

# **ESL LOW ADVANCED CORE CURRICULUM**

**Purpose**

**Summary**

**Methods and Materials**

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# LOW ADVANCED ESL CORE COURSE CURRICULUM

## Course Information

<b>Organization</b>	State of Nevada: Adult Basic Education
<b>Instructional Level</b>	Low Advanced ABE/ESL
<b>Developers</b>	Claudia Bianca-DeBay, Beth Bradford, JoAnn Coleman, Paul Marsala
<b>Inception Date</b>	November 1, 2001
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<b>Target Population</b>	Low Advanced ABE/ESL Learners
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## STATEMENT OF PURPOSE

In this course students will focus on higher-level life skills and employability skills than what was achieved at the intermediate level. They will learn how to read and interpret maps and graphs as well as learn how to make various kinds of graphs for various reasons. Knowing how to read a map is essential when trying to get around in a new town or city. Interviewing at a new job site, finding an address of a new place to live, locating stores, friends, a doctor's office – all of these skills require knowing how to read a map. Interpreting graphs facilitates understanding when reading the newspaper, publications, and business-related information.

Consumer shopping in a new country is often quite different from shopping in one's native country. Students will learn how to shop and compare for the best quality and price, understand written information to help them decide on the best place to shop, become aware of and then decide on the best method for purchasing goods and services, and what are the legal avenues for protecting them from fraud and promised but undelivered services.

At this level students are given the important tools for applying for a job. They are taught how to appropriately respond to job ads according to the job ad requirements. Filling out application forms, writing a letter of inquiry, phoning and asking the right questions – these are but some of the different ways that everyone needs to know how to do when pursuing a job. Tips on how to prepare for an interview enhance their chances for success.

Students should also know how to interpret various job-related information, such as job descriptions, job ads, job announcements, and other related information about the job market in their field of interest. At work they will be expected to know how to interpret job performance reviews, make checklists and write memos. They also need to understand company policies, employee handbooks, schedules, etc. Proper

documentation of accidents at work is another important skill that they need to know how to do.

Lastly, given the growing multicultural diversity within the workforce, students have an advantage if they are given the opportunity to become culturally aware of different customs, work and communication styles of various cultural groups. Being aware of these differences and understanding the reasons behind why some people do things differently promotes respect and appreciation.

## PREFACE

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

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

The material resources 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. Local libraries throughout the state can conduct interlibrary loans. There are some handouts and case studies that can be found at the end of certain lessons. In some cases teachers will need to copy them and transpose them onto a transparency for classroom use.

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 the teacher to allow time for this important part of the lesson. The performance checklists are left blank. After teachers have decided which learning activities they will use, the student checklists should reflect the activities that were taught.

## CASAS Competencies List

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
<b>0. Basic Communication</b>				
<b>0.1 Communicate in interpersonal interactions</b>				
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	
<b>0.2 Communicate regarding personal information</b>				
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	
<b>1. Consumer Economics</b>				
<b>1.1 Use weights, measures, measurement scales, and money</b>				
1.1.1	Interpret recipes		LI	
1.1.2	Use the metric system (see also 1.1.4, 6.6.1, 6.6.2, 6.6.3, 6.6.4)		HI	
1.1.3	Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5)		LI	
1.1.4	Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight (see also 1.1.2, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5)		LA	
1.1.5	Interpret temperatures (see also 6.6.4)		LB	11



		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
1.1.6	Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.) (see also 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5)		LB	11
1.1.7	Identify product containers and interpret weight and volume		LI	
1.1.8	Compute averages (see also 6.7.5)		LA	
1.1.9	Interpret clothing and pattern sizes and use height and weight tables		HA	
<b>1.2 Apply principles of comparison shopping in the selection of goods and services</b>			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	
<b>1.3 Understand methods and procedures used to purchase goods and services</b>			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	
<b>1.4 Understand methods and procedures to obtain housing and related services</b>			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	
<b>1.5 Apply principles of budgeting in the management of money</b>				
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	
<b>1.6 Understand consumer protection measures</b>				
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	
<b>1.7 Understand procedures for the care, maintenance, and use of personal possessions</b>				
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	
<b>1.8 Use banking and financial services in the community</b>				
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	
<b>1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations</b>				
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	
<b>2. Community Resources</b>				
<b>2.1 Use the telephone and telephone book</b>			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>
<b>2.2 Understand how to locate and use different types of transportation and interpret related travel information</b>				
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	
<b>2.3 Understand concepts of time and weather</b>			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	
<b>2.4 Use postal services</b>				
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	
<b>2.5 Use community agencies and services</b>				
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
<b>2.6 Use leisure time resources and facilities</b>				
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	
<b>2.7 Understand aspects of society and culture</b>				
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	
<b>3. Health</b>				
<b>3.1 Understand how to access and utilize the health care system</b>				
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	
<b>3.2 Understand medical and dental forms and related information</b>				
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	
<b>3.3 Understand how to select and use medications</b>				
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	
<b>3.4 Understand basic health and safety procedures</b>				
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	
<b>3.5 Understand basic principles of health maintenance</b>				
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>
<b>4. Employment</b>				
<b>4.1 Understand basic principles of getting a job</b>				
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	
<b>4.2 Understand wages, benefits, and concepts of employee organizations</b>				
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
<b>4.3 Understand work-related safety standards and procedures</b>				
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
<b>4.4 Understand concepts and materials related to job performance and training</b>				
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	
<b>4.5 Effectively utilize common workplace technology and systems</b>				
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
<b>4.6 Communicate effectively in the workplace</b>				
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	
<b>4.7 Effectively manage workplace resources</b>				
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	
<b>4.8 Demonstrate effectiveness in working with other people</b>				

		<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	
<b>4.9 Understand how social, organizational, and technological systems work, and operate effectively within them</b>				
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	
<b>5. Government and Law</b>				
<b>5.1 Understand voting and the political process</b>				

		<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	
<b>5.2 Understand historical and geographical information</b>				
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	
<b>5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice</b>				
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	
<b>5.4 Understand information about taxes</b>				
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	
<b>5.5 Understand governmental activities</b>				

		<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	
<b>5.6 Understand civic responsibilities and activities</b>				
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	
<b>5.7 Understand environmental and science- related issues</b>				
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	
<b>5.8 Understand concepts of economics</b>				
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	
<b>6. Computation</b>				
<b>6.0 Demonstrate pre-computation skills</b>				
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	
<b>6.1 Compute using whole numbers</b>				
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	
<b>6.2 Compute using decimal fractions</b>				
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			
<b>6.3 Compute using fractions</b>				
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			
<b>6.4 Compute with percents, rate, ratio, and proportion</b>				
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>
<b>6.5 Use expressions, equations, and formulas</b>				
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			
<b>6.6 Demonstrate measurement skills (see also 1.1)</b>				
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			
<b>6.7 Interpret data from graphs and compute averages</b>				
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	
<b>6.8 Use statistics and probability</b>				
6.8.1	Interpret statistical information used in news reports and articles		HA	
6.8.2	Interpret statements of probability		HA	
<b>6.9 Use estimation and mental arithmetic</b>				

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
6.9.1	Use computation short cuts		HB	
6.9.2	Estimate answers		HB	
<b>7. Learning to Learn</b>				
<b>7.1 Identify or practice effective organizational and time management skills in accomplishing goals</b>				
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	
<b>7.2 Demonstrate ability to use thinking skills</b>				
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	
<b>7.3 Demonstrate ability to use problem solving skills</b>				
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	
<b>7.4 Demonstrate study skills</b>				
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	
<b>7.5 Understand aspects of and approaches to effective personal management</b>				
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>
<b>8. Independent Living Skills</b>				
<b>8.1 Perform self-care skills</b>				
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	
<b>8.2 Perform home-care skills</b>				
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	
<b>8.3 Use support resources to assist in maintaining independence and achieving community integration</b>				
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 Low Advanced

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
<b>1. Consumer Economics</b>				
<b>1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations</b>				
1.9.4	Interpret maps related to driving (see also 1.1.3, 2.2.1, 2.2.5)		LA/HI	15/16
<b>3. Health</b>				
<b>3.2 Understand medical and dental forms and related information</b>				
3.2.3	Interpret information associated with medical, dental, or life insurance		LA	16
<b>3.4 Understand basic health and safety procedures</b>				
3.4.3	Interpret procedures for simple first-aid		LA/LB/HB /LI	13/14/15 /16
<b>4. Employment</b>				
<b>4.1 Understand basic principles of getting a job</b>				
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
<b>4.2 Understand wages, benefits, and concepts of employee organizations</b>				
4.2.1	Interpret wages, wage deductions, benefits, and timekeeping forms		HB/LB/LA /HI/LI	11/12/14 /15/16/17 /18
4.2.3	Interpret employment contract and union agreements		LA/HB/LI /HI	13/14/15 /16

		<i>Scans</i>	<i>Level</i>	<i>Test Level</i>
4.2.4	Interpret employee handbooks, personnel policies, and job manuals		LA/HB	13/16
<b>4.3 Understand work-related safety standards and procedures</b>				
4.3.3	Identify safe work procedures and common safety equipment, including wearing safe work attire		LA/HB/LI	12/14/16
<b>4.4 Understand concepts and materials related to job performance and training</b>				
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
4.5.6	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
4.6.4	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
<b>7. Learning to Learn</b>				
<b>7.2 Demonstrate ability to use thinking skills</b>				
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
<b>7.3 Demonstrate ability to use problem solving skills</b>				
7.3.2	Devise and implement a solution to an identified problem	F9	LA/LI	17/18

## **SUMMARY OF CORE CURRICULUM**

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

# **LOW ADVANCED ESL CORE ABILITIES**

**1. Interpreting Maps and Graphs**

**2. Consumer Shopping**

**3. Working Within a Multicultural Workforce**

**4. Understanding Employment Documents**

**5. Applying and Interviewing for a Job**

**6. Understanding and Recording Job-Related Information**

# **TEACHER LEARNING PLAN 1: INTERPRETING MAPS AND GRAPHS**

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## **Overview**

Interpreting maps and graphs is an important tool for everyday living and at work. One must be competent at locating destinations on a map in order to successfully arrive on time. Locating doctors, businesses, stores, and friends – all of these require knowledge of their location and the best way to get there. Students will be given an opportunity to study various kinds of maps and learn how to read them. Whether they drive, bus, or walk, they need to familiarize themselves with their community and where things are within that community.

