

# Course Outline

REVISED: September/2008



**Program:** English as a Second Language (ESL & Citizenship)

**Course of Study:** English as a Second Language (ESL)

**Course:** 2:1030 ESL Intermediate (Low-High)

**50-01-55**

**ESL Intermediate High/B**

## Course Description:

This competency-based course is designed to develop communicative competence in listening, speaking, reading, writing and numeracy for the immediate needs of adult English learners at the intermediate high/b level. A sequential grammatical structure base is integrated in the context of everyday life situations. The content and instructional strategies of this course reflect the English-as-a-Second- Language Model Standards for Adult Education Programs. This course outline contains content in the following areas relevant to Community-Based English Tutoring (CBET): The School Community, Curriculum and Standards, Parent/Teacher Communication, Home Learning Environment, and Tutoring Skills. It also contains SCANS activities that reinforce CBET goals such as Decision Making, Problem Solving and Reasoning.

**Credits:** 5

**Hours:** 200

## Prerequisites:

Demonstrated competence in the skills of ESL Intermediate High/A (50-01-54) as measured by any test approved by the Division.

## Note:

The number **50-01-95** is used for reporting hours students generate outside the classroom through Distance Learning. The number **50-06-55** is used for reporting hours students generate through GED Preparation. The number **50-06-95** is used for reporting hours generated outside the classroom through GED Preparation Distance Learning.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

## ***A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS***

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.



## ***THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE***

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON  
Adult Curriculum Office  
Instructional and Counseling Services

# ***CBE***

## ***COMPETENCY BASED EDUCATION***

### **Course Outline Competency-Based Component Definitions**

**Course descriptions** state the major emphasis and content of the course.

**Competency areas** are units of instruction based on related competencies.

**Competency statements** are competency area goals that together define the framework and purpose of the course.

**Competencies** fall on a continuum between goals and performance objectives and denote outcome of instruction.

### **Competency-Based Philosophy Overview**

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

***CBE***  
***COMPETENCY-BASED EDUCATION***

Course Outline Competency-Based Components

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, and convalescent hospitals, contain the six required elements:

*(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)*

Course Outline Components Location

GOALS AND PURPOSES Cover

*The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.*

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES pp. 13-16

*Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.*

Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

***CBE***  
***COMPETENCY-BASED EDUCATION (continued)***

Course Outline Components Location

INSTRUCTIONAL STRATEGIES p. 84

*Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.*

Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT Cover

*The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.* pp. 13-16

The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES p. 93

*The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.*

Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT Cover

*After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.*

## ***ACKNOWLEDGMENTS***

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## ***FOREWORD***

The purpose of this course outline revision is to integrate the elements of the ESL Intermediate High curriculum- competencies, structures, and language skills- and to provide samples of integrated classroom activities that include SCANS skills and competencies. This outline was written and edited by teachers for teachers, with the hope that it would provide many ideas and suggestions for others in the field.

In addition to describing the course content of the Intermediate High level and providing a curriculum guide that addresses student needs, the writing team hopes that this course outline will serve as a planning tool, resource book, and source of inspiration for classroom teachers in ESL programs throughout the Adult Division.



## ***HOW TO USE THIS COURSE OUTLINE***

The teacher’s task in teaching the ESL Intermediate High course is to combine life skills competencies, grammatical structures, and language skills (listening, speaking, reading, writing) into a relevant, effective course of study. At the same time, the skills and competencies identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS) can also be addressed by using activities that build interpersonal skills, teamwork, critical thinking skills, lifelong learning strategies, and the ability to use information, resources, organizational systems, and technology.

The foundation of the course outline is the list of Language Skill Proficiencies delineated in the California Model Standards for Adult ESL Programs, which can be found on page 13. All student competencies, language functions, and language forms for the ESL Intermediate High course conform to the Model Standards document.

The course outline includes checklists and activities that can be used to integrate all the above content areas: Competency-Based Components, pages 14-17; Structure Checklist, pages 18-20; SCANS Definitions, pages 10-12; and Sample SCANS Activities, pages 25-83. The elements of the Sample SCANS Activities and their functions are described below.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics  B. Home Management 1. Obtain household utility bills.	22. Interpret and communicate household utility information. a. Obtain and cancel household utilities. b. Communicate mistakes on utility or telephone bills.	16. Adverbial Clauses <i>(Please turn it off just after I ...)</i>
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 20%;">                         The Stage of the Lesson indicates where this activity fits into a class.                     </div> <div style="border: 1px solid black; padding: 5px; width: 20%;">                         The Approximate Time also suggests how this activity can fit into a class.                     </div> </div>		
SAMPLE SCANS ACTIVITY		
Stages of Lesson: <input type="checkbox"/> Warm Up <input type="checkbox"/> Introduction <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Practice <input type="checkbox"/> Application		
Steps for Sample Activity:  Purpose: This is a writing activity in which students create a dialogue between a customer and a utility company employee.	Approximate Time of Activity: 60 minutes	<div style="border: 1px solid black; padding: 5px;">                         SCANS FOCUS                     </div>
<ol style="list-style-type: none"> <li>1. Students prepare a list of utilities to be turned off or on.</li> <li>2. Students brainstorm a list of important information the customer needs to give the utility company employee.</li> <li>3. Briefly brainstorm with the class a list of utilities, i.e., gas, electric, phone, cable television. Also, brainstorm a list of the important information the customer needs to give the utility company employee. For example, address, date the utility should be turned off, etc.</li> <li>4. Divide the class into pairs and assign each pair a utility and instructions for having it turned off or turned on.</li> <li>5. Give the pairs 15 minutes to produce a dialogue between a customer and a utility company employee. **</li> <li>6. Have several volunteer pairs present their dialogues to the class. Have the class evaluate whether the customer gives all the important information as listed above. **</li> </ol> <p>** These steps serve as an evaluation of the activity.</p>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Basic Skills:</b> Listening/ Speaking/ Writing</p> <p><b>Thinking Skills:</b> Creative Thinking/ Decision Making</p> <p><b>Personal Qualities:</b> Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</p> <p>Information- Interprets and Communicates Information</p> </div>	
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 20%;">                         The Activity Purpose states the learning objective and the type of activity.                     </div> <div style="border: 1px solid black; padding: 5px; width: 20%;">                         The SCANS Focus indicates which language skills and SCANS skills/competencies students will practice during this activity.                     </div> <div style="border: 1px solid black; padding: 5px; width: 20%;">                         The Steps of the activity include preparation, how to conduct the activity and an evaluation step.                     </div> </div>		



## ***SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM***

SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used in the educational community to describe the set of workplace skills and competencies established by this commission.

The Secretary of Labor's Commission researched the demands of the workplace in order to find out what skills employers required from their employees. The Commission determined that "workplace know-how" is what makes people effective in today's jobs. This know-how has five competencies and a three-part foundation of skills and personal qualities. These competencies, skills and personal qualities are at the heart of job performance. They are not job specific. They apply to any job. SCANS recommends that these competencies and foundations be taught in context.

Integrating SCANS competencies into ESL instruction promotes the development of skills employers are looking for. At the same time it promotes excellence in teaching, facilitates learning, and provides students with the tools they need to be successful workers, students, parents, citizens and community members.

SCANS competencies and foundation skills are embedded in this course outline in the minimal competencies and the sample activities. Many of the sample activities are cooperative in nature. Students work in teams to master English skills. As they work, they teach others, monitor and correct performance, problem solve, lead, negotiate, and learn to work effectively within culturally diverse settings.

Classroom management strategies also provide opportunities for teaching SCANS. Posting an agenda at the beginning of class, encouraging students to use technology, assigning tasks and duties to student teams, encouraging self/peer revision of student work, and providing time for students to discuss and resolve issues and concerns, all facilitate the learning of SCANS competencies and foundation skills. Finally, concluding each day with an opportunity for students to label what they have learned, for example "Today I worked with a team"; "Today, I organized my work"; "Today, I used a computer"; allows students to reflect on their learning experience and express in English what SCANS skills they have learned and practiced in class.

### FIVE COMPETENCIES

**Resources:** Time, Money, Materials and Facilities, Human Resources

**Interpersonal:** Participates as Member of a Team, Teaches Others New Skills, Serves Clients/Customers, Exercises Leadership, Negotiates, Works with Diversity

**Information:** Acquires and Evaluates Information, Organizes and Maintains Information, Uses Computers to Process Information

**Systems:** Understands Systems, Monitors and Corrects Performance, Improves or Designs Systems

**Technology:** Selects Technology, Applies Technology to Task, Maintains and Troubleshoots Equipment

### A THREE-PART FOUNDATION

**Basic Skills:** Reading, Writing, Arithmetic/Mathematics, Listening, Speaking

**Thinking Skills:** Creative Thinking, Decision Making, Problem Solving, Seeing Things in the Mind's Eye, Knowing How to Learn, Reasoning

**Personal Qualities:** Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty

## ***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS***

### **Definitions of SCANS Competencies**

- Resources**
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
  - Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
  - Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
  - Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
  - Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
  - Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
  - Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
  - Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
  - Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
  - Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
  - Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
  - Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS  
(continued)***

- Systems**
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
  - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
  - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the existing policies.
- Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
  - Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
  - Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

**Definitions of SCANS Foundation Skills and Qualities**

- Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
  - Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
  - Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
  - Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
  - Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
  - Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.
- Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
  - Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
  - Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS  
(continued)***

- Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
  - Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
  - Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.
- Personal Qualities**
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
  - Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
  - Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
  - Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a "self-starter."
  - Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

***LANGUAGE SKILL PROFICIENCIES***  
***for the ESL Intermediate High Course***

**Students will demonstrate the following language skill proficiencies upon exit from ESL Intermediate High:**

**Listening**

1. Identify main ideas and most supporting detail in factual material relating to everyday topics.
2. Detect the mood of a message, determining to a limited degree such components as the attitudes and feelings of the speakers or the urgency of the message.
3. Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts.
4. Demonstrate understanding of everyday conversation with some repetition or slower speech.
5. Listen for and identify specific information in recorded messages, televised reports, and oral accounts.
6. Follow spoken directions to complete a task, reach a destination, or take a message.

**Speaking**

1. Participate in face-to-face conversation on some topics beyond immediate survival needs, such as personal histories and descriptions of people or places.
2. Display some spontaneity and creativity in producing language patterns not previously learned or memorized; however, errors will be common.
3. Adjust language forms to level of formality required to fulfill basic courtesy functions in face-to-face conversations.
4. Clarify utterances by rewording or repeating in order to be understood by the general public.
5. Communicate on the telephone on familiar subjects with clarification.
6. Participate in original conversations, allowing for errors, in workplace and academic situations.
7. Respond to written and visual information by answering questions orally, summarizing a paragraph, describing a scene, or retelling a short story.

**Reading**

1. Interpret simple authentic materials on familiar topics (newspaper articles on current events, social letters, public information notices).
2. Identify the main idea of a paragraph on a familiar topic.
3. Guess the meaning of unfamiliar vocabulary and phrases from context.
4. Find information that requires drawing from different sections of a reading passage.
5. Draw meaning from passages by using syntactic clues, such as transitional words- "therefore," for example.
6. Scan a passage for details and skim a passage for main ideas.
7. Demonstrate understanding of syntactic clues within a passage such as reference, sequence of events, cause and effect, and comparison/contrast.
8. Interpret charts, maps, and simple graphs and tables.

**Writing**

1. Write a short paragraph describing daily activities or past events, using chronological order.
2. Write personal letters.
3. Fill out authentic job applications and medical history forms.
4. Organize, write, revise, and edit a simple paragraph with a specific focus.
5. Use capital letters, end punctuation, and commas correctly in simple and compound sentences.

**Numeracy**

Numeracy is incorporated into the CBET competency area of Consumer Economics.



***CBE***  
***Competency-Based Education***

***COMPETENCY-BASED COMPONENTS***  
***for the ESL Intermediate High/B Course***

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	CASAS # CORRELATION
<p>I. Personal Information</p> <p>(15 hours)</p>	<p>1. Give information about self.</p> <p style="margin-left: 20px;">a. Ask and answer questions about life events.</p> <p style="margin-left: 20px;">b. Write a short paragraph about life and work history using chronological order.</p> <p>2. Compare and contrast two family members.</p> <p>3. Fill out authentic forms and applications.</p> <p>4. Write personal and/or business letters using appropriate format and punctuation.</p>	<p>0.2.1</p> <p>0.1.2, 7.2.3</p> <p>0.2.2, 4.1.2</p> <p>0.2.3</p>
<p>II. Social/Cultural Interaction</p> <p>(25 hours)</p>	<p>5. Engage in small talk on topics such as news events and leisure activities.</p> <p>6. Use language appropriately in class discussions and debates.</p> <p style="margin-left: 20px;">a. Express an opinion.</p> <p style="margin-left: 20px;">b. Express agreement/disagreement.</p> <p style="margin-left: 20px;">c. Generate ideas and propose solutions to a current events problem.</p> <p>7. Interpret and compare cultural differences between the U.S. and other countries with respect to work, family, education and personal relations.</p> <p>8. Use language to interact appropriately within diverse groups.</p> <p style="margin-left: 20px;">a. Disagree politely.</p> <p style="margin-left: 20px;">b. Interrupt politely.</p> <p style="margin-left: 20px;">c. Offer praise and encouragement.</p> <p style="margin-left: 20px;">d. Solicit others' opinions.</p> <p>9. Use language appropriately in interpersonal interactions.</p> <p style="margin-left: 20px;">a. Express a hope.</p> <p style="margin-left: 20px;">b. Express a present wish.</p> <p style="margin-left: 20px;">c. Express sympathy.</p>	<p>0.1.2, 0.2.4</p> <p>0.1.5, 4.8.1</p> <p>2.7.2, 4.8.7, 7.2.3</p> <p>0.1.2, 0.1.3, 0.1.6</p> <p>0.1.4</p>

<p>III. Community</p> <p>A. School</p> <p>B. The Neighborhood</p> <p>(15 hours)</p>	<p>10. Discuss and pursue educational options.</p> <p>a. Investigate other programs within the school.</p> <p>b. Research vocational choices and programs.</p> <p>c. Determine prerequisites for higher education.</p> <p>11. Interpret a child's report card or progress report.</p> <p>12. Identify and obtain information about community facilities and/or services.</p> <p>13. Access information about local community events from news media and other sources.</p>	<p>2.5.5, 4.1.4</p> <p>0.1.5, 2.5.5</p> <p>2.6.1, 2.6.3</p> <p>2.6.2</p>
<p>IV. Consumer Economics</p> <p>A. Transportation</p> <p>B. Consumer Awareness</p> <p>C. Housing</p> <p>(30 hours)</p>	<p>14. Discuss car purchase choices for new or used cars.</p> <p>15. Demonstrate an understanding of how to obtain car insurance.</p> <p>16. Communicate with auto repair personnel about auto repairs and/or maintenance.</p> <p>17. Interpret and compare consumer information to make decisions about purchasing large items.</p> <p>18. Analyze deceptive techniques used in advertising.</p> <p>19. Interpret and communicate household utility information.</p> <p>20. Identify landlord and tenant rights.</p>	<p>1.9.5</p> <p>1.9.8</p> <p>1.9.6</p> <p>1.2.1, 1.2.2, 1.2.5</p> <p>1.2.1, 1.6.2</p> <p>1.4.4</p> <p>1.4.5</p>
<p>V. Government and Law</p>	<p>21. Use the telephone directory to locate government agencies.</p> <p>22. Identify legal services and hotlines and explain their purposes.</p> <p>23. Interpret and discuss current events as they relate to national or local government.</p> <p>a. Listen to and demonstrate comprehension of a TV news broadcast.</p> <p>b. Read and demonstrate comprehension of a newspaper article.</p> <p>24. Report a traffic accident to an insurance company or police.</p> <p>a. Explain the sequence of the accident.</p> <p>b. Write an accident report.</p>	<p>2.1.1, 2.5.2</p> <p>5.3.2</p> <p>5.1.6, 5.5.1-5.5.8</p> <p>5.3.7, 5.3.8</p>

(25 hours)	<p>25. Obtain and use tax information.</p> <ul style="list-style-type: none"> <li>a. Interpret information about taxes, including income tax, sales tax, etc.</li> <li>b. Identify sources of information about tax rates, regulations, and forms.</li> <li>c. Read a W-2 form.</li> <li>d. Fill out income tax forms.</li> </ul>	5.4.1- 5.4.4
<p>VI. Health and Safety</p> <p>(10 hours)</p>	<p>26. Interpret and complete a medical history form.</p> <p>27. Describe practices for lowering health risk factors.</p> <p>28. Identify procedures for earthquake preparedness.</p>	<p>3.2.1</p> <p>3.5.8, 3.5.9</p> <p>3.4.2</p>
<p>VII. Occupational Knowledge</p> <p>A. Job Search</p> <p>B. On the Job</p> <p>(35 hours)</p>	<p>29. Identify and use sources of information about job training and job opportunities.</p> <p>30. Use a word processor to create a chronological resumé.</p> <p>31. Respond appropriately to job interview questions.</p> <ul style="list-style-type: none"> <li>a. State job-related skills and abilities</li> <li>b. Describe previous work experience, including duties.</li> <li>c. Describe personal strengths.</li> </ul> <p>32. Report unsafe working conditions, injuries and accidents.</p> <p>33. Use language appropriately to instruct.</p> <ul style="list-style-type: none"> <li>a. Give and follow multi-step instructions</li> <li>b. Monitor and correct performance.</li> </ul> <p>34. Communicate effectively with supervisors.</p> <ul style="list-style-type: none"> <li>a. Give and respond to criticism.</li> <li>b. Ask politely for a raise, promotion or transfer.</li> </ul>	<p>4.1.3, 4.1.8</p> <p>4.1.2</p> <p>4.1.5, 4.1.6, 4.1.7</p> <p>4.3.4</p> <p>4.6.1</p> <p>4.6.1</p>
VIII. Learning and Academic Skills	<p>35. Propose and prioritize short-term learning goals.</p> <p>36. Establish and maintain an organized notebook of classwork.</p> <p>37. Evaluate, correct and revise a writing assignment.</p> <p>38. Use reference materials such as dictionaries and encyclopedias.</p> <ul style="list-style-type: none"> <li>a. Locate information alphabetically.</li> <li>b. Identify parts of speech in word definitions.</li> </ul> <p>39. Identify and utilize devices or processes for remembering information.</p>	<p>7.1.1, 7.1.2, 7.1.3</p> <p>7.1.4</p> <p>7.2.5</p> <p>7.4.5</p> <p>7.4.3</p>

(45 hours)	40. Identify strategies for guessing the meaning of vocabulary from context.	7.2.2
	41. Summarize a reading passage. a. Identify the topic sentence of a paragraph. b. State the main idea and supporting details from a reading.	7.4.2
	42. Identify and utilize test-taking skills. a. Use the process of elimination on multiple choice questions. b. Identify strategies for dealing with difficult questions: skip, guess, etc. c. Identify types of reading comprehension questions: specific information, main idea, inference, etc. d. Identify strategies for answering types of reading comprehension questions.	7.2.4, 7.4.1

***CBE***  
***Competency-Based Education***

***STRUCTURE CHECKLIST***  
***for the ESL Intermediate High/B Course***

COMPETENCY AREA AND STATEMENTS	MINIMAL COMPETENCIES	EXPOSE/ STRESS/ REVIEW
<p>A. VERB TENSES</p> <p>Demonstrate understanding and use of verb tenses in meaningful communication.</p>	<ol style="list-style-type: none"> <li>1. Use the <b>future continuous/progressive tense</b> to refer to an event in progress at a specific time in the future (e.g., At this time next week, Mary <i>will be relaxing</i> at the beach.)</li> <li>2. Contrast <b>used to + verb</b> with <b>used to + gerund</b> (e.g., I <i>used to smoke</i>. I am <i>used to driving</i> on the freeway.)</li> <li>3. Use the <b>past perfect tense</b> to express an action which occurred before another past action (e.g., The class <i>had started</i> when he arrived.)</li> <li>4. Use the <b>past perfect continuous/progressive tense</b> to express an action that was in progress for a period of time before another action began (e.g., They <i>had been searching</i> for the boy for 3 days when they found him.)</li> </ol>	<p style="text-align: center;"><b>Stress</b></p> <p style="text-align: center;"><b>Stress</b></p> <p style="text-align: center;">Review</p> <p style="text-align: center;"><b>Stress</b></p>
<p>B. MODALS</p> <p>Demonstrate understanding and use of modals in meaningful communication.</p>	<ol style="list-style-type: none"> <li>5. Use <b>present modals</b> of possibility/probability, advisability, and prohibition (e.g., It <i>could</i> rain tomorrow.)</li> <li>6. Use <b>past modals</b>.               <ol style="list-style-type: none"> <li>a. Should have/shouldn't have (e.g., You <i>should have arrived</i> on time. You <i>shouldn't have arrived</i> so late.)</li> <li>b. Must have (e.g., He <i>must have forgotten</i> his appointment.)</li> </ol> </li> <li>7. Express advisability with <b>had better/had better not</b> (You <i>had better</i> take a coat. You <i>had better not</i> drink and drive.)</li> <li>8. Express obligation/expectation with be <b>supposed to/not supposed to</b> (e.g., Students <i>are supposed to</i> bring their books to class. Students <i>aren't supposed to</i> eat in class.)</li> <li>9. Express preference.               <ol style="list-style-type: none"> <li>a. with <b>would rather</b> (e.g., I <i>would rather</i> go to a movie than watch a video.)</li> </ol> </li> </ol>	<p style="text-align: center;">Review</p> <p style="text-align: center;">Expose</p> <p style="text-align: center;"><b>Stress</b></p> <p style="text-align: center;"><b>Stress</b></p> <p style="text-align: center;"><b>Stress</b></p>

