



Acalanes Adult Education
Course Outline

COURSE TITLE:	English Language Learner – Intermediate High
DEPARTMENT:	ELL
A-22 COURSE NUMBER:	9981
DATE:	August 29, 2022
LENGTH OF COURSE:	Minimum of 10-weeks and varies depending upon yearly school calendar.
HOURS PER WEEK:	12

PREREQUISITES:

- When applicable, ELL Intermediate Low;
 - CASAS Scale Score Range 211 – 220;
 - Individuals must be a minimum of 18 years of age; and,
 - Individuals must take the CASAS Pre- and Post-Exams.
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1. **Course Description:** The focus of this class is instruction in English grammar and reading and is designed for adults who have intermediate English language skills. Students will practice communication skills in everyday situations and build a larger vocabulary through listening, speaking, reading, writing, and grammar activities. The use of technology will also be integrated.
2. **Educational Purpose of Course:** To prepare students to use English to achieve tasks within a variety of real-life situations and experiences. Students will be provided with skills to be able to listen, speak, read, and write in English. This course will have an emphasis on providing communication skills necessary for daily living situations and encouraging students to continue pursuing lifelong learning, training, and career advancement.
3. **Standards**
 - This course is designed around the competency-based model of instruction.
 - The content covered in this course will focus on understanding through the areas of listening, speaking, reading, writing, language function, language form, and cultural literacy.
 - The basic life skills' categories which will provide the topics of instruction are: Basic Communication; Consumer Economics; Community Resources; Employment; Government/Citizenship; Computation; Learning and Thinking Skills; and Independent Living.
 - The goal of this course is to promote English language competency for personal, social, educational, and professional purposes, applying English to real-life situations with embedded contextualized learning.
 - There is an emphasis on literacy and basic communication skills that enable learners to participate more fully within society as citizens, workers, and family members.

4. **Language Skill Proficiencies:** Students will demonstrate the following language skill proficiencies upon exit from ELL Intermediate Low.

Listening

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

Speaking

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

Reading

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

Writing

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

5. **CASAS Content Standards for Reading:**

R2. Vocabulary

- R2.7 Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)
- R2.8 Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
- R2.9 Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, worker)
- R2.10 Interpret less common prefixes and suffixes to determine the meaning of words (e.g. impossible, anti-war, employee)

R3. General Reading Comprehension

- R3.4 Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
- R3.7 Interpret detailed instructions (e.g. workplace procedures, operating instructions, consumer materials)
- R3.8 Interpret basic sentence structure and grammar (e.g., statements, questions, negatives, adjectives, modifying nouns)
- R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
- R3.11 Make connections between related information across different sections of a text
- R3.13 Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*)
- R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first...then; however; it's important that...)
- R3.15 Interpret idioms and collocations from context
- R3.17 Interpret the connotative meaning of a word (e.g. inexpensive vs. cheap)

R4. Text in Format

- R4.6 Interpret simple forms (e.g., appointment sign-in sheet, class registration)
- R4.7 Interpret complex forms (e.g., rental, insurance, pay statements)
- R4.9 Interpret maps, diagrams, and graphs
- R4.10 Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)

R5. Reference Materials

- R5.2 Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)
- R5.3 Locate information organized in groups or categories (e.g., in department directory, catalog, on a web page)
- R5.6 Use a standard dictionary to distinguish between multiple meanings of a word

R6. Reading Strategies

- R6.1 Predict the content of a text from title, pictures, type of material
- R6.2 Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
- R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
- R6.4 Skim simple text for general meaning
- R6.5 Skim complex text for general meaning or to determine subject matter or organization
- R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
- R6.7 Increase reading fluency (accuracy, speed)

R7. Reading and Thinking Skills

- R7.2 Identify the main idea of a multi-paragraph text
- R7.5 Determine the sequence of events in a complex narrative
- R7.6 Paraphrase information
- R7.7 Summarize a text
- R7.8 Make inferences and draw conclusions from simple text
- R7.10 Differentiate fact from opinion in a written text
- R7.13 Compare related information from various sources (e.g., consumer ads)

6. CASAS Content Standards for Listening:

L1. Phonology

- L1.5 Recognize reduced forms of words and phrases (e.g., *gonna, gimme; Did You/Didja, twenty/twenny*)
- L1.6 Recognize location of stress in multi-syllable words (e.g., *My address is 312 Date Street vs. Please address this envelope.*)
- L1.7 Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., *Stress and intonation can change I don't believe it! from an expression of skepticism to an exclamation of surprise.*)

