

ESL LOW INTERMEDIATE CORE CURRICULUM

Purpose

Summary

Methods and Materials

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LOW INTERMEDIATE CORE COURSE INFORMATION

Course Information

Organization	State of Nevada: Adult Basic Education
Instructional Level	Low Intermediate ABE/ESL
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STATEMENT OF PURPOSE

The purpose of this course is to address important competencies at the low intermediate level. Students at this level function satisfactorily in the use of English in basic survival situations related to their needs. They still need to acquire more skills that will help them function more independently in their jobs, such as handling job training and work situations that involve oral communication skills on both a non-technical and technical level. They also need to know how to interpret written directions and other related materials.

In Learning Plan 1 students are taught telephone skills that will help them function better at home and at work. They learn how to make, cancel, and reschedule appointments with their doctor, look up phone numbers and addresses in the telephone directory, clarify and summarize information gathered over the phone, and use computerized answering systems to access information.

In Learning Plan 2 students learn about home and job safety. They learn to recognize hazardous situations in the home and identify preventative measures. They also learn to read and interpret warnings on chemical household products. Recognizing fire hazards is an important preventive skill to know along with how to use a fire extinguisher. Basic knowledge of first aid is also emphasized. Students learn to differentiate between correct and incorrect reactions to accidents that they may encounter. They are shown how to recognize symptoms of shock, heart attacks and choking. They learn to identify procedures for treating shock victims, as well as choking and thermal/chemical/electrical burns. First aid procedures are demonstrated for treating minor and major bleeding. Safety on the job includes interpreting common safety signs found in the workplace, interpreting work safety rules, and safe work procedures and equipment. This is taught along with the proper procedure for reporting unsafe working conditions, accidents, injuries and damages.

Learning Plan 3 focuses on getting and keeping a job. They begin by learning how to interpret job ads, how to use employment agencies, how to fill out a basic job application, how to write a good resume, and how to prepare for an interview.

In Learning Plan 4 students focus on reading and understanding job-related information is a major focus. They learn how to interpret union agreements, workman's compensation, time keeping forms, and an employee handbook.

In Learning Plan 5 students learn how to use maps to find building locations (e.g. office, floor, bathrooms). They also learn to read and interpret all types of signs both at home and at work. If they are going to drive in the US they need to know what the various traffic signs mean. Bus signs, airport signs and the like are important to know for survival. Caution and warning signs are interpreted at work.

In Learning Plan 6 the students make use of various reference materials. They are given practice using an encyclopedia, dictionary, index, and table of contents to retrieve information. Knowing how to alphabetize is weaved throughout these lessons.

PREFACE

This course 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. This 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. HA means High Advanced, LA means Low Advanced, HI means High Intermediate, LA means Low Intermediate, HB means High Beginning, and LB means 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: Northern Nevada State Literacy. If teachers who use 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 then 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	

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
1.1.5	Interpret temperatures (see also 6.6.4)		LB	11
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 LOW INTERMEDIATE LEVEL

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
2. Community Resources				
2.5 Use community agencies and services				
2.5.5	Locate and use educational services in the community, including interpreting and writing school-related communications		HB/HI/LI	13/14/15
3. Health				
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
3.4.3	Interpret procedures for simple first-aid		LA/LB/HB/ LI	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
4.3 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
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				
4.4.3	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

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
7. Learning to Learn				
7.4 Demonstrate study skills				
7.4.5	Use reference materials, such as dictionaries and encyclopedias		HB/LI	13/14

SUMMARY OF CORE CURRICULUM

- **Intended to be taught over three sessions**
- **Allows for flexible mode of implementation**
- **Covers the minimal requirements for CASAS competencies**
- **Includes Student Assessment Checklists for each lesson**
- **Uses performance-based assessments**
- **Refers to all resources needed for each lesson**

LOW INTERMEDIATE ESL CORE ABILITIES

- 1. Use the Telephone**
- 2. Safety at Home, in the Community, and at Work**
- 3. Get and Keep a Job**
- 4. Interpret Job-Related Information**
- 5. Interpreting Maps and Signs**
- 6. Using Reference Materials**

TEACHER LEARNING PLAN 1: USE THE TELEPHONE

Overview

Knowing how to use the telephone in English is a vital skill to master quickly. Asking for information, getting help, being able to communicate in general, and even job success depend on it. It is important to be able to locate information in a phone book, call to make appointments, leave messages, and often use the phone as part of the job.

In this learning plan, students will be shown how to use a telephone directory. They will look up names, businesses, find information in the yellow pages, and be made aware of the many types of community services listed in the front pages of the phone book.

Students will have practice making phone calls that require them to ask for information, ask for clarification, answer the phone appropriately at work, make appointments, leave messages, and call to report situations requiring immediate assistance.

Objectives

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

- Use a phone directory
- Find names and businesses in a phone book
- Find services in the yellow pages
- Know where to find numbers for emergency help
- Ask for and give information over the phone
- Make appointments
- Leave messages
- Call for emergency assistance

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Use a phone directory	Look up and write down 5 names and phone numbers – look up and list 3 businesses to help a student who is looking for something – find and list 5 community agencies that address a class assignment
Know where to find emergency help	Based on several case scenarios, find and list 3 appropriate numbers in the front of the phonebook
Ask for and give information over the phone	Call 3 businesses, inquire about the services that are offered, and list information that is received – role-play a receptionist, maitre de, or some business that must give information to a customer
Make appointments	Successfully role-play making a doctor's appointment with peer and teacher feedback
Leave messages	Call the teacher's home and leave a message
Call for emergency assistance	Role-play calling 911 – give clear, accurate information – peer and teacher feedback

Teacher Lesson Plan 1: Use a Phone Directory

Lesson Objectives:

1. Students will look up phone numbers in a phone book.
2. Students will look up information in a phone book.
3. Students will find services and businesses in a phone book.
4. Students will call a theatre for show times and prices

Linked CASAS Competencies:

1. (0.1.2) Identify or use appropriate language for informational purposes
2. (0.1.3) Identify or use appropriate language to request information
3. (0.1.6) Clarify or request clarification
4. (2.1.1) Use the telephone directory and related publications to locate information
5. (2.6.1) Interpret information about recreational and entertainment facilities and activities

Lesson Activities:

1. **LOOK UP NAMES IN A TELEPHONE DIRECTORY:** Provide telephone books (You can request multiple copies of old phone books from the phone company). Talk about how listings of private citizens are listed alphabetically. Tell them to look up their telephone number. Put a list of names (You choose these randomly from the phone book) for them to find and list their names and numbers.
2. **LOOK UP BUSINESSES IN A TELEPHONE DIRECTORY:** Provide telephone books for the students to look up businesses in the yellow pages that specialize in several areas (You pick random categories). Have them share their findings with the whole class. This can be done individually, in pairs, or in small groups. If you give this class assignment in small groups, give each group a list of different categories to look up.
3. **READ A PHONE DIRECTORY:** Activities that cover reading telephone directories can be found in LifeSchool 2000, Community Resources, Volume 3, pages 461, 462, and 469.
4. **LOOK UP INFORMATION IN THE PHONE BOOK:** Activities on locating information in a phone book can be found in LifeSchool 2000, Consumer Economics, Volume 1, the chapter titled “Telephone.”
5. **USE THE TELEPHONE DIRECTORY:** Topics & Language Competencies Book 2, pages 10 and 12 offer activities using the telephone directory.

LI: Learning Plan 1: Use the Telephone

6. **GET INFORMATION FROM A MOVIE THEATRE:** Ask the students what movies are currently playing that they have seen or would like to see. Give them phone books to look up the number of the theatre closest to their home. Using old cell phones or regular phones (You can get many of these at thrift stores, or ask students to use their own cell phones – most will have one!), have them role-play calling for movie times and price of tickets. Make a tape of a theatre recording to bring into class. Tell them the movies that are playing – they have to pick a movie before you play the recording. Then tell them to listen carefully while you play the recording. They need to write the information about their movie choice that they hear. Check for accuracy.

Student Learning Plan 1: Use a Phone Directory

Objective:

In this lesson you will be given practice looking up phone numbers in a phone book. You may need to find a business or a school or find out where your favorite movie is playing. It is important to know how to look up information in a phone book.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 2: Make Appointments, Leave Messages, and Give/Receive Information on the Phone

Lesson Objectives:

1. Students will make a doctor's appointment using the telephone.
2. Students will call the teacher and leave a message.
3. Students will call three businesses to inquire about the services.
4. Students will role-play a business and give information over the phone.

