning objective is to be addressed in more than one day's lesson, each new class period should begin with a new Warm Up/Review and Introduction stage to re-focus students on the learning objective.

Warm Up/Review

An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

Introduction

An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson.

Presentation

An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

Comprehension Check

An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

Guided Practice

A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

Communicative Practice

A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

Evaluation

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

Application

A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.

NEEDS ASSESSMENT for the ESL Intermediate High/A Course

Name: _____

Date: _____

Check one space for each item below.

	A I'm not interested in learning about this.	B This is easy for me.	C I need work on this.	D This is difficult for me to do well.
PERSONAL INFORMATION				
1. Talk about my personal history.	_____	_____	_____	_____
2. Talk about my work history.	_____	_____	_____	_____
3. Fill out authentic forms and job applications	_____	_____	_____	_____
4. Write personal and business letters.	_____	_____	_____	_____
SOCIAL/CULTURAL INTERACTION				
1. Express opinions on current events.	_____	_____	_____	_____
2. Talk about cultural differences.	_____	_____	_____	_____
3. Participate in group discussions in class.	_____	_____	_____	_____
4. Make "small talk" at work.	_____	_____	_____	_____
COMMUNITY				
1. Talk or write notes to a child's school.	_____	_____	_____	_____
2. Find out about other schools/programs after ESL.	_____	_____	_____	_____
3. Report a 911 emergency and respond to operator.	_____	_____	_____	_____
4. Call in sick or late to school, work, etc.	_____	_____	_____	_____
5. Get transportation information by phone.	_____	_____	_____	_____
6. Understand recordings on the telephone.	_____	_____	_____	_____
7. Leave messages on an answering machine.	_____	_____	_____	_____
8. Ask for and give directions to a place.	_____	_____	_____	_____
9. Use the right kind of mail: insured, certified, etc.	_____	_____	_____	_____
10. Read the entertainment section of the newspaper.	_____	_____	_____	_____
CONSUMER ECONOMICS				
1. Prepare a monthly budget.	_____	_____	_____	_____
2. Get banking information and choose accounts.	_____	_____	_____	_____
3. Complain about a product or service.	_____	_____	_____	_____
4. Communicate with a company about a bill.	_____	_____	_____	_____
5. Resolve problems with landlords or neighbors.	_____	_____	_____	_____

NEEDS ASSESSMENT for the ESL Intermediate High/A Course (continued)

	A I'm not interested in learning about this.	B This is easy for me.	C I need work on this.	D This is difficult for me to do well.
CONSUMER ECONOMICS (continued)				
6. Read a rental agreement.	_____	_____	_____	_____
GOVERNMENT AND LAW				
1. Explain a traffic accident to DMV or police.	_____	_____	_____	_____
2. Find appropriate legal services.	_____	_____	_____	_____
3. Read news articles about government issues.	_____	_____	_____	_____
HEALTH AND SAFETY				
1. Read about nutrition and health.	_____	_____	_____	_____
2. Find appropriate health care services.	_____	_____	_____	_____
3. Communicate with medical personnel.	_____	_____	_____	_____
4. Fill out medical history or insurance forms.	_____	_____	_____	_____
5. Read medical history or insurance forms.	_____	_____	_____	_____
6. Explain how to avoid accidents and injuries.	_____	_____	_____	_____
7. Read and understand safety procedures at work.	_____	_____	_____	_____
OCCUPATIONAL KNOWLEDGE				
1. Explain how people find jobs in the U.S.	_____	_____	_____	_____
2. Make a good impression in a job interview.	_____	_____	_____	_____
3. Answer job interview questions well.	_____	_____	_____	_____
4. Write a resume and cover letter.	_____	_____	_____	_____
5. Communicate with supervisors and managers.	_____	_____	_____	_____
6. Work as a team and solve problems together.	_____	_____	_____	_____
7. Understand employee rights and responsibilities.	_____	_____	_____	_____
8. Identify work values: punctuality, teamwork, etc.	_____	_____	_____	_____
LEARNING AND ACADEMIC SKILLS				
1. Identify own learning goals.	_____	_____	_____	_____
2. Guess the meaning of new words while reading.	_____	_____	_____	_____
3. Guess the contents of an article or other reading.	_____	_____	_____	_____

***SAMPLE LESSON PLAN
for the ESL Intermediate High/A Course***

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	STRUCTURES
IV. Consumer Economics B. Housing	23. Resolve housing problems with landlords and/or neighbors. CASAS #0.1.3, 0.1.4, 1.4.5, 1.4.7	<ul style="list-style-type: none"> • Short answers with question intonation: (<i>You're blocking my driveway. I am?</i>) • Requests: (<i>Could you please move your car?</i>) <p style="text-align: center;">VOCABULARY/PHRASES</p> <p>bark, block, cable, complain, loud music, neighbors, steal, trash, water</p> <p><i>I'm sorry. I didn't realize. Please take care of it right away.</i></p>