	<p>b. with <b>prefer/would prefer</b> (e.g., I <i>prefer/would prefer</i> to stay home.)</p> <p>10. Make offers and requests.</p> <p>a. with <b>could</b> (e.g., <i>Could I</i> help you with that?)</p> <p>b. with <b>let me</b> (e.g., <i>Let me</i> carry that for you.)</p> <p>c. with <b>why don't I</b> (e.g., <i>Why don't I</i> show you...)</p> <p>d. with <b>would you mind</b> (e.g., <i>Would you mind</i> opening the door?)</p>	<b>Stress</b>
<p>C. OTHER VERB STRUCTURES</p> <p>Demonstrate understanding and use of various verb structures in meaningful communication.</p>	<p>11. Use <b>passive voice</b>.</p> <p>a. in the present and past tenses (e.g., Toyotas <i>are made</i> in Japan. <u>Hamlet</u> <i>was written</i> by Shakespeare.)</p> <p>b. in the future tense (e.g., The package <i>will be delivered</i> tomorrow.)</p> <p>c. in the present perfect tense (e.g., Dinner <i>has been cooked</i>.)</p> <p>d. in the present continuous/progressive tense (e.g., The pizza <i>is being delivered</i>.)</p> <p>e. with modals (e.g., The stars <i>can be seen</i> at night.)</p> <p>12. Use the <b>gerund</b> or <b>infinitive</b> as object of verbs (e.g., He <i>quit drinking</i> coffee. He <i>refused to resign</i>.)</p> <p>13. Use <b>separable</b> and <b>inseparable phrasal verbs</b> (e.g., <i>Turn off</i> the lights. <i>Turn</i> them off. She <i>got over</i> the flu. She <i>got over</i> it.)</p>	<p>Review</p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p><b>Stress</b></p>
<p>D. OTHER SENTENCE ELEMENTS</p> <p>Demonstrate understanding and use of various sentence elements in meaningful communication.</p>	<p>14. Use <b>reflexive pronouns</b> appropriately (e.g., He cut <i>himself</i> while he was shaving.)</p> <p>15. Use <b>reciprocal pronouns</b> appropriately (e.g., They passed <i>each other</i> in the hall.)</p> <p>16. Use <b>so/such</b> with adjectives (e.g., He had <i>such</i> a bad headache that he stayed home. The food was <i>so</i> salty that I couldn't eat it.)</p> <p>17. Use <b>participial adjectives</b> appropriately (e.g., The game was <i>disappointing</i>. The <i>disappointed</i> fans left the stadium.)</p> <p>18. Use <b>articles: a, an, the, some</b> and <math>\emptyset</math> (<b>no article</b>).</p> <p>a. With definite/indefinite nouns (e.g., I want to go to a restaurant. Let's go to <i>the</i> new restaurant on Main Street.)</p> <p>b. With mass nouns (e.g., <math>\emptyset</math> Gold is a valuable metal.)</p> <p>c. With plural nouns (e.g., Would you like <i>some</i> cookies? Don't eat <i>the</i> cookies in the cookie jar.)</p> <p>d. With names of people and places (e.g., <i>The</i> Hansons are visiting <i>the</i> United States; last year they visited <math>\emptyset</math> Mexico.)</p>	<p>Review</p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p><b>Stress</b></p>

<p>E. COMBINED SENTENCES</p> <p>Demonstrate understanding and use of combined sentence structures in meaningful communication.</p>	<p>19. Use <b>real conditional</b> sentences (e.g., If you <i>sit</i> in the sun too long, you <i>will get/get</i> a sunburn. If I <i>win</i> the lottery, I <i>will buy</i> a new house.)</p> <p>20. Use <b>present unreal conditionals</b> (e.g., If I <i>were</i> rich, I <i>would buy</i> a mansion. If I <i>had</i> a dog, I'd <i>walk</i> it every day.)</p> <p>21. Use <b>present subjunctive</b> with wish (e.g., I wish I <i>were</i> home. I wish I <i>had</i> a yacht.)</p> <p>22. Use <b>adverbial clauses</b> of cause with <b>because</b>, <b>since</b>, and <b>so</b> (e.g., It rained, so I didn't go.</p> <p>23. Use <b>adjective clauses</b> with <b>who</b>, <b>that</b>, and <b>which</b>.</p> <p>a. as subjects in a restrictive clause (e.g., This is the man <i>who</i> owns a jaguar.)</p> <p>b. as objects in a restrictive clause (e.g., The secretary <i>who/whom</i> we hired is good. She is wearing the ring <i>that/which</i> he gave her.)</p> <p>24. Use <b>conjoined sentences</b> with <b>so</b>, <b>too</b>, <b>either</b>, <b>neither</b>, and <b>but</b> (e.g., I like ice cream, <i>and so</i> does he. Mary likes cats, <i>but</i> her husband doesn't.)</p> <p>25. Use <b>correlative conjunctions</b> with <b>either...or</b>, <b>both...and</b>, and <b>neither...nor</b> (e.g., We can <i>either</i> play golf <i>or</i> go horseback riding.)</p>	<p>Review</p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p>Review</p> <p><b>Stress</b></p> <p><b>Stress</b></p> <p><b>Stress</b></p>
<p>F. OTHER SENTENCE PATTERNS</p> <p>Demonstrate understanding and use of various sentence types in meaningful communication.</p>	<p>26. Use appropriate word order.</p> <p>a. affirmative and negative sentences: subject-verb-object/prepositional phrase (e.g., Mary baked a cake for her children.)</p> <p>b. questions: auxiliary-subject-verb (e.g., Do you need some help with your studies?)</p> <p>27. Use tag questions to seek information and confirmation (e.g., Nice day, <i>isn't it?</i>)</p>	<p><b>Stress</b></p> <p><b>Stress</b></p>



## ***COMMUNITY-BASED ENGLISH TUTORING (CBET)***

**CBET (Community-Based English Tutoring) is an English language program for adults who pledge to tutor school-age children** who are English language learners (ELLs), with the goal of raising the English level of the entire community. The Division of Adult and Career Education provides CBET instruction through two models, depending on the needs of the local community.

- The first model serves parents and children at K-12 school sites.
- The second model serves adult students enrolled in ESL classes at community adult schools and employment preparation centers.

For the programs **at K-12 school sites, all the adult ESL students have pledged to tutor children.** Most of these students are parents who study in ESL classes held at the elementary, middle, and secondary schools that their children attend. They study English while their children are in class or at the end of the school day while their children are involved in after-school programs. Students in CBET classes at children's school sites are usually placed in multi-level ESL classes where students at several ESL levels study together.

For students studying in ESL classes **at adult schools and employment preparation centers, the CBET students study alongside other students who are not part of the CBET program.** In this case, the students are placed in the traditional ESL levels of Literacy through Advanced Low. They may have CBET-related lessons as part of their ESL class, and/or they may participate in an extra class or special group instruction that addresses CBET competencies.

**The CBET competency list that follows can be used for teaching ESL classes in either of the CBET programs described above.** It can be used by the ESL teacher for guidance in planning lessons related to the needs of CBET students. The list contains relevant competencies that are already a part of the course outline, as well as new competencies in areas of particular interest to CBET students such as English language tutoring skills, children's school information, and parent/teacher communication. Teachers who have a multi-level class can draw their CBET competencies from all the course outlines for the ESL levels represented in their class.

**All ESL instructors should select competencies for their classes based upon the needs of their students.** The CBET competencies are taught in lieu of other competencies deemed less relevant to the students' needs. If a class is wholly comprised of CBET students, teachers will teach many of the CBET competencies. If CBET students represent only one of the populations in a class, the teacher may select just a few of the CBET competencies - focusing on those that would benefit everyone in the class. Conducting a student needs assessment can be very helpful in planning the course and determining how many CBET topics and competencies should be included in the overall class content.

**CBET competencies do not add extra hours to the course outline.** Instead, they offer alternatives to meet student needs. Instructors should integrate CBET topics with the grammatical structures and listening, speaking, reading, and writing skills outlined for the level. When teaching tutoring skills, instructors should pay particular attention to the reading skill objectives listed on page 13 of this guide, as reading skills are essential for tutoring. The number of hours spent on each of the CBET topic areas and the emphasis placed on reading skills will vary from class to class, depending on the needs of the students.

***CBET COMPETENCIES***  
***for the ESL Intermediate High Course***

**INTERMEDIATE HIGH**

The following competencies, found in the Competency-Based Components section on pages 14-17, are core competencies for teaching CBET students within a general ESL class. In addition, the 11 competencies listed on page 24 form the Community-Based English Tutoring section of the course, and may be substituted for other competency areas as needed according to the student composition of the class. CBET topics include The School Community, Curriculum and Standards, Parent/Teacher Communication, Home Learning Environment, and Tutoring Skills.

**I. PERSONAL INFORMATION**

1. Give information about self.
  - a. Ask and answer questions about life events.
  - b. Write a short paragraph about life and work history using chronological order.
2. Compare and contrast two family members.
3. Fill out authentic forms and applications.

**II. SOCIAL/CULTURAL INTERACTION**

5. Engage in small talk on topics such as news events and leisure activities.
6. Use language appropriately in class discussions and debates.
7. Interpret and compare cultural differences between the U.S. and other countries with respect to work, family, education, and personal relations.
8. Use language to interact appropriately within diverse groups.
9. Use language appropriately in interpersonal interactions.

**III. COMMUNITY**

**A. School**

10. Discuss and pursue educational options.
  - a. Investigate other programs within the school.
  - b. Research vocational choices and programs.
  - c. Determine prerequisites for higher education.
11. Interpret a child's report card or progress report.

**B. The Neighborhood**

12. Identify and obtain information about community facilities and/or services.
13. Access information about local community events from news media and other sources.

**V. GOVERNMENT AND LAW**

23. Interpret and discuss current events as they relate to national or local government.
  - a. Listen to and demonstrate comprehension of a TV news broadcast.
  - b. Read and demonstrate comprehension of a newspaper article.

**VI. HEALTH AND SAFETY**

27. Describe practices for lowering health risk factors.
28. Identify procedures for earthquake preparedness.

***CBET COMPETENCIES for the ESL Intermediate High Course (continued)***

**VII. LEARNING AND ACADEMIC SKILLS**

35. Propose and prioritize short-term goals.
36. Establish and maintain an organized notebook of class work.
37. Evaluate, correct, and revise a writing assignment.
38. Use reference materials such as dictionaries and encyclopedias.
  - a. Locate information alphabetically.
  - b. Identify parts of speech in word definitions.
39. Identify and utilize devices or processes for remembering information.
40. Identify strategies for guessing the meaning of vocabulary from context.
41. Summarize a reading passage.
  - a. Identify the topic sentence of a paragraph.
  - b. State the main idea and supporting details from a reading.
42. Identify and utilize test-taking skills.
  - a. Use the process of elimination on multiple-choice questions.
  - b. Identify strategies for dealing difficult questions: skip, guess, etc.
  - c. Identify types of reading comprehension questions: specific information, main idea, inference, etc.
  - d. Identify strategies for answering types of reading comprehension questions.

***CBET COMPETENCIES for the ESL Beginning High Course (continued)***

**VIII. COMMUNITY-BASED ENGLISH TUTORING**

**A. The School Community**

- C1. Demonstrate parental involvement in the school by reporting on a recent experience such as attending a PTSA meeting, volunteering at a parent center, helping with school events, etc.

**B. Curriculum and Standards**

- C2. Read and compare curricular standards for different grade levels.
- C3. Examine texts a child is using in school.

**C. Parent/Teacher Communication**

- C4. Ask child's teacher for suggestions on how to assist and support the child.
- C5. Complain appropriately in case of problems with a child's teacher or other students.

**D. Home Learning Environment**

- C6. Discuss optimum conditions for learning at home.
- C7. Discuss with other parents issues related to appropriate activities for children at various ages, amount and kind of media exposure that is desirable, family "rules," etc.

**E. Tutoring Skills**

- C8. Check child's homework assignments and evaluate progress.
- C9. Guide a child in using the guide words, index, or table of contents in order to use study resources such as dictionaries, encyclopedias, and textbooks effectively.
- C10. Use basic pre-reading and comprehension check strategies with K-6 students.
  - a. Ask questions about the cover of a storybook or other illustrated children's book.
  - b. Read aloud alone and with a student. (Duet reading)
  - c. Ask simple comprehension questions about a story.
- C11. Use oral modeling as a correction strategy.

**COMPETENCY-BASED COMPONENTS and SCANS ACTIVITIES  
for the ESL Intermediate High/B Course**

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	1. Give information about self. a. Ask and answer questions about life events. b. Write a short paragraph about life and work history using chronological order.  CASAS# 0.2.1	Review of verb tenses <i>(I got a job before I had finished high school.)</i>

SAMPLE SCANS ACTIVITY
-----------------------

Stages of Lesson:  Warm Up  Introduction  Presentation  **Practice**  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span></p> <p>Purpose: This is a team task activity in which students organize life events chronologically into categories they think are appropriate. It could be used as a pre-writing activity.</p>	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">SCANS FOCUS</td> </tr> </table>	SCANS FOCUS
SCANS FOCUS		
<ol style="list-style-type: none"> <li>1. Compile a list of 20-30 possible life events, for example: get married, get a driver's license, have my first child, drink alcohol for the first time, have my first kiss, get my first job. Cut a single copy of the list into strips for each life event.</li> <li>2. Write on the board:   <i>"begin first day of school, make my first best friend, learn to ride a bicycle"</i>   <i>"I had/hadn't _____ by the time I began my first day of school."</i> </li> <li>3. Ask the students to help you put these three childhood events in chronological order, using the example sentence to help explain which would come first, second, and third. There is no "right" order.</li> <li>4. Hand out a different life event slip to each student. Tell the students they will stand up and organize themselves in a line by discussing where their slip belongs chronologically. For example, if a slip says "celebrate my 16th birthday," the person would probably stand somewhere before "get a driver's license."</li> <li>5. Give students approximately five minutes to get organized in line. Repeat that there is no "right" order. The point is simply to discuss their slips with each other.</li> <li>6. Stop after five minutes, even if students are not finished. Have them read off their life events from first to last in line. Write the life events onto the board in the order given. Do not allow disagreement at this time.</li> <li>7. Collect the slips and have the students sit down in groups of four. Write three categories on the board: "Childhood, teenage years, adulthood." Tell the students their task will be to work in groups to organize the list of life events into these three categories by discussing their own life experiences with each other. Assign one student in each group to write down the events, in the three categories, on a piece of paper.</li> </ol>	<p><b>Basic Skills:</b> Listening/ Speaking</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p>	

You may want to write more phrases on the board that students could use to explain themselves:

*"Before I was a teenager, I had already \_\_\_\_\_." or "Until adulthood, I'd never \_\_\_\_\_." or "When I was a child, I didn't \_\_\_\_\_."*

8. Start the task. Give the groups 15 minutes. Circulate around the room, helping groups come to consensus.
9. Stop the task and have each group writer report back to the class which life events fit into one category. For example, "Most of us didn't get a driver's license until we were adults, so we wrote it under adulthood." \*\*
10. Follow up: Give students a list of conjunctions used to show a sequence of events (before, until, after, when, by the time, etc.). Have them choose any three life events from their group's list and write a paragraph about their own experiences.

\*\* This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	2. Compare and contrast two family members.  CASAS# 0.1.2, 7.2.3	24. Conjoined Sentences <i>(My brother studied music and my sister did too.)</i>  Also 17, 23
SAMPLE SCANS ACTIVITY		

Stages of Lesson:  Warm Up  **Introduction**  Presentation  Practice  Application

<p>Steps for Sample Activity: _____ Approximate Time of Activity: 30 minutes</p>	SCANS FOCUS
<p>Purpose: This is a team dictation activity in which students write two lists of adjectives on the board in a race. It could be used as a pre-writing activity.</p> <ol style="list-style-type: none"> <li>Prepare two lists of adjectives of 15-20 words each in categories A and B below. Include synonyms for familiar vocabulary and adjectives which have positive or negative connotations such as plump, fat, chubby, slim, skinny, slender, etc. Copy both lists to hand out after the game. <ul style="list-style-type: none"> <li style="margin-left: 40px;">A. <i>OUTSIDE APPEARANCE</i></li> <li style="margin-left: 40px;">B. <i>PERSONAL/EMOTIONAL QUALITIES</i></li> </ul> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 45%;"> <p><i>unattractive, ugly</i> <i>gorgeous, beautiful, pretty</i> <i>handsome, cute, etc.</i></p> </div> <div style="width: 45%;"> <p><i>thoughtless, unkind, mean</i> <i>thoughtful, kind, nice</i> <i>happy, cheerful, optimistic, etc.</i></p> </div> </div> </li> <li>Write the two category headings on the board and explain that one team will dictate a list of adjectives for each category. Space the headings far apart from each other, so that each team has space to write all their adjectives under the heading.</li> <li>Divide the class into two teams. Line each team up in front of one category on the board. The first person in each line is the reader, who will read all the words to his/her team. Give the reader for each team one copy of the adjectives for category A or B. Have him/her stand near the board.</li> <li>Explain the rules. Tell the teams their goal is to write on the board as many correctly-spelled words as possible in 10 minutes. RULES: 1. The reader may not show his/her team writer the paper. 2. The writer may ask for clarification and spelling if needed: "Could you repeat that? What was that? Come again? How is that spelled?" 3. Each writer goes to the back of the team's line after writing a word.</li> <li>Demonstrate the activity by having the first person in line for team A approach the board. Have the team reader say the first word and the first writer write it on the board. Then have the first person in line for team B approach the board. Again have the team reader say the first word and the first writer write it on the board. Then begin the team dictation.</li> </ol>	<p><b>Basic Skills:</b> Listening/ Speaking</p> <p><b>Thinking Skills:</b> Knowing How to Learn</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others/ Exercises Leadership</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Monitors and Corrects Performance</p>

6. After both teams have dictated all their words, hand out the full list of adjectives. Have students identify which words were misspelled on the board. You may want to give a prize to the team with the largest number of correctly spelled words. \*\*
7. Ask the teams to identify any adjectives that are unfamiliar, and have the team reader circle them on the board. Clarify and give examples for those adjectives.
8. Follow up: Ask students to choose two people in their family (brother/sister, mother/sister, mother/father, brother/uncle, etc.). Then have them use the adjectives on the board to compare the two people orally or in writing, citing examples to back up their description.

\*\* This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	3. Fill out authentic forms and applications.  CASAS# 0.2.2, 4.1.2	11c. Passive Voice <i>(Have you ever been fired or forced to resign?)</i>  Also 3, 4

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  **Practice**  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 60 minutes</span></p> <p>Purpose: This is an interview activity in which students ask and answer questions in pairs in order to fill out a job application form. The contents of a job application should already be familiar to the students before doing this activity.</p> <ol style="list-style-type: none"> <li>1. Obtain or create a job application form that has numbered questions. Make a transparency of the form. Make enough copies to equal half the number of students in the class.</li> <li>2. Put the transparency on the overhead. Review and discuss various parts of the form.</li> <li>3. Brainstorm a list of questions one might ask to solicit information required to fill out the form, for example: "How many jobs have you had in the last five years? What were your duties? Have you ever been convicted?"</li> <li>4. Divide the class into pairs and designate Student A and Student B. Give each pair one application form.</li> <li>5. Write a list of items or numbers on the board which Student A will fill out for Student B. Write an equal number for Student B to fill out for Student A. Explain that each student must ask appropriate questions to get the information required to fill out the form for his/her partner.</li> <li>6. Have the pairs begin interviewing each other. Circulate and monitor the activity. Answer any questions.</li> <li>7. After 10 minutes, have Student B become the interviewer and Student A the respondent.</li> <li>8. After 10 more minutes, call time. Collect the forms and correct any mistakes.**</li> <li>9. Follow up: Have each student fill out the form using his/her own information.</li> </ol> <p style="margin-left: 20px;">** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">SCANS FOCUS</td> </tr> </table>	SCANS FOCUS
SCANS FOCUS		
	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading/ Writing</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management/ Integrity/Honesty</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Understands Social and Organizational Systems/ Monitors and Corrects Performance</p>	



COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	4. Write personal and/or business letters using appropriate format and punctuation.  CASAS# 0.2.3	16. So/Such with adjectives <i>(It was so thoughtful of you.)</i>  Also 12
SAMPLE SCANS ACTIVITY		

Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  **Application**

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 60 minutes</span>	SCANS FOCUS						
<p>Purpose: This is group writing activity in which student teams organize and write a thank you letter, using appropriate format and punctuation.</p> <ol style="list-style-type: none"> <li>Write two short but formal letters of thanks without punctuation or capitalization. Write only the body of each letter. Make enough copies to give one letter to each group of four in your class. Clip the letter into strips by cutting each sentence into phrases (see examples below). Place the strips for each letter into a separate envelope.</li> <li>Tell the students they will be getting a thank you letter in which the phrases from sentences are mixed up and that they must put the sentences back together. Write on the board the following six phrases, which can be made into two complete sentences:           <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"><i>to remember my birthday</i></td> <td style="width: 50%; text-align: center;"><i>thoughtful of you</i></td> </tr> <tr> <td style="text-align: center;"><i>it was so</i></td> <td style="text-align: center;"><i>I really appreciate</i></td> </tr> <tr> <td style="text-align: center;"><i>receiving such</i></td> <td style="text-align: center;"><i>a wonderful gift</i></td> </tr> </table> </li> <li>The students should help you construct the following: "I really appreciate receiving such a wonderful gift. It was so thoughtful of you to remember my birthday." Point out where to add capitals and periods.</li> <li>Write on the board: body of letter, signature, salutation, closing, date. Next to this, draw a big rectangle to represent a sheet of paper. Ask the students to help you "format" the letter: i.e. identify the correct location for each element on the page. Write each element in its correct place in the rectangle. Let the students copy this format model.</li> <li>Put the students in groups of four. Assign four roles: Student A will arrange the strips to form sentences, with his group's advice; Student B will put the sentences in the correct order; Student C will write up the body of the letter with correct punctuation/capitalization; and Student D will write the date, salutation, closing and signature.</li> <li>Hand out one envelope to each group. Some groups will have the first thank-you letter, others the second. Circulate to monitor the activity. As you are circulating, choose one group to present the first letter and one group to present the second.</li> </ol>	<i>to remember my birthday</i>	<i>thoughtful of you</i>	<i>it was so</i>	<i>I really appreciate</i>	<i>receiving such</i>	<i>a wonderful gift</i>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading/ Writing</p> <p><b>Thinking Skills:</b> Decision Making/ Problem Solving/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems- Understands Organizational Systems</p>
<i>to remember my birthday</i>	<i>thoughtful of you</i>						
<i>it was so</i>	<i>I really appreciate</i>						
<i>receiving such</i>	<i>a wonderful gift</i>						

7. Stop the activity. Have writers from the two groups you've selected come to the board and write their versions of the letters. Go over the letters on the board, discussing any mistakes in sentence order, punctuation, or format and asking other groups' advice as you make corrections. \*\*
8. Follow up: Have students write their own thank you letters using appropriate format and punctuation.

