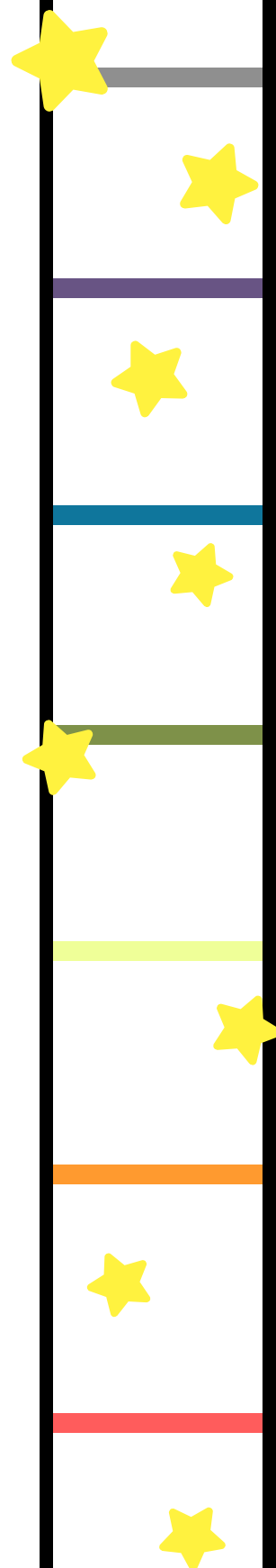


ESL Core Curriculum Toolkit

LITERACY

A Guide For Instructors @

Rancho Santiago Community College District
Continuing Education Programs



ACKNOWLEDGEMENTS

We would like to give many thanks to those who worked most closely on updating the core English as a Second Language (ESL) courses: Course Outline of Record (COR) Project Lead and Adult Education Block Grant (AEBG) ESL Faculty Coordinator, Karla Frizler, Santa Ana College (SAC) School of Continuing Education (SCE) ESL Department Chair, Henry Kim, and Santiago Canyon College (SCC) –Continuing Education ESL Department Chair, Eden Quimzon. Diana Babayan from SCC American College English (credit ESL) also reviewed the Advanced levels and gave valuable feedback. We’d also like to thank the SAC-SCE ESL Department members who gave their valuable feedback when finalizing our ESL Core CORs: Susan Garnett, Dr. Jarek Janio, Rob Jenkins, and Nancy Pakdel.

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It truly took a village of administrators, coordinators, and curriculum writers to get this project off the ground, and we are grateful for all of the support.

With much appreciation,

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Santa Ana College School of Continuing Education

“Santa Ana College inspires, transforms, and empowers a diverse community of learners.”



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AH

ADVANCED HIGH
High-level language skills and conversations that convey complex reading and writing strategies. Academic, informational, and technical reading to expand creative and critical thinking skills.

AL

ADVANCED LOW
Higher-level language skills, critical reading strategies, academic and informational writing skills for increased academic, workforce, and civic participation.

IH

INTERMEDIATE HIGH
Authentic spoken and written content, critical and creative thinking skills, informational reading and writing for academic and workforce preparation, including increased community and civic participation.

IL

INTERMEDIATE LOW
Conversations, opinions, academic and informational reading and writing tasks for academic and workforce preparation as well as civic participation.

BH

BEGINNING HIGH
Everyday conversations, reading and writing tasks for academic and career readiness, as well as civic participation.

BL

BEGINNING LOW
Simple conversations, words, phrases, writing tasks and communication needed in the context of school, work, and community.

L

LITERACY
Basic communication, simple personal information along with verbal and nonverbal strategies to meet communication needs and to recognize and read letters and numbers.



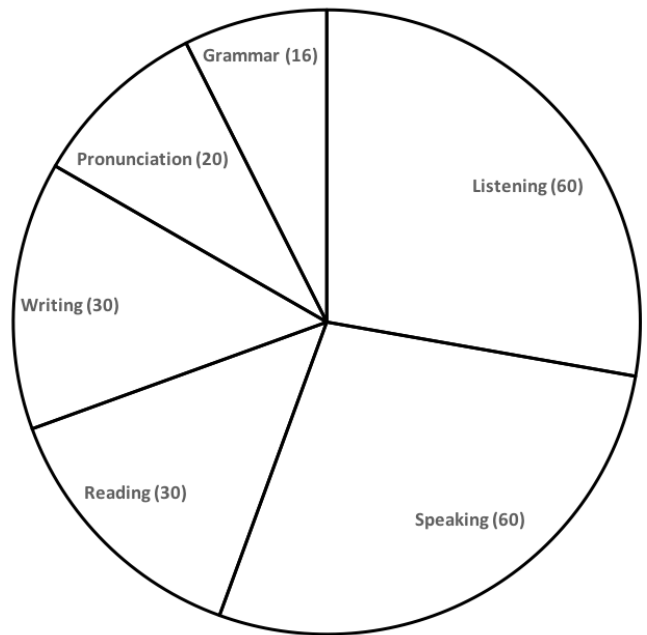
Hourly Breakdown of Instructional Skills Literacy - Beginning High

At the lower levels, instruction emphasizes listening and speaking skills.

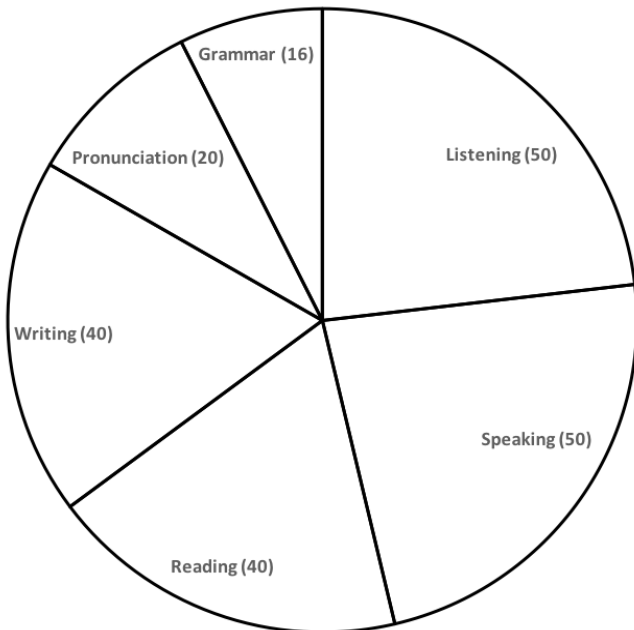
Instructional Skills Represented by Hours

- Listening
- Speaking
- Reading
- Writing
- Pronunciation
- Grammar & Structure

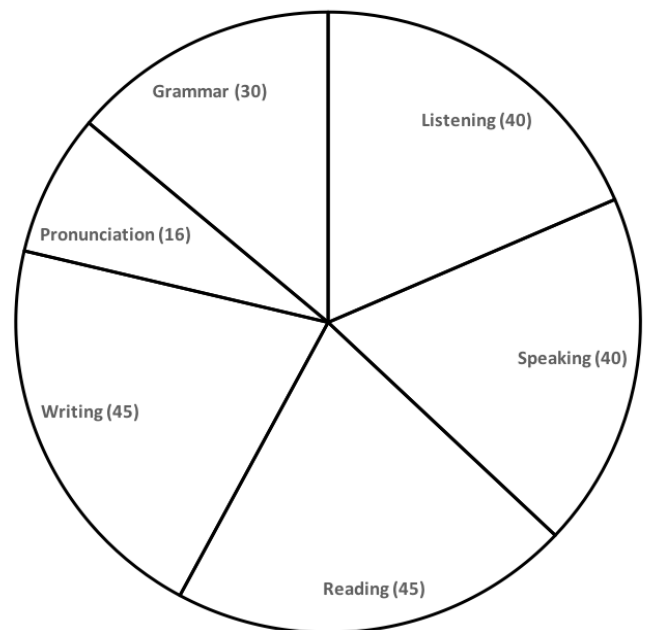
LITERACY



BEGINNING LOW



BEGINNING HIGH

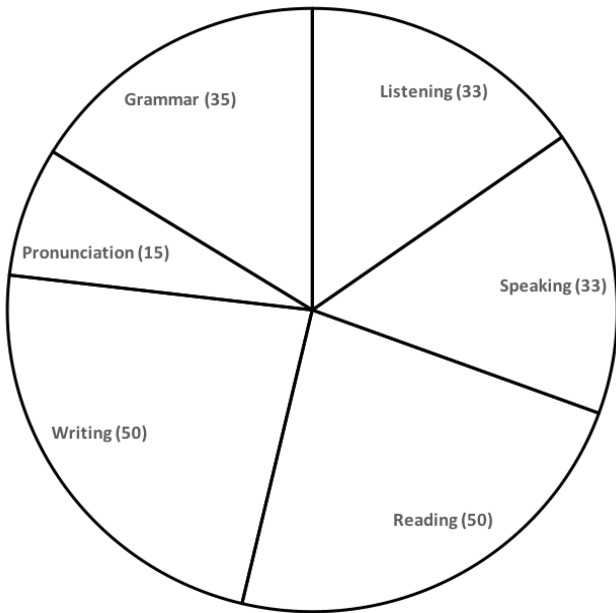


Hourly Breakdown of Instructional Skills

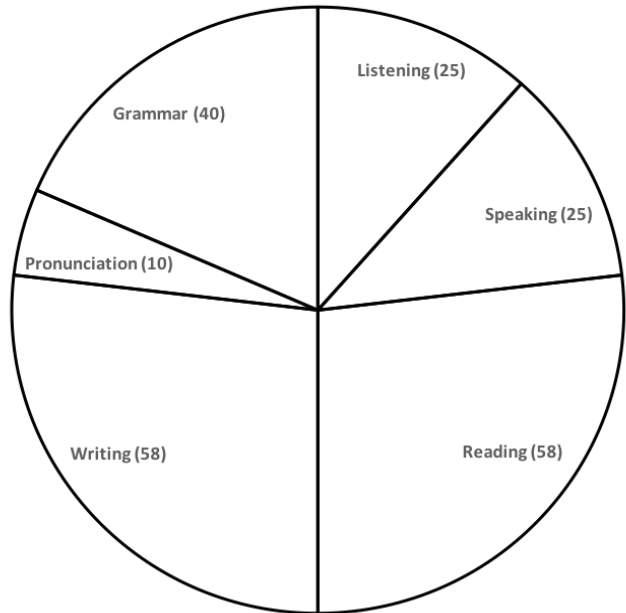
Intermediate Low – Advanced High

For the intermediate and advanced levels, instruction shifts toward a greater focus on reading, writing and grammar/structural skills.