Linked CASAS Competencies:

1. (0.1.2) Identify or use appropriate language for informational purposes
2. (0.1.3) Identify or use appropriate language in general social situations
3. (0.1.6) Clarify or request clarification
4. (2.1.7) Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages
5. (2.1.8) Use the telephone to make and receive routine personal and business calls
6. (3.1.2) Identify information necessary to make or keep medical and dental appointments

Lesson Activities:

1. **MAKE AN APPOINTMENT:** Brainstorm on the board necessary vocabulary for making a doctor's appointment over the phone. From that list, create a scenario (together) and write the scenario on the board. Then, in pairs (sitting back to back), have them take turns practicing the scenario (one would be the medical receptionist and the other the patient – then reverse roles). Give them phones to use if you have them.
2. **LEAVE A TELEPHONE MESSAGE:** Practice making and leaving messages over the phone using Lifelines: Coping Skills in English, Book 2, Chapter 20 entitled "Phones."
3. **CALL THE TEACHER AND LEAVE A MESSAGE:** Tell the students that, for homework, they need to call you at work and leave a message on your machine (If you pick up, tell them to call again and hang up!). This usually takes the whole class about a week to do this. Keep track of who left a message and give them feedback on their message.
4. **CALL A BUSINESS:** Pass out phone books. Tell the students to find 3 businesses in the yellow pages that interest them (e.g. garden nursery, glider flying, trade school). In pairs, both put their heads together to make a list of questions to ask of each of their businesses. Then, they role-play calling these businesses and getting the information that they requested.
5. **MAKE A TELEPHONE CALL:** There are useful activities in English ASAP, Book 2, Chapter 1 that give students practice answering the phone at work, taking messages, making telephone calls, and finding numbers that you need.
6. **LEAVE A MESSAGE:** Students can practice leaving messages on the phone in Spectrum 2 Student Book, pages 104, 105, and 108.

LI: Learning Plan 1: Use the Telephone

7. **MAKE A DOCTOR'S APPOINTMENT:** In Take Charge, Book 2, page 90, students make a doctor's appointment over the phone (good vocabulary words).

8. **CALL AND LEAVE A MESSAGE:** In Topics & Language Competencies, Book 1, pages 10-13 offer more practice for students with calling and leaving a message.

Student Learning Plan 2: Make Appointments, Leave Messages, and Give/Receive Phone Information

Objective:

In this lesson you will be given practice making appointments, leaving messages, giving information, and asking for information over the phone. It is important to speak clearly and give accurate information. Knowing what right words to say and knowing what information is important to give is a necessary skill to have.

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 the Telephone for Emergencies

Lesson Objectives:

1. Students will gather phone numbers for emergency help.
2. Students will call for emergency assistance.
3. Students will call to report a theft.

Lesson Objectives:

1. (0.2.1) Respond appropriately to common personal information questions
2. (2.1.2) Identify emergency numbers and place emergency calls
3. (2.5.1) Locate and utilize services of agencies that provide emergency help

Lesson Activities:

1. **LOCATE EMERGENCY NUMBERS:** Open up a class discussion of emergency situations that can happen at home. What can they do if they need help? Who can they call? Has anyone ever had an emergency situation happen? What did they do? Pass out phone books and, in groups of 4, ask them to locate local agencies that provide emergency help (Tell them to look at the front of the book). They make a list of the names and numbers and then share with the rest of the class.
2. **USING 911:** Discuss the use and misuse of calling 911. Brainstorm on the board a list of situations that are acceptable for calling 911. Generate another list of situations that do not need 911 (calling a doctor is more appropriate). Then, talk about what kinds of information one needs to give when calling 911 (Put these on the board for later reference). Ask the students to pair up and choose a 911 type emergency. Have them practice calling and giving information.
3. **MATCH EMERGENCY TO PHONE NUMBER:** Put these words on the board: domestic violence, emergency shelter, food, and clothing, sexual assault, child abuse, suicide prevention, missing child. Discuss each of these situations (be sure they understand them) and what type of emergency phone calls each need. With phone books, have them look up numbers to call for each of these situations, in pairs. Share with the whole class.
4. **REPORT A THEFT:** Generate a discussion on theft. Has anyone ever returned home to find out that his or her home had been broken in? What did they do? Who should we call if this happens? What should we say? Put their ideas on the board and create a scenario between a policeman and a victim. Then, in pairs, have them practice reporting a theft over the phone.
5. **HANDLE EMERGENCIES:** Using Survival English, Book 2, do activities together on theft, pages 188-189, and emergencies on pages 193-195.

LI: Learning Plan 1: Use the Telephone

6. **LISTEN TO A GUEST SPEAKER:** Invite a police officer or a representative from 911 to class to discuss when and where to call about emergencies and what to say.
7. **WATCH A FILM:** Show the film “Speak English For Yourself: Program 6: Police. Discuss.
8. **DECIDE WHAT TO DO IN AN EMERGENCY:** In A Conversation Book 1: English in Everyday Life, pages 112-115 offer whole class, partner, and small group activities on what to do in case of fire and reporting emergencies to the police.
9. **GENERATE VOCABULARY:** In Basic Oxford Picture Dictionary, pages 74 and 75 give excellent vocabulary words for emergencies and natural disasters. These words can be used for spelling. A good follow up would be to use the Oxford Picture Dictionary Intermediate Workbook, pages 102-103 that augment emergencies and natural disasters.
10. **GENERATE IDEAS:** Hang 4 large poster sheets at four corners of the room with markers close by. Each poster should say one of the following at the top: Natural Disaster, Emergencies Requiring 911, Other Emergencies – Who To Call, and How to Report a Theft. Tell the students that, in groups of 5-6, they will move around the room and list ideas together on the poster sheets. Give them ample time to discuss, generate ideas, and write them on the paper before signaling them to move to the next poster paper. They should all (as a group) have a chance to respond to the four poster sheets. Then read what they wrote out loud to the class.
11. **WRITE SENTENCES:** Using the poster “Firefighting and Rescue” from The New Oxford Picture Dictionary, go over the words (back of poster) and have the students write simple sentences that they create from looking at the poster. Share sentences.

Student Learning Plan 3: Use the Telephone for Emergencies

Objective:

In this lesson you will be shown where to find important phone numbers in the phone book for emergency help. You will learn how to call for help and what information is important for an emergency center to know. You will also learn how to call the police to report a theft.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

RESOURCES

- 1) LifeSchool 2000: Community Resources, Vol. 3, page 461, 462, 469
[Nevada State Library Literacy Resource Center: Literacy: HQ, 2037, L5, vol.3]
- 2) LifeSchool 2000: Consumer Economics, Vol. 1, “Telephone” chapter
[Nevada State Library Literacy Resource Center: Literacy: HQ, 3037, L5, vol.1]
- 3) Steck-Vaughn, English ASAP, Book 2, 1999, ISBN# 0-8172-7952-0, chapter 1
[Nevada State Library Literacy Resource Center: Literacy: PE1128, A2, E54, 1999, student 2]
- 4) Kerwin, Michael, Topics and Language Competencies, Book 2, Prentice Hall Regents, 1996, ISBN# 0-13-435876, pages 10, 12
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TEACHER LEARNING PLAN 2: SAFETY AT HOME, IN THE COMMUNITY, AND AT WORK

Overview

In this learning plan, students will learn to recognize hazardous situations at home and identify preventative measures, such as learning to identify safe and unsafe uses of ladders, power tools, and electrical appliances, recognizing fire hazards and identifying safe and unsafe reactions to small kitchen fires and big house fires. They will draw a fire escape plan for their home

Students will cover important community safety laws for bike, pedestrian, water, and car safety. Knowing the rules and the preventative measures that one can take before driving a car, swimming, or biking can save lives.

Safety on the job includes the prevention of accidents. Students will practice identifying common safety rules that apply to various jobs. They will also read and interpret warning and safety signs posted on walls throughout many job sites. Students will look at some common safety equipment and respond to situations where safety rules and/or safety equipment are not used correctly. In the event of an unsafe working condition posing a health or safety risk, students will role-play describing the situation to a co-worker or supervisor. As a part of this plan, they will practice filling out sample injury reports.

Objectives

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

- Create a fire drill escape plan for their home
- Recognize hazardous situations in the home & identify preventative measures
- Read and interpret warnings on chemical household products
- Recognize fire hazards
- Know how to use a fire extinguisher
- Know what to do in case of poison ingestion
- Identify common items in a first aid kit
- Differentiate between major and minor injuries
- Know what to do and what not to do in the event of an injury or accident
- Know the basic symptoms of persons experiencing shock, heart attack, and stroke
- Differentiate between first, second and third degree burns
- Identify basic safe and unsafe work practices
- Summarize common safety equipment for several jobs
- Respond to unsafe working conditions by reporting them
- Report accidents and injuries on the job
- Understand safety/warning signs found in the workplace

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Create a fire drill escape plan	Draw 3 fire escape plans for their home – choose the best one and state why
Identify hazardous situations at home & their preventative measures	List at least 5 hazardous situations at home & 1 preventative measure for each
Identify warnings on chemical household products	Choose 3 household products and list warnings
Recognize home fire hazards	List at least 3 fire hazards in their home and explain why they are hazards
Use a fire extinguisher	Write the steps for using a fire extinguisher
Know what to do in case of poison ingestion	Write the steps for what to do in case of poison ingestion
Identify common items in a first aid kit	Make a list of items found in a first aid kit and relate each item to an injury it might be used for
Differentiate between first, second, and third degree burns	List home remedies that are possible for first and second degree burns
Identify basic safe/unsafe work practices	List 3 safe work practices and 3 unsafe work practices
Know what to do and what not to do in an emergency	Role-play a medical emergency and provide the appropriate first aid
Identify common safety equipment	For three jobs, list safety equipment
Report unsafe working conditions	Role-play making a phone call or speaking directly to a manager or supervisor to report a potential hazard. The partner must listen, repeat, and write down the unsafe condition and then switch roles.