Interpreting various forms of graphs (e.g., bar, line, pie, table) enables students to acquire information quickly when looking at visual representations of general or work-related facts. Being able to create graphs will facilitate their intended work projects, which is an asset in any job.

In this learning plan students will learn these essential skills, which will enable them to survive both at work and at home.

## Objectives

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

- Interpret various kinds of maps
  
- Locate destinations of their interest and need
  
- Find the most efficient way of getting to these destinations
  
- Become more familiar with the lay-out of their community
  
- Interpret various types of graphs
  
- Create graphs that will help them at work

## ASSESSMENT CHECKLIST

<b>OBJECTIVE</b>	<b>ASSESSMENT</b>
Interpret various kinds of maps	Students will plan a trip, read a map, interpret mileage, and determine the best roads to take to get there.
Locate destinations of interest and need	Students will find locations of their interest on a map; they will, then, find the best way to get to work, school, and one other necessary location of their choice using a map.
Find the most efficient way of getting to these destinations	Students will draw a map showing the quickest way to get from their home to school.
Become more familiar with the lay-out of their community	Students will look at their city map and identify where the residential neighborhoods, hospitals, lakes, and downtown are.
Interpret various types of graphs	Students will explain information that is displayed on various types of graphs
Create graphs that will help them at work	Students will make a graph of any information needed to be displayed of their choice



## Teacher Lesson Plan 1: Interpreting Maps

### Lesson Objectives:

1. Students will choose various maps based on their needs.
2. Students will interpret their chosen maps by locating different destinations on the maps.

### Linked CASAS Competencies:

(2.2.5) Interpret maps related to driving

### Lesson Activities:

5. **PLAN A TRIP:** Bring in several kinds of maps (e.g. students' city map, California map, map of Disneyland, a park map, a road map of the US). Talk about why certain maps are helpful to have when planning a trip. Discuss their differences and similarities. Then, in small groups, pass out the maps and ask the students to plan a trip to a destination that is on their map. They must plan the route together and then share with the rest of the class.
6. **FIGURE MILEAGE:** Using Read To Work Business, Lesson 8, students will read kinds of road maps that auto club assistants read, figuring mileage and the best roads to take.
7. **INTERPRET ROAD MAPS:** Using Readers Choice, Unit II "Road Map," this lesson will give your students practice in many aspects of map reading.

## LA: Learning Plan 1: Interpreting Maps and Graphs

2. **FIND THEIR HOME ON A MAP:** Using several city maps (You can get a dozen or so from AAA if you are a member), tape one on the whiteboard and explain how to locate places on a map using the numbers and letters. Then have students come to the map and try and find where they live (Suggest here that giving intersections when giving directions is very helpful).
  
3. **ANSWER QUESTIONS USING A MAP:** Using the same maps as above, pair off the students and put an overhead list of questions on an overhead for them to find on the map. Sample questions can be found at the end of this lesson. (These questions pertain to Reno. You will have to make up similar questions that relate to your area if you live elsewhere.)
  
4. **FIND OUT HOW TO GET TO ANOTHER STUDENT'S HOUSE:** Using the same maps as above, pair off students to find where they live. Tell them to find out where their partner lives. Then, students must figure out how to get to their partner's home.
  
5. **RESEARCH MAPS ONLINE:** If you have access to computers, have your students do a search of maps. Give them suggestions to research, like road maps, atlases, maps of Europe, China, etc., topographical maps, etc. Ask them to list 10 things that they learned from studying a map that they chose to research.
  
6. **DRAW A MAP:** Using their city maps, ask students to DRAW a map from their home to the school.
  
7. **CREATE MAP QUESTIONS:** Print copies of "Sample Maps Created with ArcData Online" for students to look at in small groups. Ask each group to create two questions for each map. Then they exchange their questions with another group and must answer the questions using the maps.

LA: Learning Plan 1: Interpreting Maps and Graphs

8. **COMPLETE A MAP ACTIVITY:** Print out “What Do Maps Show: Activity Sheet #4” from “Sample Maps Created with ArcData Online” on the Internet for students to complete in pairs, small groups, or as a class.
  
7. **INTERPRET MAP VOCABULARY:** Go over map vocabulary with students (e.g., latitude, longitude, hemisphere, parallel, meridian, geographical coordinates, key, topographical maps, elevation, relief maps, physical maps). Also go over the differences between these words: street, avenue, boulevard, alley, court, lane, and road.
  
7. **LOCATE NORTH, SOUTH, EAST, AND WEST ON A MAP:** Discuss north, south, east and west and how to locate them on any map.

## **RENO CITY MAP QUESTIONS**

- 2) You are on South McCarran and Skyline Blvd – you want to go to UNR: What is the quickest route to get there?
- 2) You live on Keystone near Lake Park and you want to go to the Washoe County Golf course. Pick the most direct route. When traffic is heavy, what would be the best way to get there using back roads?
- 2) You live at Keystone and Coleman. You need to go to Washoe Medical Center, Manzanita Park, and the airport. What route would you take to get to these places from where you are?
- 2) You just got a new job in Sparks (at the corner of Sparks Blvd. And Baring Blvd.). You live on Kietzke and Del Monte. Pick the easiest and fastest route to get there.
- 2) Explain how you get to work. Explain how you get to class.
- 2) What's the closest park to where you live and how do you get there?
- 2) You just joined the Reno Athletic Club on Matley Lane – how do you get there from your home?
- 2) Your children attend Our Lady of the Snows School (1125 Lander). What's the quickest and easiest route from your home?
- 2) Describe 3 ways to get from The Atlantis to Circus Circus.
- 2) How would you get to Sun Valley Park from May Anne Ave and Robb Dr.?
- 2) From Gulling Rd and Alamo Drive, how can you get to the Meadowwood Mall?
- 2) Going north on 395, how would you get to Pyramid Lake?
- 2) From your home, how would you get to Lake Tahoe?
- 2) Name the major streets in Reno.
- 2) Pick a destination from where you live. Describe how you would get there.

## **Student Learning Plan Maps1: Interpreting**

### **Objective:**

In this lesson you will become familiar with different kinds of maps. You will learn the purpose of each kind in order to know which kind to use according to your specific needs. You will also learn how to read maps as well as practice finding given destinations, deciding the most efficient way of getting there. Using your own city map will familiarize you better with your own community, which is very useful when trying to locate a doctor's office, store, business, or friend's address.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.

## Teacher Lesson Plan 2: Interpreting Graphs

### Lesson Objective:

At the end of this lesson students will accurately interpret different types of graphs, choose and make one of their own, and verbalize why certain types of graphs are better to use than others, depending on the type of information that is to be displayed.

### Linked CASAS Competencies:

1. (6.7.1) Interpret data given in a line graph
2. (6.7.2) Interpret data given in a bar graph
3. (6.7.3) Interpret data given in a picture graph
4. (6.7.4) Interpret data given in a circle graph

### Lesson Activities:

1. **COMPLETE ACTIVITIES:** Do pages 2-13 together from Topics and Language Competencies #5.
2. **BRING TO CLASS EXAMPLES OF DIFFERENT GRAPHS:** Have the students bring to class some examples of different graphs (found in newspapers, on the Internet, magazines, etc.). They can share what they brought.

## LA: Learning Plan 1: Interpreting Maps and Graphs

3. **MAKE A GRAPH:** In pairs or small groups, ask the students to make a graph of their choice. They can create their own or use one of these ideas: a fictitious monthly budget, how much time they spend at work, studying, sleeping and leisure activities, class attendance (give them your attendance sheet to use), a food group chart with amounts of different foods that should be eaten daily. They present their graph to the class. Ask why they chose that type of graph. Discuss the advantages of using the different graphs to show different information.
4. **MAKE A CLASS GRAPH:** Make a class graph together (they choose the topic).
5. **LIST DIFFERENT TYPES OF GRAPHS AND THEIR USES:** Have students list the different types of graphs and write what kind of information would be best to use each one for.
6. **COMPLETE ACTIVITIES:** Use A Better Reading Workshop Special Study Skills Book 4, by Robert R. Potter, Globe Book Company, Inc., ISBN # 0-87065-449-7, pages 28-33 which covers line, bar and pie graphs.

## **Student Learning Plan 2: Interpreting Graphs**

### **Objective:**

In this lesson you will learn how to interpret various forms of graphs and why certain types of graphs are better to use than others, depending on what kind of information you want to display.

### **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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## **TEACHER LEARNING PLAN 2: CONSUMER SHOPPING**

### **Overview**

Shopping for goods and services involves choosing a product that best suits an individual's budget and needs. In this session students will focus on comparison-shopping, or determining the best value for their money by comparing prices, discounts, warranties, and quality of the goods/services.

Successful consumer shopping includes understanding procedures for returning and exchanging unsatisfactory merchandise as well as knowing the advantages and disadvantages of payment by credit.