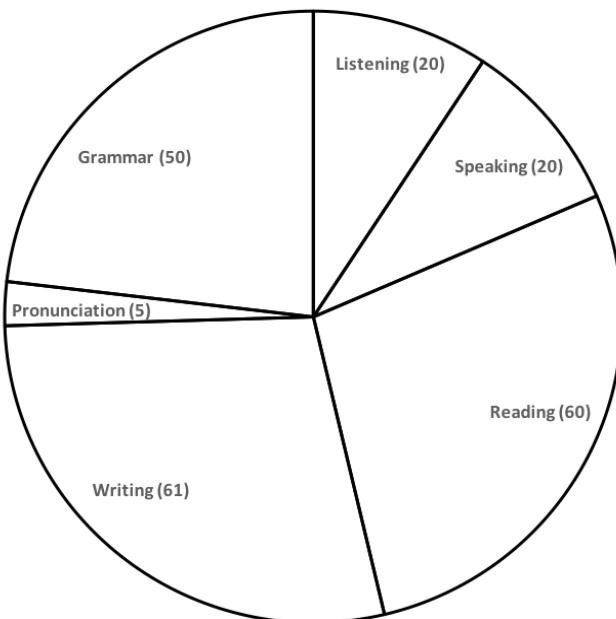
INTERMEDIATE LOW



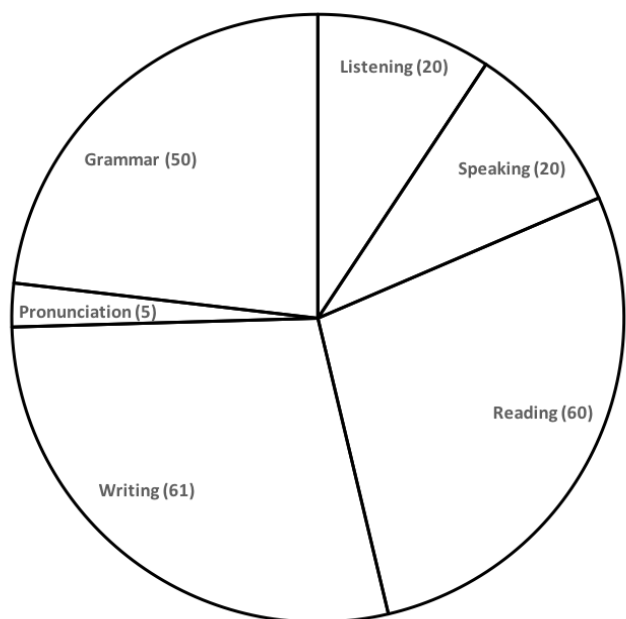
INTERMEDIATE HIGH



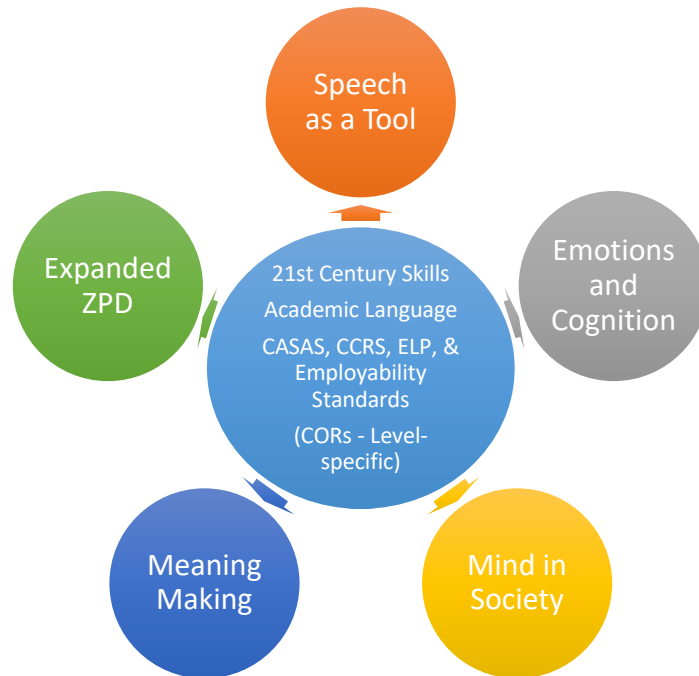
ADVANCED LOW



ADVANCED HIGH



Theoretical Foundation of RSCCD's ESL Teacher's Toolkit



The 21st century requires workers to have a new set of skills to thrive in the new global economy. Clifton (2011) identified acquisition of jobs as a top priority of the inhabitants of the world, through a poll Gallop conducted in 2005 of the inhabitants of 150 countries. If jobs are the top priority of capable workers, it is important to have the skills necessary to acquire those jobs.

According to Wagner (2008, 2012), in order to be prepared for the 21st Century, students need to possess the following survival skills:

- critical thinking and problem solving
- collaboration and leadership
- agility and adaptability
- initiative and entrepreneurialism
- effective oral and written communication
- the ability to access and analyze information
- the ability to be able to have and use curiosity and imagination
- play
- passion
- purpose

We understand the obligation to prepare all of our students for the 21st Century. Therefore, we have interpreted and incorporated these survival skills across all levels in our curriculum. We have also integrated the English Language Proficiency Standards for Adult Education (2016), college preparation, workforce preparation, and digital literacy and citizenship in the sample lessons and activities in the toolkit so that all of Rancho Santiago Community College ESL students can be prepared for their educational lives and the careers of the future.

Our instructional efforts are structured with the intent of providing appropriate English language development to move students toward proficiency in English while providing them scaffolded access to our curriculum. We encourage our students to work hard on challenging tasks and help them focus on the idea that their struggle is an opportunity for growth and emphasize growth-mindset interventions (Paunesku et al., 2015) that focus on the process of learning and not the end-result as the reward. This process gives our students a sense of purpose and re-energizes their desire to learn resulting in accomplishing meaningful educational and personal goals.

We recognize that our students' race, ethnicity, linguistic background, and socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English literacy. Therefore, building on these founts of knowledge is something we support, respect, and build upon by using Smagorinsky's (2013) five areas of language expansion of speech as a tool, emotional and cognition, mind in society, making meaning, and the expanded ZPD.

In addition to helping our students acquire English language literacy, we are preparing them to navigate college and the job market, enhance their citizenship, and become global citizens in the 21st Century. In order to help our students' innovative ideas flourish, our students have opportunities to explore, experiment, imagine, learn, and discover through the various learning opportunities we offer to enhance their intrinsic motivation and passion and give them purpose (Pink, 2009).

The ultimate goal of our ESL program is for students to have the language knowledge and experience to obtain livable-wage jobs, pursue higher education if they choose (or if those jobs require it), and to also be active members of their local community.

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Santa Ana College School of Continuing Education

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Toolkit Overview:

The core curriculum has a total of seven levels. Six sample lessons were created for each level centered around the following themes.

Learning & Thinking Skills	Community	Health	Consumer Economics	Employment	Government & Law
					

Each lesson plan is comprised of eight components:

 Warm Up	Engagement in the lesson; Getting students interested in the topic.
 Introduction	Connection to the topic to be taught; Relating the topic to the students' worlds.
 Presentation	The meat and potatoes of the lesson; Primary objective of lesson is being taught.
 Guided Practice	Scaffolded practice; Activities to confirm understanding of the lesson topic with support from the instructor.
 Communicative Practice	Continued topic practice through verbal and/or written communication; The scaffolding is slowly being removed.
 Application	Application of topic to think inventively to complete a task; The scaffolds are off and critical thinking is in play!
 Evaluation	Assessment of student understanding and application of the topic.
 Extension	Suggested lessons/activities to expand on the topic theme.

ADAPTATIONS:

Technology: The lessons have been created for a 'Low-Tech' classroom. A low-tech classroom is defined as a classroom that has a projection screen, Wi-Fi access, and an Elmo. Both high-tech and no-tech adaptations have been provided with each lesson.

Multi-level Classrooms: For instructors teaching multi-level classes, lesson adaptations have been made to adjust for both higher-level and lower-level instruction.

How to Use This Toolkit:

A NEW TYPE OF RECIPE BOOK:

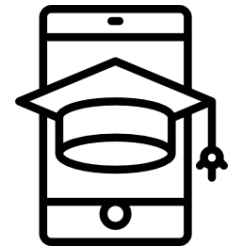
This toolkit is a collection of ideas from a variety of teachers with different styles, backgrounds, and experience. In a way, this toolkit is like a cookbook. Each lesson plan is a “recipe.” The first time you use it, you might follow the lesson plan exactly. The next time, you add your own “ingredients” or techniques, using the basic recipe, but putting your own spin or twist on it. Ideally, you share back your interpretation with the original recipe creator, so that person can learn, grow, and expand as well.



Just as a seasoned chef may take bits and pieces from a recipe, an experienced teacher should do the same. Take what you need from these lessons and expand or adapt. For newer teachers, you may want to follow a lesson plan from start to finish, at least the first time you attempt it.

