

REEP ESL Curriculum for Adults

GETTING STARTED UNIT LIFESKILLS PERFORMANCE OBJECTIVES

LEVEL: 350

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.*

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. Given social situations, adapt language for the appropriate context to ask/answer questions about self, family members, and everyday topics (weather, weekend, work).
2. Exchange greetings and introduce self and others using formal and informal language.
3. Identify relevant points on globes/maps (native country, VA, Arlington, location of friends and family). Discuss and write about native country or hometown with supporting details.
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. Express reasons for coming to the U.S. in current and historical context of immigration orally and/or in writing.
6. Self-assess learning needs. Ask and answer questions about personal experience related to language learning. Express future personal, educational, and professional goals orally and in writing. Create a simplified plan for reaching one selected goal.
7. Negotiate class learning goals including 1) curriculum topics to be covered and 2) language skill development focus.
8. Self-assess ability to use technology. Set goals and create a plan for learning new skills.

REEP ESL Curriculum for Adults

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
1. Given social situations, adapt language for the appropriate context to ask/answer questions about self, family members, and everyday topics (weather, weekend, work).	<p>Seek/report info: self/others: How is your job? How was your weekend? I haven't seen you in quite a while. What do you do? I work at Wilson School. How many brothers and sisters do you have?</p> <p>Structures: Simple present and past Questions: wh & yes/no</p>		<p><i>Expressways 3</i>, p. 4-6, 14, 15 <i>Lifelines 3</i>, p. 2-6 <i>Breaking the Ice</i>, Units 1-3 <i>Grammar in Action 2</i>, Unit 2 (How similar are you to an average American.) <i>Stand Out 3</i>, Pre-Unit (Lessons 1-3)</p> <p>See • Information Grids in ESL Techniques.</p>	Cross-culture: comfortable speaking distance between people
2. Exchange greetings and introduce self and others using formal and informal language.	<p>Seek/report info: Hey, how's it going? Hi! How are you? Hello! How are you doing? Let me introduce my supervisor, Mr... I'd like you to meet... This is my friend, Linda.</p> <p>Structures: Simple present, would like</p>	<i>Crossroads Cafe</i> (video & text), Episode 1	<p><i>Lifelines 3</i>, p. 1-2 <i>Our Own Stories</i>, p. 54-68) <i>Expressways 3</i>, p. 2-3, 8-9</p>	Cross-culture: use of first names, last names, and titles; handshaking, kissing, other conventions

REEP ESL Curriculum for Adults

<p>3. Identify relevant points on globes/maps (native country, VA, Arlington, location of friends and family). Discuss and write about native country or hometown with supporting details.</p>	<p>Seek/report info: This is Arlington. I live there. This is Bolivia. My mother lives there.</p> <p>Structures: simple present; demonstratives</p> <p>Report info: location: My country has many mountains. ...is the largest city. There is a lot of rich, green farmland.</p> <p>Structures: much/many; simple present and past; there is/are; comparatives and superlatives</p>	<p><i>Internet 1:</i> 50states.com</p> <p>CIA World Factbook</p> <p>Arlington maps</p> <p>Google maps</p>	<p><i>Rethinking America 1</i>, p. 208, 209 (maps) maps, globes</p> <p><i>Collaborations, Inter. 1</i>, p. 7, 9, 13 (bottom) <i>Getting Together</i>, p. 118-122</p> <p><i>Rethinking America 1</i>, p. 95-105 ("Towns: My Home Town") <i>Stories from the Heart</i>, p. 14-16, 39-41</p> <p>REEP Lesson Plans:</p> <p>Map Reading</p> <p>Identify Points on Map; Describe Hometown</p>	<p>Discuss, compare hometown to Arlington or other places lived.</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: Smoking is not permitted. You should ask questions if you don't understand. You have a right to express your opinion.</p>	<p><i>Mobile 1:</i> WhatsApp Class Rules</p>	<p><i>Collaborations, Inter. 2</i>, p. 11,12 <i>Our Own Stories</i>, p. 116-123</p> <p><i>Rethinking America 1</i>, p.108-126 <i>Skills for Success</i>, p. 162</p>	<p>Cross-culture: rules, policies, appropriate classroom behavior</p> <p>Discuss, emergency procedures at home and work</p>