Another important component of purchasing goods and services is knowing what to do if a business provides an inferior product or conducts false advertising; this session will enable students to become familiar with resources that provide assistance under such circumstances.

## Objectives

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

- Compare prices and quality to determine best buys
- Compare different methods for purchasing goods
- Fill out a credit application
- Explain interest rates and maintaining good credit
- Make returns and exchanges with a customer service representative
- Identify consumer protection resources within their community
- Identify the difference between warranties and guarantees
- Identify services that provide repairs for household appliances

## ASSESSMENT CHECKLIST

<b>OBJECTIVE</b>	<b>ASSESSMENT</b>
Compare prices and quality to determine best buys	Summarize 3 places where a specific product can be found and compare prices, best deals, special offers, etc.
Compare different methods for purchasing goods	Make a list of advantages and disadvantages for different methods of buying goods
Fill out a credit application	Fill out a store application with 90% accuracy or higher
Explain interest rates	Calculate how much a product will cost plus interest rate if using a credit card
Interpret good credit	List 5 ways to maintain good credit
Make returns and exchanges with a customer service representative	Write a letter to a company describing a faulty product and requesting an exchange or money back
Identify consumer protection resources	List 3 names and numbers of agencies that provide consumer assistance
Identify the difference between guarantees and warranties	List the differences between warranties and guarantees
Identify services that provide repairs for household appliances	Role-play calling a customer service to find out how to obtain a specific part covered under warranty

## **Teacher Lesson Plan 1: Comparison Shopping for Goods and Services**

### **Lesson Objectives:**

1. Students will compare prices and quality to determine the best buys for various goods and services as well as compute discounts.
2. Students will look at several different methods of shopping and be able to list the advantages and disadvantages of them.

### **Linked CASAS Competencies:**

1. (1.2.2) Compare price or quality to determine the best buys for goods and services
2. (1.2.3) Compute discounts
3. (1.3.4) Use catalogs, order forms, related information to purchase goods and services

### **Lesson Activities:**

1. **LIST ADVANTAGES AND DISADVANTAGES OF DIFFERENT METHODS OF BUYING GOODS:** Brainstorm a list of advantages and disadvantages for different methods of shopping (home shopping channel, catalogs, specialty stores, on-line, warehouses etc).
2. **RESEARCH A PRODUCT:** Small groups research one product (home appliance, kitchenware etc) with advertisements, catalogs received in the mail, etc. Each person finds information on the product to produce a summary of where it can be found, how much it costs-at least two different places, where the best deal can be had, and how much can be saved by sales/discounts. Share findings in mini-presentations.

3. **ROLE-PLAY A TELEPHONE ORDER:** Role-play placing an order by telephone from a catalog (Shopko, Mervyn's, Home-Depot etc).
4. **SUMMARIZE INFORMATION FOR PLACING A TELEPHONE ORDER:**  
Summarize the information from a catalog a shopper will need know in order to place a telephone order (sales tax, item number, credit card number, shipping and handling fees).
5. **REPLACE A FAULTY PRODUCT:** Get some sample product recall notices and summarize steps needed to replace the faulty product.
6. **COMPARE SALE PRICES:** Compare sale prices/special offers for services (eye care, car maintenance etc)
7. **IDENTIFY ECONOMICAL SHOPPING ALTERNATIVES:** Using Real Life English #4, Unit 6, the students will have practice identifying economical shopping alternatives, interpreting warranties, and asking and answering questions about purchases.
8. **CONVERSE ABOUT SHOPPING:** Go over lesson on "Shopping in Today's World, pages 74 – 78 in A Conversation Book 2: English in Everyday Life.

## **Student Learning Plan 1: Comparison Shopping for Goods and Services**

### **Objective:**

In this lesson you will compare prices, quality, and availability of various products. You will discuss the pros and cons of different types of shopping. You will also practice ordering products over the telephone by using a shopping catalog.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.

## **Teacher Lesson Plan 2: Understand Different Methods and Procedures Used to Purchase Goods and Services**

### **Lesson Objectives:**

1. Students will identify and compare different methods used to purchase goods and services.
2. Students will practice filling and credit applications as well as discuss interest rates and maintaining good credit.
3. Students will also practice making returns and exchanges both in person with a customer service representative.

### **Linked CASAS Competencies:**

1. (1.3.1) Compare different methods used to purchase goods and services
2. (1.3.3) Identify or use various methods to purchase goods and services, and make returns and exchanges



**Lesson Activities:**

1. **FILL OUT A CREDIT CARD FORM:** Collect some credit card forms from stores in your area. Small groups/partners fill out sample credit forms, or Visa, MasterCard, etc. Analyze how much more a product will cost over time (6 months-1 year) if paid in minimum payments calculating the APR.
2. **SUMMARIZE PROS AND CONS OF BUYING WITH CASH/CREDIT:**  
Students summarize pros and cons of buying goods/services with cash or credit: high annual percentage rates, making payments on time, debt, and creating/maintaining good credit.
3. **EXPRESS DISSATISFACTION WITH A PRODUCT:** Create a role-play expressing dissatisfaction with a product, and requesting an exchange, refund, or credit.
4. **LIST PRODUCT PROBLEMS:** Small groups/partners make a list of problems they have experienced with unsatisfactory merchandise. Brainstorm solutions and share with class.
5. **EXPLAIN PAYMENT OPTIONS:** Discuss payment options (store/other credit cards, cash, bankcards, lay-away policies).
6. **CONVERSE ABOUT EXCHANGES AND RETURNS:** Practice conversations on returning products and expressing dissatisfaction with a product using Expressways: English for Communication #2, page 65 and pages 162-163.

## **Student Learning Plan 2: Understanding Different Methods and Procedures Used to Purchase Goods and Services**

### **Objective:**

In this lesson, you will examine different ways to purchase goods and services. You will examine the pros and cons of paying by credit, and practice filling out sample credit card applications. You will also practice requesting returns, exchanges, or store credit for products that you find unsatisfactory.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.

## **Teacher Lesson Plan 3: Obtaining Information for Understanding Consumer Protection Measures**

### **Lesson Objectives:**

1. Students will identify consumer protection resources that offer assistance in the case of fraudulent practice.
2. Students will identify steps that can be taken if merchandise or service is unsatisfactory.

### **Linked CASAS Competencies:**

1. (1.6.2) Identify consumer protection resources available when confronted with fraudulent practices.
2. (1.6.3) Identify procedures the consumer can follow if merchandise or service is unsatisfactory.
3. (1.3.3) Identify or use various methods to purchase goods and services, and make returns and exchanges.

**Lesson Activities:**

1. **MAKE A LIST:** Make a list of numbers from the phone book of agencies (such as the Better Business Bureau) that offer assistance. Summarize the services each agency provides next to the number.
2. **CALL CUSTOMER SERVICE:** Role-play calling a 1-800 customer service number requesting a solution for the unsatisfactory product (refund, exchange credit etc)
3. **WRITE A LETTER OF COMPLAINT:** Small groups write a letter to a company describing the faulty product and requesting an exchange or money back (See sample at the end of this lesson.)
4. **LIST LEGAL ALTERNATIVES:** Discuss legal alternatives if the product/service is dangerous or contains false advertising.
5. **LISTEN TO A GUEST SPEAKER:** Have a guest speaker from a consumer protection resource come in and talk about the assistance it provides.
6. **ROLE-PLAY MAKING RETURNS & EXCHANGES:** Practice doing returns/exchanges.
7. **FIND CONSUMER PROTECTION AGENCIES:** Do lessons on pages 57-61 in Topics and Languages #5 which goes over agencies and writing a letter of complaint.

## LETTER OF COMPLAINT

[your name]  
[your address]  
[your phone number]

Date

[name of owner or manager]  
[name of company]  
[street address]  
[city, state, zip code]

Dear \_\_\_\_\_,

On January 5, 2001, I brought in my television set to be repaired at your store. I was told to leave it for two days. When I came back, I was told that the tuner was replaced and that the problems that I had been having would no longer exist.

Unfortunately, your repairs have not fixed the problem with my TV. Your service was inadequate because there is still poor visibility and “snow” on my screen regardless of which channel I try to view. I am disappointed because I was told that the problem had been fixed and that I would no longer experience static on my screen. This is not the case.

To resolve the problem, I would appreciate it if you would fix the problem correctly this time. If you cannot, I would like a refund.

I look forward to your reply and a resolution to my problem. I will wait until January 12<sup>th</sup> before seeking help from a consumer protection agency or the Better Business Bureau. Please contact me at the above address.

Sincerely,

[your name]

## **Student Learning Plan 3: Obtaining Information for Understanding Consumer Protection Measures**

### **Objective:**

In this lesson you will become familiar with agencies that offer advice and assistance with products/services that are faulty or fraudulent. You will practice calling customer service to find a solution to your problem. You will write a letter to request reimbursement of money or a new product.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.

## **Teacher Lesson Plan 4: Interpret and Understand Product Guarantees and Warranties**

### **Lesson Objectives:**

1. Students will identify the differences between product guarantees and warranties.
2. Students will read samples of each and decide what terms and conditions are most beneficial.
3. Students will identify services that provide repairs for household appliances and personal possessions that are under warranty.

### **Linked CASAS Competencies:**

1. (1.6.2) Identify consumer protection resources when confronted with fraudulent practices
2. (1.7.1) Interpret product guarantees and warranties.

