

ESL HIGH INTERMEDIATE CORE CURRICULUM

Purpose

Summary

Methods and Materials

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HIGH INTERMEDIATE ESL CORE COURSE INFORMATION

Course Information

Organization	State of Nevada: Adult Basic Education
Instructional Level	High Intermediate ABE/ESL
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Target Population	High Intermediate ABE/ESL Learners
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STATEMENT OF PURPOSE

The purpose of this course is to address important competencies at the high intermediate level. By now students have a basic firm grasp of the English language. They still have many life skills and employability skills that they need to learn.

Students are given learning activities that help them interpret maps. For many of them, driving from one destination to another is challenging in a new country. They are taught to utilize the index on the back of the map to find names of streets and different community resources like hospitals, churches, and parks. Following the intersection of letter and number on the front of the map is shown to be helpful when trying to find a location. Analyzing the different possible ways of getting somewhere allows them to decide the shortest, safest, or most scenic route.

Students also learn about health and safety. They learn how to describe an illness, the names of common aches, pains and illnesses, how to ask questions about clinics, doctors, and specialists, how to make an appointment, how to interpret a doctor's directions, and how to accurately fill out a medical history form. Understanding labels on medicines as well as understanding warnings and cautions is also covered. Students determine what is and what is not an emergency, how to reporting an emergency, and how to administer first aid while waiting for medical help.

Getting and keeping a job is another major focus. Learning about different occupations and their requirements is a first step when looking for a job. Determining one's skills and strengths is a precursor to a well-written résumé. Interviewing techniques are practiced to enhance job-hunting success. Once a job is secured, it is important for students to know exactly what job responsibilities are expected of them and what they can do to improve their chances of getting a good performance review.

Students are also given more detailed practice at using community resources, such as the post office, library, and daycare facilities. Asking important questions, understanding what these services have to offer, and being able to compare different programs in order to better fit their needs are addressed in the many learning activities.

Numerous opportunities are presented to interpret all kinds of signs: signs in the workplace, signs on the streets, and signs throughout their community. They are also taught the many different aspects of shopping. They learn how to interpret advertisements when selecting goods and services, compare prices and quality to determine the best buys, compare different methods for purchasing goods, interpret and fill out a credit card application, and how to make returns and exchanges.

PREFACE

This core curriculum has been designed to address important competencies for this level. It is up to the discretion of each teacher to decide which lesson activities they want to use and how much time they want to devote to them. There are six Learning Plans with one to four lesson activities for each. Teachers should choose two or more activities to teach based on their teaching style. They have the option to teach more activities if they so desire.

Teachers need to be aware that this carefully designed curriculum is intended to cover a fraction of total instructional time. The content covers the minimal requirements that address the team-selected competencies for this level (Please refer to the full list of competencies followed by the list of minimal competencies addressed for this level at the end of this preface. The abbreviations in the level column refer to the student level: HA is High Advanced, LA is Low Advanced, HI is High Intermediate, LI is Low Intermediate, HB is High Beginning and LB is Low Beginning.)

The materials needed for these lessons can be found at the back of this manual under “Resources.” Most of the book and video references can be found at the State Library. If teachers using this manual do not work close to the State Library, their local public library can order the requested materials from the State Library and can be picked up and returned there. There are some handouts and case studies that can be found at the end of certain lessons. In some cases teachers will have to copy them and transpose them onto a transparency for classroom use. Those not needed to be made into transparencies can be copied for distribution to the students.

One more point deserves mentioning. The student performance assessment checklists at the end of each lesson require fifteen to twenty minutes of classroom time; therefore, it is necessary for teachers to allow time for this important part of the lesson.

CASAS Competencies List

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
0. Basic Communication				
0.1 Communicate in interpersonal interactions				
0.1.1	Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)		LB	
0.1.2	Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)		LB	
0.1.3	Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade, negotiate)		LI/LB	
0.1.4	Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)		LB	
0.1.5	Identify or use appropriate classroom behavior		LB	
0.1.6	Clarify or request clarification		LB	
0.2 Communicate regarding personal information				
0.2.1	Respond appropriately to common personal information questions		LB	
0.2.2	Complete a personal information form		LB	
0.2.3	Interpret or write a personal note, invitation, or letter		LB/LI	
0.2.4	Converse about daily and leisure activities and personal interests		LB/LI	
1. Consumer Economics				
1.1 Use weights, measures, measurement scales, and money				
1.1.1	Interpret recipes		LI	
1.1.2	Use the metric system (see also 1.1.4, 6.6.1, 6.6.2, 6.6.3, 6.6.4)		HI	
1.1.3	Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5)		LI	
1.1.4	Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight (see also 1.1.2, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5)		LA	
1.1.5	Interpret temperatures (see also 6.6.4)		LB	11

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
1.1.6	Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.) (See also 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5)		LB	11
1.1.7	Identify product containers and interpret weight and volume		LI	
1.1.8	Compute averages (see also 6.7.5)		LA	
1.1.9	Interpret clothing and pattern sizes and use height and weight tables		HA	
1.2 Apply principles of comparison shopping in the selection of goods and services			HB	
1.2.1	Interpret advertisements, labels, charts, and price tags in selecting goods and services		HB/LI	
1.2.2	Compare price or quality to determine the best buys for goods and services		LI	
1.2.3	Compute discounts (see also 6.4.1)		HI	
1.2.4	Compute unit pricing		LA	
1.2.5	Interpret letters, articles, and information about consumer-related topics		LA	
1.3 Understand methods and procedures used to purchase goods and services			LB	
1.3.1	Compare different methods used to purchase goods and services		LB	
1.3.2	Interpret credit applications and recognize how to use and maintain credit		HI	
1.3.3	Identify or use various methods to purchase goods and services, and make returns and exchanges		HB/LI	
1.3.4	Use catalogs, order forms, and related information to purchase goods and services		LI	
1.3.5	Use coupons to purchase goods and services		HB	
1.3.6	Use coin-operated machines		LB	
1.3.7	Interpret information or directions to locate merchandise (see also 2.5.4)		HB	
1.3.8	Identify common food items		HB	
1.3.9	Identify common articles of clothing		HB	
1.4 Understand methods and procedures to obtain housing and related services			HI	
1.4.1	Identify different kinds of housing, areas of the home, and common household items		HB/LI	
1.4.2	Select appropriate housing by interpreting classified ads, signs, and other information		HB/LI	14
1.4.3	Interpret lease and rental agreements		LA	

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
1.4.4	Interpret information to obtain, maintain, or cancel housing utilities		LA	
1.4.5	Interpret information about tenant and landlord rights		LA	
1.4.6	Interpret information about housing loans and home-related insurance		HA	
1.4.7	Interpret information about home maintenance, and communicate housing problems to a landlord (see also 1.7.4)		HA/HI/LA	
1.4.8	Recognize home theft and fire prevention measure		LI/HB	
1.5 Apply principles of budgeting in the management of money				
1.5.1	Interpret information about personal and family budgets		HI/LI	
1.5.2	Plan for major purchases (see also 1.5.1)		HI	
1.5.3	Interpret bills (see also 2.1.4)		LB	
1.6 Understand consumer protection measures				
1.6.1	Interpret food packaging labels (see also 1.2.1, 3.5.1)		HB/LI	14
1.6.2	Identify consumer protection resources available when confronted with fraudulent practices		LA	
1.6.3	Identify procedures the consumer can follow if merchandise or service is unsatisfactory		LI	
1.6.4	Check sales receipts		LI	
1.7 Understand procedures for the care, maintenance, and use of personal possessions				
1.7.1	Interpret product guarantees and warranties		LA	
1.7.2	Interpret clothing care labels		HI	
1.7.3	Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1)		LI	
1.7.4	Interpret maintenance procedures for household appliances and personal possessions		LA	
1.7.5	Interpret information to obtain repairs		LA	
1.8 Use banking and financial services in the community				
1.8.1	Demonstrate the use of savings and checking accounts, including using an ATM		LA/LI	
1.8.2	Interpret the procedures and forms associated with banking services, including writing checks		LB	12

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
1.8.3	Interpret interest or interest-earning savings plans		LA	
1.8.4	Interpret information about the types of loans available through lending institutions		HA	
1.8.5	Interpret information on financial agencies and financial planning		HA	
1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations				
1.9.1	Interpret highway and traffic signs (see also 2.2.2)		LB/HB	
1.9.2	Identify driving regulations and procedures to obtain a driver's license (see also 2.5.7)		LI	
1.9.3	Compute mileage and gasoline consumption		HA	
1.9.4	Interpret maps related to driving (see also 1.1.3, 2.2.1, 2.2.5)		LA/HI	15/16
1.9.5	Interpret information related to the selection and purchase of a car		LA	
1.9.6	Interpret information related to automobile maintenance		LA	
1.9.7	Recognize what to do in case of automobile emergencies		LI	
1.9.8	Interpret information about automobile insurance		HI	
2. Community Resources				
2.1 Use the telephone and telephone book			LB	12
2.1.1	Use the telephone directory and related publications to locate information		LB	
2.1.2	Identify emergency numbers and place emergency calls (see also 2.5.1)		LB	
2.1.3	Interpret information about time zones (see also 2.3.1)		LA	
2.1.4	Interpret telephone billings		HI	
2.1.5	Interpret telegram rates and procedures		HA	
2.1.6	Interpret information about using a pay telephone		HB	
2.1.7	Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages (see also 4.5.4)		HI	
2.1.8	Use the telephone to make and receive routine personal and business calls		LB/HB	

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
2.2 Understand how to locate and use different types of transportation and interpret related travel information				
2.2.1	Ask for, give, follow, or clarify directions (see also 1.1.3, 1.9.4, 2.2.5)		LB	11/12
2.2.2	Recognize and use signs related to transportation (see also 1.9.1)		LB	11/12
2.2.3	Identify or use different types of transportation in the community, and interpret traffic information		HB	
2.2.4	Interpret transportation schedules and fares		LB	11/12
2.2.5	Use maps relating to travel needs (see also 1.1.3, 1.9.4, 2.2.1)		HI	
2.3 Understand concepts of time and weather			LB	
2.3.1	Interpret clock time (see also 2.1.3, 6.6.6)		LB	11/12
2.3.2	Identify the months of the year and the days of the week		LB	11/12
2.3.3	Interpret information about weather conditions		LB	
2.4 Use postal services				
2.4.1	Address letters and envelopes		LB	
2.4.2	Interpret postal rates and types of mailing services		HI/LI	
2.4.3	Interpret postal service forms and instructions on returned mail		HI	
2.4.4	Purchase stamps and other postal items and services		LB	
2.4.5	Interpret procedures for tracing a lost letter or parcel		LA	
2.4.6	Interpret a postal money order form		HI/HB	
2.5 Use community agencies and services				
2.5.1	Locate and utilize services of agencies that provide emergency help		HI/HB/LI	
2.5.2	Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare), and how to interact with service providers		LA	
2.5.3	Locate medical and health facilities in the community (see also 3.1.3)		HB	
2.5.4	Read, interpret, and follow directions found on public signs and building directories (see also 1.3.7)		LB	11/12

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
2.5.5	Locate and use educational services in the community, including interpreting and writing school-related communications		HB/HI/LI	13/14/15
2.5.6	Use library services		HB/LB	
2.5.7	Interpret permit and license requirements (see also 1.9.2)		HA	
2.5.8	(unassigned)			
2.5.9	Identify child care services in the community (see also 3.5.7)		HA/HI/LA	17/18
2.6 Use leisure time resources and facilities				
2.6.1	Interpret information about recreational and entertainment facilities and activities		LB	
2.6.2	Locate information in TV, movie, and other recreational listings		LB	
2.6.3	Interpret information in order to plan for outings and vacations		HI	
2.6.4	Interpret and order from restaurant and fast food menus, and compute related costs		LB	
2.7 Understand aspects of society and culture				
2.7.1	Interpret information about holidays		LB	
2.7.2	Interpret information about ethnic groups, cultural groups, and language groups		LB	
2.7.3	Interpret information about social issues (see also 2.7.2)		HI	
2.7.4	Interpret information about religion		HA	
2.7.5	Interpret literary materials such as poetry and literature		HA	
2.7.6	Interpret materials related to the arts, such as fine art, music, drama, and film		HA	
3. Health				
3.1 Understand how to access and utilize the health care system				
3.1.1	Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions		LA/LB/HI	15/16
3.1.2	Identify information necessary to make or keep medical and dental appointments		LB/HB	
3.1.3	Identify and utilize appropriate health care services and facilities, including interacting with providers (see also 2.5.3)		HI	
3.2 Understand medical and dental forms and related information				
3.2.1	Fill out medical health history forms		LB/HB	