A NOTE ABOUT TECHNOLOGY:

If the 21st Century were peanut butter, digital literacy would be its jelly. The two go hand in hand. Technology is a part of our lives and can play a useful role in ESL instruction and learning. You will see technology is interwoven throughout the lessons. The technology recommended is mobile friendly, free, and easy to use with a little training. The goal of the technology embedded in the lessons is to enhance the learning experience for our students and hopefully inspire them to use and embrace technology as it increasingly becomes a major part of our lives.



The use of smart phones is also a component in many of the lessons. In classrooms that have Wi-Fi, the smart phone is a bridge to a world of information to inform students’ learning. As ESL instructors, we can help our students make the most of this extremely useful tool to promote autonomous learning.

LESSON ACCESS:

As an instructor with the Rancho Santiago Community College District, you have access to the sample lessons and attachments created for ALL ESL core levels (Literacy-Advanced High). These lessons can be found at the following link: <https://intranet.rscgd.edu/ESLToolkit>







See our **Final Word** at the back of this toolkit for instructions on how to access our Intranet.

Special Note: PowerPoint presentations associated with the literacy lessons are not included in this guide. They can be found at the link above. In the left navigation of the site, click on the link titled, ‘Literacy Slideshows’.

Literacy Overview:

The first of seven integrated ESL core courses. This is an ESL class for students who are not yet literate in English. The level emphasizes communicative competence and basic functional language skills to meet immediate communication needs, including verbal and nonverbal strategies. This level develops the ability of second language learners to recognize and read letters and numbers, copy and produce the alphabet, numerals, and simple personal information.

ESL TOOLKIT SAMPLE LESSON STUDENT LEARNING OUTCOMES – Students will be able to:

<p>Learning & Thinking Skills:</p> <ul style="list-style-type: none">• Recognize and read out loud the alphabet, numbers 1-31, and the months of the year.• Alphabetize various nouns and organize birthdays in chronological order.• Use simple verbal and nonverbal strategies to communicate names and birthdays.	
<p>Community:</p> <ul style="list-style-type: none">• Pronounce numbers and letters.• Recognize common school places and label them on a simple school map.• Apply critical thinking skills when scanning an authentic school map.	
<p>Health & Safety:</p> <ul style="list-style-type: none">• Say the expressions 'good', 'bad,' and 'I don't know' to state opinions.• Reference visual cues to learn and categorize items into the 5 food groups.• Determine the difference between healthy and unhealthy foods and share findings with others.	
<p>Consumer Economics:</p> <ul style="list-style-type: none">• Recognize and read money denominations.• Write the money value associated with US coins and the one dollar bill.• Use expressions 'How many' and 'I have' to communicate about money.	
<p>Employment:</p> <ul style="list-style-type: none">• Recite job titles and respond appropriately to single-word commands.• Match and copy job titles and simple commands.• Begin to use verbs and to use subject-verb agreement in simple present.	
<p>Government & Law:</p> <ul style="list-style-type: none">• Identify letters and respond appropriately to single word commands.• Demonstrate recognizing common public signs.• Recognize capital letters and reading from left to right.	

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Learning & Thinking Skills



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LESSON OBJECTIVES:

- Students will recognize and read out loud the alphabet, numbers 1-31, and the months of the year.
- Students will alphabetize various nouns and organize birthdays in chronological order.
- Students will use simple verbal and nonverbal strategies to communicate names and birthdays.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> • alphabet • alphabetical order • numbers • chronological order • birthday • first name • last name 	<ul style="list-style-type: none"> • Slideshow 1: How to Arrange Names in Alphabetical Order • Slideshow 2: How to Arrange Events in Chronological Order • Handouts #1, 2, 3, 4 • Quiz #1 • Student Roster Printouts (two sets: one for cutting and one for evaluation: make sure the rosters only have students' names and no other personal information) • Scissors • White copy papers • Extra markers for Guided Practice • (Optional: card stocks for grouping)



WARM UP (15 minutes):

Handout #1

- Introduce and review letters (A-Z upper and lower cases) and numbers (1-31).
- Have students work on Handout #1. First, demonstrate writing letters by writing on the board. Read each letter with the class. Then have students write letters on Handout #1 while reading each letter out loud. Follow the same steps for numbers. Spend about 15 minutes. Students may finish the handout or may complete it at home.



INTRODUCTION (25 minutes):

Handout #2

- How to arrange names alphabetically (workforce prep)
 - Explain when working as an administrative assistant in a doctor's office or a clerk in a city hall, he/she needs to know how to file forms and folders according to last name, company name, etc. in the order of the alphabet.
 - Write down three student names on the board and show how to arrange these names in alphabetical order using last names first. If two last names begin with the same letter, show how to compare the second letters, and so on. If there are two of the same last names, teach them how to use first names. Point out to students they need to use a capital letter (upper case letter) in the beginning of first and last names.
- How to arrange events in chronological order (planning, prioritization, time management): First, introduce and review months of the year (Handout #2)



INTRODUCTION (25 minutes):

- Share the importance of planning for education (pathways), goals (buying a house, getting a job). When arranging events, we tend to arrange them in chrono (time) – logical order, in the order of time from old events to new events.
- Write down three months on the board (March, January, and August) and show how to arrange them in chronological order. Again, point out to students to use a capital letter/upper case letter when writing months of the year.
- How to read dates
 - Write today's date on the board (i.e. January 14, 2018).
 - Demonstrate how to read today's date, January 14th, two thousand eighteen or January 14th, twenty eighteen. Practice by writing down three more dates and have students practice reading them out loud.



PRESENTATION (20 minutes):

- Slideshow 1: How to Alphabetize Names
 - Students watch the slideshow. While watching, have students practice notetaking strategies by writing down practice answers on their paper.
 - Review answers (last slide) and have some Q&A time after the presentation.
- Slideshow 2: How to Arrange Events in Chronological Order
 - Students watch the slideshow. While watching, have them write down practice answers on their paper.
 - Review answers (last slide) and have some Q & A time after the presentation.



GUIDED PRACTICE (20 minutes):

Printed rosters, scissors

* Let's Arrange Our Names Alphabetically!

Printed rosters: A small group activity

- Print out the rosters.
- Group students into groups of five or six.
- Have them cut out the names and mix them up (make sure the rosters only show student names).
- Have each group arrange the names in alphabetical order. Have extra rosters as the answer sheet.
- Hand out the answer sheet and have students check their work.
- When finished with the activity, have each group write the names alphabetically on the board. Students can take turns writing on the board.



COMMUNICATIVE PRACTICE (20 minutes):

This activity can be used for different topics and is a great way to get students moving and to engage them in conversation.

Step 1: Hand out blank copy papers (8.5 x 11). Fold the paper in half four times. (While doing this, speak out your actions to help students see the connection between your action and the verbs.) Unfold the paper and you will end up with sixteen boxes. Demonstrate folding and unfolding for students to visually see and hear



COMMUNICATIVE PRACTICE (20 minutes):

how to do it while describing what you are doing, so students can associate the verb with the action (fold/unfold).

Step 2: Write down four questions on the top row (e.g., What’s your first name?; What’s your last name?; When is your birthday?; What is your favorite number?).

Step 3: Students ask three students and write the answers. They don’t need to be in complete sentences.

Step 4: When done, have students arrange three interviewee names alphabetically on the back of the paper. Additionally, have them arrange the names chronologically according to their birthdays on the back.

What’s your first name?	What’s your last name?	When is your birthday?	What’s your favorite number?
Ann	Ramirez	November 12	10

* A GREAT TEACHING/ LEARNING MOMENT: “How do you spell that?” when asking names.

A: “What’s your name?”

B: My name is Kathy Leon.

A: How do you spell your last name?

B: L-E-O-N.

A: Thanks.

*16 boxes Conversation Activity (CATESOL Conference 2016)



APPLICATION (20 minutes):

How to plan your month/Calendar Activity (Handout #4)

Each student gets Handout #4/Calendar worksheet.

- Have each student fill out the month and dates on the calendar.
- Then, have students write down appointments, birthdays, plans for this month.
- After filling out the information, have them circle important dates.



EVALUATION (30 minutes):

Quiz 1: How to Arrange Names and Events

Give about 15 minutes for the quiz. Students can work individually or with a partner.

- Find out the answers together with class. Think out loud, so your students can “see” your thinking process in finding the answers.



EVALUATION (30 minutes):

- Provide many visual aids, such as circling the first letter of each last name with a red marker (on the board), using arrows or numbers to show the orders, and using different color markers.



EXTENSION (20 minutes):

- Suggestion 1: How to Alphabetize City Names
- Suggestion 2: How to Arrange National Holidays in Chronological Order
- Suggestion 3: Communicative Group Activity:
 - Put students in a group of five or six.
 - Have them share their birthdays.
 - Write down the model sentences on the board. (When is your birthday? My birthday is _____.) Have students form a line in chronological order according to their birthdays.

CORE LESSON COMPONENTS:

BASIC COMMUNICATION:

- Pronounce numbers and letters.
- Ask how to spell someone's name.

COLLEGE/WORKFORCE PREP:

- Arrange events/ holidays in chronological order.
- File folders alphabetically.

DIGITAL PREP:

- Search information online using search engines.
- Log into a valid email account and send a simple email to the teacher.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- www.starfall.com
- www.kahoot.com
- www.kahoot.it

ADAPTATIONS:

Warm Up:

- Multi-level: Use Handout #1/ high-level students can write words using the alphabet instead of copying the letters, such as A for apple, B for ball.

ADAPTATIONS:

- No Tech: Use Handout #1, sing ABC song on Handout #1.
- High Tech: Use online resources to spend more time on recognizing and familiarizing students to the alphabet and numbers (www.starfall.com)

Introduction:

- Multi-level: While low-level students do the group activity above, high-level students can do a similar activity using American national holidays and list five national holidays in chronological order.
- No Tech: Handout #2
- High Tech: The introduction doesn't require technology. Students are welcome to use their phones or laptop computers to search American national holidays or national events.