\*\* This step serves as an evaluation of the activity.

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COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	5. Engage in small talk on topics such as news events and leisure activities.  CASAS# 0.1.2, 0.2.4	27. Tag Questions <i>(Nice day, isn't it?)</i>  Also 16, 17

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span></p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a brainstorm and pair writing activity in which students brainstorm a list of appropriate and inappropriate topics for "small talk" and then create and practice small talk dialogs.</p> <ol style="list-style-type: none"> <li>1. Prepare, or create with the class, a model small talk dialog focusing on structures you want to teach or review; for example, a conversation about leisure activities that uses tag questions. ("Great weather over the weekend, wasn't it?" "You play golf, don't you?" "You've seen that movie, haven't you?")</li> <li>2. Discuss with the class the concept of small talk, essentially a form of light, pleasant conversation.</li> <li>3. Put students in groups of four. Have them choose one student as the group's reporter. Designate each group as a Positive or a Negative group.</li> <li>4. Inform groups that they will have a 10-minute time limit. Have Positive groups brainstorm a list of appropriate topics for small talk. Have Negative groups brainstorm a list of inappropriate topics for small talk.</li> <li>5. Call time. Have the group reporters report their group's results. Make two lists on the board: one for appropriate topics and one for inappropriate topics. Discuss with the class whether any topics should be deleted or moved.</li> <li>6. Divide the class again, this time into pairs. Have each pair choose a topic from the list of appropriate small talk topics on the board. Have pairs work together to write and practice a small talk dialog. Circulate and monitor the writing activity.**</li> <li>7. Have volunteer pairs present their dialogs to the class.**</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking/ Writing</p> <p><b>Thinking Skills:</b> Knowing How to Learn</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others/ Exercises Leadership/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>



COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	6. Use language appropriately in class discussions and debates. <ol style="list-style-type: none"> <li>Express an opinion.</li> <li>Express agreement/disagreement.</li> <li>Generate ideas and propose solutions to a current events problem.</li> </ol> CASAS# 0.1.5, 4.81	11. Passive <i>(Guns should be banned.)</i>  Also 12

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span>	<b>SCANS FOCUS</b>
<p>Purpose: This is a problem solving activity in which students express agreement and disagreement and evaluate opinions about gun control. It could follow a recent event in the news which involves gun violence.</p> <ol style="list-style-type: none"> <li>Copy the list of six opinions about gun control, three in favor and three against, on the next page as a handout for each student.</li> <li>Tell students they are going to discuss whether they're in favor of or against gun control.</li> <li>Hand out the list of opinions in favor of and against gun control. Discuss the ideas behind the first point on each side of the debate, i.e. "If guns aren't banned, eventually everyone will have a gun and we will all be living in fear." "There is nothing the law can do to protect us from guns and criminals, so I'd rather have a gun." Then propose a question based on the two opinions: "Can the government or a law really solve the gun violence problem?"</li> <li>Put the students in groups of 4-5. Go over the phrases given on the handout for how to state an opinion, agree, and disagree. Have one group help you model the discussion. Say to one group member, "If you ask me, we must ban guns because it's the only way to reduce crime." Get one or two group members to disagree with you by saying, for example, "That might be true, but I'd rather be able to protect myself if a criminal shows up."</li> <li>Tell the groups to discuss each of the three pro-con arguments, relating the arguments to their own experience. Then, have each group come to consensus on whether they are in favor or against banning guns. Assign two roles in each group: one student who will facilitate and elicit opinions and another who will report back at the end. (The reporter can report a minority opinion if one or two members don't agree with the decision of the group.)</li> <li>Start the activity. Circulate and monitor the groups. Make sure students disagree politely.</li> </ol>	<p><b>Basic Skills:</b> Listening/ Speaking</p> <p><b>Thinking Skills:</b> Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management/ Integrity/Honesty</p> <p><b>Competencies:</b> Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Understands Social Systems</p>

7. Stop the group activity after 15 minutes. Ask one member of each group to report back: "Our group is in favor of banning guns because..." or "Our group is against banning guns because..." \*\*
8. Follow up: Have students write a short paragraph which begins with the phrase: "In my opinion, guns should/shouldn't be banned," followed by at least two reasons to support their argument.

\*\* This step serves as an evaluation of the activity.

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### **PRO: GUNS SHOULD BE BANNED**

1. The crime problem won't be solved by everyone having a gun. There are too many gun-related killings.
2. In Japan, people are prohibited from owning any kind of weapon and the murder rate there is very low.
3. Gun availability makes people more prone to violence.

### **CON: GUNS SHOULDN'T BE BANNED**

1. Criminals will always be able to get guns. The public should be able to protect themselves.
2. Gun control can't be enforced in the USA. It's too easy to smuggle in guns with our long coastlines.
3. Guns don't kill, people do. We need better gun training classes, not gun prohibition.

### **STATE AN OPINION**

If you ask me...  
Wouldn't you say that...

### **EXPRESS AGREEMENT**

That's a good point.  
I feel the same way.

### **EXPRESS DISAGREEMENT**

Maybe, but don't you think...  
That might be true, but...

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	7. Interpret and compare cultural differences between the U.S. and other countries with respect to work, family, education and personal relations.  CASAS# 2.7.2, 4.8.7, 7.2.3	20. Present Unreal Conditional <i>(If I arrived late, I'd be embarrassed.)</i>
SAMPLE SCANS ACTIVITY		

Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span>	SCANS FOCUS
<p>Purpose: This is an interview activity in which students ask and answer questions about attitudes regarding time in different cultures.</p> <ol style="list-style-type: none"> <li>Prepare 10 questions designed to elicit student attitudes about time in their cultures. Use the present unreal conditional and mention specific situations. For example: <i>In your country, When would you arrive if you were invited to a dinner party at a certain time? When would you arrive at a job interview? How much later would be considered "late" in each situation? How would you feel if a friend showed up at your apartment 15 minutes before you expected him/her? etc.</i></li> <li>Tell students they will be interviewing different students in the class about people's attitudes about time in their countries. Write the questions on the board, numbering them from 1-10. Go over the questions and confirm understanding.</li> <li>Number off the class by assigning numbers 1 through 10 until every student has a number. Tell students to look at the board to see which question to ask.</li> <li>Form an interview line in the classroom. Ask all students with numbers 1-5 to stand up in a line. Then ask all students with numbers 6-10 to stand in a line facing the first line.</li> <li>Explain the activity: Each student has three minutes to ask and answer their questions with the person across from him/her. After three minutes, call time. Have the first student in one line move to the other end of the line. Continue the interviews until each student has spoken with five people.</li> <li>Have all the students sit down so they can report back on what they learned. If there are students of various cultural backgrounds in the class, ask a few students to report back about the cultures they found out about. For example, "Juan told me that it would be OK to show up late to a dance in Mexico, but Keiko said it wouldn't be OK in Japan." Or, if the class is of the same cultural background, discuss the differences between the US and their country regarding the 10 questions. **</li> <li>Follow up: Have students make conclusions about what factors are important in various cultures' attitudes about time, based on the examples they've discussed. Ask, for example, "In which contexts would people in a particular culture be more likely to show up on time? Why?"</li> </ol> <p>**This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking</p> <p><b>Thinking Skills:</b> Creative Thinking/ Decision Making/ Seeing Things in the Mind's Eye/ Problem Solving/Knowing How to Learn/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management/</p> <p><b>Competencies:</b> Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Understands Social Systems</p>



COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	8. Use language to interact appropriately within diverse groups. a. Disagree politely. b. Interrupt politely. c. Offer praise and encouragement. d. Solicit other's opinions.  CASAS# 0.1.2, 0.1.3, 0.1.6	9. Express preference: <i>(I'd rather listen to rock than classical music.)</i>  Also 10d

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  **Practice**  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 40 minutes</span>	<b>SCANS FOCUS</b>
<p>Purpose: This is a role play activity in which students express opinions about a workplace problem. It should follow an activity in which language for interacting in groups has already been introduced.</p> <ol style="list-style-type: none"> <li>1. Number off the class 1-2-3-4, 1-2-3-4. Group all the 1s together, all the 2s together, etc. Each group might be as large as eight or ten people.</li> <li>2. Explain that #1 = older man, #2 = young woman, #3 = middle aged woman, #4 = teenage boy. Each group must decide what kind of music a person that age would like to hear at work and why. They should think of radio stations as well as musical performers.</li> <li>3. Give the groups 5-10 minutes to discuss musical preferences appropriate to each age group. Remind everyone to make notes, as they will need that information in the next phase.</li> <li>4. Stop the activity. Regroup the class into groups of four with one person representing each age group, i.e., 1-2-3-4 together, 1-2-3-4 together, etc.</li> <li>5. Explain the role play: "Imagine you work in a coffee shop. No one has been able to agree about what kind of music should be played during working hours. The manager has called a meeting to come up with a plan. She is interested in each employee's input." Tell the students that each person in the group must play his or her age group when expressing opinions about music. For example, each #1 will play an older man, etc.</li> <li>6. Write the following language goals on the board. Review appropriate phrases for each category if needed.</li> </ol> <p style="margin-left: 40px;"> <i>Did the employees disagree with each other politely?</i>  <i>Did they interrupt politely?</i>  <i>Did anyone solicit another person's opinion?</i>  <i>Did anyone offer praise for a good suggestion?</i> </p>	<p><b>Basic Skills:</b> Listening/ Speaking</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management/ Self-Esteem</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity/ Teaches Others/ Exercises Leadership/ Serves Clients and Customers</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems- Understands Social Systems</p>

7. Choose one of the group members, for example #4, to be the coffee shop manager. The other members of the group are employees. The employees are responsible for expressing and responding to opinions. The manager will be responsible for reporting back to the class about his/her group's musical tastes. He/she will also be responsible for using the questions on the board to monitor the group's interaction.
8. Have the groups begin their role plays. Circulate and monitor the groups.
9. Stop the activity after 10 minutes. Have each group manager report back.\*\*
10. Follow up: Have the students complete a problem-solving activity in which they express their opinions and attempt to come to a consensus on what kind of music to play. They should consider not only their own personal preferences, but also the coffee shop clientele and company policy.

\*\* This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	9. Use language appropriately in interpersonal interactions. <ol style="list-style-type: none"> <li>Express a hope.</li> <li>Express a present wish.</li> <li>Express sympathy.</li> </ol> CASAS# 0.1.4	21. Present Subjunctive ( <i>I wish I made more money.</i> )  Also 19, 20

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 40 minutes</span>	<b>SCANS FOCUS</b>
<p>Purpose: This is a roundtable/report back activity in which students use the present unreal conditional to write about their wishes. It could be used as a pre-writing activity. It should be used after the students are familiar with present unreal conditional sentences.</p> <ol style="list-style-type: none"> <li>Write 3-5 different wishes and a conditional sentence about each on the board. For example:   <i>I wish I earned more money: If I earned more money, I could support my family better.</i>  <i>I wish there were a park near my house: If there were, I would play baseball there on weekends.</i>  <i>I wish my country didn't have so much corruption: If it didn't, I would return there tomorrow.</i> </li> <li>Explain that students will meet in groups to brainstorm as many more wishes as they can. Give them themes such as family, politics, social concerns, the environment, local or world problems, etc. to help them brainstorm.</li> <li>Form groups of three. Have each group use one piece of paper and one pen.</li> <li>Ask one group to model the roundtable: Student 1 writes a wish and passes the paper to Student 2. Student 2 uses that wish and writes a conditional sentence to express a result or reason for the wish, and then passes the paper to Student 3. Student 3 writes a new wish. Student 1 writes a result, etc.</li> <li>Begin the roundtable. Give the students 10-15 minutes to pass the paper around the group and write as many wishes and conditional sentences as possible.</li> <li>Have each group report back 1-3 wishes and conditional sentences, depending on the size of the class. Write them on the board.**</li> <li>Follow up: Have students choose one wish to write about and explain why it's their wish.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading/ Writing</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management/ Integrity/Honesty</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Works with Diversity/ Teaches Others</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community A. School	10. Discuss and pursue educational options. a. Investigate other programs within the school. b. Research vocational choices and programs. c. Determine prerequisites for higher education.  CASAS# 2.5.5, 4.1.4	20. Present Unreal Conditional <i>(If you studied computers, you could get a better job.)</i>
SAMPLE SCANS ACTIVITY		

Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 60 minutes</span>	<b>SCANS FOCUS</b>
<p>Purpose: This is a speaking and writing activity in which students, in pairs, prepare questions about vocational or higher education options. This activity could precede a counselor's presentation, an informational video from the counseling office, or a reading on educational/vocational options.</p> <ol style="list-style-type: none"> <li>1. Make copies of written information on vocational choices and higher educational choices. Or, if you plan to use a video on vocational and educational choices, preview the video.</li> <li>2. Put the following questions on the board:           <p style="margin-left: 40px;"><i>Why are you studying English? In what situations do you need to use English now?</i></p> <p style="margin-left: 40px;"><i>Are you interested in receiving a high school diploma in English?</i></p> <p style="margin-left: 40px;"><i>Are you interested in going to college in the United States?</i></p> <p style="margin-left: 40px;"><i>What kind of career would you like to have in the future?</i></p> </li> <li>3. Pair students with the person next to, in front, or behind them. Have them ask their partners the questions on the board. Give the pairs 10 minutes to speak.</li> <li>4. Stop the pairs. Tell them they will be making up questions to help their partners get more information. Put the following question frames on the board:           <p style="margin-left: 40px;"><i>What class/classes could _____ take if he/she wanted _____?</i></p> <p style="margin-left: 40px;"><i>If _____ were interested in _____, how could he/she get more information?</i></p> </li> <li>5. Model the activity. Ask one pair to report back. Teresa says: "Li said he wanted to be a mechanic in the future." The question could be: "If Li were interested in becoming a mechanic, how could he get more information?" Then, Li says: "Teresa told me she was interested in a high school diploma." Question: "What classes would she take if she wanted a high school diploma?"</li> <li>6. Have each student write one question for his/her partner. Circulate and check. **</li> <li>7. After students have formulated their questions, have them scan the written information or watch the video to find out the answers.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking/ Writing</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Problem Solving</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Information- Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Understands Social and Organizational Systems</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community  B. School	11. Interpret a child's report card or progress report.  CASAS# 0.1.5, 2.5.5	17. Participial adjectives <i>(I'm excited about his grades. It's exciting to see him learning so fast.)</i>  Also 10, 16

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 90 minutes</span>	<b>SCANS FOCUS</b>								
<p>Purpose: This is a role play activity in which students discuss a child's progress report with the teacher. It should follow other activities on school and/or participial adjectives.</p> <ol style="list-style-type: none"> <li>Obtain a blank report card from a local elementary or high school. Copy and fill in two different report cards for two imaginary students, including positive and negative grades and comments. Make a transparency of the first report card. Make copies of the second report card for the class.</li> <li>Write example sentence frames and participial adjectives on the board which could be used to react to the report card. For example:           <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>It's _____ing to see her doing well/badly.</i></td> <td style="width: 50%;"><i>I'm _____ed about her doing well/badly.</i></td> </tr> <tr> <td><i>That subject has been _____ing for her.</i></td> <td><i>She's been _____ed about/with/by that subject.</i></td> </tr> <tr> <td><i>It's been a/an _____ing semester for her.</i></td> <td><i>She's been _____ed this semester because...</i></td> </tr> <tr> <td><i>Reading used to be _____ing, but..</i></td> <td><i>She used to be _____ed by reading, but now...</i></td> </tr> </table> <p>(The blanks could be filled with adjectives formed from any of the following: confuse, interest, fascinate, overwhelm, frighten, disappoint, excite, satisfy, fulfill, shock, bore, annoy, tire, frustrate, relax, distract, challenge, please, motivate, encourage, or discourage.)</p> <ol style="list-style-type: none"> <li>Show the transparency of the first report card on the overhead. Go over the meaning of the grades and clarify any unknown words or symbols. Then ask students to respond as parents to the child's grades, using some of the expressions given above.</li> <li>Hand out the role play checklist. (See next page.) Go over the questions on the checklist and explain that the role play should include each of the functions listed. Brainstorm ways to express each of the functions in the role play conversation.</li> <li>Ask a volunteer to role play with you. Have the student imagine that this is his/her child's report card and play the role of the parent as you play the role of the teacher. Repeat the role play with several different students. Discuss the checklist in relation to each role play.</li> </ol> </li></ol>	<i>It's _____ing to see her doing well/badly.</i>	<i>I'm _____ed about her doing well/badly.</i>	<i>That subject has been _____ing for her.</i>	<i>She's been _____ed about/with/by that subject.</i>	<i>It's been a/an _____ing semester for her.</i>	<i>She's been _____ed this semester because...</i>	<i>Reading used to be _____ing, but..</i>	<i>She used to be _____ed by reading, but now...</i>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Creative Thinking</p> <p><b>Personal Qualities:</b> Sociability/ Self- Management</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Understands Social and Organizational Systems/ Monitors and Corrects Performance</p>
<i>It's _____ing to see her doing well/badly.</i>	<i>I'm _____ed about her doing well/badly.</i>								
<i>That subject has been _____ing for her.</i>	<i>She's been _____ed about/with/by that subject.</i>								
<i>It's been a/an _____ing semester for her.</i>	<i>She's been _____ed this semester because...</i>								
<i>Reading used to be _____ing, but..</i>	<i>She used to be _____ed by reading, but now...</i>								

6. Form groups of three. Assign three roles in each group: teacher, parent and observer. Explain that the observer will listen and fill in the checklist as the other two discuss the child's report card.
7. Hand out copies of the second report card. Give the groups five minutes to read it and ask any questions. Then, begin the role play activity. Circulate and monitor the groups.\*\*
8. Stop the activity and have each observer report back a little of what was said. \*\* Then have the groups continue, switching roles and reacting to each of the two report cards again.
9. Follow up: Have the groups write dialogues based on the same situation.

\*\* This step serves as an evaluation of the activity.

### ROLE PLAY CHECKLIST

#### TEACHER

- |   |     |    |
|---|-----|----|
| Did he/she praise the child's strengths?                            | Yes | No |
| Did he/she explain why the child might be having difficulties?      | Yes | No |
| Did he/she make one suggestion about how to help the child improve? | Yes | No |

#### PARENT

- |  |     |    |
|--|-----|----|
| Did he/she describe why one part the child's report pleased him/her?       | Yes | No |
| Did he/she express why certain parts of the report card concerned him/her? | Yes | No |
| Did he/she ask for suggestions about how to help the child improve?        | Yes | No |

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. The Neighborhood	12. Identify and obtain information about community facilities and/or services.  CASAS# 2.6.1, 2.6.3	11. Passive voice <i>(Has that location been booked for March 5th yet?)</i>  Also 9
SAMPLE SCANS ACTIVITY		

Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  **Application**

<p>Steps for Sample Activity: _____ Approximate Time of Activity: 45 minutes</p>	SCANS FOCUS
<p>Purpose: This is a pair writing activity in which students compose an appropriate dialogue to book a reservation.</p> <ol style="list-style-type: none"> <li>Write three lists with information needed for making reservations for three kinds of events: a wedding reception at a community center, a BBQ party at a popular local park, a graduation party at a public school. Put all three events on one piece of paper. Photocopy a class set.</li> <li>Hand out the scenarios to the students. Using the first event as a model, note the requirements on the list. For example: <p style="margin-left: 40px;"> <i>Name of bride: Sarah Mark                      Time: 5 - 11 p.m.</i>  <i>Purpose: a wedding reception                      Alternate time: 3 - 9 p.m. ( if close early)</i>  <i>Date: May 25th    Number invited to reception: 75</i>  <i>Alternate date: June 2nd</i>  <i>Other requests: alcohol permitted, dance floor, kitchen on premises, would like to bring own music and DJ</i> </p> </li> <li>Have the students help you to write a dialog on the board for making a reservation for this event. For example: <p style="margin-left: 40px;"> <i>A: Hello, I'm interested in booking a ballroom for a wedding reception on May 25th.</i>  <i>B: I think the rooms <u>have already been booked</u> for that weekend. Are you able to do it any other time?</i>  <i>A: Well, we'd consider doing it on June 2nd. Is that open?</i>  <i>B: Yes, it appears to be open right now. How many people <u>are being invited</u>?</i>  <i>A. About 50 people <u>have already been invited</u> to the wedding. The reception may be larger - about 75 people.</i>  <i>B. About 75 people maximum <u>can be accomodated</u> in our ballrooms. <u>We'll need to be told</u> if your number is going to exceed that.</i> </p> </li> <li>Put the students in pairs. Assign some of the pairs event #2 and some event #3. Tell them that they must now write a similar dialog. Assign one person to be the writer.</li> <li>Begin the pair work. Circulate and monitor the pairs. Note which two pairs you will choose to present.</li> </ol>	<p><b>Basic Skills:</b> Listening/ Speaking/ Writing</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving/ Knowing How to Learn</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Understands Social and Organizational Systems</p>

6. Have one pair with event #2 and one pair with event #3 write their dialogs on the board. Go over the dialogs and discuss whether there is anything missing. For example, "The BBQ planners forgot to ask if charcoal is provided or needs to be brought."\*\*
7. Follow up: Have students perform a role play in which they book a reservation.