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
3.2.2	Interpret immunization requirements		LB	
3.2.3	Interpret information associated with medical, dental, or life insurance		LA	16
3.2.4	Ask for clarification about medical bills		LA/HI	
3.3 Understand how to select and use medications				
3.3.1	Identify and use necessary medications (see also 3.3.2, 3.3.3)		LB	12
3.3.2	Interpret medicine labels (see also 3.3.1, 3.4.1)		HI/LI	
3.3.3	Identify the difference between prescription, over-the-counter, and generic medications (see also 3.3.1.)		LA/HI	
3.4 Understand basic health and safety procedures				
3.4.1	Interpret product label directions and safety warnings (see also 1.7.3, 3.3.2)		HB/LB/LI	11/12/14
3.4.2	Identify safety measures that can prevent accidents and injuries		LB	
3.4.3	Interpret procedures for simple first-aid		LA/LB/HB /LI	13/14/15 /16
3.4.4	Interpret information about AIDS and other sexually transmitted diseases (see also 3.1.1)		LA	
3.4.5	Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained		LA	
3.5 Understand basic principles of health maintenance				
3.5.1	Interpret nutritional and related information listed on food labels (see also 1.6.1)		HI/LI	
	3.5.2 Select a balanced diet			
3.5.3	Interpret food storage information		LI	
3.5.4	Identify practices that promote dental health		LI	
3.5.5	Identify practices that promote cleanliness and hygiene		LB/HB	
3.5.6	Interpret information and identify agencies that assist with family planning (see also 2.5.3, 3.1.3)		LA	
3.5.7	Identify child rearing practices and community resources that assist in developing parenting skills (see also 2.5.9)		HA	
3.5.8	Identify practices that promote mental well-being		HA	
3.5.9	Identify practices that promote physical well-being		HA	

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
4. Employment				
4.1 Understand basic principles of getting a job				
4.1.1	Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)		HA/LA	
4.1.2	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application		LB/HB/HI /LI/LA	11/12/13 /14/15/16
4.1.3	Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market		LB/HB/LI /LA/HI	11/12/13 /14/15/16
4.1.4	Identify and use information about training opportunities (see also 2.5.5)		LA/LI/HB /HI	14/15/16
4.1.5	Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses		LA/HB/HI /LI	14/15/16
4.1.6	Interpret general work-related vocabulary (e.g., experience, swing shift)		LB/HB/LI	11/14
4.1.7	Identify appropriate behavior and attitudes for getting a job		LB/HB/LI	
4.1.8	Identify common occupations and the skills and education required for them		LB/HI	15
4.1.9	Identify procedures for career planning, including self-assessment		LA	
4.2 Understand wages, benefits, and concepts of employee organizations				
4.2.1	Interpret wages, wage deductions, benefits, and timekeeping forms		HB/LB/LA /HI/LI	11/12/14 /15/16/17 /18
4.2.2	Interpret information about employee organizations		HA	
4.2.3	Interpret employment contract and union agreements		LA/HB/LI /HI	13/14/15 /16
4.2.4	Interpret employee handbooks, personnel policies, and job manuals		LA/HB	13/16
4.3 Understand work-related safety standards and procedures				
4.3.1	Interpret safety signs found in the workplace (see also 3.4.1)		LB/HB/LI	12/13/14
4.3.2	Interpret work safety manuals and related information		HA/HB	13/16/18

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
4.3.3	Identify safe work procedures and common safety equipment, including wearing safe work attire		LA/HB/LI	12/14/16
4.3.4	Report unsafe working conditions and work-related accidents, injuries, and damages		HB	13
4.4 Understand concepts and materials related to job performance and training				
4.4.1	Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement		LA	
4.4.2	Identify appropriate skills and education for keeping a job and getting a promotion		LA/HI	16
4.4.3	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.2.1, 4.3.1, 4.3.4)		LA/HB/HI /LI	13/14/15 /16/17/18
4.4.4	Interpret job responsibilities and performance reviews (see also 4.4.2)		LA/HI	15/16
4.4.5	Identify job training needs and set learning goals		LA	
4.4.6	Interpret work specifications and quality standards		LA	
4.4.7	Demonstrate the ability to apply or transfer skills learned in one job situation to another		LA	
4.4.8	Interpret job-related technical information, such as from service manuals and training classes		HA	
4.5 Effectively utilize common workplace technology and systems				
4.5.1	Identify common tools, equipment, machines, and materials required for one's job		LB	
4.5.2	Demonstrate simple keyboarding skills		LB/HB	
4.5.3	Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)		HI	
4.5.4	Demonstrate use of common business machines (see also 2.1.7, 2.1.8)		LA	
4.5.5	Demonstrate basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts	C8	HI	

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
4.5.6	Demonstrate ability to select, set up and use tools and machines in order to accomplish a task, while operating within a technological system	C18, C19	LA/HA	17/18
4.5.7	Demonstrate ability to identify and resolve problems with machines and to follow proper maintenance procedures	C20	HA	17/18
4.6 Communicate effectively in the workplace				
4.6.1	Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism		HB/LI	
4.6.2	Interpret and write work-related correspondence, including notes, memos, letters, and e-mail (see also 4.4.3)		HI	17/18
4.6.3	Interpret written workplace announcements and notices (see also 4.4.1, 4.4.3)		HI	
4.6.4	Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion (see also 4.3.4)		LA/HA	17/18
4.6.5	Select and analyze work-related information for a given purpose and communicate it to others orally or in writing	C7	HA	
4.7 Effectively manage workplace resources				
4.7.1	Interpret or prepare a work-related budget, including projecting costs, keeping detailed records, and tracking status of expenditures and revenue	C2	HA	
4.7.2	Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution	C3	HA	
4.7.3	Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance	C4	HA	
4.7.4	Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records	C5,C6	HA	
4.8 Demonstrate effectiveness in working with other people				

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
4.8.1	Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals	C9, F15	HI	
4.8.2	Identify ways to learn from others and to help others learn job-related concepts and skills	C10	HI/LI/HB	
4.8.3	Demonstrate effective communication skills in working with customers and clients	C11, F15	HI/HB	
4.8.4	Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers	C11	LA/HA	
4.8.5	Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies	C12	LA/HA	
4.8.6	Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises	C13	HA	
4.8.7	Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups	C14	HA/LA/HI	
4.9 Understand how social, organizational, and technological systems work, and operate effectively within them				
4.9.1	Identify the formal organizational structure of one's work environment	C15	LA/HI/LI	
4.9.2	Demonstrate how a system's structures relate to its goals	C15	HA	
4.9.3	Identify sources of information and assistance, and access resources within a system	C15	HA	
4.9.4	Assess the operation of a system or organization and make recommendations for improvement, including development of new systems	C16, C17	HA	
5. Government and Law				
5.1 Understand voting and the political process				

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
5.1.1	Identify voter qualifications		HI	
5.1.2	Interpret a voter registration form		HI	
5.1.3	Interpret a ballot		HI	
5.1.4	Interpret information about electoral politics and candidates		HI	
5.1.5	Interpret information about special interest groups		LA	
5.1.6	Communicate one's opinions on a current issue		LA	
5.2 Understand historical and geographical information				
5.2.1	Interpret information about U.S. history		HI	
5.2.2	Identify or interpret U.S. historical documents		HI	
5.2.3	Interpret information about world history		LA/HA	
5.2.4	Interpret information about U.S. states, cities, geographical features, and points of interest		HI	
5.2.5	Interpret information about world geography		LA	
5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice				
5.3.1	Interpret common laws and ordinances, and legal forms and documents		HI	
	5.3.2 Identify individual legal rights and procedures for obtaining legal advice (see also 5.3.1)			
5.3.3	Interpret basic court procedures		LA	
5.3.4	Interpret laws affecting door-to-door sales (see 1.6.2)		HA	
5.3.5	Interpret information about traffic tickets		LA	
5.3.6	Interpret information or identify requirements for establishing residency and/or obtaining citizenship		LA	
5.3.7	Identify common infractions and crimes, and legal consequences		LA/HA	
5.3.8	Identify procedures for reporting a crime		LI/HI	
5.4 Understand information about taxes				
5.4.1	Interpret income tax forms		LA/LI	16
5.4.2	Compute or define sales tax		HI	
5.4.3	Interpret tax tables (see also 5.4.1, 5.4.2)		HI	
5.4.4	Interpret tax information from articles and publications		HA	
5.5 Understand governmental activities				

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
5.5.1	Interpret information about international affairs		LA	
5.5.2	Interpret information about legislative activities		HA	
5.5.3	Interpret information about judicial activities		HA	
5.5.4	Interpret information about executive activities		HA	
5.5.5	Interpret information about military activities		HA	
5.5.6	Interpret information about law enforcement activities		HA	
5.5.7	Interpret information about local policy-making groups		HA	
5.5.8	Identify local, state and federal government leaders		HA	
5.6 Understand civic responsibilities and activities				
5.6.1	Interpret information about neighborhood or community problems and their solutions		HB/LI	
5.6.2	Interpret information about civic organizations and public service groups		HI	
5.6.3	Interpret civic responsibilities, such as voting, jury duty, taxes		LA	
5.7 Understand environmental and science- related issues				
5.7.1	Interpret information about environmental issues		HA	
5.7.2	Interpret information related to physics, including energy			
5.7.3	Interpret information about earth-related sciences			
5.7.4	Interpret information about new technologies and scientific issues		HA	
5.8 Understand concepts of economics				
5.8.1	Interpret economic information and statistics		HA	
5.8.2	Interpret information on economic issues and trends		HA	
5.8.3	Interpret information on world economic systems		HA	
6. Computation				
6.0 Demonstrate pre-computation skills				
6.0.1	Identify and classify numeric symbols		HB	
6.0.2	Count and associate numbers with quantities, including recognizing correct number sequencing		HB	

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
6.0.3	Identify information needed to solve a given problem		HB	
6.0.4	Determine appropriate operation to apply to a given problem		HB/LI	
6.0.5	Demonstrate use of a calculator		HB/LI	
6.1 Compute using whole numbers				
6.1.1	Add whole numbers		HB	
6.1.2	Subtract whole numbers		HB	
6.1.3	Multiply whole numbers		HB	
6.1.4	Divide whole numbers		HI	
6.1.5	Perform multiple operations using whole numbers		HB	
6.2 Compute using decimal fractions				
6.2.1	Add decimal fractions		LI	
6.2.2	Subtract decimal fractions		LI	
6.2.3	Multiply decimal fractions		HI	
6.2.4	Divide decimal fractions		HA	
6.2.5	Perform multiple operations using decimal fractions		HA	
6.2.6	Convert decimal fractions to common fractions or percents			
6.3 Compute using fractions				
6.3.1	Add common or mixed fractions			
6.3.2	Subtract common or mixed fractions			
6.3.3	Multiply common or mixed fractions			
6.3.4	Divide common or mixed fractions			
6.3.5	Perform multiple operations using common or mixed fractions			
6.3.6	Convert common or mixed fractions to decimal fractions or percents			
6.3.7	Identify or calculate equivalent fractions			
6.4 Compute with percents, rate, ratio, and proportion				
6.4.1	Apply a percent to determine amount of discount (see also 1.2.3)		LI	
6.4.2	Apply a percent in a context not involving money		HI	
6.4.3	Calculate percents		LA	
6.4.4	Convert percents to common, mixed, or decimal fractions		HA	
6.4.5	Use rate to compute increase or decrease		LA	
6.4.6	Compute using ratio or proportion (see also 6.4.5)		HA	

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
6.5 Use expressions, equations, and formulas				
6.5.1	Recognize and evaluate simple consumer formulas		HI	
6.5.2	Recognize and apply simple geometric formulas			
6.5.3	Recognize and apply simple algebraic formulas			
6.5.4	Recognize and evaluate logical statements			
6.6 Demonstrate measurement skills (see also 1.1)				
6.6.1	Convert units of U.S. standard measurement and metric system (see also 1.1.2, 1.1.4)		HB/LI	
6.6.2	Recognize, use, and measure linear dimensions, geometric shapes, or angles (see also 1.1.2, 1.1.4)			
6.6.3	Measure area and volume of geometric shapes (see also 1.1.2, 1.1.4)			
6.6.4	Use or interpret measurement instruments, such as rulers, scales, gauges, and dials (see also 1.1.2, 1.1.4, 1.1.5, 4.3.3, 4.4.3)		LA	
6.6.5	Interpret diagrams, illustrations, and scale drawings (see also 1.1.4, 4.4.3)		HA	
6.6.6	Calculate with units of time		HB	
6.6.7	Solve measurement problems in stipulated situations			
6.6.8	Interpret mechanical concepts or spatial relationships			
6.6.9	Use or interpret switches and controls			
6.7 Interpret data from graphs and compute averages				
6.7.1	Interpret data given in a line graph (see also 1.1.3)		LA	
6.7.2	Interpret data given in a bar graph (see also 1.1.3)		LA	
6.7.3	Interpret data given in a picture graph		LA	
6.7.4	Interpret data given in a circle graph (see also 1.1.3)		LA	
6.7.5	Compute averages, medians, or modes (see also 1.1.8)		HA	
6.8 Use statistics and probability				
6.8.1	Interpret statistical information used in news reports and articles		HA	
6.8.2	Interpret statements of probability		HA	
6.9 Use estimation and mental arithmetic				