Presentation:

- Multi-level: After students watch the presentation, group students into a pair. Each pair should have high- and low- level students. Have students discuss the presentation and explain arranging names and dates to each other.
- No tech: No technology needed. Make sure your projector works. If there's no access to a projector, repeat the introduction above and present more examples.
- High Tech: Students write a simple autobiography in Word, following a sample paragraph.
 - (Handout #3) You need to demonstrate how to turn on the computer and open Microsoft Word. Demonstrate how to set font, font size, and line spacing before students start to write (My name is _____. I live in _____ (city). My birthday is _____. My favorite color is _____. My favorite food is _____.)

Guided Practice:

- Multi-level: High-level students can oversee the group work and work as a leader. He/she can delegate duties by having some students in charge of picking all last names with A-E, F-J, K-O, P-T, or U-Z.
- No tech: No technology needed.
- High Tech: If students can use laptops, iPads, or Smartphones, have each group search and find ten famous people's names, such as actors, actresses, or singers including those from their respective countries. Here students can share a little about themselves and create more classroom community. Have them arrange these names alphabetically. If extra time, share pictures, audio, etc. of these famous people.

Communicative Practice:

- Multi-level: Low-level students can write short answers. High-level students can write the answers in complete sentences.
- No tech: No technology needed.
- High Tech: If using technology and with multi-level students, offer more questions like "Where are you from?" and "What's your favorite native dish?" Then, have students search images to share with class. Students can share pictures of their country, country flag, traditional food, map, etc.

Application:

- Multi-level: High-level students can use this calendar for their academics. They can compare the course outline and mark some important dates on the calendar.

ADAPTATIONS:

- No tech: No technology needed.
- High Tech: Show how to add events on Smartphones (if everyone has one) using a calendar app and how to set reminders for tests, presentations, appointments, etc

Evaluation:

- Multi-level: Have student volunteers come up and share their answers. They can share their thought process. Suggest high-level students to model first for low-level students.
- No tech: No technology needed.
- High Tech: Play “Kahoot!” to evaluate and engage students. Students need to have Smartphones to play this game. You need to open a free Kahoot! account. You can search public Kahoot games or make your own. (additional 30 minutes- prep 15 minutes, play-15 minutes). For more information on how to play Kahoot reference the appendices.

Extension:

- Multi-level: You can group students by their level and have high-level students play with more names or more questions.
- No tech: No technology needed.
- High Tech: Students can use laptops or smartphones to find images that relate to the activity topic. For example, when alphabetizing city names, students can save city images on the phone and share the images with their partners.

TEACHER TIPS:

Teacher tip: Communicative Activity

- The communicative activity can also be used to review previously learned sentence structures or topics.
- When students participate, remind them to talk to students sitting far away or ones they usually don't talk to.
- You should participate in the activity as well. This is one of the many ways to find out about your students' personal interests and preferences.

Teacher tip: Application Activity

- In order to make the application activity more engaging, have students share their calendar. Pair up students and have them share. They can use simple words and dates.
- Write down example sentences to use on the board. (On January 28th- doctor's appointment, On January 30th- my son's birthday)
- Walk around and listen to your students. Join in the conversation whenever possible to ask questions or to solicit more details.

*Teacher tip: Evaluation

More evaluation can be done through observation. When students do activities, you need to walk around, listen to their conversations, and make notes of areas that need some attention. Try not to correct too much individually. After observing the class, make a few grammar or pronunciation suggestions to the whole class so everyone can benefit.

TEACHER TIPS:

*Teacher tip: Extension

Students at this level are very limited in listening and speaking skills. They may also be very shy and self-conscious about how they sound. It is very important for you to speak slowly and repeat as many times as needed. Be patient and provide them a lot of visual support, including body language and facial expressions, along with emotional support, such as acknowledging their efforts, correct sounds, or complementing whenever possible.

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Literacy Handout #1

Student name: _____

Date: _____

1. Copy the following letters. Read each letter as you write.

A: _____ a: _____

B: _____ b: _____

C: _____ c: _____

D: _____ d: _____

E: _____ e: _____

F: _____ f: _____

G: _____ g: _____

H: _____ h: _____

I: _____ i: _____

J: _____ j: _____

K: _____ k: _____

L: _____ l: _____

M: _____ m: _____

N: _____ n: _____

O: _____ o: _____

P: _____ p: _____

Q: _____ q: _____

R: _____ r: _____

S: _____ s: _____

T: _____ t: _____

U: _____ u: _____

V: _____ v: _____

W: _____ w: _____

X: _____ x: _____

Y: _____ y: _____

Z: _____ z: _____

2. Copy the following numbers. Read each number as you write.

1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10__

11__ 12__ 13__ 14__ 15__ 16__ 17__ 18__ 19__ 20__

21__ 22__ 23__ 24__ 25__ 26__ 27__ 28__ 29__ 30__

31__

3. ABC Song

A - B - C - D - E - F - G, - H - I - J - K, - L - M - N - O - P, - Q - R - S, - T - U - V, - W - X - Y and Z

Now I know my ABC's

Next time won't you sing with me.

Literacy Handout #2

Student name: _____ Date: _____

Months of the Year

Copy the months of the year. Read each month as you write.

January _____

February _____

March _____

April _____

May _____

June _____

July _____

August _____

September _____

October _____

November _____

December _____

Literacy Handout #3

Student name: _____

Date: _____

Sample Autobiography:

My name is Maria Hernandez.

I live in Santa Ana.

My birthday is March 5th.

My favorite color is blue.

My favorite animal is cat.

Write your biography. Remember to capitalize the first letter of your first and last names. You also need to capitalize the city and month. When using Microsoft Word, remember to use 12-font size and double space. When finished, email this document to your teacher. (Teacher email:

_____)

___ After you write your biography using Microsoft Word, save the document.

___ Step 1: Turn on the computer and log in.

___ Step 2: Open Google Chrome or Internet Explorer

___ Step 3: Open an email account if you do not have one already. Log onto your email account (gmail.com, mail.yahoo.com, etc.).

___ Step 4: Compose an email. (Hi, here is my writing. Thank you. –Tommy)

___ Step 5: Attach the document.

___ Step 6: Send the email.

___ Step 7: Check your sent folder to make sure it went out and was sent.

___ Step 8: Sign out.

___ Step 9: Close the window.

Literacy Handout #4

Student name: _____

Date: _____

Calendar Planning Activity

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—

- 1) Write down the month and dates on the calendar above.
- 2) What are some appointments, birthdays, and/or goals this month? Fill them out.
- 3) Circle some important dates/events above.

Literacy Quiz 1

Student name: _____ Date: _____

A. Arrange the following names alphabetically using last names.

Leticia Ramirez	Lily Andersen	Dylan Young	Angela Ramirez
Rita Nguyen	Yong Lee	Cathy Lin	Ellie Dolores

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

B. Arrange the following months of the year in chronological order.

June	September	January	December
November	October	March	April

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Community



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LESSON TITLE: Places on a School Campus

ESTIMATED TIME: 2.5 hrs

LESSON OBJECTIVES:

- Students will be able to state numbers, letters, and places on a map.
- Students will be able to recognize common school places and label them on a simple school map.
- Students will be able to apply critical thinking skills when scanning an authentic school map.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none">• classroom• parking lot• elevator• stairs• restroom• office• first floor• second floor• entrance• exit• room numbers 202-210• map	<ul style="list-style-type: none">• Handout #1 of an OEC Map• Handouts #2-4• Red pen• Video to review alphabet https://youtu.be/75p-N9YKqNo (01:41)• PowerPoint Slides #2-16



WARM UP (15 minutes):

- Welcome the students to the class.
- Open the PowerPoint to Slide #2 with the alphabet and the video of the ABC song. Have students review the alphabet. Point at each of the letters and have the students repeat after you. After the students pronounce the letters, tell them that it is time to sing the ABC song.
- Next, for writing practice, say a letter and have students write it down in their notebook. Call on a few volunteers to write the letters on the board.
- Encourage your students by saying “Good job!” if they write the letters correctly on the board.



INTRODUCTION (15 minutes):

- In order to connect the students to the topic, go to Slide #3 of the PowerPoint and show the picture of Centennial Education Center. Point out the word “school” and pronounce it. Say, “This is a school.” Have students repeat it after you. Point at each individual letter in the word and ask students to say it. You can also ask the students to spell it. Say, “Please spell *school*. Students should then say, “s-c-h-o-o-l.”
- Then, go to Slide #4 of the PowerPoint and show the pictures of Santa Ana College and Santiago Canyon College. Point at the word “college” on the slide and have students repeat it after you. Point at each individual letter in each of the words and ask students to say it. You can also ask the students to spell it, “Please spell *college*.” Students say, “c-o-l-l-e-g-e.”
- Next go to Slide #5 and show a picture of students and ask two or three students the same question: Are you a student? (Yes, I am.) Then point at the picture and ask the following question:
- Are they students? (Yes, they are.)



INTRODUCTION (15 minutes):

- Go to Slide #6 and point at the picture of a classroom. Ask your students the following question: Is it a classroom? (Yes, it is.)
- You can also say the following sentences:
 - The students are in the classroom.
 - The students are at school.
- Then, ask them the following question: Are you at school? (Yes, I am./Yes, we are.)