\*\* This step serves as an evaluation of the activity.

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COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. The Neighborhood	13. Access information about local community events from news media and other sources.  CASAS# 2.6.2	13. Separable and Inseparable Phrasal Verbs <i>(The city <u>put</u> a concert <u>on last weekend</u>. Three <u>hundredpeople</u> <u>turned out</u> to see the performance.)</i>  Also 22

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  **Practice**  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span>	<b>SCANS FOCUS</b>
<p>Purpose: This is a listening and team task activity in which students take notes from a short news broadcast and reconstruct the news story in groups.</p> <ol style="list-style-type: none"> <li>1. Record a short television or radio broadcast. Choose a two-minute segment which deals with local community events. Prepare a list of 8-10 key vocabulary words that might impede student comprehension; for example, two-word verbs for events: show up, drop by, put on, turn out...</li> <li>2. Explain the steps of the listening activity. Explain that students won't write any notes until the third time the broadcast is played.           <p style="margin-left: 20px;">1st listening: to familiarize yourself with the information.            2nd listening: to hear any of the key words which were taught beforehand.            3rd listening: to jot down phrases in which the key vocabulary appears.            4th listening: to take notes on the main community events which are discussed.</p> </li> <li>3. Play the tape four times for the class to complete the above listening steps.</li> <li>4. After the fourth listening, put students in groups of four. Ask them to compare notes and attempt to reconstruct the order of the news broadcast as best they can. Assign one member of each group to write down the group's combined effort.</li> <li>5. Begin the team task. Circulate and help the groups.</li> <li>6. After 10 minutes, stop the activity. Play the tape again and let the groups check their own work.**</li> <li>7. Follow up: Discuss which community event students would be interested in attending.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening</p> <p><b>Thinking Skills:</b> Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Teaches Others/ Exercises Leadership</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Transportation	14. Discuss car purchase choices for new or used cars.  CASAS# 1.9.5	16. So/Such with Adjectives <i>(It was such a terrible car./It was so terrible.)</i>  Also 17, 23
SAMPLE SCANS ACTIVITY		

Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

<p>Steps for Sample Activity: _____ Approximate Time of Activity: 30 minutes</p>	SCANS FOCUS
<p>Purpose: This is a vocabulary development activity in which students match full words to abbreviations in advertisements for used cars.</p> <ol style="list-style-type: none"> <li>1. Make a set of photocopies (see next page) of a list of abbreviations and corresponding vocabulary.</li> <li>2. Write on the board: Have you ever bought a used car? What kind of condition was it in?  <i>mint, like new, excellent, very good, good, needs work</i></li> <li>3. Explain the differences between "like new" and "excellent." For example, "like new" usually means "excellent" but "excellent" usually means simply "good." Discuss the concept of exaggeration. Ask students who've bought used cars to rate the condition of the car they bought. As they describe the condition, ask if they know the abbreviation for it. For example, <i>like new = lk nu.</i></li> <li>4. Pair students and explain they will have a list of abbreviations typically written in used car advertisements and the words they stand for. They must match each word to the appropriate abbreviation.</li> <li>5. Distribute the handouts and give pairs 10 minutes to match the items.</li> <li>6. Have each pair report back 2-3 words and their abbreviations. Check the entire list as a class. Explain any words that are unclear. **</li> <li>7. Follow up: a) Have the students write their own used car ad. b) Bring in a copy of a page of used car ads; have students read the ads and choose which cars seem the best.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Reading</p> <p><b>Thinking Skills:</b> Decision Making</p> <p><b>Personal Qualities:</b> Sociability/ Integrity/Honesty</p> <p><b>Competencies:</b> Information- Interprets and Communicates Information</p> <p>Systems- Understands Organizational Systems</p>

## Car Ad Abbreviations

1. p/s
2. ml
3. nu eng
4. conv
5. opts
6. 4dr
7. mpg
8. obo
9. paymnts
10. trams
11. am/fm
12. ld'd
13. V6
14. 11k
15. 5 spd
16. hrd tp
17. cass
18. a/t
19. ownr
20. immac int
21. cyl
22. gd
23. mint cond
24. whls
25. chme
26. lthr
27. xlnt
28. a/c
29. fully eqpt
30. nds wk

## Car Ad Terms

- \_\_\_\_\_ fully equipped
- \_\_\_\_\_ power steering
- \_\_\_\_\_ or best offer
- \_\_\_\_\_ miles
- \_\_\_\_\_ new engine
- \_\_\_\_\_ owner
- \_\_\_\_\_ cassette
- \_\_\_\_\_ convertible
- \_\_\_\_\_ 6 cylinders in a V shape
- \_\_\_\_\_ 4 doors
- \_\_\_\_\_ good
- \_\_\_\_\_ leather
- \_\_\_\_\_ hard top
- \_\_\_\_\_ cylinder
- \_\_\_\_\_ eleven thousand miles
- \_\_\_\_\_ excellent
- \_\_\_\_\_ automatic transmission
- \_\_\_\_\_ needs work
- \_\_\_\_\_ air conditioning
- \_\_\_\_\_ a radio with am/fm frequencies
- \_\_\_\_\_ five speed manual transmission
- \_\_\_\_\_ chrome
- \_\_\_\_\_ loaded
- \_\_\_\_\_ options
- \_\_\_\_\_ miles per gallon
- \_\_\_\_\_ payments
- \_\_\_\_\_ immaculate interior
- \_\_\_\_\_ wheels
- \_\_\_\_\_ mint condition
- \_\_\_\_\_ transmission



COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Transportation	15. Demonstrate an understanding of how to obtain car insurance.  CASAS# 1.9.8	8. Express obligation/expectation <i>(You are not supposed to let others drive your car unless it's stated in the policy.)</i>  Also 23

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 40 minutes</p> <p>Purpose: This is a team vocabulary-building activity in which students match definitions to vocabulary words in a reading. It could be used as a pre-reading activity for a passage in which comprehension is dependent on knowing specific or technical vocabulary.</p> <ol style="list-style-type: none"> <li>1. Obtain a car insurance coverage declaration form. Choose 15-20 key words from the form which are specific to the topic of auto insurance due to their legal or technical nature: comprehensive, collision, liability, etc. Underline these terms. Then, make a separate list of explanations for the key words, with blanks for filling in the matching word. Make sure the explanations use simple, familiar vocabulary, and that they are numbered on the page.</li> <li>2. Hand out the insurance form and the list of explanations. Form groups of 3-5 students. Give them 15-20 minutes to discuss the form together and guess which of the underlined vocabulary words on the form matches each explanation.</li> <li>3. Call time. Have each group choose a blackboard writer. Have each writer post their group's answers. (Or have each writer post some of the answers.) Go over the words listed on the board and identify which are correct. For each word, ask a group with the correct answer to explain their choice.**           If no group had the correct answer, note this as a word that will need to be taught.</li> <li>4. Follow up: Give the students 8-10 questions to answer about the insurance coverage declaration. Have them read the form to find the answers and report back their findings.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Knowing How to Learn</p> <p><b>Personal Qualities:</b> Sociability</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision</p> <p>Information- Interprets and Communicates Information</p>



COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Transportation	16. Communicate with auto repair personnel about auto repairs and/or maintenance.  CASAS# 1.9.6	11c-d. Passive Voice ( <i>It's being done now.</i> <i>It's already been done.</i> )

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 40 minutes</span>	SCANS FOCUS
<p>Purpose: This is a team grammar activity in which students focus on the use of the passive to describe a process. It requires knowledge of vocabulary for parts of cars.</p> <ol style="list-style-type: none"> <li>Write 10 different car problems; for example:  <i>the radiator's been leaking, the gear shift has been sticking when I go into third gear, the brake pedal hasn't been reacting fast enough, the spark plugs have been malfunctioning, etc.</i></li> </ol> <p>Copy the list of car problems for every student. If needed, copy another handout that shows a diagram of a car with the necessary parts labeled.</p> <ol style="list-style-type: none"> <li>Tell students that they are going to pretend to be the head mechanic at a car repair shop. You will give them a list of problems that their customers' cars have. Their groups will use this list and come up with inventive, or even silly, solutions to the problem. For example, if the radiator's been leaking, they may suggest putting chewing gum in the hole to plug it up. If someone in the group knows the real mechanical solution, they may write it, but it's not necessary.</li> <li>Put passive forms on the board for students to use in the practice. For example:  _____ <i>is/are being</i> _____  _____ <i>has/have been</i> _____</li> <li>Explain that, as the head mechanic, they will be using the passive voice to report to the customer what is being done to the car by the other mechanics. They will focus on the car, not the specific mechanic who is doing the job. So, in the case above, they would say, "Your radiator is being fixed. Gum has been put in the hole we found."</li> <li>Put the students in groups of four. Explain that the goal is to be INVENTIVE. Assign one writer for each group (for example, the one person who doesn't have a car) who will write down the group's ideas for each car repair. At the end, each group's answers will be compared to find the most inventive solutions.</li> <li>Give the groups 20 minutes to work. Explain that if they get stuck on one item, they should skip it and go on to the next.</li> <li>Circulate and help the groups express and write down their ideas.</li> </ol>	<p><b>Basic Skills:</b> Listening/ Speaking/ Writing</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability</p> <p><b>Competencies:</b> Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Organizes and Maintains Information</p>

8. Go through the list and have each group report their ideas. Vote on the most inventive solutions.\*\*
9. Follow up: a) Have the students pair up and play roles of a mechanic and a customer, using the solutions which were generated. b) Bring in a reading on auto repair scams and/or how to report an auto repair shop for bad business practices.

\*\* This step serves as an evaluation of the activity.

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COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics  B. Consumer Awareness	17. Interpret and compare consumer information to make decisions about purchasing large items.  CASAS# 1.2.1, 1.2.2, 1.2.5	24. Conjoined Sentences <i>(That washer has a large capacity, but the other one doesn't.)</i>  Also 9

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  **Application**

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 30 minutes</span>	<b>SCANS FOCUS</b>
<p>Purpose: This is a problem-solving activity in which students decide which washing machine is best for their needs according to a comparison chart in a consumer guide.</p> <ol style="list-style-type: none"> <li>1. Using information from a buying guide or magazine article, copy or compile a chart of at least six different washers compared according to criteria such as durability, options, size, energy efficiency, price range, etc. Make class copies and one overhead transparency.</li> <li>2. Write on the board:   <i>Which washing machine would you choose to buy?</i> <ol style="list-style-type: none"> <li>a. <i>Identify which criteria are most important to you.</i></li> <li>b. <i>Rank the top three washing machines from 1-3 according to your needs.</i></li> <li>c. <i>Explain why you ranked them in that order.</i></li> </ol> </li> <li>3. Put the transparency on the overhead projector, showing only the first two washers. Lead the class through a comparison according to the criteria in the chart. For example, "Washer #1 has a large capacity, but #2 doesn't; Washer #1 has a stackable option, and so does #2."</li> <li>4. Ask individual students to choose which washer would be better for their own family and explain why. For example, "I need the larger capacity for doing laundry for the whole family." Answer any questions about the chart layout or symbols.</li> <li>5. Put students in groups of four and explain the four roles. One person in each group will explain his/her needs. Two other people will use the comparison chart to determine the best washer for his/her situation by following the steps on the board. The fourth person will write down the decisions.</li> <li>6. Begin the activity. Allow 15-30 minutes, depending on the complexity of the consumer chart. Circulate and monitor the groups.</li> <li>7. Stop the activity. Have each group writer report back which washers they ranked #1-3 and explain why.**             ** This step serves as an evaluation of the activity.         </li> </ol>	<p><b>Basic Skills:</b>          Listening/ Speaking/          Reading/          Arithmetic/Mathematics</p> <p><b>Thinking Skills:</b>          Decision Making/ Seeing Things in the Mind's Eye/          Problem Solving/ Knowing How to Learn</p> <p><b>Personal Qualities:</b>          Responsibility/ Sociability/          Self-Management</p> <p><b>Competencies:</b>          Resources- Allocates Materials and Facilities/          Allocates Money/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/          Negotiates to Arrive at a Decision</p> <p>Information Acquires and Evaluates Information/          Organizes and Maintains Information/          Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics  B. Consumer Awareness	18. Analyze deceptive techniques used in advertising.  CASAS# 1.2.1, 1.6.2	23. Adjective clauses <i>(This is an ad that uses glamour to deceive the consumer.)</i>  Also 11

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  **Application**

<p>Steps for Sample Activity: _____ Approximate Time of Activity: 45 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a group discussion activity in which students analyze persuasive and misleading magazine ads by considering their purpose, audience and any deceptive elements. It could be used to reinforce previous lessons on adjective clauses.</p> <ol style="list-style-type: none"> <li>1. Tear out about 30 ads from general interest magazines (not specialized magazines.) You will need about five ads for every group of four in the class.</li> <li>2. Write the following on the board: <i>PURPOSE: to persuade people to use a product, to inform, to entertain, to warn, to educate</i>  <i>INTENDED AUDIENCE: families, men, women, children, retired people, business people, teenagers, adults, students, wealthy people, poor people</i>  <i>DECEPTIVE/MISLEADING ELEMENTS: fine print, vague promises, sale scams, comparing apples and oranges, omitting information, pretending to inform</i></li> <li>3. Hold up several ads and discuss them with the class, using the guidelines on the blackboard. For example: "This is an ad (<u>which is</u>) <u>designed</u> for families. Fine print is <u>being used to deceive</u> the consumer."</li> <li>4. Put the students in groups of four. Assign roles of timekeeper, discussion facilitator, and writer. If using this activity for grammar practice, assign another group member the role of grammar checker.</li> <li>5. Tell the students that they will receive about five ads and must identify the purpose, audience and possibly misleading elements of each one. Then they must decide which ad is most persuasive and which is most misleading. Is it the same ad or a different ad?</li> <li>6. Hand out the ads and give a time limit of about five minutes per ad. Circulate and monitor the groups.</li> <li>7. Have each group report back about a persuasive and/or misleading ad. Have them explain the reasons for their characterization of the ad by discussing the three elements above.**</li> <li>8. Follow up: Bring in a reading selection or article used for sales or advertising. Have students read the article in order to identify the purpose and intended audience of the author.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management/ Self-Esteem/ Integrity/Honesty</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity/ Teaches Others</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics  C. Housing	19. Interpret and communicate household utility information.  CASAS# 1.4.4	26b. Word Order in Questions <i>(When is the payment due? Who do you make the check out to?)</i>
SAMPLE SCANS ACTIVITY		

Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 30 minutes</span></p>	<p>SCANS FOCUS</p>
<p>Purpose: This is an information gap activity in which students obtain missing information on utility bills.</p> <ol style="list-style-type: none"> <li>1. Obtain two household utility bills from the same utility (gas, DWP, telephone). Keep one bill intact except for the name. Make two copies of the other bill. On Copy A white out 8-10 items. On Copy B, white out 8-10 different items. Make enough copies to distribute each version to half the class. Prepare a transparency of the intact bill.</li> <li>2. Using the transparency, discuss the various sections of the bill and explain any new vocabulary.</li> <li>3. Pair up the students: Student A &amp; Student B. Explain that they will each be receiving the same utility bill with different information missing. They must interview each other to get the information. They must not look at each other's papers.</li> <li>4. Ask one student to help you model the activity. Give him/her the "B" form. Ask the student a question to elicit one item of missing information for the "A" form. Ask the volunteer to do the same for the first item on the "B" form. Focus the class on the questions used to ask for the missing information, as well as on the instructions for the task.</li> <li>5. Begin the activity. Circulate and monitor the pairs.</li> <li>6. Stop the activity. Have different pairs report the questions they used to elicit various items, and write them on the board. Correct any mistakes in question formation.**</li> <li>7. Follow up: Have students review new vocabulary from the utility bill by writing sentences with the words.</li> </ol> <p>** This step serves as evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>



COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics  C. Housing	20. Identify landlord and tenant rights.  CASAS# 1.4.5	12. Gerunds/Infinitives <i>(I'd recommend moving out if they <u>can't afford to live</u> there.)</i>
SAMPLE SCANS ACTIVITY		

Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  **Application**

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 45 minutes</p> <p>Purpose: This is a problem-solving activity in which students work in groups to generate and evaluate solutions to problems between a tenant and landlord.</p> <ol style="list-style-type: none"> <li>Create three descriptions of three different tenant complaints. Make sure that the three situations have different factors which would influence the solution chosen. Make a handout with three descriptions on the page. See one example description below: <p style="margin-left: 40px;"><i>The Smith's leaky faucet hasn't been fixed yet. The Smiths are a young, low income couple with three young children. They have lived in the building for two years. For the most part, they enjoy living in the building because the neighbors are quiet. However, the kitchen sink is very old and it drips all the time. They have called the landlord several times in the last four months about fixing it, but he hasn't done anything about it. The dripping keeps Mr. Smith up at night. It's been getting harder and harder to turn off the water after using the faucet.</i></p> </li> <li>Tell the students they will be looking at problems that tenants have been having with their landlords and working in groups to find the best solution. Hand out the paper with the three tenant complaints. Have the class discuss the first one together to demonstrate how to do the activity.</li> <li>Have the students read the first situation and discuss the specific problems in the tenants' complaint. Discuss whether the tenants have the legal right to complain and whether their complaint is justified.</li> <li>Put the following headings on the board: <p style="margin-left: 40px;">SOLUTION: PRO: I'm in favor of this solution    CON: I'm against this solution</p> </li> <li>Ask students to suggest several solutions to the first tenants' problem, and list them on the board. Then have students give reasons why they are "for" or "against" each solution, and write those on the board as well. For example: <p style="margin-left: 40px;">a. <i>tenant calls plumber</i>    <i>faster</i>    <i>might not get reimbursed</i>  b. <i>move out of building</i>    <i>no more leaking faucet</i>    <i>like living in building</i>  c. <i>call a lawyer</i>    <i>speaks for tenant w/ authority</i>    <i>not affordable for low income</i></p> </li> <li>Have the class vote by a show of hands which solution they recommend. Ask for several reasons they feel that solution is the best for the Smiths.**</li> </ol>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Understands Social Systems/ Monitors and Corrects Performance/ Improves or Designs Systems</p>

7. Review the problem-solving steps just completed:
    - A. Evaluate the problem.
    - B. Generate possible solutions to the problem.
    - C. Consider pros and cons of each solution.
    - D. Choose the best solution.
  8. Put the students in teams of four. Have them repeat the problem-solving steps with the other two situations on the handout.
  9. Ask one member of each group to report the solution they chose. Ask another member of the group to explain why.
  10. Follow up: Prepare a reading lesson on tenants' rights, housing discrimination, etc.  
  
\*\* This step serves as an evaluation of the activity.
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COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	21. Use the telephone directory to locate appropriate government agencies.  CASAS # 2.1.1, 2.5.2	18. Articles <i>(A library, such as the Central branch, can be found in the City section.)</i>  Also 11

SAMPLE SCANS ACTIVITY

Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 20 minutes</span>	<b>SCANS FOCUS</b>															
<p>Purpose: This is a reading activity in which students use dictionary skills to search for specific agencies in the government pages of the phone book.</p> <ol style="list-style-type: none"> <li>Make four separate packets of copies of the government sections of a big city phone book (Federal, State, County, and City agencies), enough of each for 1/4 of your class. In addition, create a search worksheet that contains 20 government agencies that might interest your class, with spaces for students to fill in the phone number for each agency and which government section they found it in. Select several agencies from each of the four government section, and mix them up on the handout.</li> </ol> <p>Sample:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 35%; text-align: center;">Section</th> <th style="width: 50%; text-align: center;">Main phone number</th> </tr> </thead> <tbody> <tr> <td>DMV</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Library</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Health Services</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>IRS</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>Write 4 categories on the board: 1. Federal, 2. State, 3. County, 4. City</li> <li>Have the whole class number off: 1-2-3-4, 1-2-3-4. Hand out the agency search worksheet. Explain that each student will be scanning one part of the phone book to find out which services are in their government section and what the phone numbers are. Hand out the Federal packet to the #1s; State packet to the #2s, County packet to the #3s, and City packet to the #4s.</li> <li>Ask the students to begin scanning to find out which of the five agencies of the 20 on the search list are in their packet, and to note the section and phone number for each one that they find.</li> </ol>		Section	Main phone number	DMV	_____	_____	Library	_____	_____	Health Services	_____	_____	IRS	_____	_____	<p><b>Basic Skills:</b> Speaking/ Reading</p> <p><b>Thinking Skills:</b> Knowing How to Learn</p> <p><b>Personal Qualities:</b> Responsibility/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity/</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>
	Section	Main phone number														
DMV	_____	_____														
Library	_____	_____														
Health Services	_____	_____														
IRS	_____	_____														

5. Put these sentence frames on the board:

*A/an/the \_\_\_\_\_ can be found in the \_\_\_\_\_ section.*

*A/an/the \_\_\_\_\_ can be reached at \_\_\_\_\_.*

6. Have volunteers, one # 1, one # 2, one # 3 and one # 4, report back to the class using the sentence frames. Write all the sections and phone numbers on the overhead or the board as they report back, or have groups of four (one #1, #2, #3, and #4 in each group) share all the phone numbers, and which section each agency can be found in, with the members of their group.