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
6.9.1	Use computation short cuts		HB	
6.9.2	Estimate answers		HB	
7. Learning to Learn				
7.1 Identify or practice effective organizational and time management skills in accomplishing goals				
7.1.1	Identify and prioritize personal, educational, and workplace goals (see also 4.4.5)	F16	LI	
7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule	C1	LI	
7.1.3	Demonstrate personal responsibility and motivation in accomplishing goals	F13, F16	LI	
7.1.4	Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists (see also 4.5.2)		LI	
7.2 Demonstrate ability to use thinking skills				
7.2.1	Identify and paraphrase pertinent information		LI/HA	17/18
7.2.2	Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships		LA/HA	17/18
7.2.3	Make comparisons, differentiating among, sorting, and classifying items, information, or ideas		LA/HA	17/18
7.2.4	Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary		LA/HA	17/18
7.2.5	Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions		HA	17/18
7.2.6	Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination	F7	HA	
7.2.7	Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives	F8	HA	
7.3 Demonstrate ability to use problem solving skills				
7.3.1	Identify a problem and its possible causes	F9	LI/HB	17/18

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
7.3.2	Devise and implement a solution to an identified problem	F9	LA/LI	17/18
7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed	F9	HA	
7.3.4	Utilize problem solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions	F9	HA	
7.4 Demonstrate study skills				
7.4.1	Identify or utilize effective study strategies		LA	
7.4.2	Take notes or write a summary or an outline		LA	
7.4.3	Identify, utilize, or create devices or processes for remembering information		LA	
7.4.4	Identify or utilize appropriate informational resources, including the Internet (see also 4.9.3)		LA/HI	
7.4.5	Use reference materials, such as dictionaries and encyclopedias		HB/LI	13/14
7.4.6	Use indexes and tables of contents		LB/LI	11/12
7.4.7	Identify or utilize test-taking skills		HA	
7.4.8	Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)	F10	HA	17/18
7.4.9	Identify personal learning style		LA	
7.5 Understand aspects of and approaches to effective personal management				
7.5.1	Identify personal values, qualities, interests, abilities, and aptitudes		LI/LA	
7.5.2	Identify or use strategies to develop a positive attitude and self-image, and self-esteem		LA/LI	
7.5.3	Identify or use strategies to cope with negative feedback		LA/HA	
7.5.4	Identify sources of stress, and resources for stress reduction		LA	
7.5.5	Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems		LA/HA	
7.5.6	Identify or use strategies for communicating more successfully		HA	
7.5.7	Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills		HA	

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
8. Independent Living Skills				
8.1 Perform self-care skills				
8.1.1	Recognize and/or demonstrate hygiene and grooming skills (see 3.5.5)		HB/HA	
8.1.2	Recognize and/or demonstrate dressing skills		HB/HA	
8.1.3	Recognize and/or demonstrate dining skills and manners		HB/HA	
8.1.4	Recognize and/or demonstrate selection and care of clothing and personal property		HB/HA	
8.2 Perform home-care skills				
8.2.1	Recognize and/or demonstrate meal and snack preparation tasks and activities (see 1.1.1, 3.5.2)		HB	
8.2.2	Recognize and/or demonstrate dishwashing and meal clean-up activities (see 3.5.5)		HB	
8.2.3	Recognize and/or demonstrate housekeeping and house cleaning tasks		HB/HA	
8.2.4	Recognize and/or demonstrate laundry skills and related clothing-care skills (see 1.7.2, 1.7.3)		HB/HA	
8.2.5	Recognize and/or demonstrate yard and garden tasks and activities		HB/HA	
8.2.6	Recognize and/or demonstrate general household repair and maintenance (see 1.4.7, 1.7.4)		HB	
8.3 Use support resources to assist in maintaining independence and achieving community integration				
8.3.1	Identify and interact with persons in the home environment who can provide support in achieving goals (e.g. family, friends, caregivers)		LI	
8.3.2	Identify and interact with persons in the community who can provide support in achieving goals (e.g. neighbors, contacts from human service agencies and recreation facilities)		LI	

Minimum CASAS Competencies For The High Intermediate Level

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
1. Consumer Economics				
1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations				
1.9.4	Interpret maps related to driving (see also 1.1.3, 2.2.1, 2.2.5)		LA/HI	15/16
3. Health				
3.1 Understand how to access and utilize the health care system				
3.1.1	Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions		LA/LB/HI	15/16
3.4 Understand basic health and safety procedures				
3.4.3	Interpret procedures for simple first-aid		LA/LB/HB /LI/HI	13/14/15 /16
4. Employment				
4.1 Understand basic principles of getting a job				
4.1.2	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application		LB/HB/HI /LI/LA	11/12/13 /14/15/16
4.1.3	Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market		LB/HB/LI /LA/HI	11/12/13 /14/15/16
4.1.4	Identify and use information about training opportunities (see also 2.5.5)		LA/LI/HB /HI	14/15/16
4.1.5	Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses		LA/HB/HI /LI	14/15/16
4.1.8	Identify common occupations and the skills and education required for them		LB/HI	15
4.2 Understand wages, benefits, and concepts of employee organizations				

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
4.2.1	Interpret wages, wage deductions, benefits, and timekeeping forms		HB/LB/LA /HI/LI	11/12/14 /15/16/17 /18
4.2.3	Interpret employment contract and union agreements		LA/HB/LI /HI	13/14/15 /16
4.4 Understand concepts and materials related to job performance and training				
4.4.3	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.2.1, 4.3.1, 4.3.4)		LA/HB/HI /LI	13/14/15 /16/17/18
4.4.4	Interpret job responsibilities and performance reviews (see also 4.4.2)		LA/HI	15/16

SUMMARY OF CORE CURRICULUM

- **Allows for flexible mode of implementation for teachers**
- **Covers the minimal requirements for CASAS competencies**
- **Includes Student Assessment Checklists for each lesson**
- **Uses performance-based assessment**
- **Refers to all resources needed for each lesson**

HIGH INTERMEDIATE ESL CORE ABILITIES

2. Interpret Maps

2. Health and Safety

2. Get and Keep a Job

2. Use Community Resources

2. Interpret Labels & Signs

2. Comparison Shopping and Methods of Shopping

TEACHER LEARNING PLAN 1: INTERPRET MAPS

Overview

Reading and interpreting maps for driving and other travel needs are important skills, that, when developed, can save time and frustration when traveling from one place to another. Successful interpretation of a map includes being able to give and receive driving instructions to a certain location. It also includes being able to use all parts of a map, such as the compass rose, legend, and index in order to find specific places. In this learning plan, students will focus on becoming familiar with different types of maps, i.e. city, state and country. Students will have an opportunity to sharpen critical and analytical reading and writing skills by using various parts of a map. Students will also build upon listening and speaking skills by asking for, giving, following, and clarifying directions.

Objectives

At the end of this learning plan students will be able to:

- Give directions, both oral and written, to a specific location from a specific location
- Find a specific location on a map
- Write directions to a student's house or point of interest
- Locate various particular streets, points of interest, and other places such as government offices and community resource centers by using the grid & index
- Understand oral instructions given over the phone and locate streets or places on a city map
- Find alternate routes to a given destination
- Compare and contrast two different routes to the same destination
- Interpret a legend and find corresponding symbols on a city map
- Plan a driving trip to a different state using a map of the U.S.
- Calculate distance between two places using a map scale
- Identify various locations, such as state capitols, on a U.S. map

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Give directions, both oral and written, to a specific location from a specific location	Students will write two sets of directions from one location to another using a map
Find a specific location on a map	Students will submit a map with specific locations marked with a highlighter
Write directions to your house or point of interest in the community from the school	Students will submit a sheet with written directions to their house or other common landmark from the school
Locate particular streets or points of interest by using the map grid and index	Students will submit a photocopy of a city map with several points of interest highlighted, name and location in index highlighted, and highlighted grid locations
Find alternative routes to a destination	Students will submit a drawn or highlighted map showing two routes to the same place
Compare and contrast two different routes to the same location	Students will submit a list comparing mileage and time, use of streets and freeways
Plan a driving trip to a city in another state	Students will submit a paragraph of written directions including mileage
Identify various locations around the country, such as state capitols	Students will submit a list of 15 states and cities where their capitols are located
Interpret the legend and find corresponding symbols on a city map	Students will write 5 examples of specific locations found in a legend (e.g. civic buildings, schools, parks, interstate routes, state routes, federal routes)
Give oral directions to a partner of a specific location using a city map	Students will submit a list of highlighted routes or written directions
Understand directions given orally, such as over the phone, and locate a particular street or place on a city map	Students will listen to directions, highlight routes on a map, and submit the map

Teacher Lesson Plan 1: Read and Interpret Maps for Driving

Lesson Objectives:

- 11. Give directions to a specific location from a specific location using a map
- 11. Listen to directions to a specific location and find it on the map
- 11. Write directions to another student's house or point of interest

Linked CASAS Competencies:

- 4. (2.2.1) Ask for, give, follow, or clarify directions
- 4. (2.2.5) Use maps relating to travel needs

Lesson Activities:

- 0. **GIVE DIRECTIONS:** Collaborate on a learning activity. Small groups get together to find a given location in town (library, hospital, park, etc.), figure out the best way of driving there from the school, and then orally give these directions to another group who will find it on the map. Compare different routes used.
- 0. **DRAW A MAP:** Write directions to a point of interest in the community. Stress the use of sequential words like first, next, then, etc. Students then draw a map demonstrating the directions. Finally, they can locate the directions on an actual community map.

HI: Learning Plan 1: Interpret Maps

0. **ASK FOR CLARIFICATION:** Explain to another student how to get from Point A to Point B using a map. Have the student listening to directions stop and ask for clarification if something is confusing. Repeat the directions back to their partner.

0. **WRITE DIRECTIONS:** Role-play with partners. On the phone, one asks the best way to get to his/her house from the school (or another location in town), from the other student who has a map. Write down the directions, and then check both the written directions and the map for accuracy.

0. **FOLLOW DIRECTIONS:** Follow directions over the phone and find the location on a map.

0. **COPY A TAPE-RECORDED MESSAGE:** Students listen to a tape-recorded message giving directions and write down as much as possible, Share with a partner and check for accuracy.

Student Learning Plan 1: Read and Interpret Maps for Driving

Objective:

In this lesson, you will not only become familiar with maps, but you will also interpret maps in order to give and receive driving instructions to a certain location. You will practice listening to oral directions and writing them down. Also, you will practice giving directions to different locations in town from specific locations. This lesson will help you listen and write down accurate directions so that you can save time when driving.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 2: Interpreting Maps for Travel Needs

Lesson Objectives:

3. Students will locate streets or points of interest on a map by using the grid and the index
3. Students will find alternate routes to a specific location and compare and contrast each route.
3. Students will interpret the legend and find corresponding symbols on the city map.
3. Students will give directions to a specific location from a specific location using a map.
3. Students will plan a driving vacation by charting the trip on the map and figuring out mileage.

Linked CASAS Competencies:

0. (2.2.5) Use maps relating to travel needs
0. (2.2.1) Ask for, give, follow, clarify directions

Lesson Activities:

1. **DETERMINE WHERE NORTH, SOUTH, EAST, AND WEST ARE:** Introduce (or review) the direction words: North (up), South (down), East (right), West (left). Use the blackboard to practice location N,E,S,W. Ex. Students draw a ball on the N part of the board. Make a star on the E part. Make a box on the W part, etc.
2. **MAKE A MAP GRID:** Create a simple "map grid." Place names at various points on one grid graphic. (Ex. put Bonnie at A2, Eric at C1, Jeff at B3, Mike at D4). Practice locating people (Ex. Who is at C1?)
3. **FIND PLACES USING A MAP GRID:** Use a local map to demonstrate usefulness of the grid. Find familiar roads, streets, homes, schools, etc. using grid reference numbers. "My house is at D5". Also, point out the index as another tool in finding locations on the grid.
4. **DRAW THE CLASSROOM:** Draw the parameters of the classroom on the board. Establish directions N,E,S,W. Draw in the locations of objects in the room. Write sentences about the locations of the objects. "The flag is in the NW corner of the room. "The computer is on the West wall." "The window is on the center of the S wall," etc.
5. **MAKE A MAP:** Make a simple map of: how to get from home to the school; how to get from your home to your job; how to get from your home to a grocery store, hospital, etc.
6. **GIVE DIRECTIONS:** Explain how to get from one location to another to a partner. Ex. "To go from Nevada to Oregon, you drive North", "To go from Arizona to California you drive West", "To get to Carson City from Reno you drive South on 395" etc.