LI: Learning Plan 2: Safety at Home, in the Community, and at Work

OBJECTIVE	ASSESSMENT
Summarize common safety equipment/procedures for several jobs	With pictures of some common occupations, students must choose three and write a piece of common safety equipment one should wear and one safe practice
Understand safety/warning signs found in the workplace	Submit appropriate captions to pictures of 5 common signs; draw a picture to illustrate a worded safety sign

Teacher Lesson Plan 1: Avoid Hazardous Situations At Home

Lesson Objectives:

1. Students will draw three fire escape plans for their home – they will choose the best one and substantiate the reasons for their choice.
2. Students will list at least five potential home fire hazards.
3. Students will list the steps on how to use a fire extinguisher.

Linked CASAS Competencies:

(1.4.8) Recognize home theft and fire prevention measures

Lesson Activities:

1. **DRAW A HOME FIRE ESCAPE PLAN:** Have students talk about and, later, draw 3 alternate home fire escape plans. Make sure that they include the best way to escape, where the fire escape ladders are in the building, and agree on a place to meet with family members outside of the burning building.
2. **LISTEN TO A GUEST SPEAKER:** Have a firefighter come to class to talk about fire prevention in the home.

3. **USE A FIRE EXTINGUISHER:** Obtain a small home fire extinguisher. Demonstrate its use (preferably outside!). Provide information on various types of fire extinguishers available, where to purchase them, and how much they cost. Also bring in fire and smoke alarms. Discuss the advantages and disadvantages of electric versus battery-powered alarms, how much they cost, where to purchase them, etc. Then ask them to write the steps (in sequential order) on how to use a fire extinguisher. Check them to see if they understood the procedure.
4. **RECOGNIZE FIRE HAZARDS AND HOW TO USE A FIRE EXTINGUISHER:** Do the activities on pages 378-381 and 368-369 that cover fire hazards, extinguishers, and gas in LifeSchool 2000: Health.
5. **RECOGNIZE HOME SAFETY FOR YOU AND YOUR CHILDREN:** Do the activities on pages 353-359 that cover home safety and children in LifeSchool 2000: Health.
6. **LIST FIREFIGHTER VOCABULARY WORDS:** Show students the Basic Oxford Picture Dictionary Chart (Package B): “Firefighting and Rescue.” There are vocabulary words on the back that you can use for spelling words. Go over the vocabulary together and be sure that the students understand the meanings of the words. Have them, in small groups, write a few sentences that use the words. Share with the class.

7. **RECOGNIZE POTENTIAL HOME FIRE HAZARDS:** Generate a class discussion about possible home hazardous fire situations. Ask if anyone experienced a home fire. What happened? How could it have been prevented? Put 4 poster papers in each corner of the room with a separate heading for each: “Oil Heating On The Stove,” “Old Toaster With Exposed Wire,” “Cigarette Burning At The Edge Of An Ashtray,” “Greasy Rag In The Waste Can.” Have them go around the room in groups – they have to talk about and write a potential hazard and prevention for each poster. Share all answers with the class (Give ample time for students to talk to each other and write group sentences on the poster papers).

8. **LIST FIVE POTENTIAL HOME FIRE HAZARDS:** As a homework assignment, tell the students to look for at least five potential fire hazards at home. They are to write a list and bring them back to the classroom to share the following day.

Student Learning Plan 1: Avoid Hazardous Situations at Home

Objective:

Having a fire escape plan in your home can save you and your family's lives. We will talk about how to plan a fire escape route and you will draw one for you and your family to keep in case it is ever necessary to use. You will also learn about possible fire hazards in your home, and how to use a fire extinguisher.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 2: Recognize Chemical and Poisonous Hazards in the Home

Lesson Objectives:

1. Students will read and interpret warnings on chemical household products
2. Students will state prevention measures to use when working with chemical household products
3. Students will state what to do in case of ingestion of chemical products
4. Students will explain what to do in case of poison ingestion

Linked CASAS Competencies:

1. (1.7.3) Interpret operating instructions, directions, or labels for consumer products
2. (2.1.2) Identify emergency numbers and place emergency calls
3. (2.5.1) Locate and utilize services of agencies that provide emergency help
4. (2.5.2) Locate medical and health facilities in the community
5. (3.4.1) Interpret product label directions and safety warnings
6. (3.4.2) Identify safety measures that can prevent accidents and injuries
7. (3.4.3) Interpret procedures for simple first aid

Lesson Activities:

1. **CREATE SAFETY RULES:** LifeSchool 2000: Health offers several good activities on the following: pages 364-367 (general), pages 362-363 (electrical), pages 370-375 (warnings on chemical household products), pages 353-359 (home safety for you and your children), and pages 368-369 (gas).
2. **LIST SAFETY RULES FOR HOME, BIKE, PEDESTRIAN, AND WATER SAFETY:** Obtain some home safety brochures and tips from local civics, business or health organizations. Try to also find brochures on car safety, bike and pedestrian safety, and water safety. Go over them together to be sure that they understand the contents of every brochure. They can take them home at the end of class if you brought enough for the class.
3. **LISTEN TO A GUEST SPEAKER:** Invite someone from a poison control center to speak to the class about common poisoning accidents, ways to prevent such accidents, and what to do in the event that they occur.
4. **LIST WHAT TO DO IN CASE OF POISON INGESTION:** Initiate a class discussion about common household products that can be fatal if swallowed or inhaled (Bring up the topic of mixing products which can result in harmful inhalation). What preventative measures can we take to avoid such accidents (especially with children in the house)? Bring a first aid kit to the class. Show them the Epicaf – to be given to swallow in case of poison ingestion – followed by a call to 911.

5. **LIST FIVE HOME PRODUCTS, THEIR WARNINGS, AND WHAT TO DO IN CASE OF AN ACCIDENT:** Bring to class several bottles of various household cleaning products. Give each student a product to look at. Have them, in small groups, read the labels (name, directions for use, warnings) in their group and discuss, taking notes on each product. One person from each group will share the information of their group's products with the rest of the class. Finally, have every student list five products, the warnings when using those products, and what to do in case of an accident.

6. **TALK ABOUT POISONS:** In A Conversation Book 2: English in Everyday Life, there are activities and ample related vocabulary words that focus on poisons on pages 11-101. You might use the words for spelling and dialogues.

Student Learning Plan 2: Recognize Chemical and Poisonous Hazards in the Home

Objective:

When you use cleaning products at home, it is very important to read all of the labels, especially the warning labels. If you mix different products, it may be harmful to you and others in your home. We will learn how to read and understand labels. If there is an accident, we need to know who to call and what to do. We will learn how to prevent fatal accidents while waiting for help to arrive.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 3: How to React to an Accident and Recognize Symptoms Needing Help

Lesson Objectives:

1. Students will be able to differentiate between correct and incorrect reactions to various accidents
2. Students will recognize symptoms of shock, heart attacks, and choking

Linked CASAS Competencies:

1. (3.4) Understand basic health and safety procedures
2. (3.4.3) Interpret procedures for simple first aid

Lesson Activities:

1. **APPLY FIRST AID IN AN EMERGENCY:** Discuss when to apply first aid in an emergency. Use picture cards depicting emergencies such as choking, burns, poison, heart problems, etc. and write words under each picture.
2. **EXPRESS DO'S AND DON'TS IN AN EMERGENCY:** Elicit responses from class of do's and don'ts and write their responses on the board. See [LifeSchool 2000](#), pages 496-500 for related handouts, and pages 158-159 in [Conversation Book 1](#).
3. **RECORD EMERGENCY TELEPHONE NUMBERS:** Review and record emergency call numbers that they retrieve (in small groups) from the phone book.

4. **LIST WAYS TO PREVENT HOUSEHOLD POISONINGS:** Students bring in bottles of common household products that have caution or warning labels that warn can lead to poisoning. Read and share the labels. Pairs or small groups present the product to class and what to do in case of ingestion. List ways of preventing household poisonings. See Conversation Book 2, pages 100-101.
5. **ROLE-PLAY PHONING THE POISON CONTROL CENTER:** Role-play calls to the Poison Control Center.
6. **LIST WHAT TO DO IN CASE OF PARTICULAR ACCIDENTS:** Refer to the entire first aid section of LifeSchool 2000: Health for many detailed lessons involving choking, burns, heart emergencies, shock, etc.
7. **DEMONSTRATE THE HEIMLICH PROCEDURE:** Demonstrate basic procedures for the Heimlich maneuver and when to use it.
8. **FIND INFORMATION ON LOCAL FIRST AID CLASSES:** Obtain a list of first aid classes in your area along with cost, location and times. Obtain pamphlets that illustrate and describe what to do in case of particular emergencies.
9. **LISTEN TO A GUEST SPEAKER:** Have a guest speaker come in and present from the local Red Cross Chapter about basic first aid procedures.
10. **ANSWER QUESTIONS ABOUT WHAT TO DO IN AN EMERGENCY:** Have students practice asking and answering questions about what to do in an emergency.
11. **WRITE CAPTIONS FOR A PICTURE:** Have students create captions or a short story for a picture depicting an emergency and present to the class. See Picture Stories p. 6 for an example.
12. **ROLE-PLAY EMERGENCY SITUATIONS:** Partners role-play an emergency situation and have the class respond with verbal and/or written responses. Discuss each situation and the best solutions.