**Lesson Activities:**

1. **DIFFERENTIATE BETWEEN WARRANTIES AND GUARANTEES:** Discuss as a group the differences between guarantees and warranties and what kinds of products come with them.
2. **SUMMARIZE A WARRANTY:** Bring a sample warranty to read and summarize.
3. **PHONE TO EXCHANGE A PART UNDER WARRANTY:** Role-play calling customer service to find out how to obtain/exchange a part under warranty.
4. **MAKE A LIST OF REPAIR SERVICES:** Make a list of repair services for major household appliances under warranty
5. **SUMMARIZE A WARRANTY:** Have students with a partner summarize the sample warranty you brought in and passed out.
6. **MAKE A CHART:** Make a chart comparing/contrasting good warranties and bad warranties.
7. **INTERPRET ADS FOR GUARANTEES AND WARRANTIES:** Use sample ads in the newspaper to see what kinds of guarantees and warranties are being offered.



## **Student Learning Plan 4: Interpreting and Understanding Product Guarantees and Warranties**

### **Objective:**

In this lesson you will identify the differences between a product guarantee and warranty. You will compare and contrast warranties to find out what the best terms and conditions are. In addition, you will practice obtaining repairs for products under warranty.

### **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 Literacy Resource Center: Literacy: PE1128 A2, J636, Vol. 4 c.1]
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[Nevada State Literacy Resource Center: Literacy: PE1129.1, C38, Book 2, 1998]
- 13) Molinsky, Steven J. and Bliss, Bill, Expressways: English for Communication #2, Prentice-Hall Regents, 1987, ISBN #0-13-298365-6  
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[Nevada State Literacy Resource Center: Literacy: PE1128 K43 1995 Vol. 5]

# **TEACHER LEARNING PLAN 3: WORKING WITHIN A MULTICULTURAL WORKFORCE**

## **Overview**

The workplace and schools in Nevada are becoming increasingly diverse. Different customs and values surrounding appropriate forms of communication may hinder effective communication, thus minimizing job performance.

This session will focus on bringing awareness to cultural differences, appreciating those differences while maintaining effective communication strategies, and practicing ways to better listening and speaking skills. Specifically, this session will include lessons on nonverbal communication, making small talk using appropriate topics, and analyzing stereotypes that could hinder relationships with coworkers.

## **Objectives**

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

- Compare nonverbal communication messages of different cultures
- Explore how different people use non-verbal communication
- Recognize and respect cultural diversity
- Compare different cultural traditions
- Recognize which aspects of their cultural identity have been changed due to assimilation into this country
- Demonstrate active listening techniques



## ASSESSMENT CHECKLIST

<b>OBJECTIVE</b>	<b>ASSESSMENT</b>
Explore how different people use nonverbal communication	Students will watch a soap opera and write a short essay on what they observed about nonverbal communication
Recognize and respect cultural diversity	Students will submit written observations of a partner from a listening activity
Compare different cultural traditions	Students will write a short paragraph describing 3-4 different cultural traditions
Recognize which aspects of their cultural identity have been changed due to assimilation into this country	Students will list 3-4 aspects of their cultural behaviors or traditions that have been changed or dropped due to assimilation into this country
Demonstrate active listening techniques	Students will list 6 acceptable small talk topics and role-play a casual conversation around the “water cooler”

## **Teacher Lesson Plan 1: Understanding Modes of Nonverbal Communication**

### **Lesson Objectives:**

1. Students will compare messages of nonverbal communication used in various settings and contrast with their own countries.
2. Students will practice various gestures appropriate for greetings, getting someone's attention, and engaging in conversation.
3. Students will discuss any situations they have experienced where they have spoken the correct words yet the face-to-face interaction led to problems in communication.

### **Linked CASAS Competencies:**

- (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.

**Lesson Activities:**

1. **COMPARE DIFFERENT WAYS OF GREETING PEOPLE:** Have small groups list ways it is appropriate to greet people in their home countries (shake hands, embrace, kiss, bow etc), compared with ways of greeting people in the states (shake hands, wave). Discuss any differences that may occur between casual, friendly greetings, and formal, polite greetings.
  2. **ANALYZE FACIAL AND BODY EXPRESSIONS:** Group discussion of what nonverbal communication is, how one relays unspoken messages with gestures, body positions, facial expressions, and eye contact. Show clips of a soap opera without sound, have students write down the emotions/messages the actors/actresses are conveying.
  3. **OBSERVE AND REPORT:** Teacher hands out prompts of situations such as, “You just won the \$5 million dollar state lottery; You just got laid off, You just got offered a promotion but it is in a different city, etc.” Partners take turns playing the roles of speaker and listener. The speaker must describe to partner his/her emotional reactions to the prompt as well as how this event will change his/her life. The listener must write down observations of facial expressions, gestures, body positions, and tone of voice to see how nonverbal communication corresponds to the spoken message.
- 
1. **ANALYZE DIFFERENT GESTURES:** Read Unit 2, Reading Selection 1B in Reader’s Choice, 2<sup>nd</sup> Edition. This essay deals with elements of nonverbal communication such as body movement, interpersonal space, and eye contact. There are interesting discussion questions on page 40 that ask students to analyze gestures that they find strange from other cultures, or gestures of their own that have caused misunderstanding.

4. **ROLE-PLAY NONVERBAL GESTURES:** Have students role-play nonverbal behavior that they believe characterize typical interactions in this country, in situations such as job interviews, asking for help in a store, or clarifying directions from a coworker or supervisor. Discuss any problems that may arise, as well as solutions.
  
1. **DEVISE STRATEGIES FOR CLARIFICATION:** Discuss/review clarification strategies when you are getting mixed messages from a person, i.e. when a person's spoken words does not match their nonverbal communication.
  
2. **ROLE-PLAY APPROPRIATE BEHAVIOR:** Review lists of pictures depicting nonverbal communication. Have students draw two pictures out of a hat and role-play appropriate behavior. See if the group can guess his/her emotion/intent. A good resource for pictures is the text [ESL Miscellany](#).



## **Student Learning Plan 1: Understand Modes of Nonverbal Communication**

### **Objective:**

In this lesson you will recognize ways of communicating without using words. You will discuss ways of matching what you say with how you say it, in other words you will focus on how important such things as facial expressions, eye contact, and personal space are when speaking to another person. You will also talk about different cultures, and how different people use nonverbal communication.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.

## **Teacher Lesson Plan 2: Compare and Contrast Cultural Differences**

### **Lesson Objectives:**

1. Students will observe the cultures that make up their classroom as well as their city.
2. Students will discuss their cultural identities and share which aspects are most important to them, as well as which aspects have been changed or excluded in the event of assimilation.

### **Linked CASAS Competencies:**

- (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.

**Lesson Activities:**

1. **COMPARE CULTURES:** In small groups, discuss traditions that are part of your cultural heritage, such as clothing, food, music, languages, religions etc. Compare cultures when possible, and report results of discussion back to the class. (For more ideas on this see page 35 in A Conversation Book 2 in Resources)
  
1. **MAKE A PIE GRAPH:** From the most recent census report (usually published in the newspaper, or found on-line), analyze charts/pie graphs to see the groups represented in your community. Discuss various cultural traditions that may be observed in different parts of town. Make a pie graph listing your class's ethnic make-up.
  
1. **BRING IN AND SHARE AN OBJECT FROM YOUR HERITAGE:** Bring something from your own cultural heritage and tell the class about it.
  
1. **WRITE A PARAGRAPH:** Write a paragraph of how your cultural traditions have blended in with American traditions and the impacts this has had on your family.
  
1. **BRAINSTORM STEREOTYPES:** Brainstorm a list of common stereotypes associated with certain groups, and how such notions can be challenged.
  
2. **DISCUSS PROBLEM OF ADJUSTMENTS TO NEW CULTURAL ENVIRONMENTS:** Read Unit 2 Reading Selection 1A, *Culture Shock and the Problem of Adjustment in New Cultural Environments* in Reader's Choice.

## **Student Learning Plan 2: Compare and Contrast Cultural Differences**

### **Objective:**

In this lesson you will analyze the groups of people who make up our community. You will practice reading and creating pie charts, to create a visual representation of who makes up our class and lives in our town. You will also discuss how your cultural traditions vary from your classmates and how they have changed to fit your lifestyle here.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.

## **Teacher Lesson Plan 3: Talking with Coworkers from Different Backgrounds**

### **Lesson Objectives:**

1. Students will analyze ways to get to know a person at work or at school through engaging in small talk
2. Students will demonstrate active listening techniques.

### **Linked CASAS Competencies:**

1. (4.8.6) Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises.
2. (4.8.7) Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of other ethnic and gender groups.

### **Lesson Activities:**

6. **CHOOSE TOPICS OF APPROPRIATE CONVERSATION:** In a group discussion, define “small-talk”. Discuss reasons why talking to fellow students or coworkers in a casual manner may be important. Compare topics deemed socially acceptable from different cultural perspectives, or things one should/should not talk about with a new acquaintance. Use Chapter 6: “Small Talk at the Water Cooler” in Skills for Success.

6. **MAKE A LIST:** Make a list of listening techniques such as appropriate nonverbal communication, verbal responses, and clarification of any misheard information.
6. **ROLE-PLAY DIFFERENT SCENARIOS:** Role-play situations involving small talk in the workplace. Have partners trade off being the speaker and the listener and have a third person evaluate each person's listening ability (i.e. did the listener look at the speaker, was the listener fidgeting around, etc).
6. **REVIEW MESSAGE RESPONSES:** Groups review effective ways of how the speaker and the listener non-verbally get their messages across.
6. **DISCUSS STRATEGIES:** Discuss strategies for politely ending a conversation that has gone on too long.
6. **LIST QUESTIONS:** Have small groups brainstorm subtopics for small talk given broad topics such as family, education, travel, friends, free time etc. List questions for each.
7. **PRACTICE GREETINGS:** Practice greetings on pages 1 and 2 and telling about family relationships on pages 6 and 7 of Living in English: Basic Skills for the Adult Learner.