HI: Learning Plan 1: Interpret Maps

7. **FIND FAMILIAR ADDRESSES:** Use a local map to demonstrate usefulness of a map grid: find familiar roads, streets, homes, schools, etc. using grid reference numbers. "My house is at D5".
8. **PLACE MARKERS ON A MAP:** Partners take turns explaining where to place markers on a map using the grid and then check each other's for accuracy.
9. **FIND SYMBOLS ON A CITY MAP:** Discuss the Legend on a map. Students find examples of symbols on city map.
10. **MAKE A MAP:** Explain map scale by having students make a "map" of the following: (Let 1 inch stand for every 100 miles.) The Emerald City is 300 miles east of Garden City. Pleasantville is 150 miles E of Tinsletown. The Terrafirma Airport is located 50 miles S of Pleasantville. Mountain Lake is 250 miles SW of Pleasantville. Have students "create" more locations and add them to the map. Draw lines connecting the various locations. Write complete sentences or paragraphs describing how to go from one location to another.
11. **FIND EXAMPLES OF MAP SCALES:** Find and examine examples of various scales used on different size maps. Example: County, U.S. map, world map etc.
12. **MEASURE DISTANCE BETWEEN TWO POINTS:** Use road maps and rulers to measure distance between various locations; review map scale. Find approximate distance. Review fractional amounts, for example if 1 in. = 20 miles, then $\frac{1}{4}$ in. = 5 miles. Relate scale to ratio and proportion. Example- if 1 in. = 20 miles, then 4 in. = 80 miles.

HI: Learning Plan 1: Interpret Maps

13. **PLAN A DRIVING VACATION:** Plan a one-week driving vacation. Utilize maps and travel information (AAA Tour Books, Travel Agency info.) Chart the trip on the map. Measure the distances from one location to another (scale). Write about the proposed trip using distance and direction, for example "We will drive 150 miles W from ____ to ____." Pretend the trip is completed and write a letter to a friend describing the trip. Present activities in sequential order.

0. **LOCATE STATE CAPITOL CITIES:** Partners or small groups take road maps and locate state capital cities.

0. **COMPARE 2 ROUTES TO L.A.:** Have partners choose 2 possible routes to L.A. (or any city) from Reno. Partners share their information with the class. Students discuss which route has the best highway system, which has the most scenic route, which has the most cities on the way, which route they would rather travel and why.

0. **IDENTIFY PLACES ON A MAP:** Have students identify a number of places on both Nevada and U.S. maps.

Student Learning Plan 2: Interpreting Maps for Travel Needs

Objective:

In this lesson, you will practice using a map to find specific places. You will practice interpreting different types of maps, such as city, state, and national maps. You will also give and receive directions while using a map. An important part of reading maps is to understand the different sections. You will practice using the legend, compass, and inserts to help make using maps an easier task.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

RESOURCES

- 1) Copies of city and surrounding area maps

- 3) Carver, Tina Kasloff and Fotinos, Sandra Douglas, A Conversation Book 1: English in Everyday Life, Revised third edition, Prentice Hall Regents 1998, ISBN #0-13-053174-X
[Nevada State Literacy Resource Center: Literacy: PE1129.1, C38, Book 1, 1998]

- 2) Maps of United States, Nevada, a road atlas, city and surrounding area maps, world map

- 3) CASAS FORM 33 Level B Manual

TEACHER LEARNING PLAN 2: HEALTH AND SAFETY

Overview

Staying healthy is an important life skill that is presented to students at the high intermediate level. Taking care of oneself includes learning about proper diet and nutrition, exercise, knowing one's cholesterol, health risks, and the risks of abusing diet pills, alcohol and tobacco.

What to do when illness strikes is another important skill that needs to be covered. Being able to describe symptoms to a doctor over the phone, understanding the doctor's directions, and interpreting prescription instructions and warnings are important to learn as well.

Students will also be given several lessons on safety at home and on the job, and what to do in case of an emergency. Simple first aid procedures will be discussed and practiced.

A secondary but equally important skill that will be taught is how to leave a message if one is unable to reach the doctor.

Objectives

At the end of this learning plan, students will be able to:

- Articulate what proper nutrition and diet are
- Articulate the importance of exercise
- Reason why it is important to know one's health risks and cholesterol
- Explain the risks of abusing diet pills, alcohol and tobacco
- Describe symptoms of illnesses
- Interpret a doctor's directions
- Explain prescription directions and warnings
- List safe and unsafe practices in the home and on the job
- Tell what to do in case of an emergency
- Demonstrate simple first aid procedures
- Leave an accurate message for the doctor

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Articulate what proper nutrition and diet means	Students submit a written menu plan for one week that illustrates proper nutrition and diet
Articulate the importance of exercise	Students list 10 advantages of exercising and 10 possible disadvantages of perpetual inactivity
Reason why the importance of knowing one's health risks & cholesterol	Students research at home with family and doctor what their health risks and cholesterol are – bring their findings to class to report
Explain the risks of abusing diet pills, alcohol, and tobacco	Students submit a list of possible risks of abusing diet pills, alcohol and tobacco
Describe symptoms of illness	Students will role-play phoning a doctor and accurately describing their symptoms of an illness
Interpret a doctor's directions	Students listen to directions from the doctor (teacher) and write down with 100% accuracy the directions that they heard
Explain prescription directions and warnings	Students read and explain the directions and warnings on a prescription bottle
List safe and unsafe practices in the home and on the job	Students will look for unsafe things in the home and at work; they will bring a list of what they found to class and explain why they are unsafe
Tell what to do in case of an emergency	Students will answer a quiz with 90% accuracy on different emergencies practices
Demonstrate simple first aid procedures	In pairs, students will describe the contents of a first aid kit and how to use the contents
Leave an accurate message for the doctor	Students will role-play calling their doctor and leaving a message

Teacher Lesson Plan 1: Take Care of Your Body

Lesson Objectives:

- 6. Students will articulate what proper nutrition and diet means.
- 6. Students will articulate the importance of exercise.
- 6. Students will articulate the importance of knowing one's health risks and cholesterol.
- 6. Students will explain the risks of abusing diet pills, alcohol, and tobacco

Linked CASAS Competencies:

- 16. (3.4.5) Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained
- 16. (3.5.1) Interpret nutritional and related information listed on food labels
- 16. (3.5.2) Select a balanced diet
- 16. (3.5.9) Identify practices that promote physical well-being
- 16. (7.2.1) Identify and paraphrase pertinent information
- 16. (7.2.2) Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 16. (7.2.3) Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
- 16. (7.2.4) Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary
- 16. (7.2.5) Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination
- 16. (7.2.6) Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives

Lesson Activities:

4. **ANALYZE THE FOOD PYRAMID:** Talk about nutrition. What is a balanced diet? Bring in a food pyramid chart if you can and go over the food groups and recommended daily amounts (There is a food pyramid chart on page 47 of Topics and Language Competencies #3). Do the students agree with the food chart? Why or why not?

1. **COMPARE/CONTRAST DIETS:** Bring in a variety of diets (from books, on line, magazines). Have groups of students evaluate a diet and then share their findings with the rest of the class. Compare the diets. Vote on which one sounds the best (safest, most palatable, etc).

2. **MAKE AN EXERCISE LIST:** Generate a list of different exercises on the board (perhaps group them into group sports, individual sports, competition sports, etc. Ask students why exercise is important. Have them interview each other to find out what kind of exercise they do and for how long.

3. **READ AND EVALUATE FOOD LABELS:** Bring in various food cans and boxes. Use one to show students how to read a label. Then pass out the food for them to decipher as to which ones are healthier than others. They need to substantiate their decision with sound reasons.

4. **DETERMINE HEALTH RISKS AND NEEDED TESTS:** Have a guest speaker (nurse, dietitian, healthcare provider, doctor) come and talk to the students about health risks, certain tests they should get (cholesterol check) and why,

5. **INTERVIEW A STUDENT ON WHAT THEY ATE THAT DAY:** Have students complete the “Planning a Well-Balanced Diet activity with a partner from Topics and Competencies #3, page 47.

6. **CONDUCT VARIOUS ACTIVITIES ON DIET, EXERCISE, HEALTH RISKS AND CHOLESTEROL:** There are several wonderful activities in A Conversation Book 2: English in Everyday Life on pages 88-91 to do as a class, in groups, and with partners that cover diet, exercise, health risks, and cholesterol.

5. **CONDUCT VARIOUS ACTIVITIES ON HEALTH, NUTRITION AND ADULT’S HEALTH:** There are many activities (with handouts) in the LifeSchool 2000 manual under “Health,” “Nutrition,” and “Adult’s Health.”

6. **DISCUSS & WRITE ABOUT DIETING:** Have a class discussion on dieting. What are the benefits? Disadvantages? How is the concept of dieting different in the states than in their country? Talk about how the diet industry is huge in the states (books, tapes, drugs, health clubs, Weight Watchers and others like it, diet foods, etc. How does the media enforce the concept of thinness? Is it realistic? Then, ask them to write about one of the following:
 - a. In the US, what pressures make people want to be thin? What are some examples of these pressures?
 - b. In your native country, do people worry about being overweight?
 - c. What is the basic diet of people in your native country? Do you feel that this is a healthy diet?
 - d. Have your eating habits changed since you came to the US? If so, how?
 - e. Do you want to improve your eating habits? Why or why not? Are there any foods that you avoid? Why?

7. **COMPARE DIFFERENT FORMS OF EXERCISE:** Bring in 3 videos to share (ideas: yoga, aerobics, step, Pilates, weights). Show parts of each. Afterward, using page 75 of the Student Activity Guide, Skills For Living, group the students into 4-5 and, using the chart on page 75, they will compare the different forms of exercise. Each group should come up with 2-3 good and not-so-good points for each video. A representative of each group should be prepared to share the results of their group with the rest of the class.

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8. **BRAINSTORM GENERAL HEALTH RISKS:** Using the text Teacher's Annotated Edition Skills for Living on pages 283-286, discuss the health risks of smoking (passive smoking as well), drug abuse, sexually transmitted diseases, and alcohol. Then have them work in small groups to complete the corresponding activity on page 79 of the Student Activity Guide [see above].
9. **PLAN A NUTRITIONAL MENU:** Pages 315-339 in the Teacher's Annotated Edition Skills For Living offers lots of info on the importance of choosing nutritional foods, identifying good food sources, vitamins, the Dietary Guidelines for Americans, and balancing calories and energy needs. The corresponding student activities on pages 87-92 of the corresponding student guide reinforce what was discussed in the text.
10. **TALK ABOUT A.I.D.S:** A nice, concise reading activity of A.I.D.S./H.I.V. followed by simple comprehension questions can be found on pages 3 and 4 of The ESL Safety Book.
11. **DISCUSS COMMUNICABLE DISEASES:** Pages 31 and 32 of The ESL Safety Book give short readings followed by questions about communicable diseases.
12. **CREATE HEALTHY GOALS:** The following chapters in the student activity guide of Goals for Living: Managing Your Resources offer lots to do and discuss: chapter 12: "To Be Healthy – Both Physically and Mentally," chapter 17: "To Plan a Healthful and Satisfying Diet," and chapter 20: "To Prepare Appealing and Nutritious Meals."
13. **DEFINE DRUG ABUSE:** In Decisions for Health Book II Unit 3 ("Drug Abuse") and Unit 4 ("Fighting Disease") offer informational reading, vocabulary, comprehension questions, and critical thinking activities on the topics of drug abuse and communicable diseases.

14. **COMPARE STUDENT ACCIDENT INSURANCE PLANS:** In the student activity book of Real-Life English Book 4, students can compare student accident insurance plans on page 105 and fill out a claim form for accident insurance on page 108.

