

# REEP ESL Curriculum for Adults

## COMMUNITY UNITS LIFESKILLS PERFORMANCE OBJECTIVES LEVELS: 300/350/450

*Note to teachers: Several other units in the curriculum cover aspects of community as well - Getting Started, Consumerism, Money/Banking, Telephone, Health, Work, Legal, Housing, Transportation. Consult these units for additional objectives and resources.*

### COMMUNITY UNIT GOAL:

Students will demonstrate level-appropriate language skills needed to become, stay informed, and be involved in the community and neighborhood.

### LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Identify communities to which students belong.
2. Identify needs related to community/neighborhood resources, services & programs.
3. Access and report on community and library resources, services and programs.
4. Identify rights and responsibilities of community members.
5. Prepare for community emergencies/natural disasters.
6. Analyze a community problem/issue and identify ways to deal with/resolve problem.
7. Identify ways to participate/be involved in the community.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify communities to which students belong.	Identify communities: I live in .... I belong to... I go to.... I usually go to ... There is/There are I am...	Students brainstorm <i>Stand Out 3 2nd edition</i> , (p. 73-75, 141-145) <i>Collaborations, Int. 1</i> , (p. 68-76) <i>Multicultural Workshop 2</i> , (p. 31-35) <i>Stand Out Reading and Writing Challenge</i> , (p. 90-96) <i>Future 3</i> , (p. 6-11, 22-23) <i>Future 4</i> (p. 46-47, 62-63)	Structures: present tense, modals, use of adjectives Extension: <i>Collaborations, Intermediate 1</i> , (p. 72-73) Discussion of student's type of neighborhood/ community (school, ethnic, association, etc.) Describe the association you belong to.
2. Identify own needs related to community/ neighborhood	Identify needs: I want to... I'd like to...	See <b>Needs Assessment</b> under Instructional	Structures: present tense, modals, Wh-questions


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resources, services and programs.	I have to ... I must ..... I need to..... There is/There are	Planning on the side bar for suggested activities. <i>Collaborations, Int. 2</i> , (p. 70-72, 73) <i>English for Adult Competency 2, 2nd edition</i> (p. 106, 109-110) <i>Future 3</i> , (p. 12-13) <i>Future 4</i> , (p. 48-49)	Extension: Writing activity - comparison of neighborhood in the USA and native country. <i>Future 3</i> , (p. 23)
3. Access and report on community resources, (incl. library services), programs, and services, including eligibility requirements.	Request information: Where can I...? Would you help me with...? I'm interested in taking a course ... How much does it cost...? We're looking for.... I'd like to have some information about..... I'd like to get a library card... Can I check out this book...? Do you know where...? Library Vocabulary	<p>📄 <b>REEP Community 450 lesson plan</b> (modifiable)</p> <p>📄 <b>REEP Community 300 lesson plan</b> (modifiable)</p> <p><i>Stand Out 3, 2nd edition</i>, (p. 64-66) <i>All Star 3, 2nd edition</i>, (p. 74-75) <i>English for Adult Competency 2, 2nd edition</i>, (p. 169, 176-177, 196-197) <i>CrossRoads Cafe Worktext A</i>, (p. 37) <i>Future 3</i>, (p. 16-17, 41-43, 52-54)</p> <p>📄 <b>REEP Community Resource File</b> Community projects Guest speakers</p>	Structures: present tense, modals, Wh- questions  Extension: Map Reading <i>Future 3</i> (p. 232-233) Project: Students make a directory of community service agencies and appropriate govt. agencies (or on the phone or computer for homework) Field Trip to the public library.
4. Identify rights and responsibilities of community members.	Identify rights: You can express your own opinions ... You should... You have a right to ... You should know...	Define community member. Brainstorm on what makes a good community member.  📄 <b>REEP Community</b>	Structures: present tense, modals  Extension: <i>Grammar in Action 3</i> , (p. 144-153)

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	Legal Vocabulary	<b>300 lesson plan</b> (modifiable) <i>English for Adult Competency 2, 2nd edition,</i> (p. 179-184, 185-192) <i>Future 3,</i> (p. 238-239) <i>All Star 3, 2nd edition,</i> (p. 76-81, 122-123) <i>Future U.S. Citizenship,</i> (p. 107-113) <i>Future 4 Workbook</i> (p. 34-35) <a href="#">EFF Role Map</a> <a href="#">Civic Associations</a>	Invite speakers from Police Dept., Legal Association, etc. and have a panel and engage students in discussions with the panel.
5. Prepare for community emergencies and natural disasters	Give advice: You should have... You must have... If an earthquake hits... If you had... Are you prepared for...?	<i>Side by Side 2, 3rd edition,</i> (p. 4, 71) <i>Ventures 3 Workbook, 2nd edition,</i> (p. 108-109) <i>Future 4,</i> (p. 90-91, 96-97, 102-103)	Structure: present tense, imperatives, conditional If...  Extension: Discuss scenarios involving an emergency or natural disaster; invite guest speakers from Red Cross or FEMA, or a resource person who can demonstrate first- aid or CPR
6. Identify and analyze a community problem or issue. Identify steps/strategies to deal with/ resolve the problem.	Express opinion: What we should do is... I could have... I shouldn't have... Excuse me, I don't think you're allowed to...	<i>Problem-Solving</i> (p. 24-41) <i>NorthStar Focus on Reading &amp; Writing High-Int, 2nd edition,</i> (p. 107-115) <i>Stand Out 3, 2nd edition,</i> (p. 150-152) <i>Future 4,</i> (p. 52-55, 60-	Structures: present tense, negatives, modals  Extension: <i>Problem-Solving,</i> (p. 24-41) Introduce scenarios involving trash or drugs

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		61)  <b>REEP Community 300/350/450 activity lesson plan</b>  <i>Crossroads Café</i> videos- various problem-solving episodes	in the neighborhood and have students do an EFF problem-solving activity in groups. Attend community meetings as a class.
7. Identify ways to participate/be involved in the community, including volunteering	Give advice: You could volunteer at... You should... Ask/Answer: Have you ever been a volunteer? What did you do? Did you enjoy it? Why? Why not?	<i>Skills for Success</i> , (Chapter 3) <i>NorthStar Focus on Reading &amp; Writing High-Int., 2nd edition</i> , (p. 128-150) <i>Ventures 3 Workbook, 2nd edition</i> , (p. 36-37, 40-41) <i>Ventures 3 Student Book, 2nd edition</i> , (p. 38-39, 58-59, 68) <i>Future 4</i> , (p. 56-59) <i>Ventures 4 Student Book, 2nd edition</i> , (p. 58-69) <i>Ventures 4 Workbook, 2nd edition</i> , (p. 54-55) <i>All Star 3, 2nd edition</i> , (p. 85) <a href="http://www.unitedway.org">www.unitedway.org</a> Students could interview a REEP volunteer.	Structures: simple present tense, modals  Extension: As a weekend activity, give students a contact assignment (ind/ group) to visit a volunteer center or community project, do research, and prepare a report on benefits of volunteering.