SAMPLE LESSON PLAN: "Move It or Lose It!"
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	SCANS FOCUS
<p>LESSON OBJECTIVE: Students will be able to problem-solve situations with neighbors.</p> <p>Before Class:</p> <ol style="list-style-type: none"> 1. Duplicate and enlarge a set of the pictured problems (see page 80) or use them as a model for drawing the same items on the board. 2. Write the dialog below on the board, or using an overhead projector, or on butcher paper for use in the Presentation activity. <p style="margin-left: 20px;">A: <i>Could you please move your car? You're blocking my driveway.</i> B: <i>I am? I'm sorry. I didn't realize.</i> A: <i>I don't like to complain, but I need to go to work.</i> B: <i>I'll move it right away.</i> A: <i>Thanks.</i></p> 3. Write the dialog below on the board, or using an overhead projector, or on butcher paper for use in the Communicative Practice activity. <p style="margin-left: 20px;">Marco: <i>Could you please turn down your stereo? I can't sleep.</i> Luz: <i>You can't? But it's my birthday party...</i> Marco: <i>If you don't turn down the music, I'm going to call the police.</i> Luz: <i>They'll never come.</i> Marco: <i>I guess we'll find out.</i> Luz: <i>All right. I'll turn it down.</i></p> 4. Duplicate a class set of the evaluation forms (see page 81). 5. Identify pages in your textbook that you could use in this lesson or see <u>Expressways</u> 4, pages 116-117. 	<p style="text-align: center;">FOUNDATION</p> <p>Basic Skills: Speaking/ Writing</p> <p>Thinking Skills: Problem Solving</p> <p>Personal Qualities: Integrity/Honesty</p> <p style="text-align: center;">COMPETENCIES</p> <p>Interpersonal: Negotiates to Arrive at a Decision</p> <p>Systems: Monitors and Corrects Performance</p>

SAMPLE LESSON PLAN for the ESL Intermediate High/A Course
(continued)

STAGE OF LESSON	LESSON PLAN FOR "Move It Or Lose It!"
<p>WARM UP</p> <p style="padding-left: 40px;">Mingler</p> <p>(20 minutes)</p>	<ol style="list-style-type: none"> 1. Have students write two questions at the top of a sheet of paper: <i>Are you a good neighbor? Why or why not?</i> 2. Direct students to survey their classmates, writing short answers.
<p>INTRODUCTION</p> <p>(5 minutes)</p>	<p style="text-align: center;">Tell students they are going to practice solving problems with neighbors.</p>
<p>PRESENTATION</p> <p style="padding-left: 40px;">Vocabulary</p> <p style="padding-left: 40px;">Dialog</p> <p>(35 minutes)</p>	<ol style="list-style-type: none"> 1. Use or draw pictures of neighborhood problems such as trash on the lawn, car parked in front of the driveway, etc. (Before Class-1) 2. Ask: <i>What is this? What do you see?</i> 3. Work through the set of pictures, eliciting vocabulary from the students and writing the words on the board: e.g., piles of trash, barking dogs, loud music, pirated cable, blocking the driveway. 4. Model and repeat vocabulary. 5. Tell students: <i>Your neighbor has parked her car in front of your driveway. You have to go to work now.</i> Act out the dialog (Before Class-2) 6. Write the dialog on the board, asking for student input along the way. 7. Read the dialog through with the class, then do choral drilling until students are comfortable with the new language.
<p>COMPREHENSION CHECK</p> <p>(5 minutes)</p>	<p>Ask about the dialog to check students' understanding of the situation: <i>Is the neighbor angry? How do you know he will move the car? etc.</i></p>
<p>GUIDED PRACTICE</p> <p style="padding-left: 40px;">Pair Practice</p> <p>(15 minutes)</p>	<ol style="list-style-type: none"> 1. Pair students and tell them to practice the dialog, taking turns playing the A and the B roles. Set a 5-minute time limit. 2. Have pairs continue to practice, substituting the problems depicted on the board.