Student Learning Plan 1: Take Care of Your Body

Objective:

In this lesson, you will identify what is good nutrition by reading labels, interpreting the food pyramid, and setting diet goals. You will also learn about the importance of exercise. You will be able to explain the importance of knowing your particular family health risks and your cholesterol. You will also list risks of abusing diet pills, alcohol, and tobacco.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 2: What to do in an Emergency

Lesson Objectives:

1. Students will list five safe and five unsafe practices in the home and on their job.
2. Students will articulate what to do in an emergency situation given by the teacher.
3. Students will list contents in a first aid kit and write what each item is used for.

Linked CASAS Competencies:

1. (3.4.1) Interpret product label directions and safety warnings
2. (3.4.2) Identify safety measures that can prevent accidents and injuries
3. (3.4.3) Interpret procedures for simple first aid

Lesson Activities:

11. **COMPLETE A SAFETY POSTER:** Do page 147 “Job Safety” of Intermediate Workbook of the Oxford Picture Dictionary together.
12. **MATCH DANGEROUS SITUATION TO SAFETY EQUIPMENT:** Using the Oxford Picture Dictionary page 147, there are several activities that you can pick from that deal with job safety.

13. **MAKE A CHART OF MEDICINES IN YOUR MEDICINE CABINET:** Using the Oxford Picture Dictionary pages 80 and 81 (along with the Intermediate Workbook pages 80, 81), there are several activities that you can pick from that deal with interpreting product label directions and safety warnings.
 1. **ASK FOR ADVICE FROM A DRUGGIST:** Bring to class as many over-the-counter and prescription drugs from home as you can. Give every student a drug to look at, read the label and warnings. Then, with a partner, they tell each other about their drug. You can also set up a few “pharmacies” and have the students role-play the druggist and customers having specific problems and needing advice on what product to buy (e.g. headache, aching muscles, cut, sore throat, stuffy nose, upset stomach, fever, cough).
14. **MATCH MEDICAL CONDITION WITH DICTIONARY PICTURES:** Using the Oxford Picture Dictionary page 82 along with the Intermediate Workbook, there are several activities that you can do with the class that deal with medical emergencies.
15. **COMPLETE INFORMATION FROM A FIRST-AID MANUAL:** Using the Oxford Picture Dictionary page 83 along with the Intermediate Workbook, there are several activities that you can do with the class that deal with first aid.
 2. **USE FIRST AID KIT TO FIX A SPECIFIC PROBLEM:** Bring in several first aid kits and go over each item and what it’s used for together with the class. Then break them into groups of 4-5. Give each group a specific injury (swallowed poison, got burned, got cut badly, can’t breathe, etc) and they have to determine what they can use in their first aid kit that will help the problem. A representative from each group then shares their findings with the rest of the class.

16. **ASK/ANSWER QUESTIONS ABOUT PRESCRIPTIONS:** Topics and Language Competencies #3, pages 50 and 51, covers reading and understanding medicine labels.
17. **SOLVING PROBLEMS AT THE PHARMACY:** A Conversation Book 2 English in Everyday Life, pages 98-101, covers pharmacy and reading labels for warnings.
17. **DISCUSS PRESCRIPTION MEDICINES IN A GROUP:** Generate some of these talk topics either as a whole class or in small groups: Has your doctor ever prescribed medicine for you? What was it for and how often did you need to take it? What were the warnings for this medicine? Are you allergic to any kind of medicine? Why must you get a prescription for some kinds of medicine? What's the difference between over-the-counter and prescriptions? What are "generic" drugs?
17. **GET A PRESCRIPTION FILLED:** Another role-play for practice conversation that you can do is, in pairs, one student is the druggist and the other student is the customer. The 'customer' asks the druggist to fill his/her prescription, the 'druggist' tells the 'customer' when the prescription will be ready, and then the 'customer' tells whether he or she will wait or come back.
17. **LIST WHAT IS IN YOUR MEDICINE CABINET:** Brainstorm with the class what should be kept in one's medicine chest (thermometer, aspirin, adhesive bandages, antiseptic cream, iodine or peroxide, sterile gauze and tape, scissors, tweezers, antacid, throat lozenges, cough syrup). For a homework assignment you could have them make a list of what is in their medicine chest at home and bring the list back to class.
17. **COMPARE PRICES OF DRUGS IN A DRUG STORE:** If possible, visit a drugstore with the class. Give them each an ailment that they have to ask the druggist a remedy for. They can also compare prices of different medicines. Find store brands that are cheaper than the name brands.

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17. **DRAW A FIRE ESCAPE PLAN FOR YOUR HOUSE:** As a class assignment, ask students to draw a blueprint of their home. They have to plan fire escape routes.
17. **LEARN ABOUT CPR AND THE HEIMLICH PROCEDURE:** Ask a CPR instructor come to the class and talk about CPR and the Heimlich procedure for treating a choking person.
17. **PHONE 911 FOR HELP:** Pass out the “Emergency Telephone Directions” hand out. Discuss with the class. Have the students practice phoning 911 for help.
18. **DISCUSS SAFETY ON THE JOB:** Watch the video English Works by Joan Rubin, Sharon McKay, and Inaam Mansoor – “ Safety on the Job.” Discuss and try to relate what they saw to their jobs.
19. **PRACTICE CONVERSATIONS ABOUT SAFETY ON THE JOB:** Use Speaking Up At Work, pages 61 – 74 that focuses on safety on the job.
20. **DEFINE EMERGENCY VOCABULARY WORDS:** Page 117 in The ESL Miscellany book gives a list of emergency vocabulary words that you can share with your students and make sure that they understand them. They can make great spelling words, too!
21. **IDENTIFY, SOLVE, & IMPROVE HEALTH & SAFETY PROBLEMS:** Unit 8 “Health and Safety” in English ASAP shows students how to identify, solve, and improve health and safety problems.

Student Learning Plan 2: What to do in an Emergency

Objective:

In this lesson you will learn about the importance of safety both on the job and at home. You will also learn what to do, given an emergency, and explain the contents of a first aid kit and the purpose for each item.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 3: When Illness Strikes

Lesson Objectives:

6. Students will call the doctor and leave a message clearly describing symptoms of illness.
6. Students will accurately interpret their doctor's directions after an office visit
6. Students will explain directions and warnings on prescription medicines.

Linked CASAS Competencies:

3. (2.1.7) Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages
3. (3.1.1) Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions
3. (3.3.1) Identify and use necessary medications
3. (3.3.2) Interpret medicine labels
3. (3.4.1) Interpret product label directions and safety warnings

LessonActivities:

10. **LABEL PARTS OF A BODY:** Before this lesson, if you have access to large butcher paper, draw several outlines of a life-size person (Draft your mate or friend!) Cut the outlines and bring to class. Bring also several sets of labels that you made from the words on page 75 of The Oxford Picture Dictionary. In class, go over pages 74, 75, 78 and 79 in The Oxford Picture Dictionary together. Give each group of 4-5 students a ‘body’ to tack up on the wall, along with a set of labels. Using the dictionary as a reference, the students must put the labels on the correct part of the body (You will need tape for this activity). The first group to complete their ‘body’ wins!

1. **INTERPRET MEDICINE LABELS:** Bring in several samples of prescription and over-the-counter medicines. Go over the directions and warning labels of a few together. Write common label vocabulary words on the board with simple definitions as you go along (e.g. drowsiness, precaution, heavy equipment, etc.). Set up a few “drug stores” around the room and have students practice being the druggist and the customer needing to fill a prescription or needing advice on what over-the-counter medicine would help them with their symptoms.

2. **LEAVE A MESSAGE FOR THE DOCTOR:** Discuss what appropriate message would be necessary to leave at the doctor’s office. Write the telephone message on the board. Then, with real phones (Several can be purchased cheaply or given to you by thrift stores, Phone Company, and cell phone companies. Thrift stores are the best source!), have pairs of students sit back to back and practice leaving a telephone message for the doctor.

11. **BUY APPROPRIATE DRUGS BASED ON SYMPTOMS:** Any of the lessons on pages 160-184 of LifeSchool 2000: “Medicines” would be very useful as they cover a wide range of knowledge on drugs (both prescription and over-the-counter).

12. **TEST KNOWLEDGE OF MEDICINE LABELS:** “Reading Medicine Labels,” page 51 of Topics and Language Competencies #3 looks somewhat like the CASAS test and can be given as a practice test.

3. **BRAINSTORM PROBLEMS RELATED TO MEDICINES:** In groups of four, decide what to say and do in each situation:
 - a. The pharmacist gives you your prescription, but you don’t understand the directions.
 - b. You need to refill your prescription.
 - c. When you open the new aspirin bottle, you see that the bottle has been opened before.
 - d. Your health insurance won’t pay for your prescription.
 - e. You don’t know if the heart medicine you are taking is safe to take with your new prescription.

4. **COMPARE MEDICINES AND PHARMACIES:** In groups of three, choose a conversation monitor and a recorder. Discuss these questions (Compare cultures when possible) and report the results of your discussion to the class:
 - a. What prescription drugs are most common in your country?
 - b. How expensive are prescription drugs? Nonprescription drugs?
 - c. How are pharmacies in your country similar to those in the US? Different?

5. **VISIT A LOCAL PHARMACY:** If possible, visit a local pharmacy together (This can also be done as a homework assignment). In pairs, have the students research the following:
 - a. Note three brands of headache remedies, including size of their containers and their prices.
 - b. Compare 3 over-the-counter medicines for coughing.
 - c. List 5 other items you can buy in the pharmacy.

13. **PRACTICE VARIOUS HEALTH CARE ACTIVITIES:** In Contemporary's Choices: An ESL Lifeskills Series for Adults: In good Health, Chapter 2 "What Can You Recommend?" offers practice dialogues about giving over-the-counter medicine advice. Chapter 3 covers practice making an appointment with the doctor, filling out a health form, and interpreting an appointment book to schedule an appointment for a patient. Chapter 8 covers emergencies, such as how to make an emergency call, rephrasing paragraphs on emergency-related topics, and open-ended questions for discussion on emergency topics.

14. **LIST PREVENTATIVE ACTIONS FOR VARIOUS EMERGENCIES:** The ESL Safety Book offers numerous activities on the following topics: choking, 911, electrical fires, smoke alarms, fainting and fever, drug and vitamin labels, fire exits, animal bites, visiting a doctor, the Heimlich Maneuver, immunizations, work safety organizations, and emergency evacuation procedures.

14. **DECIPHER FOOD LABELS:** In the video "Read for Success: Fine-Tune Your Writing" by Tune In To Learning, TV 411, copyright 2000, video 8 [Literacy: video, LC, 149, .T45, Episode 8], there are very short excerpts on daily recommended dietary allowance of protein, gathering info once diabetes is diagnosed, and deciphering food labels.

14. **PHONE A DOCTOR AND RE-STATE THE DR. DIRECTIONS:** Tell the students that you are going to role-play being their doctor. They will take turns calling and complaining about a physical problem that they are experiencing. You will give them directions over the phone and, once they hang up, they will have to re-state what the doctor's directions were. Using 2 phones, throw one at a student and you keep the other one. Try to get every student to practice calling.

Student Learning Plan 3: When Illness Strikes

Objective:

In this lesson you will learn how to leave clear messages with your doctor when you or a member of your family is ill. Describing symptoms accurately is important in order to get the appropriate help. You will also learn how to interpret your doctor's directions after an office visit, which is imperative when following prescriptions. You will also learn how to read instructions and warning labels on prescription bottles in order to know the correct dosage and possible side effects.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

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TEACHER LEARNING PLAN 3: GET AND KEEP A JOB

Overview

A principal goal of the ESL program is to teach students the skills necessary to obtain appropriate employment in this country, and to maintain that employment, thereby helping the students achieve their goal of becoming productive members of our society. This segment of instruction focuses on the wide variety of resources available to locate job openings, the skills required to find the available jobs, how to apply for these jobs, retain these jobs, and how to advance within the students' chosen careers.

Objectives

At the end of these lessons students will be able to:

- Utilize various sources of information about job opportunities.
- Complete a standard job application.
- Create a professional résumé.
- Understand ways to advance within the company.
- Have knowledge of Employee Performance Reviews.

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Utilize various sources of information about job opportunities.	Students will make a list of methods of finding job opportunities in the community.
Complete a standard job application.	Students will submit to the teacher a completed job application.
Create a professional résumé.	Students will submit to the teacher a completed professional résumé.
Understand ways to advance within the company.	Students will list methods of maximizing one's success on the job.
Have knowledge of Employee Performance Reviews.	Students will successfully complete a Performance Evaluation form.