\*\* This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	22. Identify legal services and hotlines and explain their purposes.  CASAS #5.3.2	N/A

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  **Practice**  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span></p>	<p><b>SCANS FOCUS</b></p>
<p>Purpose: This is a two-part reading activity in which students scan a brochure for information and use headings to identify the main ideas of paragraphs or sections.</p> <ol style="list-style-type: none"> <li>1. Obtain two copies of an informational brochure from a legal service organization. Circle key informational phrases in the paragraphs of the brochure, which you will use for part one of the activity. Keep this as a teacher's copy. On a second copy, which you will use for part two of the activity, white out all the headings of paragraphs or sections of the brochure. On a separate piece of paper, list the headings in mixed-up order. Make class sets of copies of the brochure with missing headings and the separate list of headings.</li> <li>2. Put this pre-reading question on the board: "Have you ever used a lawyer or free legal aid service?" Allow the students about 10 minutes to discuss their experiences, if any, in pairs or groups.</li> <li>3. Hand out a photocopy of the brochure with the missing headings to each student. Tell the students that they will practice by doing two short reading activities before actually reading the brochure all the way through. First, they will scan for specific information, and then they will decide on an appropriate heading for each paragraph.</li> <li>4. Divide the class into two teams. Explain that you have a list of phrases from the brochure. You will read a phrase out loud and the first person to find the information should raise his/her hand. You will come over and verify they have found it and his or her team will get one point. Emphasize that the goal is SPEED!</li> <li>5. Commence the scanning activity, reading the phrases which are circled on the teacher's copy. Do one phrase at a time until all have been located. The team which finds the most phrases wins.</li> <li>6. Ask the class whether they thought it was difficult to find the phrases in the paragraphs of the brochure. Point out that it would be easier if there were headings for the paragraphs to guide the reader. Explain that a heading can help students scan more quickly and understand the main idea or topic of a paragraph without reading it through.</li> <li>7. Hand out the list of headings which are missing from the student copies of the brochure. To model the activity, look at the first heading on the list and help the class to identify which paragraph it best corresponds to by pointing out related sentences in the paragraph.</li> <li>8. Put students in pairs and have them match the rest of the headings to the appropriate paragraphs of the brochure.</li> <li>9. Have each pair report back about one paragraph, starting at the beginning of the brochure. Have them explain which sentence or words in the paragraph specifically led them to match it with that heading.**</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Knowing How to Learn</p> <p><b>Personal Qualities:</b> Responsibility</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team</p> <p>Information- Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	23. Interpret and discuss current events as they relate to national or local government. <ol style="list-style-type: none"> <li>Listen to and demonstrate comprehension of a TV news broadcast.</li> <li>Read and demonstrate comprehension of a newspaper article.</li> </ol> CASAS# 5.1.6, 5.5.1-5.5.8	11. Passive voice: <i>(Was anyone hurt? When was the building destroyed?)</i>  Also 26b

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 30 minutes</span>	SCANS FOCUS
<p>Purpose: This is a focused listening activity in which students will listen to a news broadcast and identify: who, what, when, where, why &amp; how.</p> <ol style="list-style-type: none"> <li>Tape a local news broadcast off TV and choose one event (no more than 3 minutes air time) to use in class. Pull out 10 key words that you think might be new or difficult to teach prior to showing the video. Also, write five information questions (Wh- questions) about the broadcast to ask the students after showing the video.</li> <li>Write the 10 vocabulary words on the board. Ask the students how many of the words look familiar. Be prepared to teach the meaning of new words by giving synonyms only. (No example sentences yet!)</li> <li>Explain that you are going to show a short news broadcast. Ask students to guess what it might be about according to the vocabulary on the board. For example: "The word 'destroy' is on the board, so it could be about some sort of disaster."</li> <li>Put the students in pairs. Assign each pair one word to listen for. They should listen for such things as how the word was used in a sentence and whether it was used a lot or a little.</li> <li>Show the news segment.</li> <li>Have pairs report back about their words.** Write a sentence from the broadcast for each word on the board as the pairs report back.</li> <li>Rewind the tape back to the beginning of the segment. Have students copy the sentences.</li> <li>Write 4-5 information questions on the board. Ask the students to watch again and listen for the answers to these questions.</li> <li>Show the news segment again.</li> <li>Have students volunteer to come up to the board and write the answer to a question. **</li> <li>Follow up: bring in a newspaper article which covered the same event as the TV news already shown in class. Ask the class to compare the coverage on TV and in the newspaper.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening</p> <p><b>Thinking Skills:</b> Knowing How to Learn/ Seeing Things in the Mind's Eye</p> <p><b>Competencies:</b> Interpersonal- Teaches Others</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Understands Organizational Systems</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	24. Report a traffic accident to an insurance company or police. a. Explain the sequence of an accident. b. Write an accident report.  CASAS# 5.3.7, 5.3.8	22. Adverbial Clauses <i>(I didn't see the truck because I was talking on my cell phone.)</i>

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span></p> <p>Purpose: This is a writing activity in which students explain the sequence of events in a traffic accident. It requires the use of prepositions of motion (on, off, across, through, along, towards, up, down, behind, underneath, over, by, past, around, etc.)</p> <ol style="list-style-type: none"> <li>1. Write on the board: Have you ever been in a traffic accident? Were you driving or were you a passenger? Was anyone injured? How did the accident happen? If you're not sure, what might have caused the accident?</li> <li>2. Ask students to raise their hand if they have been in a traffic accident. Call on several students to explain how their accidents happened.</li> <li>3. After listening to several students, choose one of their stories to write on the board. Explain that the class is going to write a step-by-step narrative of how the accident happened.</li> <li>4. Elicit a step-by-step narrative of the accident from the student. Write the narrative on the board. Try to incorporate many prepositions of location and motion: "My sister was driving <u>along</u> in the far right lane on the 405 when this other car sped <u>past us</u> one lane <u>over</u>. There was a big truck <u>up ahead</u>. It felt like we were heading <u>towards</u> it too quickly. Etc."</li> <li>5. After you have finished, list these words on the board: "First, second, then, next, after that, finally." Discuss how these words can be used to divide the story into clear steps in a sequence. Ask the students to tell you where you could add these words to the story, and add them to the sentences, adjusting punctuation and capitalization where necessary.</li> <li>6. Ask one student (someone with good handwriting) to copy the narrative from the board on to a sheet of notebook paper, double spaced.</li> <li>7. Follow up: a) Make 8-10 photocopies of the narrative the student copied. Cut each copy into strips so that each strip has only 1-2 sentences. Put each set of strips in an envelope. Give these strips to students to put in order the following day as a review. b) Show a five-minute video segment from a popular movie (<u>What's Up, Doc?</u> is a good one) in which the events leading to a traffic accident are depicted. Have the students describe the events they see in the movie.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">SCANS FOCUS</td> </tr> </table> <p><b>Basic Skills:</b> Speaking/ Writing</p> <p><b>Thinking Skills:</b> Seeing Things in the Mind's Eye</p> <p><b>Competencies:</b> Interpersonal- Teaches Others/ Exercises Leadership</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>	SCANS FOCUS
SCANS FOCUS		



COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	25. Obtain and use tax information. <ol style="list-style-type: none"> <li>Interpret information about taxes, including income tax, sales, etc.</li> <li>Identify sources of information about tax rates, regulations, and forms.</li> <li>Read a W-2 form.</li> <li>Fill out income tax forms.</li> </ol> CASAS# 5.4.1- 5.4.4	10. Make offers and requests ( <i>Why don't I show you where to get the forms?</i> )  Also 7, 8, 13

SAMPLE SCANS ACTIVITY

Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  **Application**

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 70 minutes</span></p> <p>Purpose: This is a team task activity in which students fill out a real income tax form, using a fictitious W-2 form.</p> <ol style="list-style-type: none"> <li>Obtain a blank 1040EZ federal tax form for the current or previous tax year. Copy a W-2 form from any year and white out the name, address, and all the numbers. Prepare two or more fictitious W-2 forms by writing in the total income (wages, tips and other compensation,) total federal income tax withheld, and FICA withheld. Use the following percentages to calculate the amounts of withholding for different income brackets.</li> </ol> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 30%;">Income</th> <th style="width: 35%;">Federal tax withheld</th> <th style="width: 35%;">FICA withheld</th> </tr> </thead> <tbody> <tr> <td>\$2,650- \$27,299</td> <td>15%</td> <td>7.65%</td> </tr> <tr> <td>\$27,300- \$58,499</td> <td>28%</td> <td>7.65%</td> </tr> <tr> <td>\$58,500- \$131,799</td> <td>31%</td> <td>7.65%</td> </tr> <tr> <td>\$131,800- \$284,699</td> <td>36%</td> <td>7.65%</td> </tr> <tr> <td>\$284,700+</td> <td>39.6%</td> <td>7.65%</td> </tr> </tbody> </table> <p>Note: Tax information and tables change every year, but these are approximate amounts that can be used for the purpose of creating sample W-2 forms. State tax is not included in this activity.</p> <ol style="list-style-type: none"> <li>Make copies of the 1040EZ for every student and one sample W-2 form for every group of four in your class. Reserve one W-2 form to present as a model for the task, and make a transparency. Make another transparency of the 1040EZ form.</li> <li>Present the model W-2 form on the overhead projector and explain the meaning of the three amounts that are filled in. Indicate the percentages of federal tax withheld for various income brackets if you wish. Then show on the overhead the blank 1040EZ form. Work through the form, filling in the amounts required for wages, federal tax, and FICA according to the model W-2. Talk through the form and follow the instructions for entering the amounts for each line and calculating the final tax owed or refund due. Skip the line for Earned Income Credit at this time.</li> <li>Ask comprehension questions about the completed form.</li> </ol>	Income	Federal tax withheld	FICA withheld	\$2,650- \$27,299	15%	7.65%	\$27,300- \$58,499	28%	7.65%	\$58,500- \$131,799	31%	7.65%	\$131,800- \$284,699	36%	7.65%	\$284,700+	39.6%	7.65%	<p style="text-align: center; border: 1px solid black; margin-bottom: 10px;">SCANS FOCUS</p> <p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Seeing Things in the Mind's Eye/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others/ Exercises Leadership</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information</p> <p>Systems- Understands Organizational Systems</p>
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\$284,700+	39.6%	7.65%																	

5. Form groups of four. Hand out 1040EZ copies to all students and one W-2 form for each group. Assign or have groups select a group leader to facilitate the teamwork.
6. Have each team discuss how to fill out the 1040EZ according to their W-2. Have all members of the group write down the numbers and calculate the tax owed or refund due.
7. When all groups have finished, select someone from each group to write their refund or tax due amount on the board. If the groups have worked from different W-2 forms, you may want them to write all their amounts for wages, withholding, refund, etc. in chart form on the board. \*\*
8. Follow up: In another lesson, discuss the Earned Income Tax Credit (see form 1040A booklet) and have teams figure out the refund and/or tax credit that families of various sizes and income levels could claim, based on the EIC tax credit table in the booklet. They can do the same group task as above, using form 1040A and adding the new information, which will result in a much higher refund/credit for low income families with children.

\*\* This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety	26. Interpret and complete a medical history form.  CASAS# 3.2.1	Review of Reported Speech  <i>(He said he had a history of respiratory problems.)</i>

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  **Application**

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 30 minutes</span>	SCANS FOCUS
<p>Purpose: This is an information gap activity in which student pairs interview each other using a medical history form. It should occur after a lesson on health-related vocabulary.</p> <ol style="list-style-type: none"> <li>1. Make three copies of a medical history form. On a master, fill in all the information for an imaginary patient. If the items on the form are not numbered, number them on the master and the two copies. Then make a worksheet for Student A on one of the copies by filling in only the odd-numbered items, and one for Student B on the other copy by filling in only the even-numbered questions. Make enough copies of the Student A and Student B worksheets for 1/2 of your class to have each one.</li> <li>2. Put the section headings of the questionnaire on the board. Give an example question for each one: <ol style="list-style-type: none"> <li>A. History of past illness: Have you had measles?</li> <li>B. Family history: Has any blood relative ever had diabetes?</li> <li>C. Social history: How often do you drink alcohol?</li> <li>D. Systemic review: Do you have problems in any of these areas? Respiratory problems? Gastro-intestinal problems?</li> </ol> </li> <li>3. Have students brainstorm a few more questions for each section. Discuss the purpose of each section.</li> <li>4. Explain that students will be interviewing each other to complete a medical information form.</li> <li>5. Put the students in pairs. Tell them to imagine that one is the doctor and the other the nurse. They have both just interviewed Bob Gonzalez, but they are each missing some information. Explain that they may not show their partner their form, because this is a listening/speaking activity. Remind students that they must use the third person: "Does <u>he/she</u> have a history of...?"</li> <li>6. Tell students that if they find new words on the form, they should underline them but not stop asking each other for the information about the patient. Discuss the new words afterwards.</li> </ol>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Seeing Things in the Mind's Eye</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Teaches Others</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Understands Organizational Systems</p>

7. To each pair, hand out one student copy A and one student copy B of the partially filled in form. Instruct one pair to demonstrate the activity by having Student A ask question #1 and write down student B's answer. Then have student B ask question #2 and write down student A's answer.
8. Have all the pairs begin. Circulate and monitor the activity, helping with pronunciation of the medical terms. Ask pairs that finish faster to come up to the board and list any vocabulary that was new to them.
9. When everyone has finished, have several volunteer pairs demonstrate different sections of the patient history interview.\*\*
10. To check students' work, make a transparency of the master copy with all the patient's information on it and go over the correct answers, new vocabulary, and pronunciation section by section.\*\*
11. Follow up: Have students use the new medical vocabulary in a role play involving a visit to a new doctor.

\*\* This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety	27. Describe practices for lowering health risk factors.  CASAS# 3.5.8, 3.5.9	2. Contrast <u>used to + verb</u> with <u>be used to + gerund</u> ( <i>I didn't use to exercise, but now I'm used to exercising every day.</i> )

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 40 minutes</span></p>	<table border="1"> <tr> <td data-bbox="1140 674 1468 753">SCANS FOCUS</td> </tr> </table>	SCANS FOCUS
SCANS FOCUS		
<p>Purpose: This is an interview activity in which student pairs fill in a checklist on health risk factors.</p> <ol style="list-style-type: none"> <li>1. Copy the health risk checklist on the next page.</li> <li>2. Hand out the checklist. Go over it, making sure the students understand each question. Tell the students that they will interview each other and fill in their checklist with their partner's information.</li> <li>3. Give students 20 minutes to do the interviews. Circulate and listen.</li> <li>4. Stop the activity. Ask the students to total up how many times their partners answered "true". Indicate that the more questions that were answered with "true", the more likely that their partner will have health problems as he/she ages.</li> <li>5. Do not force students to report back their individual health issues to the class. Instead, write on the board: "Which of these risk factors would be easiest to change? Which would be hardest? Why?"</li> <li>6. Give the pairs 10 minutes to discuss these questions. Then ask each pair to report back. **</li> <li>7. Follow up: Select an article to read in class about how to reduce one of these health risk factors; for example, doing meditation or exercise to reduce stress.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Reasoning</p> <p><b>Personal Qualities:</b> Sociability/ Self-Esteem</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Works with Diversity/ Teaches Others</p> <p>Information- Interprets and Communicates Information</p>	

## HEALTH RISK FACTORS

1. I'm used to eating a high-fat diet.	TRUE	FALSE
2. I wish I didn't have so much stress in my job or my life.	TRUE	FALSE
3. I used to be an optimist, but I've become more pessimistic.	TRUE	FALSE
4. I'm not used to leading an active lifestyle and exercising often.	TRUE	FALSE
5. I used to have more friends. I wish I had more friends now.	TRUE	FALSE
6. I'm used to getting more sleep than I have been getting.	TRUE	FALSE
7. I didn't use to drink, but now I'm used to drinking regularly.	TRUE	FALSE
8. I'm not accustomed to living in such a busy, urban area.	TRUE	FALSE
9. I wish there weren't a history of heart disease and cancer in my family.	TRUE	FALSE
10. I wish I could quit smoking.	TRUE	FALSE

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety	28. Identify procedures for earthquake preparedness.  CASAS# 3.4.2	18. Articles <i>(Every family should have <u>water</u>, <u>canned food</u>, <u>a first aid kit</u> and <u>a flashlight</u>.)</i>

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  **Application**

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span></p>	<table border="1"> <tr> <td style="padding: 5px;">SCANS FOCUS</td> </tr> </table>	SCANS FOCUS
SCANS FOCUS		
<p>Purpose: This is a jigsaw reading activity in which students practice scanning for information and reporting it to a group.</p> <ol style="list-style-type: none"> <li>1. Obtain a reading on earthquake preparedness from your school. Cut the reading into four equal parts labeled A, B, C, and D. Prepare a list of comprehension questions, including questions for each part. Make enough copies of each part of the reading for 1/4 of your class.</li> <li>2. Write the list of comprehension questions on the board. Explain that these questions should be used to guide the student's reading and help them read only the necessary information.</li> <li>3. Divide the class into four groups, A-D. Hand out one section of the reading to each group. Identify which question(s) relate to each group's reading.</li> <li>4. Give the groups 5-10 minutes to read and discuss answers to their group's questions.</li> <li>5. Stop the activity and collect all parts of the reading from the groups.</li> <li>6. Have the students reform teams that include one person from each former group, A-D. Choose a writer for each group. Explain the next phase of the activity: First, each student must explain his/her part of the reading to the group and the writer must jot down each answer. Second, the group must use the information in the reading to make lists of things that the group members have done or obtained to prepare for an earthquake. (Items they should have prepared are: a first aid kit, water, some canned food, a fire extinguisher, a radio and fresh batteries, an out-of-state contact number if family separated, etc.)</li> <li>7. Give the students 20 minutes to discuss their readings and make their preparedness lists.</li> <li>8. Call time. Have each team report two answers to the comprehension questions and two things their group is prepared to do in an earthquake.**</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Knowing How to Learn</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Resources</p> <p>Interpersonal- Participates as Member of a Team/ Works with Diversity/ Teaches Others</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems- Monitors and Corrects Performance</p>	

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge  A. Job Search	29. Identify and use sources of information about job training and job opportunities.  CASAS# 4.1.3, 4.1.8	N/A

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  **Practice**  **Application**

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 60 minutes</span></p> <p>Purpose: This is a research activity in which students in pairs use technology to find information about job openings.</p> <ol style="list-style-type: none"> <li>1. Research several internet sites where a student can go to find information about job openings.</li> <li>2. Write on the board several web site addresses that contain information about job openings, such as Jobs.com or the EDD's free job line. Explain to students that they can access these sites from home if they have internet access, or from the school computer lab if it has access, or from a public library.</li> <li>3. Put several job titles on the board. Use the kind of entry-level jobs for which the help wanted ads usually include the hourly rate of pay: cashier, receptionist, assembler.</li> <li>4. Have the students choose a partner. Instruct each student to choose one job title and write it down.</li> <li>5. Explain that their task is to find the three job openings with the highest salaries under that job title. In addition to the salary, they should write down the application deadlines and how to apply. Then, they will compare what they have found with other students.</li> <li>6. Send the students out in pairs to complete their task in the computer lab or as homework to be done at a local library.</li> <li>7. Have students report back what they found out. Write on the board the highest salary they were able to find for each job title.**</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="1146 638 1464 722" style="text-align: center;">SCANS FOCUS</td> </tr> <tr> <td data-bbox="1146 728 1464 1600"> <p><b>Basic Skills:</b> Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p><b>Competencies:</b> Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information/ Uses Computers to Process Information</p> <p>Systems- Understands Social and Technological and Organizational Systems</p> <p>Technology- Selects Technology/ Applies Technology toTask</p> </td> </tr> </table>	SCANS FOCUS	<p><b>Basic Skills:</b> Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p><b>Competencies:</b> Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information/ Uses Computers to Process Information</p> <p>Systems- Understands Social and Technological and Organizational Systems</p> <p>Technology- Selects Technology/ Applies Technology toTask</p>
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COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge  A. Job Search	30. Use a word processor to create a chronological resumé.  CASAS# 4.1.2	N/A