## **Student Learning Plan 3: Talking with Coworkers from Different Backgrounds**

### **Objective:**

In this lesson you will practice ways of starting conversation with your coworkers, or fellow students. This type of conversation, known as small talk commonly occurs at school or in the workplace. You will come up with topics appropriate for this type of informal conversation, and compare it with topics common to other cultural backgrounds.

### **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 4: UNDERSTANDING EMPLOYMENT DOCUMENTS**

## **Overview**

To be successful in one's chosen career, it is necessary to understand, interpret, complete, and utilize a wide variety of employment documents. These normally begin with the Employee Handbook, which includes pertinent information on company policies and personnel procedures. Employees must be able to process this information, as well as to understand how to get information and how to use available resources.

Many students will also have access to employee unions and will need to know how to interpret union contracts and what is involved with union membership.

## **Objectives**

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

- Understand written information including manuals, employee handbooks, and schedules.
- Document an accident at work.
- Understand company policies and forms.

## ASSESSMENT CHECKLIST

<b>OBJECTIVE</b>	<b>ASSESSMENT</b>
Understand written information including manuals, employee handbooks, and work schedules	Students will review and evaluate manuals, handbooks and work schedules
Document an accident at work	Students will complete an “Employer’s Report of Injury” form
Understand company policies and forms	Students will find information in a company policy and complete a business customer order

## **Teacher Lesson Plan 1: Understanding Written Information on the Job**

### **Lesson Objective:**

Students will be able to understand written information including job manuals, employee handbooks, and schedules.

### **Linked CASAS Competencies:**

1. (4.2.2) Interpret information about employee organizations.
2. (4.2.3) Interpret employment contract and union agreements.
3. (4.2.4) Interpret employee handbooks, personnel policies, and job manuals.
4. (4.4.3) Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.
5. (4.4.6) Interpret work specifications and quality standards.
6. (4.4.8) Interpret job-related technical information, such as from service manuals and training classes.

**Lesson Activities:**

6. **COMPLETE ACTIVITIES:** Study and prepare Lesson 21, Page 80, in Topics and Language Competencies, Book 5: “What Does the Employee Manual Say? – Understanding Printed Company Policies.”
7. **REVIEW MANUALS:** Bring to class employee handbooks, work manuals, and/or instruction manuals. Small groups will look over the manuals and choose two for the group to review. Follow the activities on Page 84 of Topics and Language Competencies, Book 5. The lesson is entitled, “Work Manuals”, and it includes an evaluation of the type of manual, table of contents, illustration, and language level.
8. **INTERPRETING UNIONS:** Study and prepare the exercises in “Understanding Unions” on pages 146 – 148 of “Speaking Up at Work.”
8. **EXPLAIN ADVANTAGES AND DISADVANTAGES OF BELONGING TO A UNION:** Watch different scenarios on a video (suggested movie: “Norma Ray”) and pause during viewing to discuss the advantages and disadvantages of belonging to a union.
8. **EXPLAIN A TABLE OF CONTENTS:** Study a sample “Table of Contents” in an Employee Handbook.
9. **INTERPRET AN EMPLOYEE MANUAL AND WORK SCHEDULE:** In Read to Work Service & Retail, there are applicable lessons on employee manuals (Lessons 1 and 3), and work schedules (Lesson 6) to go over with a class.
10. **INTERPRET AN EMPLOYEE MANUAL AND WORK SCHEDULE:** In Put English to Work Level 6, there are applicable lessons on locating information in the table of contents of an employee handbook (Unit 3) and understanding work schedules (Unit 7) to go over with the class.

## **Student Learning Plan 1: Understanding Written Information on the Job**

### **Objective:**

In this lesson you will learn how to understand, interpret, and utilize written information found in the workplace. These documents include Employee Handbooks and Job Manuals. You will become familiar with common personnel policies such as Personal Leave. You will also be instructed on employee unions, and the ramifications of union membership.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.

## **Teacher Lesson Plan 2: Documenting an Accident at Work**

### **Lesson Objectives:**

1. Students will explain safe work procedures and common safety equipment.
2. Students will report unsafe working conditions, injuries, and damages.
3. Students will explain safety information and signs on the job.

### **Linked CASAS Competencies:**

1. (4.3.1) Interpret safety signs found in the workplace.
2. (4.3.2) Interpret work safety manuals and related information.
3. (4.3.3) Identify safe work procedures and common safety equipment, including wearing safe work attire.
4. (4.3.4) Report unsafe working conditions and work-related accidents, injuries, and damages.

**Lesson Activities:**

1. **COMPLETE AN ACCIDENT FORM:** Study Lesson 18, “Writing an Accident Report” in Real Life Communication at Work. Study the illustration, discuss the vocabulary, decide on the nature of the accident, and complete the “Employer’s Report of Injury” form.
1. **INTERPRET COMMON WORK SAFETY SIGNS:** Write a list of common safety signs you see at your workplace. Write the meaning of these signs. Share these with the class.
2. **INTERPRET SAFETY RULES ON THE JOB:** Study “Showing Concern for Safety” and “Understanding Safety Rules,” Pages 61 – 74 in Speaking Up at Work.
2. **BRAINSTORM A PROBLEM:** Brainstorm places at work that you have seen that you believe are not safe. How can we make our workplaces safer? Participate in a classroom discussion.
3. **FILL OUT A WORKER’S COMPENSATION CLAIM:** Study Pages 49 and 50 in Read to Work – Business, “Employer’s First Report of Injury.” The form in this lesson contains detailed information about an employee injury and provides information to make a claim for Workers’ Compensation.
3. **FILL OUT AN ACCIDENT REPORT:** Explain to the class an accident you have had. Write a description of this accident for an accident report. Obtain samples and pass out accident report forms for students to practice filling out.
4. **LIST WAYS TO PREVENT HEALTH AND SAFETY PROBLEMS:** Go over Chapter 4, “Health and Safety,” in English ASAP together to identify and solve health and safety problems, as well as to improve health and safety on the job.

## **Student Learning Plan 2: Documenting an Accident at Work**

### **Objective:**

In this lesson you will learn how to report unsafe working conditions, injuries, and damages. You will be able to understand safe work procedures and common safety equipment.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.



## **Teacher Lesson Plan 3: Understanding Company Policies and Forms**

### **Lesson Objective:**

1. Students will locate required information on company policies in an Employee Manual.
2. Students will complete a business customer order form.

### **Linked CASAS Competencies:**

1. (4.4.3) Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.
2. (4.6.2) Interpret and write work-related correspondence, including notes, memos, and letters.
3. (4.6.3) Interpret written workplace announcements and notices.

**Lesson Activities:**

1. **INTERPRET A TABLE OF CONTENTS:** Study the various parts and the purposes of a Table of Content to practice finding the appropriate information in order to answer sample employee questions. Use Unit 3 in Put English to Work for this lesson.
2. **FOLLOW RULES AND PROCEDURES:** Study and prepare all the exercises of Lesson 3, Pages 40 – 55, in Real Life Decision Making at Work. The lessons are on “Following Rules and Procedures.”
3. **COMPLETE A CUSTOMER ORDER FORM:** Using Read to Work – Business, Page 59, complete the customer order form.
4. **INTERPRET TIME CLOCKS AND TIME SHEETS:** Using Speaking Up at Work, Pages 33 - 37, study and prepare the lessons on “Understanding Time Clocks and Time Sheets.”
5. **FILL OUT A TIMESHEET:** Ask students to bring in a timesheet from work and practice filling it out.
6. **SEND A MESSAGE:** Using Speaking Up at Work, Pages 155 - 161, study and prepare the lessons on “Receiving and Delivering Messages.”
7. **WRITING VARIOUS WORK FORMS:** Using Real Life Communication at Work, present the lessons on “Writing Notices,” “Writing Memos,” “Writing an Advertisement,” “Writing an Evaluation”, “Writing Directions,” and “Making Requests.”

## **Student Learning Plan 3: Understanding Company Policies and Forms**

### **Objective:**

In this lesson you will become familiar with company policies and forms.

### **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 5: APPLYING AND INTERVIEWING FOR A JOB**

## **Overview**

In this learning plan students will learn to follow procedures for applying for a job, including interpreting and completing job applications, writing letters of inquiry as a follow-up to job ads, writing cover letters and thank you letters, and writing résumés. Students will be taught successful interview skills and have an opportunity to practice these learned skills in a mock interview. Students will also be able to identify and use sources of information about job opportunities such as job descriptions, job ads, job announcements, employment agencies, and about the workforce and job market.