Teacher Lesson Plan 1: Find a Job

Lesson Objectives:

1. The students will be able to utilize various sources of information about job opportunities.
2. The students will be able to successfully complete a standard job application.
3. The students will be able to successfully create a professional résumé.
4. The students will be able to conduct a successful job interview.

Linked CASAS Competencies:

1. (4.1.2) Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application.
2. (4.1.3) Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market.

Lesson Activities:

1. **FIND OUT ABOUT JOB OPENINGS:** Brainstorm ways to find out about current employment opportunities, such as in the newspapers, word-of-mouth, school bulletin boards, the library, etc. Make a list and share it with the class.

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2. **STUDY CLASSIFIED ADVERTISEMENTS:** Bring to class current classified advertisements. In small groups, try to figure out what the abbreviations mean. Compare ideas with the other groups. Discuss the job requirements, qualifications, hours, potential benefits, and other information listed in the advertisements.
3. **COMPLETE A JOB APPLICATION:** Following instruction by the teacher on the correct way in which to do so, practice completing a sample job application.
4. **EXAMINE SAMPLE RÉSUMÉS:** Discuss the parts of a professional résumé and the importance of each.
5. **PREPARE A RÉSUMÉ:** Following instruction by the teacher on the different parts of a résumé and how to create one, prepare a professional résumé according to the guidelines studied in class.
6. **DISCUSS LOOKING FOR EMPLOYMENT:** In small groups, share your ideas on the most important things to remember when seeking employment. Make presentations on your findings to the class. Some important points are listed below as suggestions:
 - a. Speak to the person who does the hiring, if at all possible.
 - b. Ask for a specific position.
 - c. Don't discuss salary too early.
 - d. Always look your best.
 - e. Be prepared.
 - f. Conduct research on the company.
 - g. Never give up!
7. **ROLE-PLAY REQUESTING A JOB APPLICATION:** One student is the receptionist and a second student is the job applicant. The applicant must request an application, complete it, and return it to the receptionist.

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8. **LIST IMPORTANT POINTS:** Make a list of important points to consider when interviewing, such as your choice of attire, what to bring with you, how to answer difficult questions, how to point out your qualifications, etc.

5. **LISTEN TO A GUEST SPEAKER:** Invite a representative from an employment agency or Human Resources Department to speak to the class about ways to find a job.

Student Learning Plan 1: Find a Job

Objective:

In this lesson you will learn how to locate job opportunities in the community. You will learn how to correctly complete a job application and the procedures for submitting the application. You will learn about résumés and be able to create your own professional résumé. Emphasis will be placed upon successful interviewing techniques.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 2: Keep a Job

Lesson Objectives:

1. The student will be able to identify various methods of retaining employment and getting promotions.
 -
2. The student will understand Employee Performance Reviews.
 -
3. The student will identify job training needs.
 -
 -

Linked CASAS Competencies:

1. (4.1.4) Identify and use information about training opportunities.
2. (4.4.2) Identify appropriate skills and education for keeping a job and getting a promotion.
3. (4.4.5) Identify job training needs and set learning goals.
4. (4.4.7) Demonstrate the ability to apply or transfer skills learned in one job situation to another.
5. (4.6.1) Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism.
6. (4.6.4) Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.

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7. (4.7.3) Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance.
7. (4.8.1) Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals.

Lesson Activities:

5. **DISCUSS JOB SUCCESS:** Use How to Get a Job and Keep It, Unit 7, “Succeeding at Your Job,” Pages 63 – 65. Discuss means of maximizing success in one’s employment.
-
6. **MAKE A LIST:** In small groups, brainstorm ways in which we can help ensure that we will receive that next promotion. Prepare a list of ideas to be presented to the class
-
8. **PREPARE EXERCISES:** Use Real Life English, Student Book 4, Unit 9, “Employment” to learn about the Equal Employment Opportunity Commission.
-
9. **ROLE-PLAY A CONVERSATION:** Prepare as a role-play a conversation with your supervisor or manager regarding a problem you are having at work. One partner is the employee and another is the supervisor. Present to the class.
-
11. **ASK QUESTIONS FOR SELF-EVALUATION:** Use How to Get a Job and Keep It, to study “Employee Performance Evaluation” on pages 68 and 69. Ask and answer the questions for self-evaluation on page 68.
-
13. **STUDY EMPLOYEE PERFORMANCE EVALUATIONS:** Use How to Get a Job and Keep It, to study the form on Performance Evaluations on page 69. Practice completing the form.

Student Learning Plan 2: Keep a Job

Objective:

In this lesson you will learn various methods of keeping your employment and advancing within the organization and within your chosen career. You will also learn about Employee Performance Evaluations.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

RESOURCES

- 1) Goble, Dorothy, How to Get a Job and Keep It, Steck-Vaughn Company, 1990, ISBN 0-8114-4222-5
 - [Nevada State Literacy Resource Center: Literacy: HF5382.7, G63, 1990]
 -
- 2) Jolly, Robinson, & Cummins, Real-Life English, Student Book 4, Steck-Vaughn Company, 1988, ISBN # 0-8114-20515
 - [Nevada State Literacy Resource Center: Literacy: PE1128, A2, J636]
 -
- 3) How to Get a Job and Keep It, Steck-Vaughn Company, 1994, ISBN #0811442225, Unit 7
 -
- 4) Real Life English, Book 4, Steck-Vaughn Company, 1994, ISBN #0811420604, Unit 9
 - [Nevada State Literacy Resource Center: Literacy: PE1128, A2, Vol. 4 c.1]
 -

TEACHER LEARNING PLAN 4: USE COMMUNITY RESOURCES

Overview

Every community offers a variety of resources and services; some of which might include banking, mailing, healthcare, emergency, childcare provision, social services, libraries etc. This learning plan will focus on identifying and taking advantage of several such resources, including services provided by the post office, library, banks, and child care agencies. Students will gather information and practice using various aspects of each service in order to make informed and efficient choices.

Objectives

At the end of this learning plan, students will be able to:

- Locate the main library and branches in the community, post offices, different banks, and childcare services
- Identify different mailing forms at the post office
- Fill out a change-of-address, or moving packet
- Obtain a money order
- Fill out a library card application
- Ask for, give, and clarify information about the location of materials in the library
- Summarize the main sections of the library
- Check out a book, or other source
- Open a checking, or savings account
- Find out bank locations, hours.
- Make a deposit or withdrawal
- Use an ATM
- Identify child care facilities in the area
- Identify programs such as Head Start and WIC that offer financial assistance

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Using a map or a phone book, locate main library and branches, post office, and banks in the community.	Turn in a list of locations and hours for each service.
Fill out a change-of-address inside a <i>Mover's Guide</i> .	Turn in a completed change-of-address form, check for accuracy.
Identify different mailing forms at the post office.	Fill out practice registered mail and insured mail forms, with their corresponding charges.
Identify different receipts to prove something has been mailed.	Make a list of charges for each type of receipt and determine the differences in cost; write a list of items that would best fit each type of receipt.
Request and send a money order.	Fill out a money order for the desired amount, check for accuracy.
Request and fill out a library card application.	Submit completed library card application.
Ask for, give, and clarify information about the location of materials in the library.	Role-play making requests for a certain material, and clarifying directions.
Find out about the rules and regulations of the library.	Summarize a hand-out on policies and guidelines.
Check out a book or other source using the Dewey Decimal System.	Bring in a few books from the library, students explain call numbers. Have students check out a book in the local branch.
Identify the main sections of the library	Make a list of some materials that may be found in each section of the library: Fiction, Nonfiction, Reference, Children's Books, Periodicals etc.
Open a checking, or savings account.	Fill out an appropriate application for each service.
Find out nearby bank locations and hours.	Turn in a list of 3 banks with their addresses, and hours of business.
Make a deposit or withdrawal.	Role-play, using the correct form, requesting a deposit or withdrawal
Use an ATM	Summarize the steps and options needed to use an ATM machine
Identify child care facilities in the area.	Make a list of child care agencies.
Identify programs such as Head Start and WIC that offer financial assistance.	Write a list of schools, agencies that offer these two types of assistance.

Teacher Lesson Plan 1: Use Community Resources - Post Office

Lesson Objectives:

1. Become familiar with different mailing forms, i.e. receipts, and insurance.
2. Ask for and correctly fill out a money order.
3. Read and fill out a Change of Address form inside a Mover's Guide.

Linked CASAS Competencies:

1. (2.4.2) Interpret postal rates and types of mailing services
2. (2.4.3) Interpret postal service forms and instructions on returned mail
3. (2.4.6) Interpret a postal money order form

Lesson Activities:

1. **MAKE A LIST:** Brainstorm services rendered in the post office and make a list of what students have done, or want to do.
2. **FIND POST OFFICES IN THE YELLOW PAGES:** Look in the Yellow Pages and write down the locations of post offices in the city.

HI: Learning Plan 4: Use Community Resources

3. **READ AND DISCUSS VARIOUS POSTAL RECEIPTS:** Read and discuss the 3 types of receipts you can buy to prove you mailed something: A certificate of mailing (proof for yourself), a certified mail receipt (proof that the post office received the mail), and a return receipt (proof that the mail was delivered). Write current charges for each on the board. Discuss how each receipt differs.

9. **ROLE-PLAY:** Role-play requesting a money order in different denominations.

9. **FILL OUT A MONEY ORDER:** Fill out a sample money order and keep the receipt portion for proof

9. **COMPARE POSTAL INSURANCES:** Discuss buying insurance for different types of items.

9. **MAKE A LIST:** Read the Change of Address Kit. Students make a list of what kinds of mail they receive, and who would need their new address if they moved. Fill out appropriate cards.

9. **FILL OUT A CHANGE OF ADDRESS FORM:** Fill out a change of address form, exchange and check for accuracy

Student Learning Plan 1: Use Community Resources - Post Office

Objective:

In this lesson you will become familiar with the post office. You will practice reading and understanding the different types of mailing services. You will practice sending registered and insured mail. Also, you will request money orders in different amounts. It is very common that mail gets lost in case you and your family move. To prevent this from happening, you will practice filling out a change of address form for the post office and change of address cards that will tell other people that you have moved.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 2: Use the Library

Lesson Objectives:

1. Locate main library and branches in the community.
2. Understand how library is set up, i.e. the different sections.
3. Be able to locate books according to call numbers.
4. Get a library card.

Linked CASAS Competencies:

(2.5.6) Use library services

Lesson Activities:

1. **FIND THE LIBRARY:** Locate on a map, or in the phone book, the mail library, and local branches. Find out the hours and locations of the branch nearest you.
2. **READ AND SUMMARIZE:** Read and summarize a library's information sheet describing its' policies- see hand-out.
3. **MAKE A LIST:** Make a list of items and services that may be found in the library. Read the enclosed hand-out from a local library and discuss other activities and resources offered for free.

HI: Learning Plan 4: Use Community Resources

4. **COMPLETE A LIBRARY CARD APPLICATION:** Complete practice library card application.

4. **ROLE-PLAY:** Role-play requesting and asking for information in the library: bring and set up different sections for magazines, books, newspapers, reference materials etc. Write out names of sections on index cards (fiction, nonfiction) and practice asking questions (ex. Where can I find books for children?) and give directions.

4. **CLASSIFY BOOKS:** Discuss how books are classified with the Dewey Decimal system and bring in books to show examples of call numbers. Students look at examples and determine which section it may be found in.

4. **USE THE CARD CATELOGUE:** Take a class trip to the library and find books using the card catalog or the computer.

4. **CHECK OUT A LIBRARY BOOK:** Have students check out a book and bring it to class, summarize the process they went through to check out the item.

Student Learning Plan 2: Use the Library

Objective:

In this lesson you will become familiar with the services available at a typical library. The main library is usually bigger and more complete. The local branches may offer only some of the services available at the main branch. In order to check out books, you have to have a valid library card. You will practice filling out a library card application. In addition to checking out books, the library offers other free services. You will read and be able to summarize these other services by the end of this lesson.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 3: Use Banking Services

Lesson Objectives:

8. Open up a checking and/or savings account.
8. Make a withdrawal or deposit.
8. Use an ATM machine to complete a given banking transaction.

Linked CASAS Competencies:

8. (1.8.1) Demonstrate the use of savings and checking accounts, including using an ATM
8. (1.8.2) Interpret the procedures and forms associated with banking services, including writing checks.

Lesson Activities:

3. **MAKE A LIST:** Find out the names, locations, business hours of banks near you; make a list and compare services with partners/small groups.
3. **REVIEW VOCABULARY:** Review banking vocabulary (LifePrints or Conversation Book 1)
3. **FILL OUT A BANK FORM:** Fill out appropriate forms to open savings or checking account.