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 30 minutes</span></p> <p>Purpose: This is a team task activity in which students work in groups to find errors in a sample resumé.</p> <ol style="list-style-type: none"> <li>1. Prepare two resumé as handouts. The first is a model resume done in chronological format with work history and education listed in reverse chronological order. It should include sections on work history, education and training, strengths and skills, and personal information and references. The second resume is for a different person and has mistakes in each of the sections. Mistakes might include chronological order mistakes, errors in format, errors in dates, spacing, indentation, etc., in addition to grammar, spelling or punctuation problems you have been working on in class.</li> <li>2. Hand out both resumé to the class. Form groups of five, and assign a leader to each group.</li> <li>3. Explain to the leaders the team task: Each member of the group is responsible for one section of the resumé. The task is to compare the model and the second resume find as many errors as possible. The team will report the total number of errors found.</li> <li>4. Have the leaders explain the task to their groups and assign one section of the resumé to each group member. The leader is free to float and help any member of the group who needs help with his/her section.</li> <li>5. Circulate monitor and answer questions.</li> <li>6. Have group members report their number of errors to the group leader.</li> <li>7. When all students have finished, call time. Have the group leaders report the total number of errors his group has found.**</li> </ol> <p>** This step serves as evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="1146 638 1464 726" style="text-align: center;"><b>SCANS FOCUS</b></td> </tr> <tr> <td data-bbox="1146 732 1464 1682"> <p><b>Basic Skills:</b> Speaking/ Reading</p> <p><b>Thinking Skills:</b> Knowing How to Learn/ Reasoning</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Teaches Others</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Understands Social and Organizational Systems/ Monitors and Corrects Performance</p> </td> </tr> </table>	<b>SCANS FOCUS</b>	<p><b>Basic Skills:</b> Speaking/ Reading</p> <p><b>Thinking Skills:</b> Knowing How to Learn/ Reasoning</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Teaches Others</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Understands Social and Organizational Systems/ Monitors and Corrects Performance</p>
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COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge  A. Job Search	31. Respond appropriately to job interview questions. a. State job-related skills and abilities b. Describe previous work experience, including duties. c. Describe personal strengths.  CASAS# 4.1.5, 4.1.6, 4.1.7	23. Adjective clauses <i>(A versatile person is one who does many things well.)</i>

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span>	<b>SCANS FOCUS</b>
<p>Purpose: This is a team task activity in which students decide in groups what personal strengths they would look for when hiring employees for different jobs. It requires the use of adjectives for personal strengths.</p> <ol style="list-style-type: none"> <li>1. Make copies for the class of the list of personal strengths on the next page.</li> <li>2. Have the students help you brainstorm a list of jobs on the board. Or, have groups brainstorm a list of jobs in a Roundtable activity and then post the lists on the board. Tell students to include both high and low paying, and high and low prestige jobs. Write down as many jobs as possible in 10 minutes.</li> <li>3. Form groups of four. Assign each group three different jobs from the list on the board. Tell each group that they are the hiring committee for those three jobs.</li> <li>4. Hand out the list of personal strengths. Write the following questions on the board: "Why should we hire you? Tell me about yourself. How would you describe your strengths and weaknesses?" Explain that these are questions which are often asked in job interviews.</li> <li>5. Explain the group task: Discuss which personal strengths the hiring committee would be looking for in an employee for each of the three jobs. They must give a reason why they chose each strength.</li> <li>6. Write an example on the board:   <i>"An airline pilot would need to be conscientious, dependable and flexible. Why? The passengers need someone who they can count on. The company needs someone who is precise with the mechanical controls but can adjust to changes in schedule or weather if needed."</i> </li> <li>7. Assign one student per group to be the writer, timekeeper, and facilitator. Allow 20 minutes for the group discussion. Circulate and monitor the groups.</li> <li>8. Stop the group task and have each group writer come up to the board and write three strengths they chose for one job.** Discuss with the class whether they agree or disagree with the choices of personal qualities for each job.</li> </ol> <p>** This step serves as evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management/ Self-Esteem/ Integrity/Honesty</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Teaches Others</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Understands Social and Organizational Systems</p>

## PERSONAL STRENGTHS

## DEFINITIONS

honest	tells the truth
dependable, reliable	trustworthy, someone you can count on
energetic	vigorous, not tired or lazy
flexible	can adjust to change, not rigid
cooperative	gets along with others, works together well
adventurous	takes chances, enjoys risks
cheerful	happy and optimistic
conscientious	precise, does things the right way
practical	sensible and realistic
motivated	goal-oriented, ambitious
innovative	creative, inventive
assertive	confident and persistent
organized	keeps everything in place
versatile	able to do many things
outgoing	likes people, not shy



COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge  B. On the Job	32. Report unsafe working conditions, injuries and accidents.  CASAS# 4.3.4	5. Present modals <i>(What could be done to prevent this problem in the future?)</i>  Also 8, 12

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  **Practice**  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 60 minutes</span></p> <p>Purpose: This is a problem-solving activity in which students work in groups to brainstorm a list of workplace safety problems, causes, and possible solutions.</p> <ol style="list-style-type: none"> <li>1. Have students brainstorm a list of safety problems they have encountered on their jobs. Start with a range of problems like a fire, a machine accident, and a broken toilet. Let students generate a list. Write the list on the board.</li> <li>2. Choose one problem, such as a fire, that might have several possible causes. Have students work in groups to brainstorm a list of possible causes of the problem. Have them choose a group leader whose job it is to report the group's results.</li> <li>3. Ask the group leaders to report the causes their groups came up with. Then elicit from the class solutions related to each cause mentioned; that is, things that could be done to prevent the problem from happening again. Write the solutions generated for that problem on the board.</li> <li>4. Review the steps you've just modeled: identify the problem, brainstorm causes, and propose solutions that address the possible causes of the problem.</li> <li>5. Assign each group 2-3 of the safety problems on the board, excluding the one you've already solved. Give the groups 10-15 minutes to brainstorm a list of causes and propose solutions. Circulate to monitor the groups and answer any questions.</li> <li>6. Interrupt the groups and ask them to decide on the most likely cause for each of their problems.</li> <li>7. Have group leaders report on each safety problem, the most likely cause, and the proposed solution.</li> <li>8. Have the whole class discuss and evaluate the solutions. **</li> </ol> <p>** This step serves as evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="1140 690 1468 789" style="text-align: center;"><b>SCANS FOCUS</b></td> </tr> <tr> <td data-bbox="1140 789 1468 1822"> <p><b>Basic Skills:</b> Listening/ Speaking/ Writing</p> <p><b>Thinking Skills:</b> Decision Making/ Problem Solving/ Reasoning</p> <p><b>Personal Qualities:</b> Sociability/ Integrity/Honesty</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity/ Teaches Others/ Exercises Leadership</p> <p>Information- Acquires and Evaluates Information</p> <p>Systems- Understands Social, Organizational, and Technological Systems</p> </td> </tr> </table>	<b>SCANS FOCUS</b>	<p><b>Basic Skills:</b> Listening/ Speaking/ Writing</p> <p><b>Thinking Skills:</b> Decision Making/ Problem Solving/ Reasoning</p> <p><b>Personal Qualities:</b> Sociability/ Integrity/Honesty</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity/ Teaches Others/ Exercises Leadership</p> <p>Information- Acquires and Evaluates Information</p> <p>Systems- Understands Social, Organizational, and Technological Systems</p>
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COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge  B. On the Job	33. Use language appropriately to instruct. a. Give and follow multi-step instructions b. Monitor and correct performance.  CASAS# 4.6.1	11. Passive voice <i>(After the shirt is washed, it should be pressed.)</i>
SAMPLE SCANS ACTIVITY		

Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  **Application**

Steps for Sample Activity:	Approximate Time of Activity: 60 minutes	<b>SCANS FOCUS</b>								
Purpose: This is a team task activity in which students will create multi-step directions for workplace duties. It is intended to follow other grammar activities on passive voice.		<p><b>Basic Skills:</b> Listening/ Speaking/ Writing</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems- Understands Social, Organizational, and Technological Systems/ Monitors and Corrects Performance</p>								
<ol style="list-style-type: none"> <li>1. Write three places of work across the board and list two things that are normally done in each. For example:   <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><i>A DRY CLEANER</i></td> <td style="width: 33%;"><i>A RESTAURANT</i></td> <td style="width: 33%;"><i>LANDSCAPING</i></td> </tr> <tr> <td><i>shirts are ironed</i></td> <td><i>tables are set</i></td> <td><i>trees are trimmed</i></td> </tr> <tr> <td><i>collars are starched</i></td> <td><i>food is prepared</i></td> <td><i>plants are watered</i></td> </tr> </table> </li> <li>2. Ask the students to help you add at least three more job duties to each list. Write them on the board. Explain that to complete each duty, the employee must know how to follow step-by-step instructions.</li> <li>3. Have the students help you write the steps of one duty like "preparing vegetables," for example, the vegetables should be washed, the knife should be sharpened, a surface should be cleaned, the vegetables should be chopped carefully, they should be separated and placed in containers, they should be refrigerated, etc.</li> <li>4. Put the students in groups of four which each include at least one person who currently has a job. Assign one writer for each team. Write on the board: "Where do you work? What kinds of tasks are you responsible for doing? Do you have some tasks that must be done in a particular order?"</li> <li>5. Explain the task: First, students must use the questions to compile a list of at least one team member's duties on his or her job. Second, the team must choose one duty and write instructions for completing that duty or task, using the passive voice. They must describe the process in a series of five or more instructions.</li> <li>6. Give the students 10 minutes to complete the first part of the task, compiling a list of duties. Circulate and monitor the teams.</li> <li>7. After 10 minutes, instruct the teams to begin the second part of the task, writing the instructions for completing one duty.</li> <li>8. As teams finish, have each team write their multi-step instruction process on the board.</li> <li>9. Go over each team's instructions with the class, checking that the steps and the order are clear. Add any other steps that seem to be missing. Correct the mistakes in passive usage.**</li> <li>10. Follow up: Have students complete a role play in which they instruct and correct an employee's performance using the instruction steps that they have written.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>			<i>A DRY CLEANER</i>	<i>A RESTAURANT</i>	<i>LANDSCAPING</i>	<i>shirts are ironed</i>	<i>tables are set</i>	<i>trees are trimmed</i>	<i>collars are starched</i>	<i>food is prepared</i>
<i>A DRY CLEANER</i>	<i>A RESTAURANT</i>	<i>LANDSCAPING</i>								
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COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge  B. On the Job	34. Communicate effectively with supervisors. a. Give and respond to criticism. b. Ask politely for a raise, promotion or transfer.  CASAS# 4.6.1	12. Infinitives and Gerunds as Objects of Verbs <i>(I'd like to apologize for coming late.)</i>  Also 10

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

<p>Steps for Sample Activity: _____ Approximate Time of Activity: 60 minutes</p>	<table border="1"> <tr> <td data-bbox="1141 695 1464 772">SCANS FOCUS</td> </tr> </table>	SCANS FOCUS
SCANS FOCUS		
<p>Purpose: This is a role play activity in which students create and practice dialogs about giving and responding to criticism.</p> <ol style="list-style-type: none"> <li>1. Find or create a model dialog of a boss giving criticism to a worker. For example, <ul style="list-style-type: none"> <li>A- <i>I need to see you in my office.</i></li> <li>B- <i>Sure.</i></li> <li>A- <i>Last night when you left, you forgot to turn off two of your machines.</i></li> <li>B- <i>I know. I'd like to apologize for not turning them off. I was trying to fix an electrical problem in the back room and I forgot to turn the machines off before I left.</i></li> <li>A- <i>It's important to turn those machines off every night.</i></li> <li>B- <i>I know. I'm sorry. I'll remember to turn them off from now on.</i></li> </ul> </li> <li>2. Prepare a checklist that students will use to monitor their role plays. (See next page.)</li> <li>3. Write the dialog on the board. Model the dialog and let students practice it in pairs.</li> <li>4. Hand out the checklist. Discuss the importance of the items and check for understanding of the checklist.</li> <li>5. With the whole class, brainstorm several reasons why a worker might be criticized by a boss: broke a piece of equipment, arrived late, forgot to do something, etc. Then elicit from the students phrases the worker could say in response to the criticism in each case. If the students come up with variations on the original dialog, write those phrases on the board. Explain that in the role play students will be free to use any language they wish to express themselves.</li> <li>6. Model the role play by asking a volunteer to improvise a similar conversation with you. Give the "worker" criticism about something he/she did wrong at work, and let him/her respond. Then, with another volunteer, let the "boss" criticize you about something you did wrong at work, and respond to the criticism.</li> <li>7. Put students in groups of three. Assign one as the boss, one as the worker, and one as an observer. Have them choose one of the situations and improvise a conversation between the worker and the boss as the observer marks the checklist.</li> <li>8. Have the groups repeat the role play three times, switching roles as worker, boss, and observer.</li> <li>9. Have volunteer pairs perform a role play in front of the class.** <ul style="list-style-type: none"> <li>** This step serves as an evaluation of the activity.</li> </ul> </li> </ol>	<p><b>Basic Skills:</b> Listening/ Speaking</p> <p><b>Thinking Skills:</b> Creative Thinking/ Problem Solving/ Knowing How to Learn</p> <p><b>Personal Qualities:</b> Responsibility/ Self-Management/ Self-Esteem/ Integrity/Honesty</p> <p><b>Competencies:</b> Resources- Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Teaches Others/ Exercises Leadership</p> <p>Systems- Understands Social, Organizational, and Technological Systems/ Monitors and Corrects Performance</p>	

### ROLE PLAY CHECKLIST

1. Did the boss state the problem clearly?	YES	NO
2. Did the worker apologize?	YES	NO
3. Did the worker show that he understood the problem?	YES	NO
4. Did the worker offer an explanation?	YES	NO
5. Did the worker offer to correct or avoid the problem in the future?	YES	NO
6. Was the boss polite?	YES	NO
7. Was the worker polite?	YES	NO

### ROLE PLAY CHECKLIST

1. Did the boss state the problem clearly?	YES	NO
2. Did the worker apologize?	YES	NO
3. Did the worker show that he understood the problem?	YES	NO
4. Did the worker offer an explanation?	YES	NO
5. Did the worker offer to correct or avoid the problem in the future?	YES	NO
6. Was the boss polite?	YES	NO
7. Was the worker polite?	YES	NO

### ROLE PLAY CHECKLIST

1. Did the boss state the problem clearly?	YES	NO
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4. Did the worker offer an explanation?	YES	NO
5. Did the worker offer to correct or avoid the problem in the future?	YES	NO
6. Was the boss polite?	YES	NO
7. Was the worker polite?	YES	NO

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	35. Propose and prioritize short term learning goals  CASAS# 7.1.1, 7.1.2, 7.1.3	22. Adverbial clauses <i>(Since I can't write very well, I should work on that more.)</i>

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 30 minutes</span></p>	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">SCANS FOCUS</td> </tr> </table>	SCANS FOCUS
SCANS FOCUS		
<p>Purpose: This is a goal-setting activity in which students will be asked to prioritize their learning goals, based on the teacher's weekly list of classroom objectives. This activity can be done weekly throughout the term, gradually getting the students to goal-set on their own.</p> <ol style="list-style-type: none"> <li>1. Prepare a list of realistic, specific classroom objectives for the week to be put on the blackboard. Make sure they encompass different skills. For example: 1. Learn 10 new phrasal verbs. 2. Practice reading strategies (main idea, words in context) in at least two articles. 3. Explain an event in the past to a group member using time adverbials (when, while, as soon as, by, before.) 4. Listen for specific information in a news broadcast. 5. Write a paragraph using the correct formatting using a writing checklist. 6. Come to class every day.</li> <li>2. Write the list of classroom objectives on the board. Have the students copy the list. Discuss why you chose each objective. (You could assign one student the responsibility of writing the objectives on the board each day that week.)</li> <li>3. Explain that each student will be prioritizing this list based on their own needs and goals. Write the following "thinking questions" on the board to demonstrate how to prioritize. <ul style="list-style-type: none"> <li><i>Which skills do I want to improve this semester?</i></li> <li><i>Where and when do I really need English now?</i></li> <li><i>What do I want to achieve by next year?</i></li> </ul> <p>Ask a few individuals to answer the questions in relation to their own needs and goals. Then go over the list of class objectives to model the prioritizing activity. Model how to choose personal short-term goals by thinking aloud. For example, "Let's see, coming to class every night is my first priority. I feel tired and often have trouble motivating myself to come, so I have to focus on just getting here. My second priority is explaining a past event. Right now, I work with a lot of people and I need to speak clearly and explain something that happened. Writing a paragraph is my third priority, because my writing skills aren't as good as my speaking skills. I also think I'll need writing skills to get a high school diploma in the academic program." Explain that this imaginary student has three priorities in his learning objectives for the week.</p> </li> <li>4. Have students rank the list of objectives, based on their individual needs, and then write one sentence to explain why they chose each one.** Circulate as they write and help individuals clarify their goals.</li> <li>5. On the last day of the week, ask students to say which of their stated objectives they accomplished.**</li> <li>6. Follow up: For later weeks in the term, propose three weekly objectives which must be covered and five more which are optional. At the beginning of the week, have students negotiate in groups to prioritize the optional objectives and decide which ones should be taught. During the week, teach the "must cover" objectives and the optional objectives which students ranked as top priorities.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Writing</p> <p><b>Thinking Skills:</b> Decision Making/ Problem Solving/ Knowing How to Learn</p> <p><b>Personal Qualities:</b> Self-Management/ Self-Esteem</p> <p><b>Competencies:</b> Resources- Allocates Time</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information</p>	

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	36. Establish and maintain an organized notebook of classwork.  CASAS# 7.1.4	N/A

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  **Application**

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 30 minutes</span></p>	<p><b>SCANS FOCUS</b></p>
<p>Purpose: This is a study skills activity in which students organize papers into categories. It would be most helpful if done in the first weeks of class.</p> <ol style="list-style-type: none"> <li>1. A few days beforehand, ask the class to obtain an empty three ring binder, a set of colored divider pages and lined notebook paper. Explain that they will be organizing their materials to make them easier to find, review and study. Also, choose a number of students (1/4-1/3 of the class) and ask them to bring in their notebooks or folders from a prior class filled with their photocopies and papers. Note: Students will need a hole punch available in the classroom in order to complete the last step of this activity.</li> <li>2. On the day of this activity, write an organizing scheme of your choice on the board. For example, you might want students to organize their notebooks according to categories of study likely to occur in your class. In this case, you might write on the board: reading, writing, grammar, new vocabulary, miscellaneous.</li> <li>3. Put the students in groups of 3-4. Make sure there is one student in each group with an old notebook full of papers and photocopies. Have that student distribute some of his/her old photocopies to each group member. Explain that the group must organize this student's papers into piles for the five categories on the board. If they aren't sure which category something belongs in, they should place that paper in the miscellaneous pile.</li> <li>4. Begin the activity. Give the students about 10 minutes. Circulate and monitor the groups.</li> <li>5. Stop the activity. Have each group show three papers they placed in one category and three papers they weren't sure about. Discuss as a class.**</li> <li>6. Have all students label their dividers by category. Have them insert their lined notebook paper and any relevant photocopies into each section.</li> <li>7. Follow up: Throughout the semester, as you hand out photocopies or do activities, have students indicate in which section of their notebook they think the information should be placed.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking</p> <p><b>Thinking Skills:</b> Decision Making/ Creative Thinking/ Knowing How to Learn</p> <p><b>Personal Qualities:</b> Responsibility</p> <p><b>Competencies:</b> Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision</p> <p>Information- Organizes and Maintains Information</p> <p>Systems- Understands Organizational Systems</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	37. Evaluate, correct and revise a writing assignment.  CASAS# 7.2.5	Any, depending on the assignment

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  Practice  **Application**

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 30 minutes</span></p> <p>Purpose: This is a writing activity in which students evaluate the format and punctuation of their writing, based on a self-evaluation checklist. It can be done after each writing activity students complete in class.</p> <ol style="list-style-type: none"> <li>1. Separate the steps of the checklist into sections that will be manageable for the writing level of your class. For example, cover formatting (items 1-3) first. Then cover basic punctuation (items 4-5) in a separate lesson. Finally, cover one usage of commas (items 6-10) at a time.</li> <li>2. Prepare a handout with a sample paragraph in which the items from one section of the checklist have been marked in some way. Label them on the sample paragraph, using the same terminology that's on the checklist, e.g. indent, right margin, left margin.</li> <li>3. Write on the board only the steps of the checklist that you have chosen to cover. (Hand out the full checklist once you've covered everything.) Go over the sample paragraph and the checklist on the board.</li> <li>4. Have pairs work together to correct their writing by using the checklist steps on the board.**</li> <li>5. Follow up: When students have learned all the sections of the checklist, they can use the full checklist to check their own writing individually before turning it in.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="1146 604 1466 695">SCANS FOCUS</td> </tr> <tr> <td data-bbox="1146 701 1466 1451"> <p><b>Basic Skills:</b> Writing</p> <p><b>Thinking Skills:</b> Problem Solving/ Knowing How to Learn</p> <p><b>Personal Qualities:</b> Responsibility/ Self-Management</p> <p><b>Competencies:</b> Interpersonal- Teaches Others Systems- Monitors and Corrects Performance</p> </td> </tr> </table>	SCANS FOCUS	<p><b>Basic Skills:</b> Writing</p> <p><b>Thinking Skills:</b> Problem Solving/ Knowing How to Learn</p> <p><b>Personal Qualities:</b> Responsibility/ Self-Management</p> <p><b>Competencies:</b> Interpersonal- Teaches Others Systems- Monitors and Corrects Performance</p>
SCANS FOCUS			
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SELF-CORRECTION FORM  
WRITING FORMAT and PUNCTUATION

- |   |     |    |
|---|-----|----|
| 1. Did you indent each paragraph?   | Yes | No |
| 2. Did you leave space in the left margin?  | Yes | No |
| 3. Did you continue writing up to the right margin except to begin a new paragraph?   | Yes | No |
| 4. Did you capitalize the beginning of each sentence?   | Yes | No |
| 5. Did you use a period at the end of each statement?   | Yes | No |
| 6. Did you use commas to separate words, phrases or clauses in a series?<br><i>"I like speaking, reading and listening."</i>  | Yes | No |
| 7. Did you use commas to separate dates, cities, etc.?<br><i>"I began studying English on August 22, 1995, in Los Angeles, California."</i>                                   | Yes | No |
| 8. Did you use commas to set off nonrestrictive adjective clauses?<br><i>"My brother, who loved writing, did very well in English class."</i>                                 | Yes | No |
| 9. Did you use commas to set off sentence modifiers?<br><i>"On the other hand, I hated writing. Nevertheless, I tried to improve."</i>  | Yes | No |
| 10. Did you use commas to separate two long clauses with <i>and, but, or, so, and yet</i> ?<br><i>"There were many opportunities to learn, and I took advantage of them."</i> | Yes | No |