## **Objectives**

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

- Complete a job application
- Write a cover letter to accompany a job application
- Write a letter of inquiry requesting information on a job
- Create a résumé
- Interpret job advertisements
- Interview for a job in a mock setting
- Write a thank you letter as a follow-up to the interview

## ASSESSMENT CHECKLIST

<b>OBJECTIVE</b>	<b>ASSESSMENT</b>
Complete a job application	Students will neatly fill out a job application with 100% accuracy
Write a cover letter	Students will write a neat, appropriately worded cover letter to accompany a job application
Write a letter of inquiry	Students will write a neat, appropriately worded letter of inquiry requesting information about a job
Create a résumé	Students will create a résumé that includes relevant, appropriate information and includes all necessary parts
Interpret job advertisements	Students will access newspapers, employment agencies, and job agencies and choose a job
Interview for a job	Students will interview for a job in a mock classroom setting
Write a thank you letter	Students will write a thank you letter (follow up to a job interview) that is written neatly and appropriately worded

## **Teacher Lesson Plan 1: Interpreting Job Advertisements**

### **Lesson Objectives:**

1. Students identify sources of information about job openings.
2. Students demonstrate how to interpret job advertisements.
3. Students select prospective sources of employment that are appropriate to their skills and goals

### **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. (4.1.4) Identify and use information about training opportunities

**Lesson Activities:**

1. **READ AND INTERPRET** job advertisements: Bring in several newspapers (classified sections), several phone books, and copies of job postings that you can copy from your local library or employment agency. Brainstorm with class where resources are located for finding a job (e.g., newspaper, Internet, employment agencies, job postings in the library). Share your sources of jobs that you brought to the class for the students to look at. Ask them to pick a job that they might consider pursuing. In pairs, have them tell each other what job they picked, why they picked it, and whether or not they have the skills to apply for it (If not, what do they need to do in order to meet the qualifications).
2. **MAKE A LIST:** Ask students to make two lists: one that identifies their present skills and one that identifies their goals. Students share their lists with the class. Ask students if the two lists match. If not, what do they think they need to do in order to reach their job goal. Suggest ideas such as more education (e.g., degree, certificate, diploma), professional training, more experience) and brainstorm together how they would go about achieving these goals.
3. **IDENTIFY JOB AD ABBREVIATIONS:** As students look at newspaper ads and job announcements, ask them to jot down any abbreviations that they encounter as they read. Collect these lists and put the most frequently written abbreviations on the board. Write the complete words next to the abbreviations and explain as you write them. Tell them to copy the board for future reference and future quiz.
4. **INVESTIGATE RESOURCES:** Ask students to bring in job resources to share with the class (e.g., newspaper ads, magazine articles, Internet print outs, flyers gotten from job fairs or employment agencies).



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5. **ATTEND A JOB FAIR:** Attend a job fair in your community if one is going on during this lesson period. Ask students to collect information from the job fair and bring them back to class the following day and share.
  
3. **LISTEN TO A GUEST SPEAKER:** Have a guest speaker from an employment agency come to class and share information with the students.
  
3. **CREATE A JOB PORTFOLIO:** Ask students to collect job ads that they see over the period of this session, making notes of the ones that require further training versus the ones that they are able to apply for now.

## **Student Learning Plan 1: Interpreting Job Advertisements**

### **Objective:**

In this lesson you will learn where to identify and how to interpret sources of job openings. You will learn how to interpret job ad abbreviations as well as job ad related vocabulary. You will identify your skills and strengths and then determine if they match your job goals. You will also identify jobs that meet your goals and determine what further education and/or training you may need to pursue in order to apply for the job with confidence.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.
- .

## **Teacher Lesson Plan 2: Applications and Letters**

### **Lesson Objectives:**

1. Students fill out job applications.
2. Students write a letter of inquiry to find out more information about a job.
3. Students write a cover letter.
4. Students write a thank you letter.

### **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. (7.2.1) Identify and paraphrase pertinent information

**Lesson Activities:**

1. **FILL OUT A JOB APPLICATION:** Using Finding a Job, by Carol L. King (Simon & Schuster Education Group, ISBN 0-8224-3373-7), cover the basics of accurately filling out an application form (pages 47-56) together. Then have them fill out the example application form on pages 57 and 58.
2. **WRITE A COVER LETTER AND LETTER OF INQUIRY:** Discuss purpose of writing cover letters and letters of inquiry. Show sample of each. (See samples at the end of this lesson.) Go over format and vocabulary. Then, have students write one of each. They must write a letter of inquiry asking for more information about a job ad that they read, and a cover letter that will accompany their résumé (which they will write later) for a job that they are applying for.
3. **WRITE A THANK YOU LETTER:** Explain to students how a thank you letter following an interview sets them apart from other applicants. The letter also gives them one more chance to highlight their skills. Then, using Real Life English #4 Workbook by Steck-Vaughn (Steck-Vaughn Company, ISBN 0-8114-2062-0), go over the thank you letter sample on page 51 and have them write a letter (bottom of page 51).
4. **COMPARE APPLICATIONS:** Bring in several applications from various local businesses to share with the class. In groups of 3-4, give each group 2 or 3 different applications to review. They need to note the differences and similarities among the different applications.
5. **WRITE A LETTER:** Bring in some newspaper ads for the students to look at. Tell them to find a job ad that they like and then write a letter of inquiry asking for more information.
6. **MAKE A LIST:** Tell students to make a list of necessary points to cover in a letter of inquiry. Do the same with a thank you letter.

## COVER LETTER

[your name]  
[your address]  
[your phone number]

[date]

[name of company]  
[street address]  
[city, state, zip code]

Dear \_\_\_\_\_,

I am responding to your ad in the [name of newspaper] for the full time position of accounts manager. Enclosed you will find my résumé for your review.

For the past two years I have worked at [your present job] as an accountant. During that time I have mastered general office skills, which included 10 key by touch, computer skills (Microsoft, PowerPoint and Excel), and direct communication with customers and staff. I am presently looking for a position that will further fine-tune my accounting skills.

I believe that your organization will benefit my talents, because I am creative, hard working, dedicated, detail orientated, dependable, punctual, and very fast learner. I have excellent customer service skills and I require very little supervision. I am also an excellent team player.

I am eager to begin working with the [name of company] because I know that your company will enrich my learning and push my skills to the edge of the envelope. Relocation is of no consequence and salary is negotiable (24K-35K).

I look forward to meeting with you to discuss my qualifications.

Sincerely,

[your name]

## LETTER OF INQUIRY

[your name]  
[your address]  
[your phone number])

[date]

[name of company]  
[street address]  
[city, state, zip code]

Dear \_\_\_\_\_,

I am inquiring about a possible opening for a position as cashier. I am very interested in working for [name of company]. Enclosed you will find my résumé for your review.

As my résumé shows, I have had previous experience handling money at [name of company where you are presently working] as well as experience using 10-key. I can type 40 wpm and can lift up to 50 pounds. I am also familiar with check cashing and making change.

My strengths are my people skills, my willingness to learn new tasks, speed at which I can demonstrate what I have learned, and a strong work ethic.

I am available to work immediately and am willing to work any shift including swing. I would prefer full time employment. I can be reached at [your telephone number]. Please leave a message if I am not home.

I look forward to hearing from you.

Sincerely yours,

[your name]

## LETTER OF RESIGNATION

[your name]  
[your address]  
[your phone number]

[date]

[name of owner, manager, or President of the company]  
[name of the company]  
[street address]  
[city, state, zip code]

Dear \_\_\_\_\_:

This is to inform you that I am tendering my resignation from [name of company] and wish to advise you that [date of last day of work] will be my last day of employment.

I would like to thank you for the experience of having worked for [name of company], a truly outstanding organization.

Sincerely,

[your name]

## **Student Learning Plan 2: Applications and Letters**

### **Objective:**

In this lesson you will learn how to fill out a job application. You will also learn how to write a letter of inquiry when you want to find out more information about a job. Once you have found a job that interests you, you need to write a cover letter to accompany your résumé. After your interview, writing a thank you letter will set you apart from the other applicants and give you another opportunity to remind the employer of your special skills. You will learn how to write a top-notch cover letter and thank you letter.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.



## **Teacher Lesson Plan 3: Writing Your Résumé**

### **Lesson Objectives:**

1. Students will explain at least six reasons why they should prepare a résumé.
2. Students will differentiate among the various categories of information on a résumé.
3. Students will explain what is relevant and irrelevant information on a résumé.
4. Students will follow the steps for building an effective résumé.
5. Students will select appropriate information to include in their 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. (7.2.3) Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
3. (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

### **Lesson Activities:**

1. **PARTICIPATE IN A CLASS DISCUSSION:** Brainstorm with students why résumés are important when pursuing a job. Discuss what is relevant versus irrelevant information (e.g., marital status, age, height, weight)
1. **PARTICIPATE IN A CLASS DISCUSSION:** Using the hand out on “Résumé Basics,” go over overall style and format, parts of a résumé, optional data to put on a résumé, and sample of a résumé together. Then, in pairs, have them write two lists; one with relevant information necessary for including in a résumé, and one with irrelevant information not necessary to include in a résumé. Tell them to also list the parts of a résumé.
1. **WRITE A RÉSUMÉ:** Pass out and discuss “Résumé Basics.” (See the notes at the end of this lesson.) Tell students to list their objective, skills, work experience, education, and personal data that may be beneficial to include in their résumé. Using the format taught (see résumé form at the end of this lesson), they write a rough draft of their résumé and turn it in to you for corrections and editing. The following day, return them and ask them to re-write their résumé (If you have access to Microsoft Word on a computer, have the students write their finished résumés on the computer.
1. **COMPARE AND CONTRAST:** Bring in several samples of résumés for the students to look at. In groups of 3-4, ask them to review different ones and comment on the similarities and differences. They must also choose what they consider to be the best one. Tell them that they will be asked to substantiate the reasons for their choice.
1. **DISTINGUISH APPROPRIATE INFORMATION:** Show them the sample résumé at the end of this lesson on an overhead (This résumé includes both relevant and irrelevant information). In pairs, they make a list of each and then share their findings with the rest of the class.

## LA: Learning Plan 5: Applying and Interviewing for a Job

1. **LISTEN TO A GUEST SPEAKER:** Have a guest speaker from an employment agency come to the class to discuss the importance of résumés and the different types of résumés.
1. **USE THE INTERNET:** If possible, ask students to search the Internet for résumés and information on how to write good résumés.
1. **USE THE LIBRARY:** Have the students research information on résumés at the library and then share their findings with the rest of the class.