PRESENTATION (25 minutes):

- Now that the students are connected to the topic of their school community, tell your students that you will teach them how to read a map of the school so they can get around the school.
- Go to Slide #7 and tell your students that it is a map. Ask them to repeat, “map.” Explain that this is a map of Orange Education Center.
- Provide the students with Handout #1, a map of Orange Education Center, which is the same as on the Slide #7.
- Invite the students to look at the map projected on the board on Slide #7. Use a pointer or laser pointer as you point at different facilities on the map.
- First, point at “parking lot.” Tell the students if they drive a car to school, they need to leave it in the parking lot. Use gestures to demonstrate driving for students’ better understanding.
- Go to Slide #8 of the PowerPoint and show the picture of the parking lot. Say, “This is a parking lot.” Have students repeat it after you. Write “parking lot” on the board. Next, go back to the map on Slide #7 and point at the word “stairs.” Pronounce the word and ask the students to repeat it after you. Write it on the board.
- Go to Slide #9 and show the picture of the stairs and say, “These are stairs.” Return to Slide #7 and point at the word “Entrance” on the map. Go to Slide #9 and display the second picture on the slide. Say, “This is an entrance” and also point to “enter and exit.” Ask the students to repeat the words and then write them on the board. Tell your class that students use the entrance to come into the college.
- Next, go back to the map on Slide #7 and point at the box on the map where it says “office.” Say, “This is an office.” Ask the students to repeat the word “office” after you and write it on the board.
- Go to Slide #10 and show the students a picture of an office. Tell the students that an office is a place where students register for their classes.
- Go back to Slide #7 with the map and point at the boxes with numbers. (Students can use their Handout #1 for their convenience). Tell your students that the numbers are the numbers of the classrooms. Go back to Slide #6. Say, “This is a classroom. This classroom is number 206.” Write the number 206 on the board. Tell the students to pronounce it “two-oh-six.”
- Go to Slide #11 and go over all the classroom numbers from 202-210 and teach the students how to pronounce them (For example, two-oh-two, two-oh-three, two-oh-four, two-oh-five, two-oh-six, two-oh-seven, two-oh-eight, two-oh-nine, and two-ten). Have the students repeat them after you.
- Next, go back to Slide #7 and point at “restrooms” and “elevator” ask the students to pronounce them and then write them down on the board.
- Go to Slide #12 and show a picture of the restrooms and the restroom sign. Have the students repeat the word ‘restrooms’. Next, go to Slide #13 and show a picture of an elevator. Say, “This is an elevator” and have the students repeat it after you, “E-l-e-v-a-t-o-r.”

- Next, say that the map on Slide #7 shows that the school has a first and second floor. Tell them that classrooms on this map are on the second floor. Have your students look at the map on the Slide #7 again and point at “second floor.” Ask the students to repeat it after you.
- Go to Slide #14 and tell them that the classrooms at the school are on the second floor. Write first and second floor on the board. Point at the picture of Orange Education Center on Slide #14 and say, “The school is on the second floor.” Tell the students that the map on Slide #7 is a map of this school. You may also go over all the vocabulary words you wrote on the board.



GUIDED PRACTICE (20 minutes):

- Now that you taught your students the essential vocabulary, it is time to practice it. Give the students Handout #2 with a blank map of the same school as on Slide #7.
- Project Slide #7 on the board and have the students look at the board or Handout #2. Have them copy the missing parts of the map.
- Tell the students you will do it together. Tell them to find “restroom” on the map and write “restroom” on it.
- Then, have them find “elevator” on the map and write it on Handout #2. Keep on saying all the words that are missing. Say, “Find stairs” and have some student volunteers come up and point to “stairs” on the map. Have the rest of the class copy it on their maps.
- Every time the students find key vocabulary on the map, have them pronounce it.
- After they finish, provide the students with Handout #3 that has pictures of the vocabulary you discussed. Ask the students to label the pictures with the essential vocabulary words.
- Give your students around seven minutes to complete it.
- After the seven minutes are up, have student volunteers write the vocabulary on the board and pronounce it for the class. Go over the answers with the students to make sure they completed their handout correctly. Praise the students for volunteering and identifying the new vocabulary.



COMMUNICATIVE PRACTICE (15 minutes):

- Now, have students practice their new vocabulary in pairs.
- Have one student point at the map on Handout #2 and the other name the facilities. Have students take turns practicing.
- Walk around and facilitate the conversation. If possible, correct their pronunciation and answer any questions that may come up.
- They can also use Handout #3 to practice the vocabulary. One of the students should cover the answers with the piece of paper and points at the pictures, the other student identifies the pictures and vice versa.



APPLICATION (20 minutes):

- Next, it is time for the class to apply their new knowledge. Tell the students that they will now play a game called “Scavenger Hunt.” Explain how the game works by modeling and miming it to the class. Ask for one student volunteer to practice. Choose an item in your classroom, preferably something colorful. Show the item to your student volunteer and ask him/her to step outside for a minute or two. Have the class hide the item you showed your student somewhere not too hard to locate. Then, call your student

back to the classroom. Speak and mime the directions to your student to “look for the item.” Allow the student to look for the item. When the item is located, joyfully clap and congratulate your student!

- Now, it is time for the entire class. Provide the students with Handout #4.
- Ask the students to look at the map of Centennial Education Center. You can project the picture of Centennial Education Center on the Slide #3.
- Tell the class that they will now find as many of the locations written on the board from your presentation. For example:
 1. classroom
 2. parking lot
 3. elevator
 4. stairs
 5. restroom
 6. office
 7. first floor
 8. second floor
 9. entrance
 10. exit
 11. room numbers 202-210
 12. map
- Since the words on your board are most likely not numbered, review cardinal numbers and have the students write a number in front of the vocabulary word on the board.
- Allow students to work independently or with a partner to locate the vocabulary on the map. When they find their word on the map, have the students write the number that corresponds to the word on their map with a different colored pen, perhaps a red pen. (Doing this will allow you a quick way to assess their newly acquired map reading skills.)
- Give your students around 15-20 minutes to “play this game.” Walk around and listen to the students’ answers and provide pronunciation help or answer any questions when needed. Try not to give the answers to the students. If they need help, suggest asking their classmates for help.



EVALUATION:

- Students should be able to identify at least five vocabulary words on the map and be able to point them out on the map and pronounce them correctly.
- Project the CEC map on the board.
- Have the students take turns going to the projected map and number each item they have found. Working as a class will allow them the opportunity to identify all of the items and not only the words they found on their own.
- Go to Slide #16 to use for this whole class evaluation.



EXTENSION (20 minutes):

Suggestion #1: Ask the students to write sentences using CEC map :

- This is
- That is

Suggestion #2: Students can get a map of another school like their child's school and write sentences identifying facilities on the map. For example: This is a classroom. That is an office.

Suggestion #3: Possible mini-lesson:

Explain to the students that 'one' and 'first' are both numbers. However, 'first' is an ordinal number used for dates and to number floors and other places. Present 'two' and 'second'. For example, the dates April 1st or June 2nd (second).

Go to Slide #15 and have students look at some examples of ordinal numbers. Tell your students that ordinal numbers tell position in a list or are used for dates.

- First, Second, Third, Fourth and Fifth and Sixth.
 - The parking lot is on the first floor.
 - A classroom is on the second floor.
 - An elevator is on the third floor.
 - A restroom is on the fourth floor.
 - An office is on the fifth floor.
- Dates: April 1st, May 2nd, June 2nd, July 4th, August 5th

Introduce this concept briefly only if you feel your students are ready to learn this material. Read the examples on the slide and have the students repeat them after you.

CORE LESSON COMPONENTS:

BASIC COMMUNICATION:

- Pronounce numbers and letters.
- Answer simple questions with nonverbal, yes/no, or one word response.

COLLEGE/WORKFORCE PREP:

- Students will copy a list of words previously produced orally.
- Students will recognize common school signs.
- Students will apply critical thinking to read a map.

DIGITAL PREP:

- Students will be able to demonstrate understanding of basic terminology.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- Image of the English alphabet https://cdn.pixabay.com/photo/2014/10/16/20/28/abc-491644_960_720.png

CORE LESSON COMPONENTS:

- Image of Centennial Education <data:image/jpeg;base64,/9j/4AAQSkZJRgABAQAAAQABAAD//>
- Image of Santa Ana college
<https://www.sac.edu/ContinuingEducation/PublishingImages/Location%20Images/SAC%20Entrance.jpg>
- Image of a parking lot <https://thumbs.dreamstime.com/b/full-parking-lot-6316473.jpg>
- Image of the stairs
<https://upload.wikimedia.org/wikipedia/commons/thumb/8/84/BeeghlyCenter1.jpg/300px-BeeghlyCenter1.jpg>
- Image of the entrance data: <image/jpeg;base64,/9j/4AAQSkZJRgABAQAAAQABAAD//+>
- Image of the restroom signs https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQQAEl6k0xr0phlaaDGoo2h2Ld5Doej-9nMUluOf9twDUvibkCz_Q
- Image of the elevator <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTwTmLCzygeVFu6qVBaxcGJ-AmzTmN2btOyNgc2pQz1-zDwNvcLAW>
- Image of Orange Education Center on Chapman
https://www.sccollege.edu/Departments/oec/AboutOEC/PublishingImages/CHAP_Center.png
- Kahoot.it
- Kahoot.com
- <data:image/jpeg;base64,/9j/4AAQSkZJRgABAQAAAQABAAD//>

ADAPTATIONS:

- Multi-level: In the multi-level classroom, lower-level students label parts of the map using just one word. Higher-level students will be able to make simple sentences to identify items on the map. For example: This is a parking lot. They are students.
- High Tech: You can create a very simple Kahoot game with the key vocabulary and pictures to check students' understanding of the words.
- Low Tech: Duplicate the slides and print them out before the lesson.