Student Learning Plan 3: How to React to an Accident and Recognize Symptoms Needing Help

Objective:

In this lesson you will become familiar with when and how to use first aid. After calling 911, you will learn about what to do and what not to do while you wait for 911 to arrive. You will also learn about the different types of emergencies such as poisoning, heart attacks, and choking. You will also practice doing some basic first aid procedures.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 4: First Aid Procedures for Treating Minor Injuries

Lesson Objectives:

1. Students will be able to identify common items in a first aid kit.
2. Students will use common first aid items in role-play situations.
3. Students will distinguish between minor injuries and those requiring medical treatment.

Linked CASAS Competencies:

1. (3.4) Understand basic health and safety procedures
2. (3.4.3) Interpret procedures for simple first aid

Lesson Activities:

1. **SHOW PICTURES OF MINOR INJURIES:** Show pictures and discuss different kinds of minor injuries and possible treatments. Write responses on board.
2. **MAKE A LIST OF COMPARISONS:** Make a list of comparisons of treatments from students' home countries and our traditions.

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3. **MAKE A CHECKLIST:** Students make a checklist of minor injuries that they or someone they know have had. Ask questions to the group using present perfect tense (i.e. Have you ever burned yourself? Have you sprained your ankle? Etc.). Make a class list.
4. **BRAINSTORM USES OF A FIRST AID KIT:** Bring in a standard first aid kit – rotate items among small groups and brainstorm possible uses for each item and share with the class.
5. **COMPARE PRICES:** Students compare prices and differences between different first aid kits in a local drug store. Bring in results and compare with a partner.
6. **MAKE A FIRST AID KIT CHECKLIST:** Make a first aid kit checklist of items they may have in their homes. See Oxford Picture Dictionary, Beginning Workbook, pages 82-83 for sample checklists.
7. **DIFFERENTIATE DIFFERENT KINDS OF BURNS:** Discuss first, second, and third degree burns (refer to LifeSchool 2000: Health, pages 15-16). Look at pictures to differentiate what each burn may look like.
8. **MAKE A LIST OF HOME REMEDIES:** Make a list of home remedies for first and second degree burns.

Student Learning Plan 4: First Aid Procedures for Treating Minor Injuries

Objective:

It is important to have a first aid kit at home as well as one in the car. How do you use them? In this lesson we will identify the contents of a first aid kit and learn what each item is for. You will also learn how to recognize the difference between a minor injury and those that may require immediate attention.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 5: Interpret Safety Signs and Safety Rules Found in the Workplace

Lesson Objectives:

1. Students will be able to identify and interpret common safety signs found in the workplace.
2. Students will be able to read and understand common work safety rules.

Linked CASAS Competencies:

1. (1.3.1) Interpret safety signs found in the workplace
2. (1.3.2) Interpret work safety manuals and related information

Lesson Activities:

1. **COMPARE SAFETY SIGNS:** Using flashcards or a picture dictionary, generate a discussion of safety sign words and phrases. Discuss the meanings of the signs. Compare safety signs in the U.S. with those in their native countries.
2. **LIST SAFETY SIGN WORDS:** List safety sign words, phrases, and pictures found in the workplace.
3. **DRAW WARNING SIGNS:** Draw some warning signs and corresponding sentences on the board (or overhead); ask for volunteers to match the signs with the correct sentences.

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4. **REPORT RULES FOUND AROUND THE SCHOOL:** Pairs/small groups walk around the school and note any signs that tell rules and regulations; report findings to the class.
5. **REPORT RULES FOUND AROUND THE COMMUNITY:** Visit one or two work sites in the community and look for signs that tell rules or regulations; report findings to the class.
6. **READ AND TALK ABOUT VARIOUS WARNING MESSAGES:** Pairs read various warning messages and decide how they might express each warning to a coworker; write these sentences down and share with their partners.
7. **DO ACTIVITIES:** See LifeSchool 2000: Occupational Knowledge for more activities with signs.
8. **LIST OCCUPATIONS:** List several occupations and write the safety signs that might be found at each site (e.g. food worker, construction worker, office worker).
9. **BRING HANDBOOKS TO CLASS:** Have students bring in sample handbooks and/or other rules they know and make a list to share with the class. Whole class discussion may include what learners think of these rules, what kinds of things may happen if they don't follow these rules, and if they have similar rules in their native countries.
10. **GENERATE SAFETY RULES:** Small groups or pairs think of other work-related rules they know and make a list to share with the class. Whole class discussion may include what learners think of these rules, what kinds of things may happen if they don't follow these rules, and if they have similar rules in their native countries.

11. **FIND SAFETY SIGNS AT WORK:** Teacher makes a list of common safety items and signs found at the workplace or school. Students write down the place where they find them (see pages 89-90 in Topics and Language Competencies Book 2 for a good reference) and then compare. For example, find a fire extinguisher, a fire escape, a No Smoking Area sign, an Emergency Exit sign, etc.

Student Learning Plan 5: Interpret Safety Signs and Safety Rules Found in the Workplace

Objective:

In this lesson you will become familiar with common safety and warning signs in school and at the workplace. Reading and understanding these signs are an important part of being safe, either at school or at work. You will also read and talk about common safety rules that are found in most employee handbooks.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 6: Identify Safe/Unsafe Work Procedures and Safety Equipment and Report Unsafe Working Conditions

Lesson Objectives:

1. Students will differentiate between safe and unsafe work procedures
2. Students will identify common safety equipment for at least three occupations
3. Students will report unsafe working conditions to a co-worker or supervisor

Linked CASAS Competencies:

1. (1.3.1) Identify safe work procedures and common safety equipment, including wearing safe work attire
2. (1.3.2) Report unsafe working conditions and work-related accidents, injuries, and damages

Lesson Activities:

1. **BRAINSTORM UNSAFE ACTIONS:** Brainstorm some safe and unsafe actions at the workplace and discuss the reasons why (e.g. sleeping on the job, running from place to place, smoking while working)
2. **MAKE A LIST:** Bring in pictures of protective clothing associated with common jobs (see LifeSchool 2000: Occupational Knowledge: Safety on the Job Module for hand-outs). Write a list of words on the board and match the correct picture with each word.
3. **DISCUSS OSHA:** Discuss OSHA and the importance of a safe work environment. For a great deal of information that is easily accessible and printable, go to OSHA's homepage at <http://www.osha.gov/>. They also have job safety information in Spanish.
4. **SHARE UNSAFE EXPERIENCES AT WORK:** Small groups discuss any unsafe or unhealthful conditions they have experienced in a job and share a few with the class as a whole.
5. **MAKE A LIST:** Make a list of potential health risks if a worker does not follow the work safety rules as outlined in his/her employee manual (e.g. not lifting correctly, not putting tools away, not wearing appropriate eyewear, etc.).
6. **DISCUSS SAFETY VIOLATIONS:** Discuss safety violations and what to do in a situation that requires immediate attention from a supervisor. With a sample employee manual, identify the correct procedures in the event of an accident.
7. **COMPARE SAFETY RULES AT JOBS:** Compare/contrast safety rules at different jobs. List reasons why rules are required for some jobs.

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8. **ROLE-PLAY AN UNSAFE WORKING CONDITION:** Pairs or small groups role-play (choose from a teacher-generated list) an unsafe working condition, and reporting it to a manager or supervisor.

9. **DIFFERENTIATE BETWEEN SAFE/UNSAFE JOBS:** On the board, write two headings: Safe Jobs and Unsafe Jobs, and ask for volunteers to name one and write it under the appropriate heading. Ask questions such as, “What makes these jobs dangerous/safe? What can workers do to make dangerous jobs safer?”

10. **LISTEN TO A GUEST SPEAKER:** Arrange for a guest speaker who is involved with one of the occupations that have been discussed. Ask the speaker to discuss different kinds of workplace rules and answer questions students might have.

Student Learning Plan 6: Identify Safe/Unsafe Work Procedures and Safety Equipment and Report Unsafe Working Conditions

Objective:

In this lesson you will read and talk about what makes a safe working environment. In addition to the rules and regulations of OSHA, you will discuss ways that you can avoid accidents and be as safe as possible while working. You will also practice what to do in case of an accident or unsafe working condition.

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

One of the principal goals of the ESL program is to teach students the skills necessary to obtain appropriate employment in this country, thereby enhancing their abilities to achieve their basic goal of becoming productive members of our society. This segment of the curriculum focuses on the successful completion of a job application and a professional résumé. The students will learn how to interpret and utilize classified job advertisements and how to appropriately use an employment agency to locate available jobs in the community.

