

REEP ESL Curriculum for Adults

UNIT NEEDS ASSESSMENT: LEVELS 300-650

Unit Needs Assessment Goal: *Students will choose and prioritize objectives.*

SUGGESTED STEPS (For any of the following sample needs assessment tools):

1. Teacher provides an experience that taps into background knowledge and experiences, e.g. “A Time I Really Needed English” video clip or script; information grid; small group discussion questions, etc.
2. Teacher engages learners in an activity that draws out what they need to know and be able to do related to the unit topic, e.g. mindmapping, whole group brainstorming.
3. Teacher introduces unit needs assessment tool (samples below), adds anything that the students have mentioned that is not in the curriculum, and checks comprehension.
4. Students complete the unit needs assessment tool individually or in small groups.
5. The class tallies the results and discusses how the results will be used.

UNIT NEEDS ASSESSMENT TOOL SAMPLES

300/350 HEALTH

300 and 350 Health Objectives from the REEP Curriculum

- Ask for information about community health services (300).
- Make a doctor's/dentist appointment (350) and describe symptoms/illnesses (300 & 350)
- Describe injury and give advice. (350)
- Describe home remedies, alternative care, and preventative care. (350)
- Describe healthy habits (300 and 350).
- Fill out simplified medical forms (300 and 350).
- Read and explain medicine labels (300 and 350)
- Ask for advice about treatments, prescriptions, & non-prescription medicine (300 and 350)
- Explain the need for absence or early release for self or child (300).

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Can Do Self-Assessment Survey

Teacher adapts curriculum lifeskills objectives (above) into statements (I can..., I know..., I understand) for a self-assessment chart (below). Students can either be given individual tools to complete or all students can complete on one posted tool.

Topic: HEALTH	Can Do	Need to Learn	Not Important
I can make a doctor's/dentist appointment.			
I can talk about symptoms and illnesses.			
I can talk about an injury.			
I can give advice about an injury.			
I can talk about home remedies & preventative care.			
I know what is healthy and what is unhealthy.			
I can fill out medical forms.			

400-550: Adaptation to Can Do Self-Assessment Survey: Use a blank survey (can do, need to learn, not important) and have learners generate survey items.

400/450 CONSUMERISM

450 Consumerism Objectives from the REEP Curriculum

- Identify needs as a consumer and set class learning goals
- Given a major purchase, locate information and select the best option
- Locate information about loans, credit cards, and select the best option
- Read and listen to advertisements critically
- Make a consumer complaint, including letter of complaint (400 also)
- Identify consumer rights and responsibilities

Objective Strips

Teacher makes sets of individual objective strips for small groups (i.e. one objective per strip, 1 set of objective strips per group), including 1 blank strip for students to add an objective, if they wish. Number of sets depends on the number of small groups planned.

Small groups physically order the objective strips in terms of priority (from most important to least important). Groups tape their strips in order on the blackboard and compare.

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500/550 ENVIRONMENT

500 and 550 Environment Unit Content Objectives

- Identify environmental concerns (local, national, and global)
- Describe the impact of human beings on the natural environment.
- Discuss ways individuals, groups, and governments can improve our environment.

On a Scale of 1-10

Students individually rate their interest in the environment objectives. Each student could complete an individual ranking sheet and then add ranking to a group ranking sheet or just use the group ranking sheet. Class discusses results on group ranking sheet.

Mark the number on the scale for each item to show your level of interest. (From 0= not interested to 10= very interested)

1. I am interested in learning more about environmental concerns.

0 1 2 3 4 5 6 7 8 9 10

2. I am interested in learning more about the effects people have on the environment.

0 1 2 3 4 5 6 7 8 9 10

3. I am interested in learning more about how individuals, groups, and government can help the environment.

0 1 2 3 4 5 6 7 8 9 10