SAMPLE LESSON PLAN for the ESL Intermediate High/A Course
(continued)

<p>COMMUNICATIVE PRACTICE</p> <p>(40 minutes)</p>	<ol style="list-style-type: none"> 1. Ask students: <i>What do you do if the neighbor doesn't cooperate so easily?</i> Discuss their answers. 2. Work with the class to create a dialog based on a situation with an uncooperative neighbor on the board. You can use the dialog from Before Class-4 as an example. 3. Form new pairs and have students invent a new dialog with an uncooperative neighbor. Give pairs 5 minutes to think of the dialog and 10 minutes to write it. 4. Tell students they will present their dialogs in front of the class, but they will not have their scripts to use as a prompt. Give them 15 minutes to practice their dialog.
<p>EVALUATION</p> <p>(20-30 minutes)</p>	<ol style="list-style-type: none"> 1. Collect the pairs' written dialogs to evaluate and return. 2. Give each student an evaluation sheet. Refer to the example at the top of the sheet to show students how to fill out their sheets. 3. Call on pairs to present their dialogs to the class. Stress communication, not perfection. Have the rest of the students note each problem/resolution as they listen. 4. Collect the observation sheets. Ask: <i>Which problem was the most serious? The least serious? Why?</i> Discuss the answers.
<p>APPLICATION</p> <p>(as time permits)</p>	<p>Have students write a paragraph about a problem that they, (or people they know) have had with a neighbor.</p>

**“Move It or Lose It!”
Evaluation Form**

Duplicate a class set of this sheet for the Evaluation activity.

Students	Problem	Resolution
<i>Example: Luz and Marco</i>	<i>Luz's music is too loud</i>	<i>Luz will turn it down</i>

SUGGESTED EVALUATION ACTIVITIES

California Model Standards for ESL Student Evaluation

- Students' placements in ESL courses are determined by a variety of assessments.
- Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through use of a variety of informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.
- Assessments for moving from one level to another measure both *general language proficiency* and mastery of *specific instructional content*.

Teachers should use a variety of test measurements in more than one language skill to gain information about the students. Assessments should be based on tests at the appropriate level of language skill proficiency. They may be teacher-produced, textbook-related, or standardized assessment instruments. They may be designed to determine placement, progress, or promotion.

Placement Tests

Division-developed placement tests are used to determine the appropriate course for new students entering the school.

In-Class Evaluation Methods

In-class evaluations such as student writing samples, needs assessments, and class surveys are used to determine students' knowledge before introducing an objective, or early in the term to indicate areas in which students need help.

Ongoing evaluations used to monitor student progress may include:

- a. Paper-and-pencil tests (e.g., fill-in-the-blank, cloze, sentence completion, dictation, short answer)
- b. Applied performance (e.g., follow oral or written directions, oral interview, complete forms, take notes, write a letter)
- c. Observation (e.g., while working or writing individually or in groups)
- d. Simulation (e.g., role playing)
- e. Portfolio of students' work (e.g., completed worksheets, checklists of class content, graphs of own progress)
- f. Textbook publishers' tests

In addition, achievement pre- and post-tests (e.g., CASAS Life Skills Reading) may be used to assess progress in lifeskills and specific language skills.

Promotional Tests

Division-developed promotional tests are used to measure both language proficiency and mastery of specific instructional content. They are used in conjunction with ongoing in-class evaluation to determine a student's readiness to be promoted to the next ESL level. Completion of the ESL Program is based on passage of the Division-developed test for the ESL Advanced Low level.

GLOSSARY of COMMON ESL TERMS

*** Definitions for all words in **bold** can be found in this glossary.*

Application – A final lesson stage in which students apply or extend their knowledge of the lesson's material to complete a new and different activity. See **team task** as an example activity for this stage.

Assessment – Subjective or objective evaluation of student attainment of competencies.

Authentic Materials – Actual materials from sources not originally intended for ESL classroom use, such as menus, newspapers, recorded radio announcements, brochures, etc. See **realia**.

Brainstorm – An oral activity in which members of a group randomly suggest ideas about a topic. Every idea is recorded. Then the information is refined by the group in accordance with the assignment or the group's purpose.

CASAS – Comprehensive Adult Student Assessment System.

CASAS Competencies – A set of life skill competencies compiled by CASAS. Examples: Respond appropriately to common personal information questions (0.2.1), fill out medical history forms (3.2.1).

CATESOL – California Teachers of English to Speakers of Other Languages, a professional organization.

CBET – (Community-Based English Tutoring) is an English language program for adults who pledge to tutor school-age children who are English language learners (ELLs), with the goal of raising the English level of the local community.

CCAЕ – California Council for Adult Education, a professional organization.

Chain Story Writing – An activity in which each member of a group takes turns contributing sentences to a story.

Cloze – A reading or listening activity with missing words. Students fill in the missing words by using the **context** of the passage and/or listening to the passage.

Communicative Competence – The ability of the student to use appropriate language functions to communicate effectively. The focus is on expressing meaning rather than simply knowing about functions and grammatical forms.