REEP ESL Curriculum for Adults

	<p>Instruct/respond to instructions: Don't forget to close the door. Turn right and go out the side door. If the weather is bad, listen to the radio. Structures: Should Must/have to; imperatives; If clauses: real present</p>		<p>As a team, class establishes class rules.</p> <p>See • Class Rules</p> <p>School policies, emergency procedures, and weather-related school closures</p> <p>REEP Lesson Plan: Rights & Responsibilities</p>	
<p>5. Discuss likes and dislikes about U.S. and home country orally and in writing. Express reasons for coming to the U.S. in current and historical context of immigration orally and/or in writing.</p>	<p>Seek/report info: self/others: I came to escape war in my country/ because I wanted a better job. People have been immigrating to the US from ___ for many years.</p> <p>Structures: simple past; present perfect (continuous); past continuous; because</p>		<p><i>Collaborations, Inter. 1</i>, p. 18, 19-21, 34, 35, 70, 71, 84-87, 88-89 <i>Collaborations, Inter. 2</i>, p. 10 <i>Rethinking America 1</i>, p. 1-18 <i>Stories from the Heart</i>, p. 55-57</p>	
<p>6. Self-assess learning needs. Ask and answer questions about personal experience related to language</p>	<p>Express wants/needs: When I finish English classes, I want to... I would like to be a nurse.</p>	<p>Videos with Texts: <i>A Day in the Life of the Gonzalez Family, Unit 1, Scene 1</i></p>	<p><i>Collaborations Inter. 1</i>, p.5, 6, 8,11,13, 26-31 <i>Collaborations Inter. 2</i>, p. 27, 28-33 <i>Teaching How to Learn:</i></p>	<p>Students set individual learning goals.</p>

REEP ESL Curriculum for Adults

<p>learning. Express future personal, educational, and professional goals orally and in writing. Create a simplified plan for reaching one selected goal.</p>	<p>I need to study ..because... Express ability: I can read pretty well, but I have trouble with speaking. I cannot understand telephone conversations. Writing is easier for me than speaking. Express preferences: I learn best when... Watching TV helps me. I like to read.</p> <p>Structures: would like; can/cannot; comparatives and superlatives; gerunds; when clauses</p>	<p><i>Crossroads Cafe</i>, Episodes 1, 2</p>	<p><i>Learning Strategies in ESL Grammar in Action 2</i>, Ch. 8 & 10 <i>Oxford Picture Dictionary (OPD): Classroom Activities</i>, p. 13 <i>Stories from the Heart (My Future)</i> <i>Stand Out 3</i>, Unit 1 (Lessons 3, 4, Unit Review, and Team Project) Teacher and student created timelines</p>	<p>See • Goal Setting Process in Instructional Planning.</p>
<p>7. Negotiate class learning goals including 1) curriculum topics to be covered and 2) language skill development focus.</p>	<p>Seek/express agreement: What do you think? What is your opinion? We agreed that.. I agree. I think so, too. I don't agree. I don't think so. We decided/picked... . because...</p>	<p>Internet 1: Google Form/survey</p>	<p><i>Skills for Success</i>, p. 21, 151</p> <p>• Learner Needs Assessment</p>	<p>Reflect on process of negotiating curriculum.</p>

REEP ESL Curriculum for Adults

	Structures: Present and past; Questions			
8. Self-assess ability to use technology. Set goals and create a plan for learning new skills.	Express ability: I can use e-mail. I cannot type. Using a mouse is easy for me. I have never (used a computer before). Structures: Present perfect; I can/am able to; cannot	<ul style="list-style-type: none"> • Technology Needs Assessment • Technology Lesson Plan <p>Create checklist self-assessment (or partner interview) from Digital Literacy skills chart</p> <p>Northstar modules</p>		Discuss, uses of technology in everyday life: today and 10 years ago