HI: Learning Plan 4: Use Community Resources

3. **USE AN ATM MACHINE:** Bring in a picture of an ATM machine and sample ATM cards. Discuss the steps in using an ATM machine. Students create their own PIN numbers, use of passwords.
3. **LIST ATM TRANSACTIONS:** Students list transactions that are possible on an ATM.
3. **ROLE-PLAY:** Students practice endorsing checks deposit slips and depositing them into checking or savings.
3. **OVERDRAW AN ACCOUNT:** Discuss what happens if you overdraw your account.
3. **STATE ADVANTAGES/DISADVANTAGES USING AN ATM MACHINE:** Small groups discuss advantages/disadvantages of using ATMs (ex. Why are they useful? Why doesn't everyone use them? What happens if your card is lost? What are the risks-from LifePrints, Book 3?
3. **ROLE-PLAY:** Role-play with a partner: Practice going in to a bank teller and requesting to make a deposit or withdrawal, with the appropriate slips. Ask for account balance.
3. **TAKE A FIELDTRIP:** Arrange a field trip to an ATM machine, or use an ATM training machine to demonstrate various procedures, such as making withdrawals/deposits, get "fast cash," transferring money between accounts, checking account balances.

Student Learning Plan 3: Use Banking Services

Objective:

In this lesson, you will focus on services provided by banks. You will practice opening up a checking/savings account. Also, you will practice making requests to the teller inside the bank. You will fill out deposit slips and make deposits into your preferred account. In addition to going to the teller, you will practice using an ATM machine and using an ATM bank card. These machines are located everywhere and it is possible to do many different transactions at the ATM instead of inside a bank.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 4: Use Child Care Services

Lesson Objectives:

10. Find out specific information about child care services (i.e. hours, costs, location)
10. Summarize information from programs such as WIC and Head Start.

Linked CASAS Competencies:

3. (2.5.9) Identify child care services in the community.
3. (2.1.1) Use the telephone directory and related publications to locate information.

Lesson Activities:

2. **FIND TELEPHONE LISTINGS OF CHILDCARE AGENCIES:** Use the phone book/newspaper to find listings of child care agencies.
2. **ROLE-PLAY:** Role-play requesting information over the phone, such as hours/costs/days open
2. **MAKE A LIST:** Make a list comparing 3 child care programs in the community.
2. **SUMMARIZE:** Summarize the Head Start program; locate agencies that have this program.
2. **SUMMARIZE:** Summarize the WIC program and find local agencies that carry this program.

Student Learning Plan 4: Use Child Care Services

Objective:

In this lesson you will become familiar with the locations and services provided by several child care agencies. You will compare three agencies. You will read and summarize information regarding government welfare programs such as WIC and Head Start.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

RESOURCES

- 9) CASAS Performance –Based Activities and Assessment Manual, October 1992. See Section 2: Community Resources, pp. CR-16-28.
- 10) A Conversation Book 1- English in Everyday Life 3rd Ed. 1998. Prentice Hall Regents. See Unit 4: Community and Consumer Life pp. 67-71.
[Nevada State Literacy Resource Center: Literacy: PE1129.1, C38, Book 1, 1998]
- 11) A Conversation Book 2- English in Everyday Life 3rd Ed. 1998. Prentice Hall Regents.
See Unit 4: Community and Consumer Life pp. 70-71.
[Nevada State Literacy Resource Center: Literacy: PE1129.1, C38, Bk 2, 1998]
- 12) LifePrints-ESL For Adults. New Readers Press, 1994. Book 3, Unit 2: What the Community Offers.
[Nevada State Literacy Resource Center: Literacy: PE1128, A2, L45, 1993, vol. 3]
- 13) LifeSchool 2000 Community Resources, Binder 3, 1994. Fearon/Ganus/Quercus. Instructional Modules: Post Office, p.55; Health Services, p. 227; Libraries, p.375
[Nevada State Literacy Resource Center: Literacy: HQ2037, L5, vol.2]

TEACHER LEARNING PLAN 5: INTERPRET LABELS AND SIGNS

Overview

Reading and interpreting work-related and home-related labels and signs are important skills needed to survive. Understanding labels prolongs the life of clothing and appliances as well as determines the best buys for goods and services. Interpreting highway and traffic signs is an important prerequisite to driving. Interpreting food package labels helps us to make better decisions about nutrition. Product guarantee and warranty labels protect us from consumer fraud. Following directions on building directories and public signs enables us to get to where we want to go in a timely fashion. Reading and understanding medicine labels can prevent accidents and even death. Safety signs and labels are imperative to understand for obvious reasons. Interpreting job-related signs are an important part of keeping our jobs. Signs and labels are everywhere – we need to be able to read and interpret them accurately for our sake and for those around us.

Objectives

At the end of this learning plan students will be able to:

- Interpret labels in selecting goods and services
- Interpret food packaging labels
- Interpret clothing care labels
- Interpret operating instructions, directions, or labels for consumer products
- Interpret highway and traffic signs
- Read, interpret, and follow directions found on public signs and building directories
- Interpret medicine labels
- Interpret product label directions and safety warnings
- Interpret nutritional and related information listed on food labels
- Interpret safety signs found in the workplace
- Interpret job-related signs

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Read and interpret medicine labels, both prescription and over-the-counter	Students will bring 2 medicine bottles from home and accurately read/explain them to another student
Read and interpret household products	Students will choose from several real-life product activity cards and answer the questions correctly on the back of the activity card
Read and interpret clothing labels	Students will be given a clothing label to explain how to care for that clothing
Read and interpret food labels	Students will bring in a food product and explain the nutritional info to a partner
Read and interpret building directories	Students will read a building directory and answer related questions accurately
Read and interpret flyers	Students will create a flyer and give it to another student, checking for understanding
Follow safety instructions and warnings	Students will be given a product to explain the safety instructions
Interpret traffic signs	Students will draw 5 traffic signs with explanations of them on the back

Teacher Lesson Plan 1: Read and Interpret Medicine, Food and Clothing Labels

Lesson Objectives:

11. Students will bring 2 medicine bottles from home and accurately read/explain the to another student.
11. Students will be given a clothing label to explain how to care for that clothing.
11. Students will bring in a food product to read/explain the nutritional information to a partner.

Linked CASAS Competencies:

2. (1.2.1) Interpret advertisements, labels, charts and price tags in selecting goods and services
2. (1.6.1) Interpret food-packaging labels
2. (1.7.2) Interpret clothing care labels
2. (3.3.2) Interpret medicine labels
2. (3.4.1) Interpret product label directions and safety warnings
2. (3.5.1) Interpret nutritional and related information listed on food labels

Lesson Activities:

3. **INTERPRET FOOD PACKAGE LABELS:** Bring to class several examples of food packaging labels (cans, boxes, bottles, etc). Have students take one and read the label. Discuss the similarities of the labels as well as the differences. Discuss the nutritional content, size and volume, and directions. Have them exchange their food item with someone next to them. They read and interpret the label and write down the nutritional content, size and volume, and directions.

3. **INTERPRET CLOTHING LABELS:** Have the students stand up. Each student has another student read the label on the back of his/her shirt (or jacket, dress, sweater) focusing on care instructions. Put new vocabulary that they may not know on the board as they are doing this (They tell you the words that they do not know). Go over the vocabulary together. Generate a discussion asking if anyone ever ruined a garment because they didn't look at the care instructions first.

3. [Insert the use of the label cards here]

3. **MAKE A LABEL/SIGN COLLAGE:** Bring in magazines that illustrate labels and signs. In groups of 4-5, the students find various examples of labels and signs, cut them out of the magazine, and make a collage (Give them butcher paper, scissors and glue sticks to create this collage). Display around the room.

3. **DESCRIBE THEIR MEDICINE CABINET:** Tell students to go home and make a list of what is in their medicine cabinet. When they return the next day. Have them share their lists and give purposes for each item.

3. **SHARE NATIVE FOOD PACKAGING:** Ask students to bring to class one or two food containers that they got from their country (or they got it here but it was packaged in their country). Share these to acknowledge diversity among countries as well as expand students' knowledge of foods.

HI: Learning Plan 5: Interpret Labels and Signs

3. **INTERPRET HOUSEHOLD PRODUCT LABELS:** Bring in several household products and display them around the room. Ask students to walk around and, with notebook and pencil in hand, read the labels and write down any words that they do not know. After sufficient time, tell them to sit back in their seats. Elicit unknown vocabulary, write them on the board, and explain. Ask the students to copy this list for a quiz of these very same words later on in the week.

4. **READ LABELS:** Do activities on pages 1 (“Medicine Labels”), 7 (“Household Product Labels”), 11 (“Clothing Labels”), and 13 (“Food Labels”) from Essential Life Skills Series: What You Need To Know About Reading Labels, Directions & Newspapers.

Student Learning Plan 1: Read and Interpret Medicine, Food and Clothing Labels

Objective:

It is important that we, as consumers, make the best choices and decisions when we buy. We need to know how to take prescription medicine in order to avoid overdose or unexpected side effects. Once we purchase clothing, we want to know how to take care of it so that it will last a long time. When we buy food we want to make sure that we know what is in the box or jar or container. In this lesson you will learn how to accurately read medicine, clothing, and food labels.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 2: Read and Interpret Traffic and Public Building Signs

Lesson Objectives:

7. Students will draw five traffic signs with explanations of them on the back.
7. Students will read and interpret traffic signs with 100% accuracy.
7. Students will read and interpret building directories with 100% accuracy.
7. Students will write directions to a person's office using the information from an office directory.

Linked CASAS Competencies:

2. (2.2.1) Ask for, give, follow, or clarify directions
2. (2.2.2) Recognize and use signs related to transportation
2. (2.2.3) Interpret traffic information
2. (2.5.4) Read, interpret, and follow directions found on public signs and building directories

Lesson Activities:

1. **INTERPRET SIGNS:** Hand out individual student copies of Looking At American Signs to go over together as a whole class.
1. **MAKE TRAFFIC SIGNS:** In groups of 4, give students large white paper, markers and scissors. They must decide on five traffic signs that they want to draw. They must write the explanation below each sign. Share with the class.
1. **FIND LOCATIONS ON A BUILDING DIRECTORY:** Using the following directory page, generate a class discussion on what can be found on this directory and where different offices are located. Then, in pairs, students write directions to two different offices (one each) using the directory page and then look at each other's directions to make sure that they are understandable.
1. **TAKE A FIELDTRIP:** If possible, take a fieldtrip to the Mall and talk about the Mall Directory. Ask each student to name one store in the Mall and where it is located.

MANSFIELD DIRECTORY OF SERVICES

*Robert Townsend, D.D.S.
Family practice*

Upper Floor, Suite 11

*Segura Maria Isabel, M.D.
Obstetrics*

Main level, Suite C-7

*Herbog, Colleen, D.P.M.
Podiatrist medicine*

Lower Level, Suite G-4

Internal Medical Associates

Upper Level, Suite 12

*Mountain Medical Associates
Pulmonary disorders*

Main Level, Suite C-3

*Samson Radiology LTD
Ultrasound - mammograms*

Lower Level, Suite G-10

Student Learning Plan 2: Read and Interpret Traffic and Public Building Signs

Objective:

When you are driving it is important to know what all of the traffic signs mean. Likewise, it is helpful to know how to read a building directory when you are trying to locate an office. This lesson will show and explain to you all of the common traffic signs, and help you to be able to read and understand a building directory.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 3: Read and Interpret Work-Related Signs and Flyers

Lesson Objectives:

- 4. Students will read, interpret, and design a flyer.
- 4. Students will read and interpret work-related signs

Linked CASAS Competencies:

- 6. (4.3.1) Interpret safety signs found in the workplace
- 6. (4.4.3) Interpret job-related signs
- 6. (4.6.2) Interpret and write work-related correspondence, including notes, memos, letters, flyers, and e-mail
- 6. (4.6.3) Interpret workplace announcements and notices

Lesson Activities:

5. **DISCUSS WORK-RELATED SAFETY SIGNS:** On pages 73 and 74 of Speaking Up At Work, go over the safety signs commonly found at work sites.
6. **DISCUSS WORK-RELATED SAFETY SIGNS:** On pages 46, 47, 50, 55, 58, and 61 of On-the-Job-English, there are signs and activities that the students can do together.
7. **DISCUSS SAFETY PROCEDURES ON THE JOB: Unit 10, “Safety Procedures,”** of Contemporary’s Put English to Work Level 3, have the students compare signs that require action versus provide information that does not require action as well as cover related vocabulary.
8. **READ JOB WARNING SIGNS:** Job safety warning signs are covered on pages 83 and 87 of Topics and Language Competencies #2.
9. **READ JOB-RELATED SYMBOLS:** There are road sign symbols, copy machine symbols, messages on signs and labels, and interpreting signs activities to do in Contemporary’s Reading Skills That Work, Book 1.
9. **DESIGN A FLYER:** Bring in several flyers from your community to look at and discuss. Then have students design a flyer of their choice and share with the class.

