COMMUNITY UNIT
LIFESKILLS PERFORMANCE OBJECTIVES
LEVELS: 200/250

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. Other community topics not covered specifically in other unit include library, post office, schools, tax information and community involvement.

COMMUNITY UNIT GOAL:
Depending on their interests and needs, students will demonstrate the level appropriate language skills needed to become, stay informed and be involved in their communities.

LIFESKILLS PERFORMANCE OBJECTIVES (Summary):
1. Identify communities to which students belong.
2. Identify rights and responsibilities of community members.
3. Identify own needs related to community resources, services, and programs.
4. Access and report on community resources, services and programs including eligibility requirements.
5. Identify ways to be involved in the community.
6. Given a community problem, identify possible solutions.
7. Prepare for community emergencies and natural disasters.

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<td>1. Identify communities to which students belong.</td>
<td>Identify communities: I am a member of the school community. I go to St. Mary's church. I live in Clarendon. I belong to the PTA. I am a parent. I am a worker.</td>
<td>Students brainstorm Student-generated materials (i.e., student writings from previous classes)</td>
<td>Structures: to be present tense Extension: Describe your school. The New Grammar in Action 1, (p.104-113) (200) Describe your neighborhood Stand Out 2, 2nd edition, (p. 81-85) A Conversation Book 1,</td>
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<td>2. Identify rights and responsibilities of community members.</td>
<td>Identify: rights and responsibilities: You can express your opinions. You should know your neighborhood. You should know your neighbors. You should recycle. You should... You have a right to... Vocabulary for crime and public safety</td>
<td>Students define a community member. Sample list of rights and responsibilities <a href="http://example.com">EFF Role Map</a> <a href="http://example.com">Civic Associations</a> See Best of the Web: Rights and Responsibilities <a href="http://example.com">Saving the Earth</a></td>
<td>Structures: modals: can, should present tense <a href="http://example.com">The New Grammar in Action 2</a>, (p. 170-173) (250) <a href="http://example.com">Going Places 2</a>, (Unit 6) (200/250) Extension: Expressing your opinions using superlatives and comparatives <a href="http://example.com">The New Grammar in Action 2</a>, (p. 84-95, 112-121)</td>
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<td>3. Identify own needs related to community resources, services, and programs.</td>
<td>Vocabulary: community resources (post office, bank, library...) Express needs and opinions: I need to... I want to buy some stamps please. I'd like to mail this package.</td>
<td>Students Brainstorm See Needs Assessment under Instructional Planning on the side bar for suggested activities. <a href="http://example.com">Oxford Picture Dictionary, 1st edition</a>, (p. 88, 96-98) <a href="http://example.com">Stand Out 2, 2nd edition</a>, (p. 95-96) <a href="http://example.com">English for Adult Competency 1, 2nd edition</a>, (p. 150-153) <a href="http://example.com">Getting Together, An ESL Conversation Book</a>, (p. 55-66, 117-118)</td>
<td>Structures: want to, need to, would like to <a href="http://example.com">Future 2</a>, (p. 38-39, 50-51) <a href="http://example.com">Future 2 Workbook</a>, (p. 28-29) Extension: Borrowing from a neighbor <a href="http://example.com">Going Places 2</a>, (Unit 18 p. 115-116) Neighborhoods in the U.S. and native country: Collaborations Beginning 2,(p. 67-76) A Conversation Book 1, <a href="http://example.com">English in Everyday Life</a>, (Unit 7, p. 116-117) Comparing Cities: <a href="http://example.com">The New Grammar in Action 2</a>, (Unit 9, p. 84-126)</td>
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| 4. Access and report on community resources, services, and programs, including eligibility requirements. NOTE to teachers--Be sure to include the library | Vocabulary for the library  
Request information:  
Is there a post office nearby?  
Where can I find the library?  
Is this service free?  
Do you offer typing classes?  
Report information:  
You must be/need to be an Arlington resident.  
Request clarification:  
Excuse me, can you repeat that please? | Side By Side 1, 3rd edition, (p. 56-57)  
(See transportation resources)  
English in Action 2, (p. 66-71)  
The New Grammar in Action 1, (p.48-53) (200)  
Going Places 2, (Unit 7, p. 32, 39-44)  
Collaborations Beginning 2, (p. 76-77)  
English for Adult Competency 1,2nd edition, (p. 156-160, 164) Future 2,(p.259)  
See also:  
Transportation Unit (asking directions)  
Stand Out 2, 2nd edition, (p. 90-91)  
English Language Center  
Community and school brochures or pamphlets  
Community project | Structures:  
Questions  
Is there/Are there?  
Simple present need to, have to  
modals: must, should  
Extension:  
map reading  
A Conversation Book 1, English in Everyday Life, (Unit 7, p.108-109)  
Field trips, Guided Tour of Public Library  
Guest speakers, followed by a question and answer session |
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<td>5. Identify ways to be involved in the community.</td>
<td>Identify activities: You can vote. You can volunteer at your child's school. You can participate in church activities.</td>
<td>Students brainstorm what makes a good community member. Collaborations. Beginning 2, (p. 79-80) Future 2, (p. 168-171) Future 2 Workbook, (p. 100-101)</td>
<td>Structures: modals: can Extension: 200/250 Describing hometowns Going Places 2, (Units 27 &amp; 28) Invite a volunteer to speak before the class, followed by a question-and-answer session</td>
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