L2. Vocabulary

- L2.3 Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., *everyday conversations, simple descriptions, directions*)
- L2.4 Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., *shopping, housing, health, transportation, employment*)
- L2.5 Comprehend homonyms in context (e.g., *There's a hole in the bag./Get a whole bag.*)
- L2.6 Comprehend words changed by prefixes, suffixes, etc. (e.g., *happy/unhappy; govern, government*)
- L2.7 Comprehend speech that contains unfamiliar vocabulary using contextual clues

L3. Grammar

- L3.9 Comprehend intermediate level grammar and structures (e.g., *simple past, modals, real conditional, present perfect, compound simple sentences*)
- L3.10 Comprehend comparative forms of adjectives (e.g., *faster, fastest*)
- L3.11 Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., *first, then, however, it's important that, well, anyway, that being said, etc.*)
- L3.12 Comprehend comparative forms of adverbs (e.g., *more quickly, the most quickly*)
- L3.13 Comprehend advanced grammar and structures (e.g., *complex tenses, all conditionals [real and unreal], passive voice, reported speech, compound/complex sentences*)
- L3.14 Recognize a range of question types (e.g., *embedded questions, tag questions*)

L4. General Discourse

- L4.5 Comprehend brief non-face-to-face communication (e.g., *short phone calls, personal messages*)
- L4.6 Comprehend extended conversations
- L4.7 Comprehend extended social narrative (e.g., *a description of weekend activities*)
- L4.8 Recognize fillers and place holders in speech (e.g., *Um, You know, Like*)
- L4.9 Comprehend communicative function of speech (e.g., *polite disagreement: Do you really think so?*)
- L4.10 Comprehend media messages with visual support (e.g., *TV news, weather reports, movies*)
- L4.11 Comprehend extended or detailed non-face-to-face communication (e.g., *phone calls, messages, announcements, radio broadcasts*)
- L4.12 Understand humor, jokes, irony

L5. Informational Discourse

- L5.5 Comprehend multi-step instructions and directions (e.g., *Turn off the lights when you leave and lock the door*)
- L5.6 Comprehend detailed instructions, explanations, and directions in a range of contexts (e.g., *specialized contexts such as workplace procedures, operating instructions*)

L6. Strategies and Critical Thinking

- L6.1 Identify the topic, main idea, or gist of brief discourse or information
- L6.2 Listen for simple specific details of brief discourse (e.g., *What time will the train leave?*)
- L6.3 Make inferences from simple statements or conversation
- L6.4 Use non-language-based clues to guess meaning (e.g., *gestures, situation, relationships, etc.*)
- L6.5 Predict content of discourse types/genre that follow common patterns (e.g., *doctor talking to patient, narratives, instructions*)

- L6.6 Demonstrate understanding of hypothetical situations (e.g., *You are a patient. What do you say to the doctor?*)
- L6.7 Determine when clarification is necessary
- L6.8 Identify the main idea or topic of extended discourse

7. **Instructional Strategies:** The use of whole language in teaching English through auditory, visual, and kinesthetic modalities is utilized at all levels. The object of a learning experience is not to see how many learning strategies can be incorporated but to determine which ones are best for students and the content being explored. The following is a list of instructional strategies that are encouraged: Drawing and Artwork; Games; Graphic Organizers, Semantic Maps, and Word Webs; K-W-L Charts; Manipulatives, Experiments, Labs, and Models; Metaphors, Analogies, and Similes; Mnemonic Devices; Movement; Music, Rhythm, Rhyme, and Rap; Project-based and Problem-based Learning; Reciprocal Teaching and Cooperative Learning; Role Plays, Drama, Pantomimes, and Charades; Storytelling; Structured Notetaking; Technology; Visualization and Guided Imagery; Visual; Work Study and Apprenticeships; Writing and Journals.
8. **Instructional Materials:**
 - Stand Out 4, Third Edition with Student Workbooks, Jenkins & Johnson
 - Fundamentals of English Grammar, Azar
 - Ellii.com
 - Idioms in American Life, Howard
9. **Evaluation:**
 - CASAS Life and Work Reading test before the end of each of the class terms
 - EL Civics Assessment before the end of each of the class terms
10. **Repetition of Course:** Students who successfully complete the course may be promoted; however, students who successfully complete the course and, for various reasons, drop out and later re-enter the program will be re-tested and may be re-enrolled in this course.
11. **Statement of Civil Rights:** All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.