Objectives

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

- Interpret job advertisements.
- Use an employment agency.
- Complete a job application.
- Prepare a résumé.

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Interpret job advertisements.	Students will utilize the newspaper classified advertisements to locate a job.
Use an employment agency.	Students will demonstrate an understanding of public and private employment agencies.
Complete a job application.	Students will complete a standard job application with 100% accuracy.
Prepare a résumé.	Students will prepare a résumé that includes all relevant and appropriate information, with 100% accuracy.

Teacher Lesson Plan 1: Interpret Job Advertisements

Lesson Objectives:

1. The students will be able to understand common abbreviations found in newspaper classified advertisements (such as O/T, F/T, P/T, Exp. Pref., etc.)
2. The students will be able to understand common vocabulary found in newspaper classified advertisements (such as qualifications, references, potential benefits, wages, commission.)
3. The students will be able to respond appropriately to the job advertisements.

Linked CASAS Competencies:

1. (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.
2. (4.1.7) Identify appropriate behavior and attitudes for getting a job.
3. (4.1.8) Identify common occupations and the skills and education required for them.
4. (4.1.9) Identify procedures for career planning, including self-assessment.

Lesson Activities:

1. **READ AND INTERPRET JOB ADVERTISEMENTS:** Bring in the classified sections from the newspapers. Have the students list the abbreviations they find, followed by offering their idea of what the abbreviation stands for. List common abbreviations on the board and the correct meaning of each.
2. **TAKE A QUIZ:** Quiz the students on the common abbreviations previously discussed in class.
3. **STUDY AND PREPARE:** Study and prepare the lessons on pages 2 – 11, “Reading the Help-Wanted Ads” in English for the World of Work.
4. **WATCH A VIDEO:** View “Take This Job and Love It!,” Cambridge Educational Videos, Charleston, West Virginia.
5. **BRAINSTORM:** In small groups, brainstorm ways to find employment. These may include: friends, relatives, library, bulletin boards, classified advertisements, job placement offices, employment agencies, and networking.
6. **READ AND PREPARE:** Read and prepare the exercises on pages 39 – 43 in Finding and Holding a Job.
7. **STUDY:** Study the lessons on pages 33 – 36 in Career Planning and Development.
8. **READ:** Read and prepare the lessons on pages 19 – 24 in Job Readiness: Necessary Skills for the Workforce.

Student Learning Plan 1: Interpret Job Advertisements

Objective:

In this lesson you will learn common abbreviations found in the newspaper classified advertisements. You will be able to understand common vocabulary found in these job advertisements and therefore be able to respond appropriately to advertisements in order to find appropriate employment.

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 an Employment Agency

Lesson Objectives:

1. The students will be able to effectively utilize a public or private employment agency.
2. The students will be able to understand the difference between a public and a private employment agency.

Linked CASAS Competencies:

1. (2.5.2) Identify how and when to obtain social and governmental services.
2. (4.1.1) Interpret governmental forms related to seeking work, such as applications for Social Security.

Lesson Activities:

1. **READ AND PREPARE:** Read and prepare the lessons, “Where Do I Get Help Finding a Job?” on pages 12 – 15 in English for the World of Work.
2. **STUDY:** Study pages 44 – 48 in Finding and Holding a Job.
3. **READ:** Read pages 36 – 38 in Career Planning and Development.
4. **LISTEN TO A GUEST SPEAKER:** Have someone from a local employment agency speak to the class about how to successfully use an employment agency.

LI: Learning Plan 3: Get and Keep a Job

5. **DISCUSS:** Discuss the differences between a public and a private employment agency.

6. **READ AND PREPARE:** Read and prepare Chapter 2, pages 15 – 17, on “Finding a Job,” in Necessary Skills for the Workforce.

Student Learning Plan 2: Use an Employment Agency

Objective:

In this lesson you will learn about the two kinds of employment agencies, public and private, that can assist you in finding appropriate employment.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 3: Complete a Job Application

Lesson Objectives:

The students will be able to successfully complete a standard job application.

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.
3. (4.1.6) Interpret general work-related vocabulary.
4. (4.1.7) Identify appropriate behavior and attitudes for getting a job.

Lesson Activities:

1. **READ AND PREPARE:** Read and prepare the lessons on pages 79 – 98 in Finding and Holding a Job.
2. **COMPLETE A PERSONAL FACT SHEET:** After reviewing the various parts, accurately and neatly complete a personal fact sheet.
3. **STUDY:** Read and study Unit 7, “Applying for the Job You Want,” Pages 93 – 97 in Career Planning and Development.

LI: Learning Plan 3: Get and Keep a Job

4. **LIST RULES:** In small groups, discuss and then list important rules for correctly completing a job application. These rules should include: follow instructions carefully, be complete, be honest, fill in all blanks, use N/A when appropriate, be neat, print everything except your signature, don't list salary requirements, do apply for a specific job.
5. **READ AND PREPARE:** Read and prepare the lessons on pages 101 – 112 in Career Planning and Development. This unit contains sample job application forms which may be used for practice.
6. **STUDY:** Study Chapter 3, “Applying for a Job,” pages 34 – 37, in Necessary Skills for the Workforce.
7. **MAKE A LIST:** After discussing who can be used as a reference, students should make a list of at least three references that they can use on their job applications. They should include names, complete addresses, telephone numbers, and length of time known. Following this, they should ask for permission to use these individuals as their references.
8. **COMPLETE EXERCISES:** Complete the exercises in Chapter 4, “Filling Out an Application,” on pages 62-79 in English for the World of Work.
9. **USE FLASH CARDS:** Use “One Hundred and Fifty Job Application Words” to learn vocabulary associated with completing job applications. This useful box of materials contains 150 large flash cards, worksheets, and tests. Each flash card contains the vocabulary word, its abbreviation, an example of how to use it on a job application, the definition, and either demonstrates a correct response to that word on a job application or explains its use in context.

LI: Learning Plan 3: Get and Keep a Job

10. **DISCUSS:** In small groups, discuss why the ability to fill out job applications is an important part of getting a job. Also discuss the importance of being honest on the application.

Student Learning Plan 3: Complete a Job Application

Objective:

In this lesson you will learn how to accurately complete a standard job application.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 4: Prepare a Résumé

Lesson Objectives:

The students will be able to accurately create a professional résumé.

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. (4.1.9) Identify procedures for career planning, including self-assessment.

Lesson Activities:

1. **READ AND PREPARE:** Read and prepare the lessons on pages 59 – 78 in Finding and Holding a Job.
2. **STUDY THE LESSONS:** Study the lessons on pages 97 – 101 in Career Planning and Development.
3. **DISCUSS:** Discuss the various parts of a résumé and the purpose of each: Personal Data, Objective, Work Experience, Educational Background, Special Skills and Abilities.
4. **PREPARE EXERCISES:** Read and prepare the exercises in Chapter 3, “Applying for a Job,” on pages 30 – 33 in Necessary Skills for the Workforce.
5. **READ AND PREPARE:** Read and prepare the lessons in Chapter 3, “Including a Résumé,” pages 42-61 in English for the World of Work.

Student Learning Plan 4: Prepare a Résumé

Objective:

In this lesson you will learn how to create a professional résumé.

New vocabulary and notes:

In this lesson my teacher showed me:

1.

2.

3.

Evaluating my understanding:

1.

2.

3.

RESOURCES

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[Nevada State Library Literacy Resource Center: Literacy: HF5382.7, M38, 1992]
- 5) Cambridge Educational, Take This Job and Love It!, (a video), Cambridge Educational, Charleston, West Virginia, 1993.
- 6) Lobb, Nancy, One Hundred and Fifty Job Application Words, J. Weston Walch, Publisher, 1991, ISBN 0-8251-1918-9.
[Nevada State Library Literacy Resource Center: Literacy: PE1449, L62, 1991]
- 7) Charleston, WV: Take This Job and Love It: The Keys To Surviving Your New Job, Cambridge Educational, 1993
[Nevada State Library Literacy Resource Center: Literacy: HF5389, T3, 1993, video]

TEACHER LEARNING PLAN 4: INTERPRET JOB-RELATED INFORMATION

Overview

Reading and understanding job-related information is an essential part of every type of work. This learning plan will focus on several aspects of this broad subject area including: union agreements, workman's compensation, timekeeping forms, and employee handbooks. Interpreting this type of information promotes a healthy relationship between employers and employees and well as familiarizes students with rules and regulations present in the workplace. Students will have opportunities to discuss, read, and write about the advantages and disadvantages of unions, as well as compare experiences. Reading and interpreting the main components of an employee handbook is important in understanding one's responsibilities as well as the responsibilities of the employer. Students will read excerpts of employee handbooks as well as bring in their own for hands-on learning.