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	38. Use reference materials such as dictionaries and encyclopedias. a. Locate information alphabetically. b. Identify parts of speech in word definitions.  CASAS# 7.4.5	N/A

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  **Practice**  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 30 minutes</span>	<b>SCANS FOCUS</b>
<p>Purpose: This is a game in which students compete to alphabetize groups of words.</p> <ol style="list-style-type: none"> <li>1. Choose letters of the alphabet and prepare lists of 21 words that begin with each letter, for example, person, pet, park, public, pollution, plan, poll, personnel, phone, pack, price, photo, etc. Be sure to include words which have the same first two or three letters like “please” and “play” or “proud” and “pronounce.” This will make the alphabetizing more challenging. Cut each list into strips with one word on each strip, and put each set in an envelope.</li> <li>2. Write the alphabet on the board for reference. Write 10 words beginning with the same letter on the board. Talk the students through the steps of alphabetizing words, letter by letter. Alphabetize the 10 words.</li> <li>3. Form groups of four. Explain that each group will have 10 minutes to alphabetize 21 words that begin with the same letter. All students must participate. The rules: Each person will take one word from the envelope and place it on the table. One by one, each group member must arrange his/her word alphabetically with respect to the other words, until all 21 words are in alphabetical order on the table. No one can touch another person's slips. (The person who placed it on the table must move it.) Finally, the most important rule is that there is no speaking! (This is to prevent students who are experts at alphabetizing from taking charge of the activity.)</li> <li>4. Hand out the envelopes and begin the activity. Circulate and enforce the rules.</li> <li>5. Call time and have each leader write his/her group's list on the board.** Go over the lists and, if you wish, give a prize to any group that has all their words correctly alphabetized.</li> <li>6. Follow up: If your class has access to a set of English language dictionaries, have the students compete to see which team can use these alphabetizing skills to look up a list of words in the dictionary the fastest.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Reading</p> <p><b>Thinking Skills:</b> Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p><b>Personal Qualities:</b> Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	39. Identify and utilize devices or processes for remembering information.  CASAS# 7.4.3	N/A

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 30 minutes</span></p>	<table border="1"> <tr> <td data-bbox="1146 642 1464 714">SCANS FOCUS</td> </tr> </table>	SCANS FOCUS
SCANS FOCUS		
<p>Purpose: This is memory game in which students match words with definitions. It can be used as a review activity after students have learned a set of new words. Weekly class sets of new vocabulary cards could be made, accumulating through the semester for extra practice.</p> <ol style="list-style-type: none"> <li>1. Get two sets of index cards in two different colors, for example, one white and one yellow. Choose 10 new vocabulary words which need to be reviewed. Make a handout with a list of the words and their definitions or synonyms.</li> <li>2. Put the students in groups of four and give each group 10 white cards and 10 yellow cards. Give them the word list. Ask them to copy one word on each white card, and one definition on each yellow card. Check the groups to make sure they've prepared the cards correctly. Then, take back the word list.</li> <li>3. Explain that this is a memory game. Model the game by having four students sit in front of the class. Use one set of white and yellow cards and put them face down on the table, as for a concentration game. (Shuffle the 20 cards together, and then lay them out, face down, in a grid pattern with four cards across and five cards down.)</li> <li>4. Have the whole class watch as the four students in the front model the game. Ask the first student in the group to turn over one white and one yellow card. Have him/her read what is on the cards out loud. Decide if the cards match. If they match, he/she may keep them and take another turn. If they don't match, he must turn them upside down again in the same position. Then, the next player takes a turn. Keep going around the circle until all cards have been matched. The player with the most matched cards wins.</li> <li>5. Have one person from each group shuffle the cards and lay them out. Begin the game. Circulate among the groups and help students who are unsure about word definitions.</li> <li>6. After the game is complete, have each group choose a word they are still uncertain about and write it on the board. Write sentences as a class using the identified words.</li> <li>7. Follow up: a. Give a vocabulary matching quiz using the same 10 words. b. Let students match the cards later for a short review.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<p><b>Basic Skills:</b> Reading</p> <p><b>Thinking Skills:</b> Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p><b>Personal Qualities:</b> Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Materials and Facilities/ Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others</p> <p>Information- Organizes and Maintains Information</p> <p>Systems- Monitors and Corrects Performance</p>	

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	40. Identify strategies for guessing the meaning of vocabulary from context.  CASAS# 7.2.2	N/A

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  Application

<p>Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span></p> <p>Purpose: This is a reading activity in which students use context strategies to assist their comprehension of unknown vocabulary.</p> <ol style="list-style-type: none"> <li>1. Choose a short newspaper article which includes some new or technical vocabulary.</li> <li>2. Write the following reading strategies and example sentences on the board.             <ol style="list-style-type: none"> <li>a. Ignore new words because they don't contribute to the main idea: <i>Los Angeles merchants sell a variety of clothing such as: wretugs, pants, jackets and shirts.</i></li> <li>b. Recognize new words from the context in which they appear: <i>Many Los Angeles merchants sell wretugs, which are a type of boot popular with teens. Wretugs are very hip. Young people wearing these boots can be seen all over the city.</i></li> <li>c. Identify new words which are necessary for comprehension of the main idea.: <i>Wretugs are the number one seller among Los Angeles merchants.</i></li> </ol> </li> <li>3. Discuss these three strategies for dealing with new words. Explain the goal of avoiding the use of a dictionary for words that can be figured out from context.</li> <li>4. Hand out the article. Model the activity by reading the first two paragraphs out loud. Ask students to raise their hands every time they hear a new word. As students raise their hands, ask them to identify the best strategy, A, B, or C above, for dealing with the word. Explain that any words that fall into category C, words which are essential for understanding the main ideas, will be explained later.</li> <li>5. Put the students in pairs. Assign each pair 1-2 different paragraphs in the article. Explain that they must read the paragraph and underline any new words or words they aren't sure about. Then, they must label each new word either A, B or C and discuss why it should be labeled that way.</li> <li>6. Begin the activity. Circulate and monitor the pairs.</li> <li>7. After most of the class has finished the activity, have each pair report back on the words they underlined and which category each word fits into. Write only the words that fit into category C on the board.**</li> <li>8. Explain, define, or give synonyms for the category C words on the board.</li> <li>9. Follow up: Have students look up the essential new words in an English dictionary and write example sentences.</li> </ol> <p>** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;"><b>SCANS FOCUS</b></td> </tr> </table> <p><b>Basic Skills:</b> Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Understands Organizational Systems</p>	<b>SCANS FOCUS</b>
<b>SCANS FOCUS</b>		

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	41. Summarize a reading passage. a. Identify the topic sentence of one paragraph. b. State the main idea and supporting details from a reading.  CASAS# 7.4.2	N/A

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  **Presentation**  **Practice**  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span>	<b>SCANS FOCUS</b>
<p>Purpose: This is a reading activity in which students use a logical strategy for identifying the main idea of a passage.</p> <ol style="list-style-type: none"> <li>1. Make copies of a short reading of your choice which is organized according to main and supporting ideas. Prepare a handout with five sentences about the reading. Two of them should be too specific to be the main idea; two should be too general; and one should be the main idea. Arrange the sentences randomly, and then number them 1-5.</li> <li>2. Discuss or review the concept of what a main idea should be. Explain that too general means that the sentence is too broad to give the reader a clear idea what the article is about. (Give examples.) Explain that too specific means that the sentence is only one detail that might support the main idea. (Give examples.)</li> <li>3. Hand out the reading. Tell students they will be reading an article, and then working in groups to try and identify the main idea by eliminating ideas which are too general or too specific. Allow a few minutes for students to read the article. Encourage them to read quickly.</li> <li>4. Form groups of four. Hand out the page with the five "main idea" sentences. Have students decide on the merits of each sentence as the main idea. Have the group label the five sentences as "too general", "too specific" or "main idea".</li> <li>5. Circulate and monitor the groups. If necessary, give additional explanations of why a sentence is too general (It can be interpreted in too many ways) or- too specific- (It is only one example.)</li> <li>6. Stop the group activity. Have each group report back about one sentence on the handout, explaining which category it belongs in. If the answer is wrong, ask other groups for their opinions. **</li> </ol> <p>** This step serves as evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Reasoning</p> <p><b>Competencies:</b> Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Teaches Others</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills	42. Identify and utilize test-taking skills. <ol style="list-style-type: none"> <li>Use the process of elimination on multiple choice questions.</li> <li>Identify strategies for dealing with difficult questions: skip, guess, etc.</li> <li>Identify types of reading comprehension questions: identifying specific information, main ideas, words in context, making inferences, etc.</li> </ol> CASAS# 7.2.4, 7.4.1	N/A

SAMPLE SCANS ACTIVITY
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Stages of Lesson:  Warm Up  Introduction  Presentation  Practice  Application

Steps for Sample Activity: <span style="float: right;">Approximate Time of Activity: 45 minutes</span>	<b>SCANS FOCUS</b>
<p>Purpose: This is a critical thinking activity in which students work in pairs to make inferences about a reading passage.</p> <ol style="list-style-type: none"> <li>Choose a short reading, which focuses on an event where the character's motivation or beliefs are not directly stated, but can be inferred from his/her actions. Write 3-5 "why" questions about events in the story which will require the students to make logical conclusions.</li> <li>Review or discuss the concept of "inferencing". Give examples. Answer any questions.</li> <li>Write your "why" questions on the board. Explain that students should use these questions to guide their reading. After they read, they will answer the questions by making inferences.</li> <li>Hand out the reading. Give students 10 minutes to read the passage.</li> <li>Model the activity by eliciting answers to the first "why" question. Write the answers on the board. Explain that they must use words like "probably" or "most likely". Give examples. (It seems likely that the character yelled at his wife because he was upset about his boss yelling at him earlier in the story.)</li> <li>Put students in groups of four. Assign one person to write for the group. Allow 10 minutes for the groups to make a list of as many logical conclusions for each question as they can. Circulate and monitor the groups.</li> <li>Stop the task. Have each group report back at least one inference for each question. **</li> </ol> <p>** This step serves as evaluation of the activity.</p>	<p><b>Basic Skills:</b> Listening/ Speaking/ Reading</p> <p><b>Thinking Skills:</b> Decision Making/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p> <p><b>Competencies:</b> Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>



## ***SUGGESTED INSTRUCTIONAL RESOURCES***

*The following materials are available through the ESL and Citizenship Programs Office. (213) 202-5575.*

### **TEXTBOOKS**

Recommended English-as-a-Second-Language Core Textbooks. ESL and Citizenship Programs, DACE, Fall 1997.

### **INSTRUCTIONAL RESOURCE MATERIALS**

Tools for ESL Lesson Planning, A Book of Techniques, Sample Lesson Plans, Activities and Resources for Teaching ESL, Second Edition. ESL and Citizenship Programs, DACE, 2000.

ESL and Citizenship Technology Review. Adult ESL and Citizenship Programs, DACE, Fall 1999.

An ESL Writing Handbook. September 1985, 1<sup>st</sup> printing; November 1995, reprinted.

Integrating SCANS Competencies into ESL Instruction Resource Packet. Brigitte Marshall, Consultant. Spring Institute for International Studies, 1999.

### **OTHER RESOURCES**

CASAS Life Skill Competencies, CASAS, 1996.

English-as-a-Second-Language. Handbook for Adult Education Instructors, California Department of Education, 1995 edition.

English-as-a Second-Language Model Standards for Adult Education Programs. California Department of Education, 1992.

Teacher's Guide, ESL Promotional Test Battery. ESL and Citizenship Programs, DACE, 2001.

What Work Requires of Schools. A SCANS Report for America 2000, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1991.

### **WEBSITES**

OTAN: Outreach and Technical Assistance Network, California Department of Education, [www.OTAN.dni.us](http://www.OTAN.dni.us), 1(800) 894-3113.

### **RESOURCE PERSONS**

Subject area coordinator and advisers

## ***INSTRUCTIONAL STRATEGIES***

Instructional Strategies for the Intermediate High course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

### **California Model Standards for ESL Instruction**

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

## ***LESSON PLANNING***

Planning is essential for implementation of the ESL Intermediate High course in the classroom and meeting student needs successfully. Implementation involves assessing student needs, identifying learning objectives, planning lessons to address those learning objectives, and monitoring student progress in acquiring the competencies of the course.

Lesson objectives are selected 1) by choosing an item or items from the language skills proficiency list, competency list, or structure checklist in the course outline, 2) by identifying student needs on a formal needs assessment like the one found on pages 87-88, or by 3) noting student errors or requests for help during the class term.

A single learning objective may be addressed in an activity during a lesson, in a full lesson, or even during a unit consisting of several lessons in a row. If a learning objective is to be addressed in more than one day's lesson, each new class period should begin with a new Warm Up/Review and Introduction stage to re-focus students on the learning objective.

### **Warm Up/Review**

An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

### **Introduction**

An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson.

### **Presentation**

An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

### **Comprehension Check**

An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

### **Guided Practice**

A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

### **Communicative Practice**

A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

### **Evaluation**

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

### **Application**

A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.



***NEEDS ASSESSMENT***  
***for the ESL Intermediate High/B Course***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Check one space for each item below.

A I'm not interested in learning about this.	B This is easy for me.	C I need work on this.	D This is difficult for me to do well.
--	---------------------------------	---------------------------------	--

PERSONAL INFORMATION

- |  |       |       |       |       |
|--|-------|-------|-------|-------|
| 1. Talk about my personal history and family.    | _____ | _____ | _____ | _____ |
| 2. Talk about my work history.                   | _____ | _____ | _____ | _____ |
| 3. Fill out authentic forms and job applications | _____ | _____ | _____ | _____ |
| 4. Write personal and business letters.          | _____ | _____ | _____ | _____ |

SOCIAL/CULTURAL INTERACTION

- |   |       |       |       |       |
|---|-------|-------|-------|-------|
| 1. Express opinions on current events.        | _____ | _____ | _____ | _____ |
| 2. Talk about cultural differences.           | _____ | _____ | _____ | _____ |
| 3. Participate in group discussions in class. | _____ | _____ | _____ | _____ |
| 4. Participate in personal conversations.     | _____ | _____ | _____ | _____ |

COMMUNITY

- |   |       |       |       |       |
|---|-------|-------|-------|-------|
| 1. Read and talk about a child's report card.       | _____ | _____ | _____ | _____ |
| 2. Find out about other schools/programs after ESL. | _____ | _____ | _____ | _____ |
| 3. Get information about community events.          | _____ | _____ | _____ | _____ |
| 4. Get information about community services.        | _____ | _____ | _____ | _____ |

CONSUMER ECONOMICS

- |   |       |       |       |       |
|---|-------|-------|-------|-------|
| 1. Discuss buying a car and/or car insurance.       | _____ | _____ | _____ | _____ |
| 2. Talk to auto mechanics.                          | _____ | _____ | _____ | _____ |
| 3. Make decisions about purchasing large items.     | _____ | _____ | _____ | _____ |
| 4. Analyze advertising and product information.     | _____ | _____ | _____ | _____ |
| 5. Analyze household utility information and bills. | _____ | _____ | _____ | _____ |
| 6. Discuss landlord and tenant rights.              | _____ | _____ | _____ | _____ |

***NEEDS ASSESSMENT for the ESL Intermediate High/B Course (continued)***

A I'm not interested in learning about this.	B This is easy for me.	C I need work on this.	D This is difficult for me to do well.
--	---------------------------------	---------------------------------	--

GOVERNMENT AND LAW

- |   |       |       |       |       |
|---|-------|-------|-------|-------|
| 1. Explain or write a report of a traffic accident. | _____ | _____ | _____ | _____ |
| 2. Find appropriate legal services.                 | _____ | _____ | _____ | _____ |
| 3. Read and listen to news about government issues. | _____ | _____ | _____ | _____ |
| 4. Fill out income tax forms.                       | _____ | _____ | _____ | _____ |

HEALTH AND SAFETY

- |   |       |       |       |       |
|---|-------|-------|-------|-------|
| 1. Discuss health risks and their prevention.   | _____ | _____ | _____ | _____ |
| 2. Read medical history or insurance forms.     | _____ | _____ | _____ | _____ |
| 3. Fill out medical history or insurance forms. | _____ | _____ | _____ | _____ |
| 4. Read about and discuss earthquake safety.    | _____ | _____ | _____ | _____ |

OCCUPATIONAL KNOWLEDGE

- |   |       |       |       |       |
|---|-------|-------|-------|-------|
| 1. Find out about job training and opportunities. | _____ | _____ | _____ | _____ |
| 2. Answer job interview questions well.           | _____ | _____ | _____ | _____ |
| 3. Write a resume and type it on a computer.      | _____ | _____ | _____ | _____ |
| 4. Report unsafe working conditions.              | _____ | _____ | _____ | _____ |
| 5. Report workplace injuries and accidents.       | _____ | _____ | _____ | _____ |
| 6. Give and follow instructions at work.          | _____ | _____ | _____ | _____ |
| 7. Check and correct work performance.            | _____ | _____ | _____ | _____ |

LEARNING AND ACADEMIC SKILLS

- |   |       |       |       |       |
|---|-------|-------|-------|-------|
| 1. Identify and evaluate own learning goals.        | _____ | _____ | _____ | _____ |
| 2. Maintain an organized class notebook.            | _____ | _____ | _____ | _____ |
| 3. Evaluate and revise writing assignments.         | _____ | _____ | _____ | _____ |
| 4. Use dictionaries and encyclopedias.              | _____ | _____ | _____ | _____ |
| 5. Use learning skills for remembering information. | _____ | _____ | _____ | _____ |
| 6. Guess the meaning of vocabulary in a reading.    | _____ | _____ | _____ | _____ |
| 7. Summarize the main ideas in a reading.           | _____ | _____ | _____ | _____ |
| 8. Use test-taking skills for a reading test.       | _____ | _____ | _____ | _____ |

***SAMPLE LESSON PLAN  
for the ESL/Intermediate High/B Course***

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	STRUCTURES
VIII. Learning and Academic Skills	35. Propose and prioritize short term learning goals.  CASAS #7.1.1, 7.1.2, 7.1.3	Correlative Conjunctions <i>(More students chose the first category than either the second or third.)</i>  VOCABULARY  More, most, least, important, so, too, neither, both, life skills, chose

SAMPLE LESSON PLAN: "Charting Needs"

	SCANS FOCUS																									
<p>PREREQUISITE: This lesson should be taught early in the term.</p> <p>LESSON OBJECTIVE: Students will be able to write simple inferences after charting the results of a Needs Assessment survey.</p> <p>Before Class:</p> <ol style="list-style-type: none"> <li>1. Bring in a sample needs assessment form, a picture of a bar graph and a picture of a pie chart to use in the introduction activity.</li> <li>2. Duplicate a class set of the Needs Assessment from the course outline or use your own assessment form.</li> <li>3. Copy the following on an overhead projector transparency, board or butcher paper for the Presentation activity:</li> </ol>	<p style="text-align: center;">FOUNDATION</p> <p><b>Basic Skills:</b> Reading/ Writing</p> <p><b>Thinking Skills:</b> Seeing Things in the Mind's Eye/ Reasoning</p> <p><b>Personal Qualities:</b> Responsibility/ Sociability/ Self-Management</p>																									
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 30%;">PERSONAL INFORMATION</th> <th style="text-align: center; width: 15%;">A I'm not interested in learning about this</th> <th style="text-align: center; width: 15%;">B This is easy for me</th> <th style="text-align: center; width: 15%;">C I need work on this.</th> <th style="text-align: center; width: 15%;">D This is difficult for me to do well</th> </tr> </thead> <tbody> <tr> <td>a. Talk about my personal history and family.</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>b. Talk about my work history.</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>c. Fill out authentic forms and job applications.</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>d. Write personal and business letters.</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>	PERSONAL INFORMATION	A I'm not interested in learning about this	B This is easy for me	C I need work on this.	D This is difficult for me to do well	a. Talk about my personal history and family.	_____	_____	_____	_____	b. Talk about my work history.	_____	_____	_____	_____	c. Fill out authentic forms and job applications.	_____	_____	_____	_____	d. Write personal and business letters.	_____	_____	_____	_____	<p style="text-align: center;">COMPETENCIES</p> <p><b>Interpersonal:</b> Participates as Member of a Team</p> <p><b>Information:</b> Organizes and Maintains Information/ Interprets and Communicates Information</p> <p><b>Systems:</b> Understands Organizational Systems/ Monitors and Corrects Performance</p>
PERSONAL INFORMATION	A I'm not interested in learning about this	B This is easy for me	C I need work on this.	D This is difficult for me to do well																						
a. Talk about my personal history and family.	_____	_____	_____	_____																						
b. Talk about my work history.	_____	_____	_____	_____																						
c. Fill out authentic forms and job applications.	_____	_____	_____	_____																						
d. Write personal and business letters.	_____	_____	_____	_____																						
<ol style="list-style-type: none"> <li>4. Copy the bar graph on page 89 onto the board, butcher paper or an overhead transparency for use in the Guided Practice dictation.</li> </ol>																										