Student Learning Plan 3: Read and Interpret Work-Related Signs and Flyers

Objective:

It is so important to be able to read and understand signs at work. They give us information, keep us organized, and warn us of possible harm. In this lesson we will look at various common signs found in jobs and learn what they mean. We will also look at flyers and make one of our own.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

RESOURCES

- 5) Starkey, Carolyn Morton & Penn, Norgina Wright, Essential Life Skills Series: What You Need to Know About Reading Labels, Directions & Newspapers, 2nd. Edition, National Textbook Co, 1989 ISBN#0-8442-5655-2
[Nevada State Literacy Resource Center: Literacy: PE1126, A4, 58, c.3]
- 6) Huizenga, Jann, Looking at American Signs, National Textbook Company, 1990, ISBN#0-8442-0400-9
- 7) Robinson, Catherine & Rowekamp, Jenise, Speaking Up At Work, Oxford University Press, 1985, ISBN#0-19-434196-8
[Nevada State Literacy Resource Center: Literacy: PE, 1128, A2, S7, 1985, c.3]
- 8) Newman, Christy M., On-The-Job English, New Readers Press, 2000, ISBN#1-56420-147-3
[Nevada State Literacy Resource Center: Literacy: HF, 5549.5. T7, N4, workbook]
- 9) Cross, Carole Etchells, Put English to Work Book 3, Contemporary Books, 1996, ISBN#0-8092-3357-6
[Nevada State Literacy Resource Center: Literacy: 149.7, P88, Level 3, c.2]
- 10) Kerwin, Michael, Topics and Language Competencies, Book 2, Hall Regents, 1996, ISBN#0-13-435879-7
[Nevada State Literacy Resource Center: Literacy: PE 1128, K43, 1995, Vol. 2]
- 11) Echaore-Yoon, Susan, Contemporary's Reading Skills That Work: A Functional Approach for Life and Work, Book 1, Contemporary Books, ISBN#0-8092-4126-9
[Nevada State Literacy Resource Center: Literacy: 5225, R4, E25, 1991, Vol. 1, c.1]

TEACHER LEARNING PLAN 6: COMPARISON SHOPPING AND METHODS OF SHOPPING

Overview

In the United States there is an almost endless variety of places to shop and methods in which one can purchase goods and services. In this learning plan, students will learn about places to shop, such as department stores, specialty stores, discount stores, warehouses, thrift shops, garage sales, and yard sales, and various methods of shopping, such as on the Internet, mail order, and by phone. They will also learn how to apply the principles of comparison shopping in their selection of goods and services. They will be able to interpret advertisements and to apply this understanding in their daily lives. They will discuss applying for, establishing, responsibly utilizing, and maintaining credit, a most important concept in our society. The students will learn about common store policies regarding making returns and exchanges, requesting a refund, and they will learn the skills and vocabulary necessary to do each of these tasks.

Objectives

At the end of these lessons students will be able to:

- Apply the basic principles of comparison shopping in the selection of goods and services.
- Interpret advertisements, labels, charts, and price tags in selecting goods and services.
- Compare price or quality to determine the best buys for goods and services.
- Understand methods and procedures used to purchase goods and services.
- Compare different methods used to purchase goods and services.
- Interpret credit applications and recognize how to use and maintain credit.
- Identify or use various methods to purchase goods and services, and make returns and exchanges.

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Apply the basic principles of comparison shopping in the selection of goods and services.	Students will brainstorm methods of comparison used when shopping. They will demonstrate smart ways to shop.
Interpret advertisements, labels, charts, and price tags in selecting goods and services.	Students will demonstrate their understanding of advertisements and unit price labels by completing the exercises on page 29 of <u>Real Life Consumer Economics</u> .
Compare price or quality to determine the best buys for goods and services.	Students will choose an item to be purchased, examine advertisements, and draw conclusions on the best buy.
Understand methods and procedures used to purchase goods and services.	Students will actively participate in a discussion of shopping methods and procedures.
Compare different methods used to purchase goods and services.	Students will compare/contrast different methods and procedures used to shop.
Interpret credit applications and recognize how to use and maintain credit.	Students will successfully complete a sample credit card application.
Identify or use various methods to purchase goods and services, and make returns and exchanges.	Students will role-play making a merchandise return and requesting an exchange or refund.

Teacher Lesson Plan 1: Comparison Shopping

Lesson Objectives:

1. The students will be able to apply the basic principles of comparison shopping in the selection of goods and services.
2. The students will be able to interpret advertisements, labels, charts, and price tags in selecting goods and services.
3. The students will be able to compare price or quality to determine the best buys for goods and services.

Linked CASAS Competencies:

1. (1.2) Apply principles of comparison shopping in the selection of goods and services.
2. (1.2.1) Interpret advertisements, labels, charts, and price tags in selecting goods and services.
3. (1.2.2) Compare price or quality to determine the best buys for goods and services.

Lesson Activities:

1. **DISCUSS COMPARISON SHOPPING:** In small groups, brainstorm comparison methods you utilize when shopping. Such ideas may include: conduct research on the Internet, watch for sales, buy off-season, compare price and quality, buy in bulk, buy generic brands, compare the same items of different brands in a grocery store, use

HI: Learning Plan 6: Comparison Shopping and Methods of Shopping

common sense, use newspaper store advertisements, use newspaper classified advertisements, use catalogs, etc.

3. **EXAMINE PRICE VERSUS QUALITY:** Each group should choose one item to be purchased. Find several advertisements for this item. Make a chart and list the features of the item in the various advertisements. Identify desired features. Draw a conclusion on what is the best buy.
4. **DISCUSS CONSUMER RESOURCES:** These consumer resources include what is available on the Internet, Consumer Reports, Buyer's Guide, etc. Choose an item to purchase and read about it in a consumer magazine or research it on the Internet. In small groups, discuss your findings.
4. **CHOOSE A PRODUCT:** Choose a brand name product and compare it with a generic brand product. Read the labels. Compare. Decide which product you would purchase. Write a paragraph about your decision. Give your reasons.
5. **DECIDE ON THE BEST BUY:** Using page 29 in Real Life Consumer Economics, complete the exercises on "Which is the Better Buy?" Read the unit price labels for each item, then mark the label that shows the better buy.
6. **STUDY FOOD SHOPPING IDEAS:** Study the lesson on pages 26 - 28 in Real Life Consumer Economics, "Food Shopping Ideas." Complete the exercises. Discuss the shopping skills we can use to make our consumer shopping easier and ways we can be smart shoppers.
7. **BRAINSTORM IDEAS:** After learning the idiom "stretch your dollars," study the lesson "Are You Wearing Your Money's Worth?" on pages 30 – 33 in Real Life Consumer Economics. With your group, brainstorm ways in which we can "stretch our dollars."

Student Learning Plan 1: Comparison Shopping

Objective:

In this lesson you will learn how to apply the basic principles of comparison shopping in the selection of goods and services. You will learn how to interpret advertisements, labels, charts, and price tags in selecting goods and services. You will be able to compare price or quality to determine the best buys for goods and services.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 2: Methods of Shopping

Lesson Objectives:

3. The students will be able to understand methods and procedures used to purchase goods and services.
3. The students will be able to compare different methods used to purchase goods and services.
3. The students will be able to interpret credit applications and recognize how to use and maintain credit.
3. The students will be able to identify or use various methods to purchase goods and services, and to make returns and exchanges.

Linked CASAS Competencies:

4. (1.3) Understand methods and procedures used to purchase goods and services.
4. (1.3.1) Compare different methods used to purchase goods and services.
4. (1.3.2) Interpret credit applications and recognize how to use and maintain credit.
4. (1.3.3) Identify or use various methods to purchase goods and services, and make returns and exchanges.

Lesson Activities:

4. **COMPLETE A CREDIT APPLICATION:** With your teacher’s assistance, fill out a sample credit application. Discuss the related vocabulary. There is a sample credit card application on page 27 of Topics and Language Competencies, Book 3.
5. **STUDY CASH, CHECK, AND CREDIT OPTIONS:** Study pages 78 – 81, “Cash, Check, or Credit Card?” in Real Life Consumer Economics. Complete the exercises. In small groups, discuss when it is a good time to use each option: cash, check, or credit card. Give examples of things we normally pay for with cash, check, and credit card.
6. **READ THE RETURN POLICY:** Use English ASAP, Student Book 2, to learn about common store return policies. Complete the lessons on pages 58 and 59.
6. **ROLE-PLAY REQUESTING A REFUND:** With your partner, plan a role-play in which one student is a customer returning an item, and the other student is the salesclerk. The student who is playing the part of a customer takes the item purchased to the salesclerk, presents the receipt, and requests a refund. The salesclerk proceeds as appropriate.
7. **ROLE-PLAY REQUESTING AN EXCHANGE:** Use the directions in Learning Activity Number 4 of English ASAP, Book 2, pp. 58-59, but request making an exc
7. **COMPARE/CONTRAST METHODS OF SHOPPING:** These methods may include shopping on the Internet, using catalogs, reading newspaper classified advertisements, ordering by mail, and ordering by phone. Also include in the class discussion the variety of places to physically shop, such as: department stores, discount stores, warehouses, thrift stores, specialty shops, dollar stores, garage sales, and yard sales. Compare and contrast these methods of shopping. Present your findings to the class.

HI: Learning Plan 6: Comparison Shopping and Methods of Shopping

8. **USE CATALOGS:** Use a catalog to find something that you would like to purchase. Complete the order form. Decide how to pay for your purchase. You may complete the Catalog Order Form on page 71 of Real Life English, Book 3.

8. **LIST DIFFERENT CREDIT CARDS:** List as many different kinds of credit cards that you can think of. Poll your group to determine the most popular cards. Discuss the advantages and disadvantages of using credit cards.

8. **MAKE A CHART:** Make a chart featuring the interest rates of the most popular credit cards. Call Visa, Master Card, Sears, Penney's, etc. to find out their current interest rates and annual fees. Conclude which is the "best" credit card to have. What is the "worst" credit card to have? Support your conclusions with facts from the chart.

8. **EXAMINE MONTHLY CREDIT CARD BILLS:** Determine how much is due, when it is due, and how much interest has been charged. Find out whom to call in case of error. Practice writing checks for monthly payments. Compare paying the full amount versus paying the monthly amount plus interest. Discuss the procedures that should be followed if your credit card is lost or stolen.

9. **PRACTICE MAKING REQUESTS FOR REFUNDS AND EXCHANGES:** Complete the exercises and practice the conversation on pages 28 and 29 of Topics and Language Competencies, Book 3.

10. **PRACTICE CONVERSATIONS:** Use pages 26 and 27 of Topics and Language Competencies, Book 3. Study the lessons on "Paying With Cash, Check, or Credit Card." Practice the conversations.

10. **VIEW AND DISCUSS VIDEO:** View and discuss video "Speak English for Yourself." Use program 2: Refunds and Exchanges (14 minutes long).

Student Learning Plan 2: Methods of Shopping

Objective:

In this lesson you will learn about, identify, compare, and utilize different methods and procedures used to purchase goods and services. You will be able to interpret and complete a credit application and to recognize how to utilize and maintain credit. You will be able to return merchandise, request a refund, or request an exchange when necessary.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

RESOURCES

- 2) Steck-Vaughn, English ASAP, Student Book 2, Steck-Vaughn Company, 1999, ISBN #0-8172-7952-0.
[Nevada State Literacy Resource Center: Literacy: PE1128, A2, E54, 2000, Student2]
- 3) Scholastic, Inc., Real Life Consumer Economics, Scholastic, Inc, 1990, ISBN #0-590-35501-5.
- 4) Steck-Vaughn, Real Life English, Book 3, Steck-Vaughn Company, 1988, ISBN # 0-8114-2057-4.
[Nevada State Literacy Resource Center: Literacy: PE1128, A2, J635]
- 5) Kerwin, Michael, Topics and Language Competencies, Book 3, Prentice Hall Regents, 1996, ISBN # 0-13-435884-8.
[Nevada State Literacy Resource Center: Literacy: PE1128, K43, 1995, vol. 3]
- 5) Video: “Speak English For Yourself:” Program 2: Refunds & Exchanges, 14 minutes, Suncoast Media, 4122-2