Handout #1

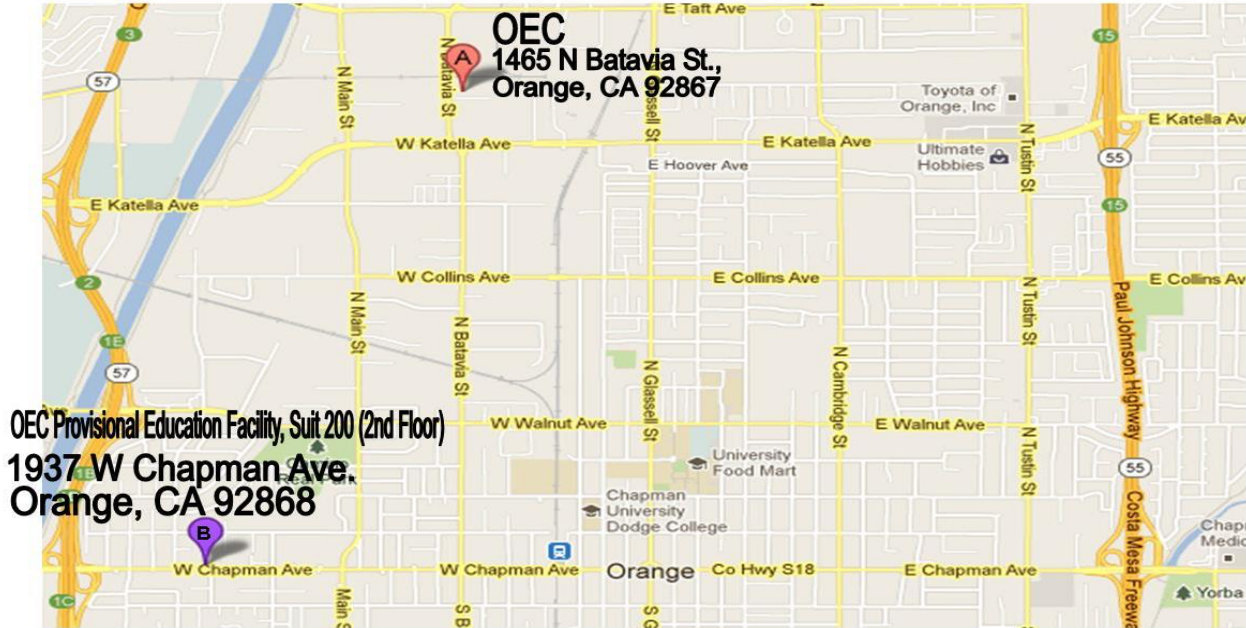
Map of Orange Education Center



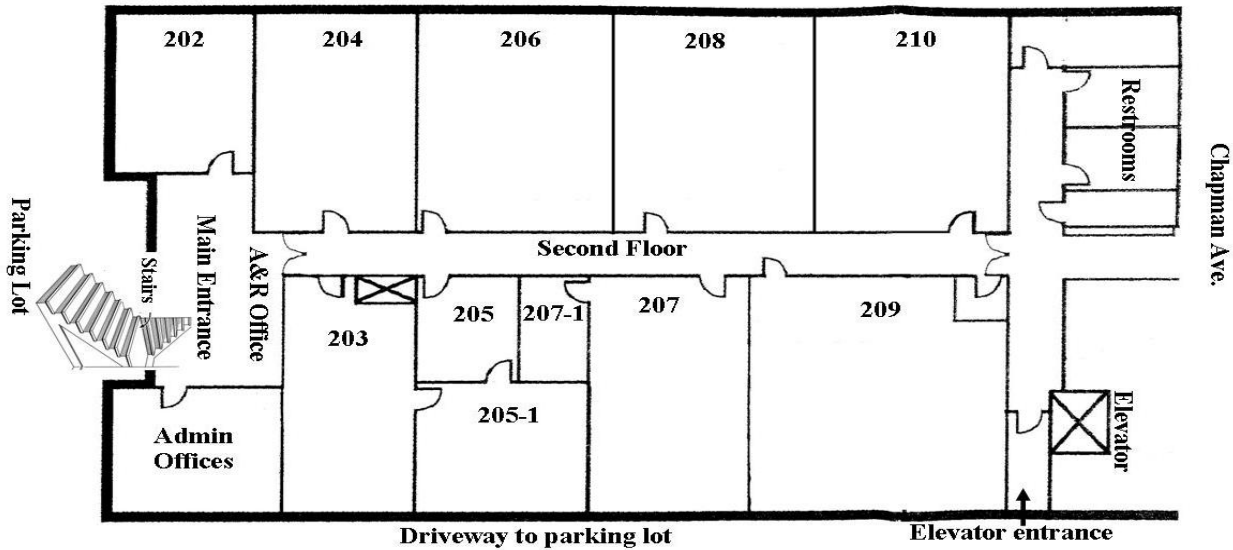
Santiago Canyon College, Division of Continuing Education

1937 W. Chapman Ave., Suite 200 (2nd Floor), Orange, CA 92867
714-628-5900 • www.sccollege.edu/oec

OEC Provisional Education Facility

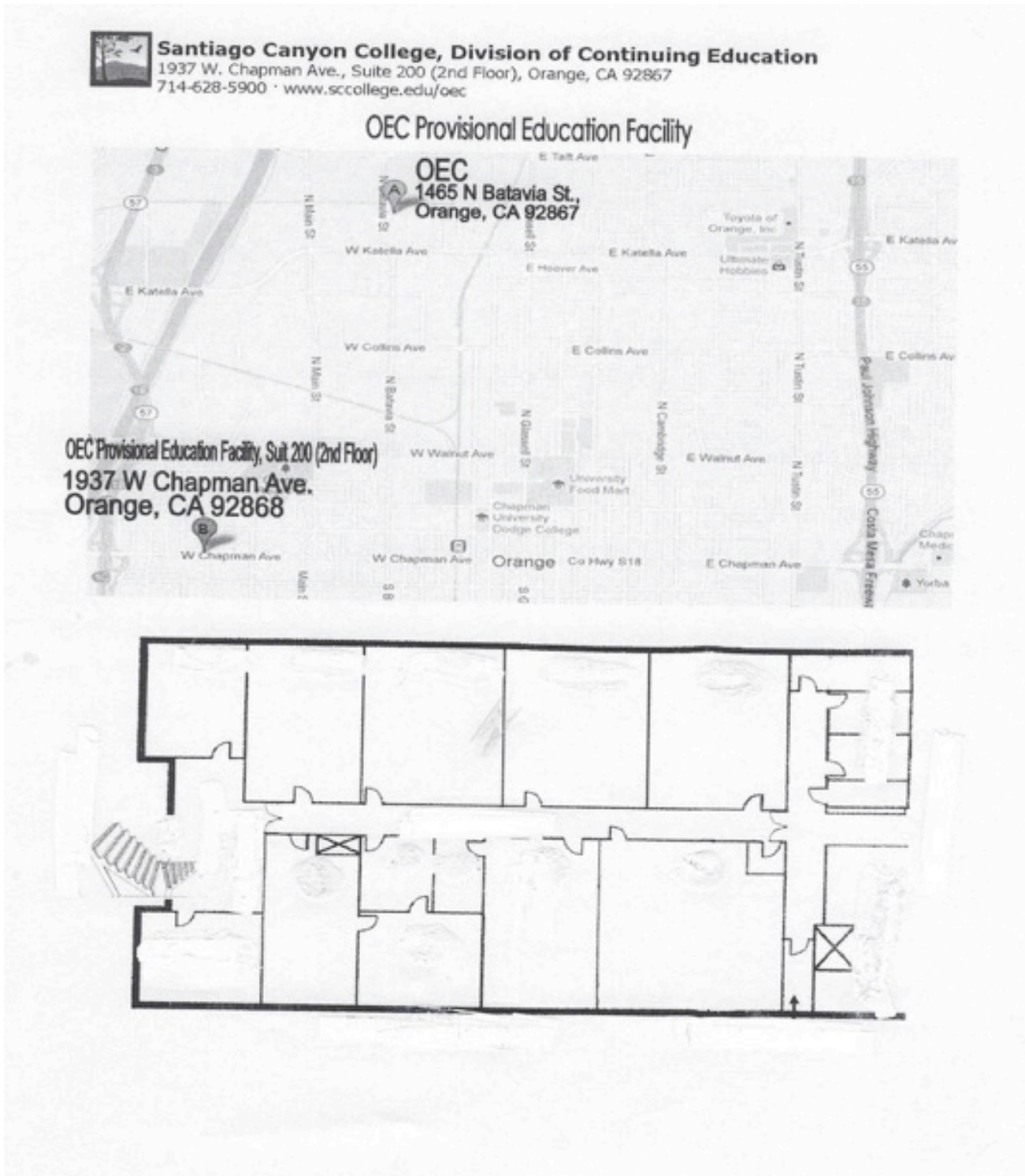


OEC Provisional Education Facility, Suit 200 (2nd Floor)
1937 W Chapman Ave.
Orange, CA 92868



Handout #2

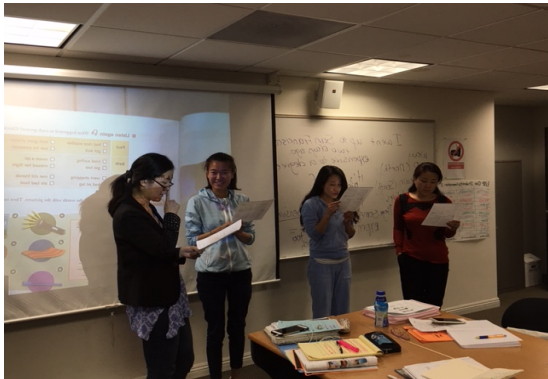
Map of Orange Education Center



Handout #3

Identify each picture and write it next to the picture.