***SAMPLE LESSON PLAN for the ESL/Intermediate High/B Course  
(continued)***

5. Prepare 5-8 sentences based on the bar graph on page 88 or use the sentences below for the Guided Practice dictation.
    - a. *In the 1998 class, more students wanted to learn to organize a notebook than use an encyclopedia.*
    - b. *Neither dictionary skills nor test taking skills were a priority for the class.*
    - c. *Vocabulary and revision were more popular topics than summarizing.*
    - d. *15 students in 1998 wanted to work on using learning skills for remembering information.*
    - e. *They wanted to evaluate their writing more than they wanted to evaluate their goals.*
  6. Identify the pages in your text that you could use with this lesson.
-

***SAMPLE LESSON PLAN for the ESL/Intermediate High/B Course  
(continued)***

STAGE OF LESSON	LESSON PLAN FOR "Charting Needs"								
<p>WARM UP</p> <p>Writing</p> <p>(20 minutes)</p>	<ol style="list-style-type: none"> <li>Have students work in pairs to complete the following sentences:   <i>The best part of the class is...</i>  <i>The worst part of the class is...</i>  <i>The easiest part of class is...</i>  <i>The hardest part of class is...</i> </li> <li>Have student volunteers read their sentences and discuss the responses.</li> </ol>								
<p>INTRODUCTION</p> <p>(5 minutes)</p>	<ol style="list-style-type: none"> <li>Show students a survey form, a bar graph, and a pie chart. (Before Class-1)</li> <li>Tell students they will be filling out surveys, then charting and interpreting the results so that you can tailor the course content to best fit their needs.</li> </ol>								
<p>PRESENTATION</p> <p>Demonstration/ Discussion</p> <p>(30 minutes)</p>	<ol style="list-style-type: none"> <li>Have students copy the four needs assessment statements from the board, (Before Class-2), into their notebooks and have them check one answer for each statement.   <ol style="list-style-type: none"> <li><u>7</u> Talk about my personal history and family</li> <li><u>17</u> Talk about my work history</li> <li><u>19</u> Fill out authentic forms and job applications</li> <li><u>4</u> Write personal and business letters</li> </ol> </li> <li>Draw a simple bar graph from the results. (See example below.) <div style="text-align: center; margin: 10px 0;"> <table style="margin: auto; border: none;"> <tr> <td style="border: none; width: 20px; height: 20px; background-color: #FFC0CB; margin-right: 5px;"></td> <td style="border: none; width: 20px; height: 20px; background-color: #FFC0CB; margin-right: 5px;"></td> <td style="border: none; width: 20px; height: 20px; background-color: #FFC0CB; margin-right: 5px;"></td> <td style="border: none; width: 20px; height: 20px; background-color: #FFC0CB;"></td> </tr> <tr> <td style="border: none; text-align: center;">self</td> <td style="border: none; text-align: center;">work</td> <td style="border: none; text-align: center;">forms</td> <td style="border: none; text-align: center;">letters</td> </tr> </table> </div> </li> <li>Write sample sentences that draw conclusions from the graphed information, e.g., <i>In this class, the least important need is to learn to write letters. More students chose the third category than either the first or the fourth category.</i></li> <li>Invite inferences from students and write them on the board.</li> </ol>					self	work	forms	letters
self	work	forms	letters						

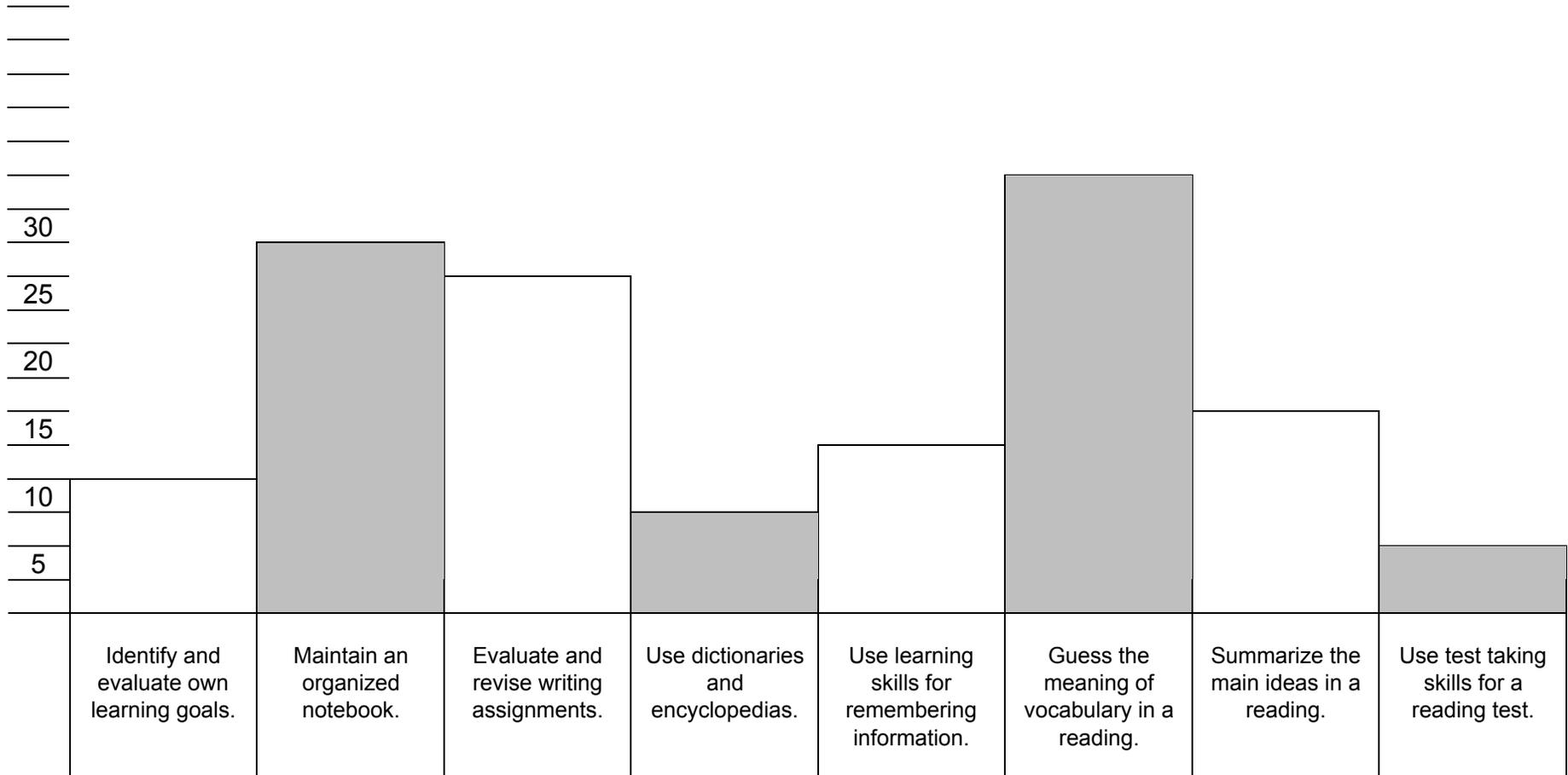
***SAMPLE LESSON PLAN for the ESL/Intermediate High/B Course  
(continued)***

<p>COMPREHENSION CHECK</p> <p>Silent Drill</p> <p>(5 minutes)</p>	<p>Make true and false statements about the results of your mini-survey. Have students answer silently with one finger for true and two fingers for false.</p>
<p>GUIDED PRACTICE</p> <p>Dictation</p> <p>(15 minutes)</p>	<ol style="list-style-type: none"> <li>1. Show a bar graph with the results of another class' survey and dictate 5-8 statements (inferences) about the graph (Before Class-5).</li> <li>2. Have the students write the sentences on the board and correct them as a class.</li> </ol>
<p>COMMUNICATIVE PRACTICE</p> <p>Team Task</p> <p>(70 minutes)</p>	<ol style="list-style-type: none"> <li>1. Have students independently fill in a Needs Assessment (Before Class-2).</li> <li>2. Form groups of four and assign roles: facilitator, timekeeper, recorder, and reporter.</li> <li>3. Have each group choose one area of the Needs Assessment, (e.g., Personal Information, Social/Cultural Interaction, Community, etc.) and chart their combined C and D responses on a bar graph. Then have each group write 5-8 sentences that express inferences about their graph. Set a 70- minute time limit.</li> </ol>
<p>EVALUATION</p> <p>(20-30 minutes)</p>	<ol style="list-style-type: none"> <li>1. Have reporters from each group identify their groups' top C-D responses.</li> <li>2. Chart all the groups' responses on one bar graph on the board.</li> <li>3. Elicit inferences about student needs and point out items on the bar graph that they come from.</li> <li>4. Ask student volunteers to make true and false statements based on the charted information to which the class can respond: one finger= true, two fingers= false.</li> </ol>
<p>APPLICATION</p> <p>(as time permits)</p>	<ol style="list-style-type: none"> <li>1. Have groups compete to list the 5 "most needed" skills in the course as quickly as possible.</li> <li>2. Commend the winners and have them tell the class why they listed each skill. Discuss the most- needed skills with the class.</li> </ol>

“Charting Needs”  
BAR GRAPH

1999 ESL Intermediate High/ B Class Needs Assessment Results

# of Students Who Want to Work On Learning and Academic Skills





## ***SUGGESTED EVALUATION ACTIVITIES***

### **California Model Standards for ESL Student Evaluation**

- Students' placements in ESL courses are determined by a variety of assessments.
- Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through use of a variety of informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.
- Assessments for moving from one level to another measure both *general language proficiency* and mastery of *specific instructional content*.

Teachers should use a variety of test measurements in more than one language skill to gain information about the students. Assessments should be based on tests at the appropriate level of language skill proficiency. They may be teacher-produced, textbook-related, or standardized assessment instruments. They may be designed to determine placement, progress, or promotion.

### **Placement Tests**

Division-developed placement tests are used to determine the appropriate course for new students entering the school.

### **In-Class Evaluation Methods**

In-class evaluations such as student writing samples, needs assessments, and class surveys are used to determine students' knowledge before introducing an objective, or early in the term to indicate areas in which students need help.

Ongoing evaluations used to monitor student progress may include:

- a. Paper-and-pencil tests (e.g., fill-in-the-blank, cloze, sentence completion, dictation, short answer)
- b. Applied performance (e.g., follow oral or written directions, oral interview, complete forms, take notes, write a letter)
- c. Observation (e.g., while working or writing individually or in groups)
- d. Simulation (e.g., role playing)
- e. Portfolio of students' work (e.g., completed worksheets, checklists of class content, graphs of own progress)
- f. Textbook publishers' tests

In addition, achievement pre- and post-tests (e.g., CASAS Life Skills Reading) may be used to assess progress in lifeskills and specific language skills.

### **Promotional Tests**

Division-developed promotional tests are used to measure both language proficiency and mastery of specific instructional content. They are used in conjunction with ongoing in-class evaluation to determine a student's readiness to be promoted to the next ESL level. Completion of the ESL Program is based on passage of the Division-developed test for the ESL Advanced Low level.

## ***GLOSSARY of COMMON ESL TERMS***

*\*\* Definitions for all words in **bold** can be found in this glossary.*

**Application** – A final lesson stage in which students apply or extend their knowledge of the lesson's material to complete a new and different activity. See **team task** as an example activity for this stage.

**Assessment** – Subjective or objective evaluation of student attainment of competencies.

**Authentic Materials** – Actual materials from sources not originally intended for ESL classroom use, such as menus, newspapers, recorded radio announcements, brochures, etc. See **realia**.

**Brainstorm** – An oral activity in which members of a group randomly suggest ideas about a topic. Every idea is recorded. Then the information is refined by the group in accordance with the assignment or the group's purpose.

**CASAS** – Comprehensive Adult Student Assessment System.

**CASAS Competencies** – A set of life skill competencies compiled by CASAS. Examples: Respond appropriately to common personal information questions (0.2.1), fill out medical history forms (3.2.1).

**CATESOL** – California Teachers of English to Speakers of Other Languages, a professional organization.

**CBET** – (Community-Based English Tutoring) is an English language program for adults who pledge to tutor school-age children who are English language learners (ELLs), with the goal of raising the English level of the local community.

**CCAЕ** – California Council for Adult Education, a professional organization.

**Chain Story Writing** – An activity in which each member of a group takes turns contributing sentences to a story.

**Cloze** – A reading or listening activity with missing words. Students fill in the missing words by using the **context** of the passage and/or listening to the passage.

**Communicative Competence** – The ability of the student to use appropriate language functions to communicate effectively. The focus is on expressing meaning rather than simply knowing about functions and grammatical forms.

**Communicative Practice** – A mid-lesson stage in which students use the language they have been practicing to complete a communicative **task**, usually in pairs or groups. This should occur after the guided practice stage of the lesson. See **team task** or **information gap** as example activities for this stage.

**Competency (or minimal competency)** – A specific objective, such as the ability to leave a message on an answering machine.

**Competency Area** – A category which includes related competencies. For example, the competency area of "Health & Safety" includes the competency of reading a prescription.

## ***GLOSSARY of COMMON ESL TERMS (continued)***

**Comprehension Check** – A lesson stage in which the teacher confirms student understanding of what has just been taught in the presentation stage before going on to the practice stage.

**Content-based instruction** – Language instruction which emphasizes learning of concepts and skills in subjects such as math, science, and history. Grammatical accuracy is not the focus of instruction.

**Context Clues** – Verbal and other visual elements of a text which help the learner to understand the meaning of new words or whole paragraphs. For example, word elements like prefixes and suffixes, clauses which define (*which is, that is, who is...*), example phrases and markers (*.e., e.g., for example*), pictures or diagrams, coordinating conjunctions (*but, so, however, although*) and overall text organization and layout.

**Contextualized** – Presenting language in a meaningful framework or situation. For example, a set of vocabulary words are introduced as part of a topic rather than in a list of unconnected words.

**Cooperative learning** – Group or pair activities in which students must work together (inform, negotiate, problem solve, etc.) in order to complete a task. Each student may be assigned a role in the group: i.e. writer, leader, presenter, etc. See **jigsaw reading** for an example activity.

**Critical thinking** – Cognitive skills such as drawing conclusions or inferences, analysis, evaluation, synthesis and summary. This includes the **SCANS** thinking skills of reasoning, decision making and problem solving.

**Dialog Substitution** – A drill activity in which students read a written dialog aloud. Then, a similar dialog is used to complete grammar substitution drills.

**Dictation: Visual & Oral** – Teacher or student reads words or sentences for others to write (traditional oral); teacher or student points to a picture or performs an action and others write the word or sentence (visual).

**Drill** – A controlled activity which focuses on the language **form** rather than expressing meaning. See **dialog substitution**.

**EFL** – English as a Foreign Language (English learned in a country where it is not the primary language of the country).

**ELL** – English Language Learner.

**ESL** – English as a Second Language (English learned in a country where it is the primary language).

**Evaluation** – A final lesson stage in which students demonstrate their knowledge of what they have learned by presenting, explaining, analyzing or reflecting on what they have done during the lesson. See **role play, problem solving** or **peer revision** as example activities for this stage.

**“Find someone who...”** – An interview activity in which students stand, circulate the room and complete a grid or survey by finding students who fit different categories. For example, someone who works late, someone who has three children, etc.

## ***GLOSSARY of COMMON ESL TERMS (continued)***

**Focused Listening** – A listening exercise in which students are asked to comprehend only specific information.

**Form** (see **Grammar**).

**Grammar** – See **Language Form**

**Grammar: Form, Meaning, Use** – Grammar is the structure or form of language (e.g., “-er” added to short-word adjectives); Meaning is the significance of the structure in communication (e.g., the “-er” added to short-word adjectives indicates a comparison); Use refers to when or why the structure is used (e.g., to evaluate).

**Guided Practice** – A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson. See **dialog substitution** as an example activity for this stage.

**Information Gap** – An interactive activity which involves the transfer of information from one person to another. For example, each member of a pair has part of the total information (half of a chart, an incomplete picture) which he must convey to the other using oral communication skills.

**Integration of Skills** – Instruction which combines the four skills of listening, speaking, reading, and writing.

**Interactive** – Activities which encourage meaningful communication between students. See **information gap** or **interviews**.

**Interviews** – An activity in which pairs or groups ask each other questions in order to complete a survey or questionnaire. See “**Find Someone Who...**” as an example.

**Introduction** – An initial lesson stage in which the teacher states the **objective** of the lesson and tells students what they will be doing. This should occur after the warm up stage of the lesson.

**Jigsaw Reading** – A cooperative activity in which groups are assigned different sections of the same reading. Each group reads their section and creates a summary. Then, new groups are formed consisting of a representative from each original group. This new group compiles a summary of the entire article from each representative's summary.

**Language Form** – The structure or grammar of the language.

**Language Function** – The use of a **language form**. "Use" refers to when and why the language form is used. For example, the form "could" has several functions: a. past ability (I couldn't go last night) b. possibility (He could be sick) and c. polite requests (Could you help me?).

**Language Proficiency** – General or specific language abilities within each of the four language skills. For example, "reading" could include abilities such as predicting, summarizing or inferencing.

**Language Skills** – The four skills of speaking, listening, reading and writing.

## ***GLOSSARY of COMMON ESL TERMS (continued)***

**Learning Modalities** – Ways in which information is taken in (e.g., visually, auditorally, kinesthetically, through touch).

**Learning Strategies** – Actions taken by learners to help themselves become more self-directed, solve problems and achieve **communicative competence**. Strategies include: memory (imagery, review); cognitive (categorizing, analyzing); compensation (describing an unknown word, using gestures); metacognitive (setting goals, self- evaluation); affective (lowering anxiety, encouraging yourself) and social (asking for clarification, cooperating with others.)

**Learning Styles** – The combination of one's preferred learning modalities (e.g., visual, auditory, kinesthetic) and preferred learning strategies.

**Life Skills** – Language and non-language skills necessary to function within society.

**Minimal Pair** – Two words which differ in only one sound (e.g., it/eat, wash/watch).

**ESL Model Standards** – A set of California State guidelines for adult ESL programs.

**Multilevel Classes** – Classes of students with a wide range of language abilities.

**Needs Assessment** – An evaluation of students' language learning needs, usually in relation to the situations in which they must use English.

**Non-Verbal Techniques** – Techniques, such as hand gestures and mime, used to illustrate activities and meaning.

**Objective** – The learning goal of a particular lesson. It is expressed in terms of what the learner will be able to do at the end of the lesson. One learning objective may be addressed in a short or long activity as needed; i.e. a short activity, a lesson that takes a full class period, or even a series of lessons that takes a week to complete.

**Peer Correction** – A pair activity in which two students trade writing or dictation papers and use a checklist to correct each other's spelling, punctuation or grammar.

**Peer Dictation** – A pair activity in which one student reads an assigned passage aloud while the other student writes it down. Then, they switch roles. This may be followed by **peer correction**.

**Portfolio** – Audio, video, or written collection of student work chosen by the teacher, the student, or by both.

**Post-reading** – An activity following the reading of a passage. It is intended to encourage the student's **critical thinking** about the passage.

**Pre-reading** – An activity prior to reading a passage. It is intended to give the student tools that assist in overall comprehension of the subject; i.e. by eliciting prior knowledge, using **context clues** for prediction, or showing students how to **skim** a text.

## ***GLOSSARY of COMMON ESL TERMS (continued)***

**Presentation** – An initial lesson stage in which the teacher explains, **models** and **drills** the new information or language forms (grammar, vocabulary, etc.) which students will be using in that lesson. This should occur after the introduction stage of the lesson.

**Realia** – Real objects which the teacher brings into the classroom to aid student comprehension. For example, medicine bottles, food boxes, tools, toiletries, etc.

**Problem Solving** – An interactive activity in which students attempt to suggest solutions to problems posed by teachers or students.

**Receptive/Productive Language Skills** – Receptive skills refer to listening and reading. Productive skills refer to speaking and writing.

**Recycling** – Reusing vocabulary or grammatical structures in different lessons throughout the course.

**Role Play** – An interactive activity in which students improvise their own dialog about a given situation. A checklist may be used to evaluate the effectiveness of the communication. This is NOT a **dialog substitution** drill.

**Round Table/Report Back** – An interactive activity in which the teacher suggests a category or asks a question with many possible items or answers. In each group, a paper and pencil are passed around the table and each member contributes an answer. Each group then shares their answers with the class.

**Scan** – Quickly searching a text for specific information.

**SCANS** – SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used to describe the set of workplace skills and competencies established by this commission. For more information, see **SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM** section of this course outline.

**Skim** – Quickly going over a text to get the general idea.

**Spiraling** – Reusing or recycling vocabulary, grammar, or concepts throughout a lesson or course.

**Structure** – See "Language Form".

**Task** – An **interactive** activity which focuses on using language to accomplish a goal rather than on practicing **language forms**. Tasks often have several activities and encourage student use of all four **language skills**. See also **Team Task**.

**Team Task** – An **communicative** activity which requires a group of learners to apply information (from textbook or **authentic materials**) to a particular set of objectives. Usually, team members must discuss opinions, make decisions and/or solve problems in order to complete the task. Example 1) Objective: to choose the best apartment for one group member. Material: 10 classified ads, list of person's needs. Example 2) Objective: to determine which programs kids under 10 can watch. Material: TV Guide, descriptions of shows.

**TPR** – T.P.R. is a listening comprehension activity in which students respond physically to the teacher's direct commands. It is based on the Total Physical Response method of language teaching and learning.

***GLOSSARY of COMMON ESL TERMS (continued)***

**VESL** – Vocational English as a Second Language, classes or activities designed to teach English involved in work situations.

**Warm up** – An initial lesson stage in which content from previous lessons is reviewed and/or a **brainstorming** or **interactive task** gets the students thinking about the day's topic. See **interviews** as an example activity for this stage.

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**Statement for Civil Rights**

**All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.**

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