

REEP ESL Curriculum for Adults

GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES

LEVEL: 300

updated October 2019

Note to Teachers: *The Getting Started Unit is the first unit in the curriculum. This unit focuses on involving students in negotiating their curriculum for the course and developing a learning community.*

The emphasis at the 300 level is on developing reading and writing skills. Therefore, there are separate reading and writing development units in addition to lifeskills units. The reading and writing development units are required for this level as are the lifeskills reading and writing objectives integrated into appropriate lifeskills units. See **Reading Development** and **Writing Development**.

GETTING STARTED UNIT GOAL

Students will demonstrate their ability to use level appropriate language skills to communicate personal identification information and to function as a learning community.

GETTING STARTED LIFESKILLS PERFORMANCE OBJECTIVES:

1. Ask and answer appropriate questions about self, family, and friends in a social setting.
2. Write about self, family, and friends.
3. Identify relevant points on maps (native country, VA, Arlington, location of friends and family). Describe native country orally and/or in writing.
4. In the context of a class orientation, identify, discuss, and support with evidence class rights and responsibilities including emergency procedures.
5. Discuss likes and dislikes about U.S. and home country orally and in writing. Give reasons to support opinion.
6. Self-assess language and lifeskill learning needs, including learning methods. State future personal, educational, and professional goals, orally and in writing.
7. Negotiate class learning goals, including: 1) lifeskills topics to be covered, and 2) language skill development focus.
8. Self-assess ability to use technology.

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
<p>1. Ask and answer appropriate questions about self, family, and friends in a social setting.</p>	<p>Seek/report info: self/others: How long have you lived in Arlington? How's your brother doing? What's new?</p> <p>Structures: Simple present; Present Perfect; wh questions</p>		<p><i>Breaking the Ice</i>, Units 1-3 <i>Lifelines 3</i>, Unit 1 <i>Getting Together</i>, p. 1-4 <i>A Conversation Book</i>, p. 16 <i>Grammar in Action 2</i>, Unit 2 <i>Stand Out 3</i>, Pre-Unit (Lessons 1-3)</p> <p>see Information Grids in ESL Techniques.</p> <p>Video & Worktext A: <i>Crossroads Cafe</i>, <i>Episodes 1, 2</i></p>	<p>Note: Review objective 1 material, 250 level</p> <p>Taboo questions, use of first and last names and titles How are you similar to/different from the average American?, <i>Grammar in Action 2</i>, Unit 2</p>

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<p>2. Write about self, family, and friends.</p>	<p>REEP Lesson Plan: Keepsakes (3-paragraph descriptive essay)</p> <p>see Timelines in ESL Techniques.</p> <p>First Day in the U.S.</p> <p>Reasons for Coming to the U.S.</p> <p>Changes in Your Life</p>	<p><i>Word Processing 1:</i> Type up the writing</p>	<p><i>Writing It Down</i>, p. 16-19 <i>Drawing Out</i>, p. 92-93 <i>Weaving it Together 1</i>, Ch.1, 13 & 14 <i>Collaborations Inter. 1</i>, Unit 3 <i>Oxford Picture Dictionary (OPD): Classroom Activities</i>, p. 33-35 <i>Stories from the Heart (About Me)</i> <i>Stand Out 3</i>, Pre-Unit (Lesson 4) Registration forms</p>	<p>Make a class bulletin board of writing</p>
<p>3. Identify relevant points on maps (native country, VA, Arlington, location of friends and family). Describe native country orally and/or in writing.</p>			<p>REEP Activity: Identify Points on a Map and Describing Home Country or Hometown</p> <p>Map Reading</p>	
<p>4. In the context of a class orientation, identify, discuss and support with evidence class rights and responsibilities including emergency procedures.</p>	<p>Give advice: Go to the nearest exit. Listen to your classmates. You should bring a pencil to class. You shouldn't bring a cell phone to class.</p>		<p>As a team, class establishes class rules.</p> <ul style="list-style-type: none"> • Class Rules <p>REEP Lesson Plan: 300/350/450 Rights & Responsibilities</p>	<p>Discussion of 'the adult learner'</p>

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	Structures: Imperatives; should, shouldn't		School policies, emergency procedures, and weather-related school closures	
5. Discuss likes and dislikes about U.S. and home country orally and in writing. Give reasons to support opinion.				
6. Self-assess language and lifeskill learning needs, including learning methods. State future personal, educational and professional goals, orally and in writing.	Express wants/needs: When I finish English classes, I want to... I would like to be a nurse. I need to study/practice ..because... I want to study auto mechanics. Express ability: I can speak English, but I have trouble with writing. I cannot read newspapers. Writing is more difficult for me than speaking. Express preferences: I learn best when... Watching TV helps me. I do not like to read.	Internet 1: listening: What kind of books? Videos with Texts: <i>A Day in the Life of the Gonzalez Family, Unit 1, Scene 1</i> <i>Crossroads Cafe, Episodes 1, 2</i>	<i>Collaborations Inter. 1, Units 1 & 2</i> <i>Teaching How to Learn: Learning Strategies in ESL</i> <i>Grammar in Action 2, Ch. 8 & 10</i> <i>Oxford Picture Dictionary (OPD): Classroom Activities, p. 13</i> <i>Stories from the Heart (My Future)</i> <i>Stand Out 3, Unit 1 (Lessons 3, 4, Unit Review, and Team Project)</i> REEP Lesson Plan: 300 Cycle Needs	• Timelines in ESL Techniques. Students set individual learning goals. See • Goal Setting Process in Instructional Planning.

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	Structures: Simple present, past Future; verb + infinitive; Can/cannot would like; comparatives and superlatives; gerunds; when clauses		<u>Assessment/Class Goals</u>	
7. Negotiate class learning goals, including: 1) lifeskills topics to be covered, and 2) language skill development focus.	Develop/Express Consensus: What do you think? What is your opinion? We agreed that... We decided/picked... because... Structures: Simple present, past future	Polleverywhere.com	<u>REEP Lesson Plan: Cycle Needs Assessment; Learning Goals</u> see • Learner Needs Assessment	Reflect on process of negotiating curriculum.
8. Self-assess ability to use technology.	Sample Language: Mouse Email Internet Word Processing	Digital Literacy needs assessment - checklist from skills chart		Discuss, uses of technology in everyday life: today and 10 years ago