Communicative Practice – A mid-lesson stage in which students use the language they have been practicing to complete a communicative **task**, usually in pairs or groups. This should occur after the guided practice stage of the lesson. See **team task** or **information gap** as example activities for this stage.

Competency (or minimal competency) – A specific objective, such as the ability to leave a message on an answering machine.

Competency Area – A category which includes related competencies. For example, the competency area of "Health & Safety" includes the competency of reading a prescription.

GLOSSARY of COMMON ESL TERMS (continued)

Comprehension Check – A lesson stage in which the teacher confirms student understanding of what has just been taught in the presentation stage before going on to the practice stage.

Content-based instruction – Language instruction which emphasizes learning of concepts and skills in subjects such as math, science, and history. Grammatical accuracy is not the focus of instruction.

Context Clues – Verbal and other visual elements of a text which help the learner to understand the meaning of new words or whole paragraphs. For example, word elements like prefixes and suffixes, clauses which define (*which is, that is, who is...*), example phrases and markers (*.e., e.g., for example*), pictures or diagrams, coordinating conjunctions (*but, so, however, although*) and overall text organization and layout.

Contextualized – Presenting language in a meaningful framework or situation. For example, a set of vocabulary words are introduced as part of a topic rather than in a list of unconnected words.

Cooperative learning – Group or pair activities in which students must work together (inform, negotiate, problem solve, etc.) in order to complete a task. Each student may be assigned a role in the group: i.e. writer, leader, presenter, etc. See **jigsaw reading** for an example activity.

Critical thinking – Cognitive skills such as drawing conclusions or inferences, analysis, evaluation, synthesis and summary. This includes the **SCANS** thinking skills of reasoning, decision making and problem solving.

Dialog Substitution – A drill activity in which students read a written dialog aloud. Then, a similar dialog is used to complete grammar substitution drills.

Dictation: Visual & Oral – Teacher or student reads words or sentences for others to write (traditional oral); teacher or student points to a picture or performs an action and others write the word or sentence (visual).

Drill – A controlled activity which focuses on the language **form** rather than expressing meaning. See **dialog substitution**.

EFL – English as a Foreign Language (English learned in a country where it is not the primary language of the country).

ELL – English Language Learner.

ESL – English as a Second Language (English learned in a country where it is the primary language).

Evaluation – A final lesson stage in which students demonstrate their knowledge of what they have learned by presenting, explaining, analyzing or reflecting on what they have done during the lesson. See **role play, problem solving** or **peer revision** as example activities for this stage.

“Find someone who...” – An interview activity in which students stand, circulate the room and complete a grid or survey by finding students who fit different categories. For example, someone who works late, someone who has three children, etc.

GLOSSARY of COMMON ESL TERMS (continued)

Focused Listening – A listening exercise in which students are asked to comprehend only specific information.

Form (see **Grammar**).

Grammar – See **Language Form**

Grammar: Form, Meaning, Use – Grammar is the structure or form of language (e.g., “-er” added to short-word adjectives); Meaning is the significance of the structure in communication (e.g., the “-er” added to short-word adjectives indicates a comparison); Use refers to when or why the structure is used (e.g., to evaluate).

Guided Practice – A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson. See **dialog substitution** as an example activity for this stage.

Information Gap – An interactive activity which involves the transfer of information from one person to another. For example, each member of a pair has part of the total information (half of a chart, an incomplete picture) which he must convey to the other using oral communication skills.

Integration of Skills – Instruction which combines the four skills of listening, speaking, reading, and writing.

Interactive – Activities which encourage meaningful communication between students. See **information gap** or **interviews**.

Interviews – An activity in which pairs or groups ask each other questions in order to complete a survey or questionnaire. See “**Find Someone Who...**” as an example.

Introduction – An initial lesson stage in which the teacher states the **objective** of the lesson and tells students what they will be doing. This should occur after the warm up stage of the lesson.

Jigsaw Reading – A cooperative activity in which groups are assigned different sections of the same reading. Each group reads their section and creates a summary. Then, new groups are formed consisting of a representative from each original group. This new group compiles a summary of the entire article from each representative's summary.

Language Form – The structure or grammar of the language.

Language Function – The use of a **language form**. "Use" refers to when and why the language form is used. For example, the form "could" has several functions: a. past ability (I couldn't go last night) b. possibility (He could be sick) and c. polite requests (Could you help me?).

Language Proficiency – General or specific language abilities within each of the four language skills. For example, "reading" could include abilities such as predicting, summarizing or inferencing.

Language Skills – The four skills of speaking, listening, reading and writing.