Objectives

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

- Ask for, give, and follow directions using prepositions of place and direction
- Interpret a building directory
- Locate job-related classes in a class schedule or course catalog
- Fill out a time card
- Become familiar with an employee handbook
- Describe the main tenets of workman's compensation
- Define what labor union is and does
- Describe some advantages and disadvantages of belonging to a union

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Ask for directions or for information	Role-play a situation between Information and a customer. A minimum of three prepositions of place and direction must be used.
Interpret a building directory	Turn in a completed directory labeled with correct floors and other places.
Locate job-related information in a catalog	Submit a list of three classes that are related to your field.
Fill out a time card	Submit a completed time card with correct headings, hours, days, abbreviations, and total, with signature.
Understand workman's compensation	Submit a list of 3 benefits workman's comp provides.
Become familiar with an employee handbook	Given a list of 5 items to locate, list 5 page numbers where they may be found.
Define a labor union	Give a brief oral summary including 3 union-related vocabulary words
Describe some advantages and disadvantages of a union	Submit a chart of 3 advantages and 3 disadvantages of participating in a union.

Teacher Lesson Plan 1: Read and Understand Job-Related Information

Lesson Objectives:

1. Students will be able to define what a labor union is.
2. List advantages and disadvantages of joining a union.
3. Become familiar with common union-related vocabulary such as ‘strike, boycott, union shop’ etc.

Linked CASAS Competencies:

(4.2.3) Interpret employment contract and union agreements

Lesson Activities:

1. **DEFINE UNIONS:** Group discussion: ask for definitions of unions. Write on board any definitions. Give a short history of American Labor Unions (see [LifeSchool 2000](#), Occupational Knowledge for a complete module on unions). Copy and distribute Handout 1, [LifeSchool 2000](#), Labor Unions for a good definition.
2. **DEFINE PROS AND CONS OF PARTICIPATING IN A UNION:** If anyone in the class has been, or is in a Union, ask for opinions on the pros and cons of participating in a union. Have small groups make a list and share with the class.
3. **LISTEN TO A GUEST SPEAKER:** Invite a union representative to give a short talk on his/her responsibilities with particular union.

LI: Learning Plan 4: Interpret Job-Related Information

4. **DEFINE COMMON UNION VOCABULARY TERMS:** Discuss common union activities such as collective bargaining, strikes, and boycotts in the event of a dispute with an employer; include other vocabulary such as “scabs”, open and closed shop. Provide students with a vocabulary sheet with attached meanings. After some discussion, see if groups can come up with definitions without looking at the meanings.
5. **WATCH A FILM:** Show a film or video relating to labor unions.
6. **INTERPRET CESAR CHAVEZ’ ROLE IN CREATING UNIONS:** Discuss the importance of Cesar Chavez’ role in creating the United Farm Workers Union. Share some literature and/or a short film documentary that illustrates his lifetime commitment to creating a union that listened to the needs of an underrepresented workforce as well as calling attention to the plight of farm workers around the country. Practice present and past tense.
7. **ASK/ANSWER ‘WH’ UNION QUESTIONS:** Pairs practice asking and answering questions using ‘who, when, where, what’ regarding unions.
8. **ARTICULATE OPIONS OF UNIONS:** Pairs can discuss and then present their opinions of unions and whether or not they would join one to the class.
9. **COMPLETE A CROSS-CULTURAL ANALYSIS:** Do a cross-cultural analysis in the class, find out if unions or similar organizations are common in students’ home countries.

Student Learning Plan 1: Read and Understand Job-Related Information

Objective:

In this lesson you will become familiar with labor unions. You will discuss the pros and the cons of joining a union. Also, you will practice reading and writing common words that are associated with unions. After this lesson you can decide whether joining a union is something worthwhile to invest in.

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 Understand Workman's Compensation

Lesson Objectives:

1. Students will be able to identify the differences between workman's comp, state disability and unemployment insurance.
2. Know under what circumstances to file for workman's comp.
3. Describe the benefits provided by workman's comp.

Linked CASAS Competencies:

(4.2.1) Interpret wages, wage deductions, benefits, and timekeeping forms

Lesson Activities:

1. **SHARE EXPERIENCES WITH WORKMAN'S COMPENSATION:** Group discussion: ask volunteers to share any experience with workman's comp. Write a list of any benefits or experiences that will facilitate understanding for the lesson.
2. **DEFINE WORKMAN'S COMPENSATION:** Duplicate handouts 11-14 from LifeSchool 2000 Occupational Knowledge, Worker's Benefits Module for clear definitions and vocabulary in context to aid in discussions.
3. **LIST USES OF WORKMAN'S COMPENSATION:** List situations where workman's comp would be used. Role-play a situation where one must tell his/her supervisor of an accident or sickness.

LI: Learning Plan 4: Interpret Job-Related Information

4. **LOCATE DEDUCTIONS ON A PAYCHECK:** With sample pay stubs, or with ones students bring in, locate the deduction for workman's comp deductions.
5. **LOCATE WORKMAN'S COMPENSATION INFORMATION:** Have students find where information about workman's comp is posted at work and share with the class. If possible, find one posted at the school.
6. **GENERATE A LIST OF QUESTIONS:** On the board write the name of the Nevada state department that handles industrial accidents and illnesses. Small groups generate a list of questions about Worker's comp to be shared and discussed with the whole class. Teacher can consolidate questions so that students can write answers next to them or on the back.
7. **MAKE A SET OF WORD FLASH CARDS:** Students make a set of word flash cards for the kinds of benefits provided by workman's comp (look LifeSchool handouts 12 and 13). Make another set of cards with the definitions; match the words with the definitions.
8. **MAKE A CHART:** On an overhead write a chart for workman's comp, state disability, and unemployment insurance. Have small groups fill in the chart on a poster and list benefits and what they think is covered for each. Compare lists and correct/add benefits as needed. Discuss differences.
9. **LOCATE INFORMATION IN A HANDBOOK:** Locate Worker's comp description in sample employee handbooks. Have small groups give the page number and brief description.

Student Learning Plan 2: Read and Understand Workman's Compensation

Objective:

In this lesson you will read and learn about workman's compensation. You will be able to describe the differences between workman's comp and other types of insurance. You will be practice reading and discussing the benefits of workman's comp as well as what is not covered. Also, you will have time to practice speaking in situations where notifying a supervisor is necessary in order to file a claim.

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 Understand Time-Keeping Forms and Employee Handbooks.

Lesson Objectives:

1. Fill out a sample timecard with the correct heading.
2. Become familiar with information from an employee handbook.

Linked CASAS Competencies:

1. (4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms
2. (4.2.4) Interpret employee handbooks, personnel policies, and job manuals

Lesson Activities:

1. **INTERPRET A TIMECARD:** Ask learners if they use timecards at work. If so, have a volunteer draw a sample time card on the board and explain how to use it. If not, distribute sample time cards or refer to p. 18 LifePrints 2. Ask why companies use time cards and write suggestions on board.
2. **DRAW A SAMPLE TIMECARD:** Draw a sample time card or use an overhead; under the title 'Weekly Time Card' write the headings that might be found such as 'Employee's name, Job Title, Dept., Social Security Number, Pay Period Ending, Total Hours for Week, Signature' etc. (See LifePrints 2, Teachers Ed. p. 45)

LI: Learning Plan 4: Interpret Job-Related Information

3. **WRITE ABBREVIATIONS FOR THE DAYS AND MONTHS:** Review abbreviations for days of the week and months. Point out the differences between writing dates in the U.S. (month, day, year, and other countries- day, month, year). Write in abbreviations next to a list of months and days.
4. **PUNCH IN A TIMECLOCK:** Simulate the sequence of “punching in” using a time clock; use sequence words ‘first, next, then, finally’. Have students draw pictures, or give them pictures of the sequence, and write in the correct steps. For ex. First I write my name, job title, and social security number, then I put the card in the machine at the correct time, next... finally...
5. **FILL OUT A TIME CARD:** Have students fill out a sample time card and add the total hours for the week and sign it; trade with a partner and make sure all of the information is correct.
6. **COMPARE INFORMATION IN AN EMPLOYEE HANDBOOK:** Ask students what the rules are at their jobs regarding work shifts and punching in. If some can bring in employee handbooks, locate the section on Work Shifts, or Definition of Workweek and compare, or provide samples of this section from a sample employee handbook.
7. **USE CONTENTS OF A HANDBOOK:** Small groups look at the Table of Contents in a sample employee handbook, give each group some different items to find. Ask questions, “Where can I find information about sick leave? What page is Daily Time Sheets on? How much overtime am I allowed to have? What page is the Safety section on?”
8. **COMPLETE TRUE/FALSE QUESTIONS:** Put up an overhead of statements from one section of a sample handbook that must be marked True or False, and have pairs or small groups work together; for example Section 1-Definition of Workweek and Pay Period: The workweek consists of 5 days, 8 hours per day ___T ___F. Share answers and address any questions.

Student Learning Plan 3: Read and Understand Time-Keeping Forms and Employee Handbooks

Objective:

In this lesson, you will practice punching in with a timecard. You will practice writing in correct times, dates, and abbreviations on a sample timecard. You will also practice reading and finding information in an employee handbook. The handbook has a lot of important information and can answer many questions. You will have time to look through a handbook and find specific items.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

Teacher Lesson Plan 4: Read and Understand Adult Education and Community College Catalogues.

Lesson Objectives:

Locate job-related information and classes in a schedule of classes and a course catalog.