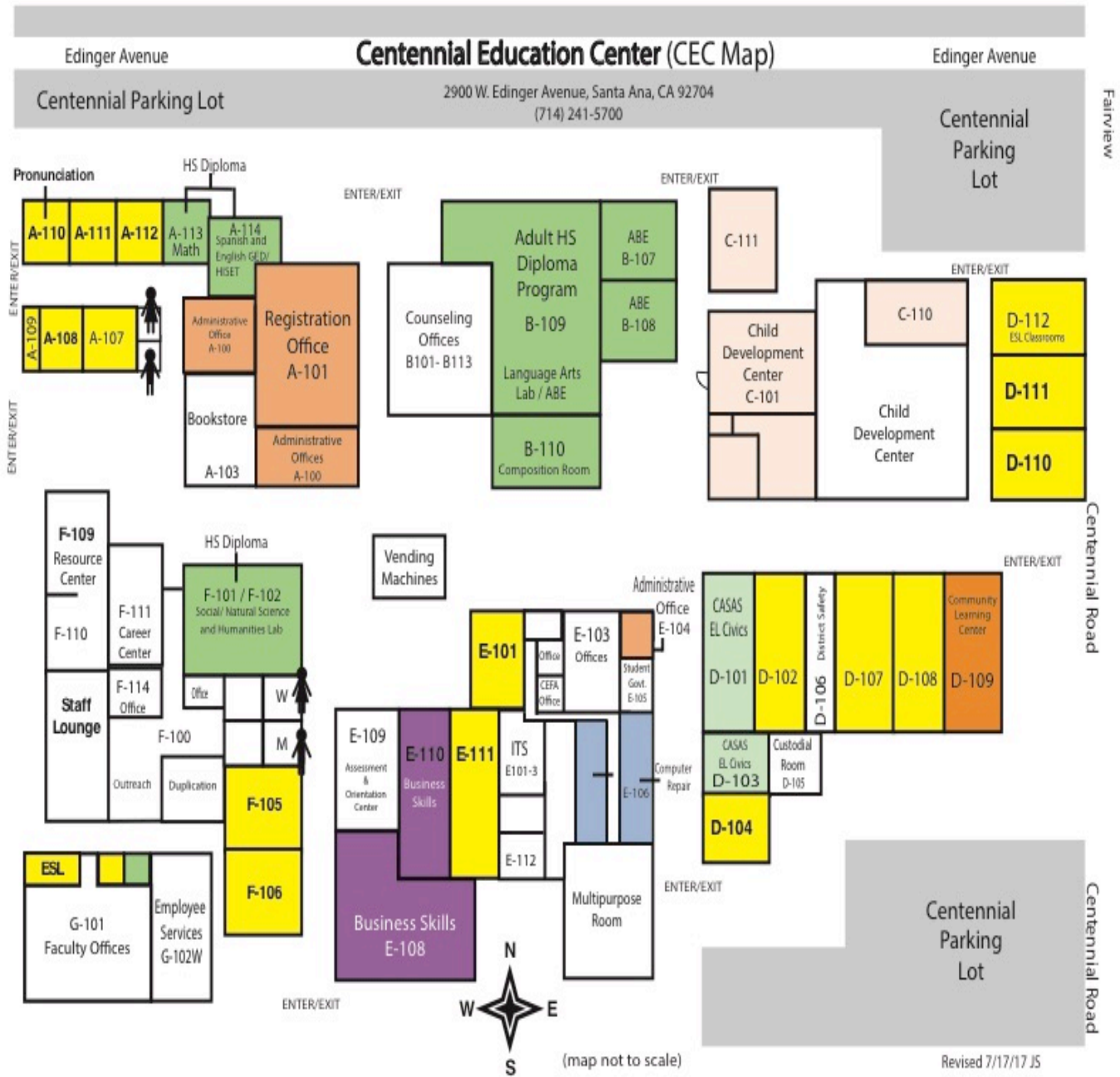




Handout #4

Look at the map and find the following:

parking lot, classrooms, offices, restrooms, enter/exit, bookstore.



Health & Safety



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LESSON TITLE: Healthy Foods for Healthy Living

ESTIMATED TIME: 2.75 Hrs

LESSON OBJECTIVES:

- Say the expressions 'good', 'bad,' and 'I don't know' to state opinions.
- Reference visual cues to learn and categorize new vocabulary.
- Use learned knowledge and critical thinking skills to determine the difference between healthy and unhealthy foods and communicate findings with others.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none">• fruit• vegetables• dairy• protein• grains• good• bad• healthy• unhealthy	<ul style="list-style-type: none">• Food Groups Slideshow• Food group Infographics, paperclips & tape• Good, Bad, I Don't Know sheets• Healthy & Unhealthy Sheets• Healthy/Unhealthy Writing Sheet – (Optional)• 1-2 food items for each of the five food groups. (Actual items are better but photos work too.)• Food Groups Writing Sheet• Sales ads from local supermarkets• Scissors



WARM UP (20 minutes):

- Welcome students to class and open the 'Healthy Foods' slideshow. Go to slide one and tell students that today they will be learning about food. Show students Slides 3–7. Students will see photos of various supermarkets in the Santa Ana area. As you go through each slide, say the name of the supermarket displayed including:
 - Big Saver Supermarket– (This supermarket is known to have great prices.)
 - Food 4 Less Supermarket – (This is typical low-cost American supermarket.)
 - El Super Supermarket – (This supermarket is SUPER popular with our students)
 - Mom's Supermarket – (This supermarket is a Vietnamese supermarket.)
 - Northgate Supermarket – (This supermarket offers many Mexican food options.)
- On the whiteboard, write 'good', 'bad', and 'I don't know'. Say each expression and act out the meaning to confirm understanding.
- Have students say each expression ten times. To add a little fun, start by saying the word very quietly and get louder each time you say the word. (Other variations include slow to fast, high voice to low voice, etc.)
- Pass out the 'Good, Bad and I don't know' sheets to each student. Go through Slides 3–7 again, this time asking students to share their opinions about each supermarket. For each slide, have students hold up the sheet that communicates their opinion about the store. Call on various students to say their opinion. (For tips on clever ways to call on students, please see the Appendices section.) Encourage higher-level students to communicate why they like or dislike a store. Responses may include expensive/cheap, dirty/clean, etc. Try hard to encourage conversation no matter how simple it may be 😊.



WARM UP (20 minutes):

Teacher Tip: Often, student pronunciation of well-known stores is very different from how a native English speaker will pronounce them. Make sure to spend time helping students to be able to say the name of these stores as a native English speaker would say them.

Observation/Scanning Mini-Lesson:

- Observation and scanning are useful pre-reading skills for beginning level ESL students. Show students Slide 8. They will see a photo of a stuffed donut. Say “donut” and have students repeat. Go back to Slide 3 and ask students the following:
 - “Where is the donut? Here? Here?” (point to places on the photo where the donut is not.)
Encourage students to respond.
- Have a student come to the interactive screen and have them point out the donut. Encourage them to say, “Here.” Continue to have students find the hidden donut in Slides 4–7. (Depending on the class size and the quality of your projector, you could have students come in small groups to the projection screen to find the hidden donut. To add a little fun, give each group 15 seconds to find it!)



INTRODUCTION (20 Minutes):

- Go to Slide 9 and say to students, “Supermarkets sell food.”
- Slowly go through Slides 10–19. There will be photos of various types of foods students can buy at supermarkets. As you go through each slide, ask students what they see. Write their responses on the board. Point out one useful vocabulary word from each slide and write it on the board. Also say the word and have students repeat multiple times. Here are some vocabulary options for each slide:
 - Slide 10 – mango
 - Slide 11 – lettuce
 - Slide 12 – milk
 - Slide 13 – cheese
 - Slide 14 – bread
 - Slide 15 – rice
 - Slide 16 – fish
 - Slide 17 – meat
 - Slide 18 – chips
 - Slide 19 - candy
- Don’t require students to learn these words at this point. The purpose is to simply expose them to vocabulary they will be seeing throughout the lesson.



PRESENTATION (30 minutes):

- It's food group learning time! On a table in the front of the classroom, place a variety of foods. Make sure to have 1-2 items per food group.
- Go to Slide 20 and read the slide which says, 'food groups'. Go to Slide 21. Students will see the five food groups in a chart form.
- Count aloud 1 through 5 as you point to each food group. Next, say the food group name and have students repeat.
- Go to Slide 22. This slide introduces the 'dairy food group'. Say "dairy" and have students repeat. Then say each food item listed. Have students repeat.
- Show the food items on the table. Say "dairy?" Have a student come to the front of the class and pick up a dairy item. When they sit down, have them take the item with them. Continue this process for Slides 22–25.
- Now go to Slide 26. Explain that these are junk foods. Ask students if these foods are 'good' or 'bad'. Depending on class level, ask why and discuss answers.
- Now that all the food group slides have been reviewed, it is time to play 'Snatch'. Have each student with a food item come to the front of the class. Choose one of those students to hold up their food for the student audience. Ask the students in audience, "What is it?" The first student to say the name of the food, goes to the front of the classroom, takes the food item and remains standing. The original person holding the food returns to his/her seat. Continue this pattern for each student to hold a food item at the front of the class. As students become more familiar with the vocabulary, go faster. The primary goal is to get students speaking, using vocabulary and moving!



GUIDED PRACTICE (20 minutes):

For the following activity, students will have to match food group terms with corresponding foods. Prior to the activity, print out enough infographic sets so that each group of 3 students can have one. Cut long the dotted line at the top of each food group infographic and then paperclip all of the papers together. Each set should include 6 food group terms, 6 corresponding food sheets, and tape.

- Have students work in groups of 3. Pass out the infographic packs and tape to each group. Explain through demonstration that each group will have to match the food group term with the correct foods. Do this by role-playing the activity with one of the higher-level students in the class. Once students understand the objective, explain that they have 8 minutes to complete the activity. Set the Google timer on the interactive screen for all to see. (To access the Google timer, simply search 'Google timer' using your internet browser.)
- As students are working, visit each group to provide assistance and practice pronunciation of new words. Through demonstration, encourage students to practice saying the words they are learning.
- When the 8 minutes are up, review answers as a whole-class activity.
- Distribute the Food Groups Writing Sheet and display it on the interactive screen. (You can use an Elmo or open the PDF on your computer.)
- On the white board, demonstrate to students how to write 'dairy' (the first word on the worksheet). Then have students write it on their worksheets.