## RÉSUMÉ BASICS

All good résumés follow the same general basic guidelines. While there is some flexibility in these guidelines, you don't want to stray too far from them. You want a résumé that is bold, exciting, and enticing, but not overdone. You also want a résumé that is somewhat conservative. You must show that you have confidence in your abilities, but not sound like a braggart. So there is a fine line that you must walk in order to produce the best possible résumé.

You want to use intelligent language. However, you don't want to try and impress the employer with long, or uncommon words or phrases. Use everyday language whenever possible. As a rule you should keep it simple and straight to the point.

The purpose of a résumé is to summarize your experience, knowledge, and accomplishments. Say exactly what you mean in the least number of words possible. The length of your résumé is important. Résumés should be from 1 to 3 pages long. Don't be tempted to make your résumé longer than 3 pages, even if you have a lot to tell. Remember, a résumé is supposed to be a summary.

There are several styles of résumés along with numerous variations. Your experience and the kind of job you are applying for will help to determine the style of résumé you use. The two basic styles are: Chronological Résumés and Functional Skills Résumés. Some of the variations include the main themes of business, academic, general, student, standard, professional, or engineering.

A Chronological Résumé lists work experience in reverse chronological order (the most recent experience first). It includes some descriptive text about each position, usually described in about one paragraph. This type of résumé offers several advantages: it is widely accepted, they are easy to read, and they show a clear pattern of your development. The disadvantages include: it does not highlight your major accomplishment(s), nor do they effectively show your other skills.

Functional Skills Résumés highlight your skills and accomplishments rather than providing a chronological record of your job history. Your accomplishments and skills are listed at the beginning. Your job history is listed at the end of the résumé. This type of résumé allows you to call attention to your achievements. The major disadvantage is that employers may find it difficult to follow your work experience. Many people discover that a combination of these two kinds of résumés is the best way to go. You may want to try several different types of combinations before settling upon a final design.

## WRITING A RÉSUMÉ

Some specific topics that your résumé should cover are:

- (1) Job Objective -- lets the employer know that you are interested in a specific type of work. This can be done in 2 or 3 sentences.
- (2) Summary of Qualifications -- is a short paragraph that summarizes your experience and skills.
- (3) Professional Skills -- is the section where you give specific details about your qualifications.
- (4) Work Experience -- in this section you give a one paragraph summary for each of your previous jobs. This should include starting and ending date, reason for leaving, job title and duties, and any special accomplishments for each of the jobs.
- (5) Education -- gives a summary of all schools attended, degrees earned, and special seminars or training courses that you have attended.
- (6) Honors and Awards -- it's a good idea to list any special awards you have received.
- (7) Personal -- information about your hobbies and activities should be included.
- (8) Others -- professional organizations that you belong to, computer or programming skills, articles or books published
- (9) References -- you can state something like, "references available upon request," or list at least 3 on your résumé.

### **Here are some typical action words:**

*Accelerated, achieved, advised, approved, assisted, built, calculated, completed, conceived, controlled, coordinated, created, decreased, defined, designed, developed, directed, earned, edited, engineered, evaluated, found, generated, implemented, improved, invented, managed, operated, organized, planned, proved, revised, scheduled, tested, trained, verified, wrote.*

These words give the correct impression that you have been responsible for do different kinds of jobs tasks. In other words, you weren't just a follower. Of course, you should always be truthful. Don't try to oversell yourself by claiming you did things that you didn't do.

## **Student Learning Plan 3: Writing Your Résumé**

### **Objective:**

In this lesson you will learn why it is important to have a résumé. You will learn what is relevant information to include and what is not. You will also learn the proper format and different parts of a résumé. Lastly, you will learn how to write a winning résumé!

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.

## **Teacher Lesson Plan 4: Job Interviews**

### **Lesson Objectives:**

1. Students will distinguish between an informal and an employment interview.
2. Students will present a positive and competent image through effective nonverbal communication.
3. Students will respond to job interview questions appropriately in a job interview.
4. Students will ask appropriate questions that show knowledge about the company and interest in the job.
5. Students will choose appropriate attire for a job interview.

### **Linked CASAS Competencies:**

- (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

**Lesson Activities:**

1. **PARTICIPATE IN A CLASS DISCUSSION:** Ask the students if they have ever been to a job interview. If so, what was it like? What kinds of questions did they have to answer? Go over important points to consider for an interview:
  - a. Student should present interviewer with a completed job application and résumé.
  - b. Student should arrive for the interview 5-10 minutes early.
  - c. Student should be dressed appropriately.
  - d. Student should greet the interviewer with confidence and warmth.
  - e. Student should explain how his/her skills and background can contribute to the organization.
  - f. Student should answer questions thoroughly.
  - g. Student should have some appropriate questions prepared for the end of the interview.
  - h. Student should maintain eye contact.
  - i. Student should express appreciation to the interviewer at the end of the interview.
  
2. **MAKE A LIST:** Ask students to make a list of points to consider when preparing for an interview.
  
3. **ROLE-PLAY:** In pairs, have the students role-play interviewing each other using the prepared list of questions at the end of this lesson. Each should have a turn being the interviewer and the interviewee. Then they should share these experiences with the rest of the class.
  
4. **INTERVIEW:** Tell students to come to class tomorrow dressed for an interview and with their résumés. You are the interviewer. Interview each student. After each interview, get feedback from the rest of the class who was watching the interviewer (What went well? What could be improved?) If you have access to a video camera, tape the interviews – this is an excellent way for the students to see themselves in an interview situation and they can point out their own mistakes.



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5. **LISTEN TO A GUEST SPEAKER:** Invite a human resources person in from a company to talk about interviewing.
6. **TELEPHONE:** Practice interviewing over the phone in pairs or small groups.
7. **BRAINSTORM:** Use the whiteboard to list questions that students agree are appropriate to ask at the end of an interview (e.g., When does the job begin, what are the hours, what are the benefits).
8. **PARTICIPATE IN A CLASS DISCUSSION:** Go over points to consider when going to an interview hand out at the end of this lesson.
9. **REVIEW THE BASICS OF A JOB INTERVIEW:** Go over “The Job Interview.” (See papers at the end of this lesson.)

## **THE JOB INTERVIEW**

Most people are nervous when they go to a job interview. However, by preparing beforehand you won't have anything to worry about. Believe it or not, occasionally the person conducting the interview is nervous, too!

Most interviewers will make a decision within the first 5 to 10 minutes of the interview. There are a number of steps that you can take that will greatly improve your chances of getting the job.

The first (and perhaps the most obvious) thing to consider is your appearance. No matter what type of job you apply for, you should dress appropriately and make sure all of your clothes are wrinkle free and that your shoes are polished.

Women should wear a conservative suit dress. Avoid excessive jewelry, make-up, perfume and bright nail polish.

Interview do's and don'ts:

- (1) Arrive early.
- (2) Walk briskly, with purpose, and stand up straight.
- (3) Don't smoke, chew gum, slouch, read a novel, or other similar activities while you are waiting in the lobby. If some of the company's literature is available, read that instead.
- (4) Give the interviewer a firm handshake, and don't be afraid to look him or her in the eye.
- (5) Be prepared. Carry an extra copy of your résumé and academic record.
- (6) Don't talk too much ... or too little.
- (7) Above all, try to be natural and relaxed. Be yourself.

Questions that the interviewer may ask you include: what are your career goals? How many sick days have you taken in the past two years? What are your strong points? Do you have any hobbies? Why do you want this job? Tell me about yourself. What did you like most or like least about your last job? Do you have any questions? She or he may also ask you some specific questions that relate to equipment or procedures you'll need to use on the job. This is a way of determining your overall knowledge and skills. Before and during the interview ...

- (1) Be positive and enthusiastic.
- (2) Try to focus upon your accomplishments and achievements in past jobs.

## LA: Learning Plan 5: Applying and Interviewing for a Job

(3) Find out as much as possible about the job duties and requirements of the position you are applying for. This will help you to be able to ask further questions.

(4) Find out as much as possible about the company.

(5) If you are really interested in the job, let the interviewer know about it.

(6) Questions you need to ask include: when will the job start? To whom do I report? What would a typical day be like?

(7) Don't be too concerned about salary and benefits at first. If you are selected, they will make you a salary offer.

Toward the end of the interview you can ask about benefits.

### **AFTER THE INTERVIEW**

There are a number of things that you can do after the interview that will make you an even more attractive job candidate. Here are a few tips:

(1) Write a thank you letter. If you really want the job, say so in the letter.

(2) If you have not heard anything within a few days, you may want to call. This shows that you are interested.

3) If you aren't hired, you can still send a thank you letter to the company and ask them to keep you in mind for any other similar job openings.

## **Student Learning Plan 4: Job Interviews**

### **Objective:**

In this lesson you will learn to distinguish between an informal and employment interview. You will present a positive and competent image through effective nonverbal communication. You will also learn how to respond appropriately to interview questions and know what are appropriate questions to ask at the end of the interview. This lesson will culminate in a mock interview where you will have an opportunity to practice your interviewing skills.

### **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 Literacy Resource Center: Literacy: PE1128 A2 J636 Vol. 4 c.1]

# **TEACHER LEARNING PLAN 6: UNDERSTANDING AND RECORDING JOB-RELATED INFORMATION**

## **Overview**

To be successful in one's chosen career, it is necessary to understand and utilize a wide variety of job-related information. In order to find a challenging and rewarding job, the student must first be able to successfully interpret and understand job descriptions, advertisements, and announcements. They will need to be aware of the multitude of means to locate information about available positions in their fields. After they have successfully found a job, it will be necessary to understand forms such as those used for time-keeping, as well as work checklists and memorandums. It is also crucial for the students to completely understand all acronyms and abbreviations appearing on their wage statements.