Linked CASAS Competencies:

(4.1.4) Identify and use information about training opportunities

Lesson Activities:

1. **SEARCH FOR JOB TRAINING OPPORTUNITIES:** See LifeSchool 2000, Occupational Knowledge, Job Search Module, for a list of activities including job-training opportunities through different agencies including trade schools, community colleges, union programs, and government programs.
2. **NETWORK:** Build a semantic web with adult education; ask learners how taking classes through Adult Education or Community College could benefit their careers.
3. **INQUIRE ABOUT COURSES:** Ask what kinds of courses would be beneficial to certain jobs.
4. **FIND DESCRIPTIONS OF COURSES IN A COLLEGE CATELOGUE:** Pass out samples of community college course catalogs, or make copies of relevant pages; have small groups/pairs find descriptions of business classes, computer classes, etc

LI: Learning Plan 4: Interpret Job-Related Information

5. **LOOK FOR DEGREE PROGRAMS:** Students may look for degree programs in the course catalog and discuss requirements.
6. **FIND WORKSHOPS/COURSES:** Pass out class schedules and have students circle workshops/courses that may be relevant to their fields. Make a chart of interesting and relevant professional development courses and share with class
7. **LOOK FOR COURSE OFFERINGS:** See LifePrints 94-97 for activities on introducing course offerings in adult education.
8. **DEFINE COURSE DESCRIPTION VOCABULARY:** Go over course descriptions and underline key words. Discuss important vocabulary and remind students that understanding every word in the course description is not necessary at first but to get the basic meaning.
9. **INTERPRET CLASS PREREQUISITES:** Find some classes that have prerequisites, for example what does a student need to know and do before enrolling in an ESL class at TMCC.
10. **MAKE A SCHEDULE OF CLASSES:** Make a sample schedule of classes that are related to each learner's career or future plans.

Student Learning Plan 4: Read and Understand Adult Education and Community College Catalogues

Objective:

You will practice reading a college schedule of classes. Many people choose to take classes through Adult Basic Education or through the Community College to get more job training. You will find classes that look interesting and helpful for your career and make a sample schedule.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

RESOURCES

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- 2) Janet Podnecky, Grognet, Allene, and Crandall, Joann, LifePrints-ESL for Adults, 2, New Reader's Press, 1993, ISBN # 0-88336-045-4 Teacher's Edition, ISBN # 0-88336-035-7 Student Edition
[Nevada State Literacy Resource Center: Literacy: PE1128 A2 L45 1993 Vol. 2]
- 3) LifeSchool 2000 Occupational Knowledge, 1994, Globe Fearon, 1994, Modules used: Job Search, Workers Benefits, Reading and Math on the Job, Labor Unions ISBN #0-8224-8002-6
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[Nevada State Literacy Resource Center: Literacy: PE1629, P3, Z3, c.4]

TEACHER LEARNING PLAN 5: INTERPRETING SIGNS AND MAPS

Overview

In this learning plan students are exposed to many different types of signs that are necessary to know and understand. These are grouped into four categories: transportation and highway signs, caution and warning signs, signs at work, and signs for leisure activities.

Students will learn the essential vocabulary used in signs as well as the meaning of various symbols. They will be encouraged to relate what they know to personal experience and create their own workplace-specific safety vocabulary lists.

Objectives

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

- Interpret and explain the meaning of different transportation and highway signs
- Interpret and explain the meaning of different caution and warning signs
- Interpret and explain the meaning of different signs found at work
- Interpret and explain the meaning of different signs for leisure activities
- Find places in a building using a building directory

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Interpret transportation and highway signs	Students will read and explain various signs shown by the teacher
Interpret caution and warning signs	Students will bring to class various examples of warning and caution signs and be able to explain what they mean
Interpret signs at work	Students will list various signs that they see at work and explain their meaning
Interpret signs for leisure activities	Students will explain the meaning of signs found at parks, stores, restaurants, movies, motels, and parking lots
Find places in a building	Students will be able to answer six questions (using a building directory) with 100% accuracy

Teacher Lesson Plan 1: Interpret Various Signs in the Community and at Work

Lesson Objectives:

1. Students will explain the meaning of various highway signs.
2. Students will explain the meaning of signs found at airports, train and bus stations, and taxi stands.
3. Students will recognize and be able to explain various caution and warning signs found on the street, on doors in buildings, and on common household cleaning products.
4. Students will bring to class a list of signs found at work and be able to explain what they mean.
5. Students will recognize and be able to explain signs found in department stores, amusement parks, parks, restaurants, movie theatres, and hotels/motels.

Linked CASAS Competencies:

1. (0.1.2) Identify or use appropriate language for informational purposes (e.g. to identify, describe)
2. (0.1.6) Clarify or request clarification
3. (1.9.1) Interpret highway and traffic signs
4. (2.2.2) Recognize and use signs related to transportation
5. (2.5.4) Read, interpret, and follow directions found on public signs
6. (2.6.1.) Interpret information about recreational and entertainment facilities and activities

LI: Learning Plan 5: Interpreting Signs and Maps

7. (2.6.2) Interpret information in order to plan for outings and vacations
8. (3.4.1) Interpret product safety warnings
9. (4.3.1) Interpret safety signs found in the workplace
10. (4.4.3) Interpret job-related signs
11. (7.2.1) Identify and paraphrase pertinent information
12. (7.4.8) Interpret visual representations (e.g. symbols)

Lesson Activities:

1. **RECOGNIZE AND INTERPRET VARIOUS HIGHWAY AND ROAD SIGNS:** Pass out copies of Looking at American Signs. Go over together pages 10-12, 18-20, 22-24, 34-36, and 52-54. Ask which of these signs they have seen and which ones are unfamiliar to them. Be sure that they understand the meaning of all of these signs shown on these pages.
2. **RECOGNIZE AND INTERPRET VARIOUS SAFETY SIGNS AND WARNING SIGNS AT WORK:** Do the activities together on pages 6-9 in Key Vocabulary for a Safe Workplace.
3. **RECOGNIZE AND INTERPRET STREET AND HIGHWAY SIGNS:** Students will learn various street and highway signs, regulatory signs, warning signs, and service/guide signs on pages 17-26 of What You Need To Know About Reading Signs, Directories, Schedules, Maps, Charts & Utility Bills.
4. **RECOGNIZE AND INTERPRET DIRECTORIES IN STORES AND BUILDINGS:** Do the activities together on pages 2-5 in What You Need To Know About Reading Signs, Directories, Schedules, Maps, Charts & Utility Bills.
5. **INTERPRET TRANSPORTATION SCHEDULES SIGNS:** Do activities on pages 34-45 in What You Need To Know About Reading Signs, Directories, Schedules, Maps, Charts & Utility Bills.

6. **INTERPRET DIFFERENT SIGNS FOUND IN THE COMMUNITY:** There are many signs to look at and discuss their meaning (taxi signs, train schedules, building signs, road signs, store signs, recreational signs, airport signs, movie signs, and restaurant signs in Looking At American Signs.
7. **INTERPRET SIGNS FOR TENANTS, GENERAL, AND AIRPORT:** Do the activities on pages 53, 122-123, 170-171, and 206-207 in Survival English: English Through Conversations.
8. **INTERPRET SAFETY SIGNS AT WORK:** Do activities on page 24 of LifePrints #2.
9. **INTERPRET BARGAIN SIGNS:** discuss how to look for bargains by reading signs on pages 31-32 in LifePrints #2.
10. **INTERPRET JOB-RELATED SIGNS:** There are activities on job safety and general signs found at work in Topics & Language Competencies Books 1 (page 70) and Book 2 (pages 83, 86 and 87).
11. **INTERPRET ON-THE-JOB SIGNS:** Do activities on pages 92, 93, 94, and 97 in English ASAP #2.
12. **INTERPRET MORE SIGNS:** You can find lots of activities to do with the class in LifeSchool 2000 Community Resources: pages 147, 150-155, 158, 160 and 161 for bus signs, pages 32-34, 39-42, and 48 for leisure activities, and LifeSchool 2000 Occupational Knowledge, page 345 for recreation signs.

Student Learning Plan 1: Interpret Various Signs in the Community and at Work

Objective:

Being able to read and understand signs in the community is essential for survival. We find signs everywhere: at work, on streets, on buildings, in stores, in airports and bus stations, and many other places. You will learn how to read and understand these various signs so that you can get around, shop wisely, travel easily, and be safe at work.

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 an Interior Map to Find a Business

Lesson Objectives:

1. Students will be able to find building features using a building directory and map.
2. Give and receive directions using prepositions of place.

Linked CASAS Competencies:

1. (2.2.1) Ask for, give, follow, or clarify directions
2. (2.5.4) Read, interpret, and follow directions found on public signs and building directories

Lesson Activities:

1. **ANSWER QUESTIONS OF LOCATION:** Using classroom items such as pencils, erasers, books etc practice using prepositions of place and direction 'across, on, down, next to, in, left, right'. Ask questions to elicit these responses, 'Where's the book' etc.
2. **DRAW A MAP OF A BUILDING:** Draw a large box on the board to represent a building such as a hospital or office building and divide horizontally into three sections. Introduce floors by pointing to the appropriate section and tape pictures of common places to each floor, such as bathrooms, lobby, cafeteria, elevators etc. Small groups can practice asking and answering questions about different places in the building.

