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 lifeskil 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.
# REEP ESL Curriculum for Adults

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

| 2. Write about self, family, and friends. | **REEP Lesson Plan: Keepsakes (3-paragraph descriptive essay)** | **Word Processing 1:** Type up the writing | **Writing It Down,** p. 16-19  
*Drawing Out,* p. 92-93  
*Weaving it Together 1,* Ch.1, 13 & 14  
*Collaborations Inter. 1,* Unit 3  
*Stories from the Heart (About Me)*  
*Stand Out 3,* Pre-Unit  
(Lesson 4)  
Registration forms | Make a class bulletin board of writing |
|---|---|---|---|
| see *Timelines* in ESL Techniques.  
First Day in the U.S.  
Reasons for Coming to the U.S.  
Changes in Your Life | | | |
| 3. Identify relevant points on maps (native country, VA, Arlington, location of friends and family). Describe native country orally and/or in writing. | **REEP Activity:** Identify Points on a Map and Describing Home Country or Hometown  
**Map Reading** | | |
| 4. In the context of a class orientation, identify, discuss and support with evidence class rights and responsibilities including emergency procedures. | 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. | As a team, class establishes class rules.  
• **Class Rules**  
**REEP Lesson Plan:**  
300/350/450 **Rights & Responsibilities** | Discussion of ‘the adult learner’ |
## REEP ESL Curriculum for Adults

<table>
<thead>
<tr>
<th>Structures: Imperatives; should, shouldn't</th>
<th>School policies, emergency procedures, and weather-related school closures</th>
</tr>
</thead>
</table>

### 5. Discuss likes and dislikes about U.S. and home country orally and in writing. Give reasons to support opinion.

<table>
<thead>
<tr>
<th>Express wants/needs: When I finish English classes, I want to...</th>
<th>Internet 1: listening: What kind of books?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to be a nurse.</td>
<td>Videos with Texts: A Day in the Life of the Gonzalez Family, Unit 1, Scene 1</td>
</tr>
<tr>
<td>I need to study/practice... because...</td>
<td>Crossroads Cafe, Episodes 1, 2</td>
</tr>
<tr>
<td>I want to study auto mechanics.</td>
<td>Collaborations Inter. 1, Units 1 &amp; 2</td>
</tr>
<tr>
<td>Express ability: I can speak English, but I have trouble with writing.</td>
<td>Teaching How to Learn: Learning Strategies in ESL</td>
</tr>
<tr>
<td>I cannot read newspapers.</td>
<td>Grammar in Action 2, Ch. 8 &amp; 10</td>
</tr>
<tr>
<td>Writing is more difficult for me than speaking.</td>
<td>Oxford Picture Dictionary (OPD): Classroom Activities, p. 13</td>
</tr>
<tr>
<td>Express preferences: I learn best when... Watching TV helps me.</td>
<td>Stories from the Heart (My Future)</td>
</tr>
<tr>
<td>I do not like to read.</td>
<td>Stand Out 3, Unit 1 (Lessons 3, 4, Unit Review, and Team Project)</td>
</tr>
</tbody>
</table>

### 6. Self-assess language and lifeskill learning needs, including learning methods. State future personal, educational and professional goals, orally and in writing.

<table>
<thead>
<tr>
<th>Express ability: I can speak English, but I have trouble with writing.</th>
<th>REEP Lesson Plan: 300 Cycle Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I cannot read newspapers. Writing is more difficult for me than speaking.</td>
<td>Students set individual learning goals. See • Goal Setting Process in Instructional Planning.</td>
</tr>
<tr>
<td>Express preferences: I learn best when... Watching TV helps me. I do not like to read.</td>
<td>• Timelines in ESL Techniques.</td>
</tr>
</tbody>
</table>

**Internet 1: listening:** What kind of books?

**Videos with Texts:**
- A Day in the Life of the Gonzalez Family, Unit 1, Scene 1
- Crossroads Cafe, Episodes 1, 2

**Collaborations Inter. 1, Units 1 & 2**
- Teaching How to Learn: Learning Strategies in ESL
- Grammar in Action 2, Ch. 8 & 10
- Oxford Picture Dictionary (OPD): Classroom Activities, p. 13
- Stories from the Heart (My Future)
- Stand Out 3, Unit 1 (Lessons 3, 4, Unit Review, and Team Project)

### REEP Lesson Plan: 300 Cycle Needs

**• Timelines in ESL Techniques.**

Students set individual learning goals. See • Goal Setting Process in Instructional Planning.
# REEP ESL Curriculum for Adults

<table>
<thead>
<tr>
<th>Structures: Simple present, past Future; verb + infinitive; Can/cannot would like; comparatives and superlatives; gerunds; when clauses</th>
<th>Assessment/Class Goals</th>
</tr>
</thead>
</table>

| 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 | REEP Lesson Plan: Cycle Needs Assessment; Learning Goals | 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 |

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*REEP Lesson Plan: Cycle Needs Assessment; Learning Goals*

*Reflect on process of negotiating curriculum.*