GLOSSARY of COMMON ESL TERMS (continued)

Learning Modalities – Ways in which information is taken in (e.g., visually, auditorally, kinesthetically, through touch).

Learning Strategies – Actions taken by learners to help themselves become more self-directed, solve problems and achieve **communicative competence**. Strategies include: memory (imagery, review); cognitive (categorizing, analyzing); compensation (describing an unknown word, using gestures); metacognitive (setting goals, self-evaluation); affective (lowering anxiety, encouraging yourself) and social (asking for clarification, cooperating with others.)

Learning Styles – The combination of one's preferred learning modalities (e.g., visual, auditory, kinesthetic) and preferred learning strategies.

Life Skills – Language and non-language skills necessary to function within society.

Minimal Pair – Two words which differ in only one sound (e.g., it/eat, wash/watch).

ESL Model Standards – A set of California State guidelines for adult ESL programs.

Multilevel Classes – Classes of students with a wide range of language abilities.

Needs Assessment – An evaluation of students' language learning needs, usually in relation to the situations in which they must use English.

Non-Verbal Techniques – Techniques, such as hand gestures and mime, used to illustrate activities and meaning.

Objective – The learning goal of a particular lesson. It is expressed in terms of what the learner will be able to do at the end of the lesson. One learning objective may be addressed in a short or long activity as needed; i.e. a short activity, a lesson that takes a full class period, or even a series of lessons that takes a week to complete.

Peer Correction – A pair activity in which two students trade writing or dictation papers and use a checklist to correct each other's spelling, punctuation or grammar.

Peer Dictation – A pair activity in which one student reads an assigned passage aloud while the other student writes it down. Then, they switch roles. This may be followed by **peer correction**.

Portfolio – Audio, video, or written collection of student work chosen by the teacher, the student, or by both.

Post-reading – An activity following the reading of a passage. It is intended to encourage the student's **critical thinking** about the passage.

Pre-reading – An activity prior to reading a passage. It is intended to give the student tools that assist in overall comprehension of the subject; i.e. by eliciting prior knowledge, using **context clues** for prediction, or showing students how to **skim** a text.

GLOSSARY of COMMON ESL TERMS (continued)

Presentation – An initial lesson stage in which the teacher explains, **models** and **drills** the new information or language forms (grammar, vocabulary, etc.) which students will be using in that lesson. This should occur after the introduction stage of the lesson.

Realia – Real objects which the teacher brings into the classroom to aid student comprehension. For example, medicine bottles, food boxes, tools, toiletries, etc.

Problem Solving – An interactive activity in which students attempt to suggest solutions to problems posed by teachers or students.

Receptive/Productive Language Skills – Receptive skills refer to listening and reading. Productive skills refer to speaking and writing.

Recycling – Reusing vocabulary or grammatical structures in different lessons throughout the course.

Role Play – An interactive activity in which students improvise their own dialog about a given situation. A checklist may be used to evaluate the effectiveness of the communication. This is NOT a **dialog substitution** drill.

Round Table/Report Back – An interactive activity in which the teacher suggests a category or asks a question with many possible items or answers. In each group, a paper and pencil are passed around the table and each member contributes an answer. Each group then shares their answers with the class.

Scan – Quickly searching a text for specific information.

SCANS – SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used to describe the set of workplace skills and competencies established by this commission. For more information, see **SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM** section of this course outline.

Skim – Quickly going over a text to get the general idea.

Spiraling – Reusing or recycling vocabulary, grammar, or concepts throughout a lesson or course.

Structure – See "Language Form".

Task – An **interactive** activity which focuses on using language to accomplish a goal rather than on practicing **language forms**. Tasks often have several activities and encourage student use of all four **language skills**. See also **Team Task**.

Team Task – An **communicative** activity which requires a group of learners to apply information (from textbook or **authentic materials**) to a particular set of objectives. Usually, team members must discuss opinions, make decisions and/or solve problems in order to complete the task. Example 1) Objective: to choose the best apartment for one group member. Material: 10 classified ads, list of person's needs. Example 2) Objective: to determine which programs kids under 10 can watch. Material: TV Guide, descriptions of shows.

TPR – T.P.R. is a listening comprehension activity in which students respond physically to the teacher's direct commands. It is based on the Total Physical Response method of language teaching and learning.

GLOSSARY of COMMON ESL TERMS (continued)

VESL – Vocational English as a Second Language, classes or activities designed to teach English involved in work situations.

Warm up – An initial lesson stage in which content from previous lessons is reviewed and/or a **brainstorming** or **interactive task** gets the students thinking about the day's topic. See **interviews** as an example activity for this stage.

Statement for Civil Rights

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