LI: Learning Plan 5: Interpreting Signs and Maps

3. **GIVE DIRECTIONS:** Pairs can practice giving directions from the classroom to other parts of the building or vice versa.
4. **MAKE A POSTER:** Small groups create posters of a Department Store Directory. First provide an example on the overhead. Practice asking and answering questions using prepositions of place and direction words.
5. **ASK FOR AND TAKE DIRECTIONS:** Using a mall directory and map, pairs role-play Information and customers asking for and receiving directions.
6. **ROLE-PLAY A DIALOGUE:** See Beginning Oxford Picture Dictionary, pp. 92-93 for illustrated examples of directories and sample dialogs for role-plays.

Student: Learning Plan 2: Use an Interior Map to Find a Business

Objective:

In this lesson you will practice giving and receiving directions. You will practice reading an office or building directory and then finding places in the building. You will practice asking for information and giving directions on how to get to a certain place within a building.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

RESOURCES

- 1) Huizenga, Jann, Looking at American Signs, National Textbook Company, 1989, ISBN #0-8442-0400-9
- 2) Ringel, Harry, Key Vocabulary for a Safe Workplace, New Readers Press, 2000, ISBN #1-56420-175-9
[Nevada State Library Literacy Resource Center: Literacy: PE 1449, R56, 2000]
- 3) Starkey, Carolyn Morton and Penn, Norgina Wright, Essential Life Skills Series: What You Need To Know About Reading Signs, Directories, Schedules, Maps, Charts & Utility Bills, National Textbook Company, 1987, ISBN #0-8442-5317-0
[Nevada State Library Literacy Resource Center: New Reader 028 STA]
- 4) Kerwin, Michael, Topics & Language Competencies Book 1, Prentice Hall Regents, 1997, ISBN#0134358686
[Nevada State Library Literacy Resource Center: Literacy: PE1128, K43, 1995, Vol.1]
- 5) Kerwin, Michael, Topics & Language Competencies Book 2, Prentice Hall Regents, 1997, ISBN#0134358686, Vol. 2
[Nevada State Library Literacy Resource Center: Literacy: PE1128, K43, 1995]
- 6) English ASAP Book 2, Steck Vaughn, 2000, ISBN#0817279504
[Nevada State Library Literacy Resource Center: Literacy: PE1128, A2, E54, 2000]

TEACHER LEARNING PLAN 6: USING REFERENCE MATERIALS

Overview

To be successful in attaining their educational goals, it is necessary for students to be able to utilize a wide variety of reference materials. These materials range from dictionaries, encyclopedias, and a thesaurus, to the Internet and computer-based or microfiche indexing systems. The students will be able to find and use sources of materials to obtain needed information. The most important thing students need to know in order to find and utilize sources of information is how alphabetical order works. The library card catalog, dictionaries, encyclopedias, indexes, glossaries, and bibliographies are all arranged in alphabetical order. The students will be able to use the Table of Contents and the Index in their ESL textbooks. They will learn how encyclopedias are arranged and how to find needed information.

Objectives

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

- Use a dictionary to look up information such as spelling, grammar, and meaning.
- Use an index and table of contents to find information.
- Locate information using an encyclopedia.

ASSESSMENT CHECKLIST

OBJECTIVE	ASSESSMENT
Use a dictionary to look up information such as spelling, grammar, and meaning.	Students will look up a list of words in the dictionary and get correct spellings, the parts of speech, and definitions.
Use an index and table of contents to find information.	Students will use an index and a table of contents to answer a set of questions.
Locate information using an encyclopedia.	Students will demonstrate an understanding of how to use an encyclopedia by submitting a report on a topic of their choice.

Teacher Lesson Plan 1: Use a Dictionary

Lesson Objectives:

1. The students will be able to successfully utilize a dictionary.
2. The students will be able to accurately utilize alphabetical order.

Linked CASAS Competencies:

1. (7.4.4) Identify or utilize appropriate informational resources, including the Internet.
2. (7.4.5) Use reference materials, such as dictionaries and encyclopedias.

Lesson Activities:

1. **READ AND PREPARE** pages 53 – 60 in Another Page, Book 2. Contained therein are exercises on understanding and using alphabetical order. There is also an accompanying video (“Another Page”) that may be shown.
2. **ALPHABETIZE NAMES:** Have each student write his/her first and last names on the board. Then ask the students to alphabetize all the names.
3. **STUDY AND PREPARE** the lessons in Using a Dictionary, pages 3 – 27.
4. **STUDY AND PREPARE** the lessons in Getting the Most from Dictionaries, pages 3 – 28.

LI: Learning Plan 6: Using Reference Materials

5. **FIND A WORD IN THE DICTIONARY:** Use Topics and Language Competencies, Book 3, page 86, to practice using a dictionary, using alphabetical order, and locating a word in the dictionary.

6. **CORRECT THE WORDS:** Give students a list of twenty words, some of which are misspelled. Have the students look up the words in their dictionaries and find and correct the words that are incorrect. Label the part of speech and write one definition for each word.

Student Learning Plan 1: Use a Dictionary

Objective:

In this lesson you will learn to use a dictionary to look up needed information. You will have practice with understanding and using alphabetical order. You will learn how to check on the correct spelling of a word and how to locate a word when you are not certain of its spelling. You will learn how to determine the correct part of speech and how to select the correct meaning for the word.

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 an Index and Table of Contents

Lesson Objectives:

1. The students will be able to effectively utilize an index.
2. The students will be able to effectively utilize a table of contents.

Linked CASAS Competencies:

1. (7.4.4) Identify or utilize appropriate informational resources, including the Internet.
2. (7.4.6) Use indexes and tables of contents.

Lesson Activities:

1. **READ AND PREPARE:** the lessons on using an Index and a Table of Contents on pages 69 – 71 in Another Page, Book 2. The accompanying video, “Another Page” may also be shown.
2. **ANALYZE** the Index and the Table of Contents from your class textbook. Ask the students questions based on their textbooks, such as “What page is it on?”

Student Learning Plan 2: Use an Index and Table of Contents

Objective:

In this lesson you will learn how to use two important parts of a book – the Index and the Table of Contents. The Table of Contents is found in the front of a book, and the Index is found in the back. Each has a different purpose and is organized differently.

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 an Encyclopedia

Lesson Objectives:

The students will be able to successfully utilize an encyclopedia to locate information.

Linked CASAS Competencies:

1. (7.4.4) Identify or utilize appropriate informational resources, including the Internet.
2. (7.4.5) Use reference materials, such as dictionaries and encyclopedias.

Lesson Activities:

1. **READ AND PREPARE** the lessons on using an encyclopedia on pages 67 – 68 in Another Page, Book 2.
2. **VISIT THE LOCAL LIBRARY:** After classroom preparation, visit the local library and locate the Reference Section. Find the encyclopedias. Discuss their organization and how to use.
3. **STUDY:** Using Topics and Language Competencies, Book 4, study and prepare the lessons on encyclopedias on pages 28 and 29.
4. **WRITE A REPORT:** Use an encyclopedia to write a report on a topic of your choice. Include in your report the title of the encyclopedia, the volume, and the page numbers referenced.

Student Learning Plan 3: Use an Encyclopedia

Objective:

In this lesson you will learn how to locate information in an encyclopedia.

New vocabulary and notes:

In this lesson my teacher showed me:

- 1.
- 2.
- 3.

Evaluating my understanding:

- 1.
- 2.
- 3.

RESOURCES

- 1) Kerwin, Michael, Topics and Language Competencies, Book Three, Prentice Hall Regents, 1996, ISBN 0-13-435884-8.
- 2) [Nevada State Library Literacy Resource Center: Literacy: PE1128, K43, 1995, Vol.3]
- 3) Kerwin, Michael, Topics and Language Competencies, Book Four, Prentice Hall Regents, 1996, ISBN 0-13-435892-9.
[Nevada State Library Literacy Resource Center: Literacy: PE1128, K43, 1995, Vol.4]
- 4) Another Page, Book Two, KET Foundation Incorporated, 1988, ISBN 0-910475-47-4.
[Nevada State Library Literacy Resource Center: Literacy: LB1050 A5 1988 Book 1 c. 2]
- 5) Roderman, Winifred Ho, Using a Dictionary, Book Three, Contemporary Books, Incorporated, 1994, ISBN 0-8092-3585-4.
[Nevada State Library Literacy Resource Center: Literacy: PE1449 .C66 1994 Vol. 3]
- 6) Roderman, Winifred Ho, Getting the Most from Dictionaries, Book Six, Contemporary Books, Incorporated, 1994, ISBN 0-8092-3581-1.
[Nevada State Library Literacy Resource Center: Literacy PE1449 .C66 1994 Vol. 1 C.]
- 7) Another Page, Video, KET Foundation Incorporated, 1988.
[Nevada State Library Literacy Resource Center: Video: LB105 .A5 1988 Tape 1 C]