## **Objectives**

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

- Interpret job descriptions, job advertisements, and job announcements.
- Interpret information about the workforce and job market.
- Write job performance reviews, work checklists, and memorandums.
- Interpret wages, deductions, benefits, and time-keeping forms.

## ASSESSMENT CHECKLIST

<b>OBJECTIVE</b>	<b>ASSESSMENT</b>
Interpret job descriptions, advertisements, and announcements	Students will define abbreviations as well as compare and contrast job descriptions, ads and announcements
Interpret information about the workforce and job market	Students will conduct a library research of the current job market and write a report based on their results
Write job performance reviews, work checklists, and memos	Students will write a job performance review, work checklist, and memo with 100% accuracy
Interpret wages, deductions, benefits, and time-keeping forms	Students will fill out a time sheet, W-4 form, health benefit form, and time-keeping form with 100% accuracy

## **Teacher Lesson Plan 1: Interpreting Job Descriptions, Job Advertisements, and Job Announcements**

### **Lesson Objectives:**

1. Students will be able to compare and contrast job descriptions, job advertisements, and job announcements.
2. Students will explain abbreviations used in job descriptions, job advertisements, and job announcements.
3. Students will accurately answer all questions given that relate to two sample job postings.

### **Linked CASAS Competencies:**

1. (4.1.1) Interpret governmental forms relating to seeking work, such as applications for Social Security.
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. (4.1.4) Identify and use information about training opportunities.



**Lesson Activities:**

9. **INTERPRET JOB POSTINGS:** Study and prepare the lessons on “Understanding Job Posting” on pages 176 – 178 of Speaking Up at Work.
9. **MAKE A LIST OF JOB SOURCES:** Generate a list of possible sources of job information: newspaper advertisements, bulletin boards, employment offices, libraries, schools, government agencies, and friends.
9. **COMPARE/CONTRAST JOBS:** Bring several copies of newspapers with classified job listings to share with the class. In small groups of 3-4, students select a specific occupation and review the ads for job opportunities. They find five job listings and then compare/contrast the requirements for each. Ask the groups to share their findings with the rest of the class.
9. **LIST REASONS FOR CHANGING JOBS:** Discuss possible reasons for changing jobs.
9. **BRING TO CLASS JOB ANNOUNCEMENTS:** Bring in some examples of job announcements from your workplace.
10. **DEFINE JOBS AND WORK VOCABULARY:** In The ESL Miscellany, there is a “Jobs and Work” list on page 107 and a “Business” list on page 109 that is applicable to go over with the class. Have the students try to define as many of the words on the lists as possible. Explain the words that they do not know.
11. **MATCH SKILLS TO JOB SKILLS:** Using English ASAP #4, pages 22-26, have the students work in teams to complete the exercises.

## **Student Learning Plan 1: Interpreting Job Descriptions, Job Advertisements, and Job Announcements**

### **Objective:**

In this lesson you will learn how to understand and interpret job descriptions, advertisements for jobs, and jobs announcements.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.

## **Teacher Lesson Plan 2: Interpreting Information about the Workforce and Job Market**

### **Lesson Objectives:**

1. Students will be able to interpret information about the workforce and the current job market.
2. Students will write a self-assessment of their skills and interests.
3. Students will identify factors affecting advancement on the job
4. Students will identify training needs.
5. Students will interpret and evaluate career literature on getting a promotion.

### **Linked CASAS Competencies:**

1. (4.4.2) Identify appropriate skills and education for keeping a job and getting a promotion.
2. (4.1.9) Identify procedures for career planning, including self-assessment.
3. (4.4.4) Interpret job responsibilities and performance reviews.
4. (4.4.6) Interpret work specifications and quality standards.
5. (4.4.7) Demonstrate the ability to apply or transfer skills learned in one job situation to another.

**Lesson Activities:**

1. **BRAINSTORM METHODS OF KEEPING A JOB:** In small groups, discuss and present methods of keeping your job and getting a promotion. Compare your ideas with the ideas of the other classroom groups.
  
1. **WRITE A SELF ASSESSMENT:** Use lessons in Unit 1 of Put English To Work Level 6, which goes over self-assessment and identification of skills and identifying strategies for career planning.
  
2. **LIST FACTORS AFFECTING JOB ADVANCEMENT:** Using Unit 9 of Put English To Work Level 6, go over lessons on understanding the factors affecting advancement on the job, identifying training needs, interpreting career literature on getting a promotion, understanding factors and behavior preventing promotion, and evaluating career literature
  
3. **TALK ABOUT JOB ADVANCEMENT:** Study and prepare the lessons on “Talking About Advancement” on pages 169 – 175 in Speaking Up at Work.
  
2. **LIST TRANSFERRABLE JOB SKILLS:** In pairs, have the students list jobs skills that can be transferred from one job to another. Share with the entire class.
  
3. **RESEARCH THE CURRENT JOB MARKET:** Utilize the library to research the current job market. Listed below are two government publications that are good sources of labor market information:
  - a. **Occupational Outlook Handbook**. Published by the U.S. Department of Labor’s Bureau of Labor Statistics. It gives the outlook for hundreds of jobs. It also describes working conditions, duties, qualifications, and advancement potential.

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- b. **Occupational Outlook Quarterly**. Published by the U.S. Department of Labor. It gives an overview of the outlook for different sectors of the economy and individual occupations. It often contains articles focusing on selected job areas.
3. **WRITE A REPORT**: Write a report on the results of your library research.

## **Student Learning Plan 2: Interpreting Information about the Workforce and Job Market**

### **Objective:**

In this lesson you will learn how to interpret information about the workforce and the current job market.

### **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 Write Job Performance Reviews, Work Checklists, and Memos**

### **Lesson Objectives:**

1. Students will interpret and write job performance reviews.
2. Students will interpret and write work checklists.
3. Students will interpret and write memorandums.

### **Linked CASAS Competencies:**

1. (4.4.3) Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.
2. (4.4.4) Interpret job responsibilities and performance reviews.
3. (4.6.2) Interpret and write work-related correspondence, including notes, memos, and letters.
4. (4.6.3) Interpret written workplace announcements and notices

**Lesson Activities:**

5. **EDIT A JOB PERFORMANCE REVIEW:** Study and prepare the lessons “Job Review” on pages 13 – 17 of Topics and Language Competencies, Book 6.
6. **COMPARE AND CONTRAST TWO JOB PERFORMANCE REVIEWS:** Using Read to Work Business, pages 41 – 43, prepare the lessons on job performance reviews.
7. **WRITE JOB-RELATED INFORMATION:** Using Real Life Communication at Work, study and prepare the lessons on “Writing Notices,” “Writing Memos,” “Writing an Advertisement,” “Writing an Evaluation,” “Writing Directions,” and “Making Requests.”
8. **MAKE A CHECKLIST:** Using lesson 8 in Read to Work Service & Retail, go over classifying information and making checklists in the food service industry.
9. **INTERPRET MEMOS, FAXES, ETC.:** Using Units 1, 4 and 10 in Read To Work Business, go over writing and interpreting memos, faxes, information sheets, and training manuals.
10. **INTERPRET EMERGENCY PROCEDURES:** Using Unit 6 in Put English To Work Level 6, go over emergency procedures, fire drill instructions, evacuation plans, organizational systems, and identifying preventative measures to avoid emergency situations.



## **Student Learning Plan 3: How to Write Job Performance Reviews, Work Checklists, and Memos**

### **Objective:**

In this lesson you will learn how to write job performance reviews, work checklists, and memorandums.

### **New vocabulary and notes:**

### **In this lesson my teacher showed me:**

- 1.
- 2.
- 3.

### **Evaluating my understanding:**

- 1.
- 2.
- 3.

## **Teacher Lesson Plan 4: Interpreting Wages, Deductions, Benefits, and Timekeeping Forms**

### **Lesson Objectives:**

1. Students will be able to interpret wages, deductions, benefits, and time-keeping forms.
2. Students will fill out an income tax form.

### **Linked CASAS Competencies:**

1. (4.2.1) Interpret wages, wage deductions, benefits, and time-keeping forms.
2. (5.4.1) Interpret income tax forms.

### **Lesson Activities:**

5. **FILL IN A TIMESHEET:** Study and prepare the lessons “Understanding Time Clocks and Time Sheets” on pages 33 – 37 of Speaking Up at Work.
6. **INTERPRET A PAYCHECK AND PAY STUB:** Study and prepare the lessons “Understanding Paychecks” on pages 50 – 56 of Speaking Up at Work.
7. **FILL OUT A W-4 FORM:** Study and prepare the lessons “Understanding W-4 Forms” on pages 104 – 107 of Speaking Up at Work.
1. **FILL OUT A TIME SHEET:** Ask students to bring in a sample time sheet from their work and practice filling it out.

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8. **INTERPRET BENEFITS:** Study and prepare the lessons “Understanding Benefits” on pages 118 – 119 of Speaking Up at Work.
  
9. **INTERPRET HEALTH INSURANCE:** Study and prepare the lessons “Understanding Health Insurance” on pages 133 of Speaking Up At Work.
  
10. **INTERPRET TAX FORMS:** Use Unit 2, “Taxes and Tax Forms,” in Put English To Work, Level 6 to go over form 1040A, tax tables, and other related tax information.

## **Student Learning Plan 4: Interpreting Wages, Deductions, Benefits, and Timekeeping Forms**

### **Objective:**

In this lesson you will learn how to fill in a timesheet, understand a paycheck and a pay stub, and fill out a W-4 form.

### **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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