GUIDED PRACTICE (20 minutes):

- Have students complete the rest of the worksheet together in groups. Let them know that they have 15 minutes to complete the activity. As students are working, provide individualized instruction to students. Try hard to interact with each student.

Teacher Tip: *When teaching literacy, you will find that you can have major variance in student writing ability. Ensure that students who complete writing activities faster than others, have other activities to work on while they are waiting. There are some great apps for moments like this! Reference Teacher Tips in the Appendices for ideas.*



COMMUNICATIVE PRACTICE (30 minutes):

For the following activity, you will need enough supermarket sales ads for each group in your class.

- It is talking time! For this activity, you can keep students in groups of three or have students work in pairs. Provide each group with a supermarket sales ad. Explain that each group needs to find examples of foods in the ad that correspond to the food groups they just learned about. They will then communicate this information to their partner. With one of your higher-level students, role play the activity for reference:
 - You: Point to a dairy item and say, “It is dairy.”
 - Partner: Have them point to a fruit and say, “It is fruit.”
 - You: Point to candy and say, “It is junk food. – It is candy!”
- On the white board write, ‘It is _____.’ Say a few sentences using the sentence pattern and have students repeat.
- Set the Google timer for 15 minutes and have students start working. Visit each group and depending on the group level, communicate to them how many items they must find.
- Visit each group at least one other time to support and model the new sentence structure.
- When the 15 minutes are up, encourage a short discussion about the activity. Ask students to show/say the items they found. As they respond, using the Elmo or by demonstration, show where these items are located in the sales ad.
- Quiz time! Now that your students are food group sorting masters, it is time for a quick quiz. Have student groups have their food group infographics ready on their desks. Go back to Slide 10 of the ‘Healthy Foods’ slideshow. Ask students what food group the item belongs to. Have groups stand up, holding the food group infographic that matches. Confirm answers and then point to the food items introduced during the introduction activity. Ask students to say what they see. Confirm answers. Continue this process for each of the pictures.



APPLICATION (30 minutes):

Now that students have an idea of the food groups, it is time to think critically about what types of food are healthy. For the following activity, students will continue to work in groups and use their sales ads.

- Open Slide 29. Students will see a photo of mangoes. Say “mangoes.” Go to Slide 30. It will say ‘healthy’. Say, “Healthy” and have students repeat.



APPLICATION (30 minutes):

- Go to Slide 31. Students will see sugar cereal. Say, “Sugar cereal.” Go to Slide 32. It will say, ‘Unhealthy’. Say “unhealthy” and have students repeat.
- Write the following on the board:
 - Good = healthy Bad = unhealthy
- Open Google Translate so that students can see it on the projection screen. At the same time, encourage students to open Google Translate on their phones if possible. Use Google Translate to look up the word in all the languages spoken in your class. Encourage your students to also use Google Translate to look up healthy on their own phones.
- Assist and encourage the more tech-savvy students in class to help others.
- Now, have students say the words ‘healthy’ and ‘unhealthy’ 10 times. As recommended above, add a little excitement by having the students say the words in an entertaining way.
- Pass out the ‘Healthy/Unhealthy Worksheets’ along with scissors and tape to each group. Next to the word ‘healthy’ that you have previously written, write the number 7. Next to the word ‘unhealthy’ write the number 7. Students will have to cut out 7 food items that are healthy and place them on the healthy sheet. They will then cut out 7 unhealthy items and place them on the unhealthy sheet. As they place each item down, they must say, “Healthy” or “unhealthy.” Explain the directions through demonstration.
- Students will have 20 minutes for the activity. As students are working, provide individualized instruction to groups depending on their level and needs.
- When the 20 minutes are up, write healthy and unhealthy on the board. Have all students come to the board and tape their food items under the correct word. When finished, take a picture of the board and send it to your students via Remind.com.

*A great homework assignment for this activity is to have students take a picture of a healthy and unhealthy food at their home to share with class the next day. For more information, see the ‘Extensions’ at the end of this lesson.



EVALUATION:

- Assessment of the Food Group Writing worksheet.
- Assessment of food group sorting activity.
- Assessment of healthy / unhealthy sorting activity.
- Observation of class engagement and participation.



EXTENSION:

- Teach the correct pronunciation of popular stores in Orange County. Some popular stores to review could include Walmart, Target, Home Depot, Autozone, Big 5, Mainplace Mall, etc.
- Have students make posters of healthy and unhealthy foods. Higher-level students could label the food items included.
- Have students work in pairs to create a poster on one food group.
- Have students take pictures of healthy and unhealthy foods at their home to share with the class.



EXTENSION:

- Have a 'Food Group' party with each student bringing in a food from a specific food group. The foods that are brought in could be placed on their corresponding 'food group' tables.
- Students create meals from home that include something from each food group and take a picture to share with the class.
- To reinforce the observation and scanning activity, place food vocabulary/photos around the room and have students locate them. For example, display 10 apple photos around the class that can be seen (but not easily) from student tables that students need to locate.

CORE LESSON COMPONENTS:

BASIC COMMUNICATION:

- Communicate about preferences using 'good' and 'bad'.

COLLEGE/WORKFORCE PREP:

- Work with others to complete a task. Use critical thinking skills to solve a problem.

DIGITAL PREP:

- Use Google Translate to better understand vocabulary.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- This site allows you to create handwriting worksheets for free - http://www.writingwizard.longcountdown.com/handwriting_practice_worksheet_maker.html
- Link to Google Translate - <https://translate.google.com>
- Food Flashcards free for download - <http://esl-kids.com/flashcards/food.html>

ADAPTATIONS:

Warm Up

- Multi-level: Encourage higher-level students to explain their opinions using the simple sentence pattern, 'It is.... /It' isn't....'
- High Tech: N/A
- No Tech: Photos of the supermarkets can be printed out and distributed to student groups to reference.

Introduction:

- Multi-level: Have higher-level students write down new vocabulary in their notebooks/notes section on their smartphones. If the majority of the class is of a lower-level, don't introduce new vocabulary words at this time.
- No Tech: Photos can be printed out for student groups to reference.

Presentation:

- Multi-level: For additional vocabulary practice, have higher-level students try to recall the foods associated with each food group after all the slides have been reviewed. In addition, more food items can be sorted. When playing the game 'Snatch,' for lower-level students, provide word prompts on the whiteboard as a reference.

Guided Practice:

- Multi-level: For higher-level classes, rather than have students sort the food group terms, have students sort the food items. Higher-level students can also be required to write the food names in addition to the food groups.
- High Tech: The sorting activity could be done entirely online using Google Forms.

Communicative Practice:

- Multi-level: Require higher-level students use Google translate to learn three new vocabulary words from the sales ad. Lower-level students could simply communicate the name of the food group without using 'It is ...'.
- High Tech: Students could take pictures of the items with their phones and then send them to their teacher via remind.com. The teacher could then display the photos she/he has received on the projection screen.
- No Tech – N/A

Application:

- Multi-level: Have higher-level students also sort their healthy and unhealthy food items into food groups. Allow lower-level students to communicate by only saying 'healthy' or 'unhealthy' rather than using a full sentence.
- High Tech: Students could find pictures of unhealthy foods using their smartphones.
- No Tech: If there is no access to the internet, healthy could be translated to other languages and written on posters.

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Dairy



milk



yogurt



cheese

Fruit



oranges



grapes



apples

Vegetables



carrots



peppers



broccoli

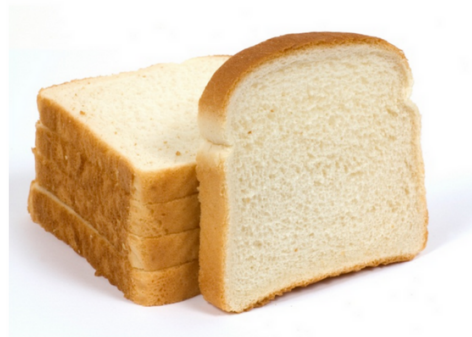
Grains



pasta



rice

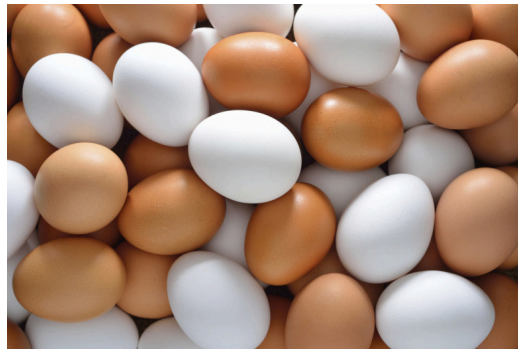


bread

Proteins



nuts



eggs



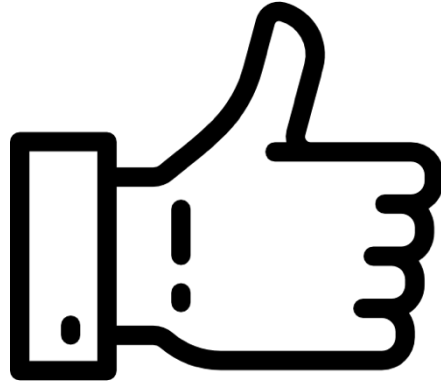
meat

Junk Food

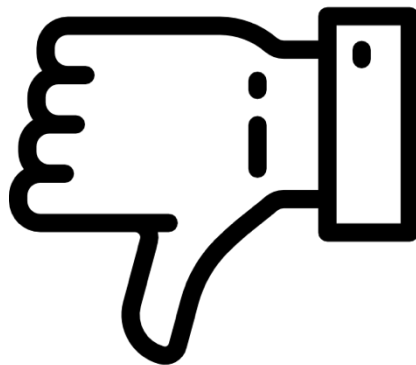


Hoeger, 2018

Good



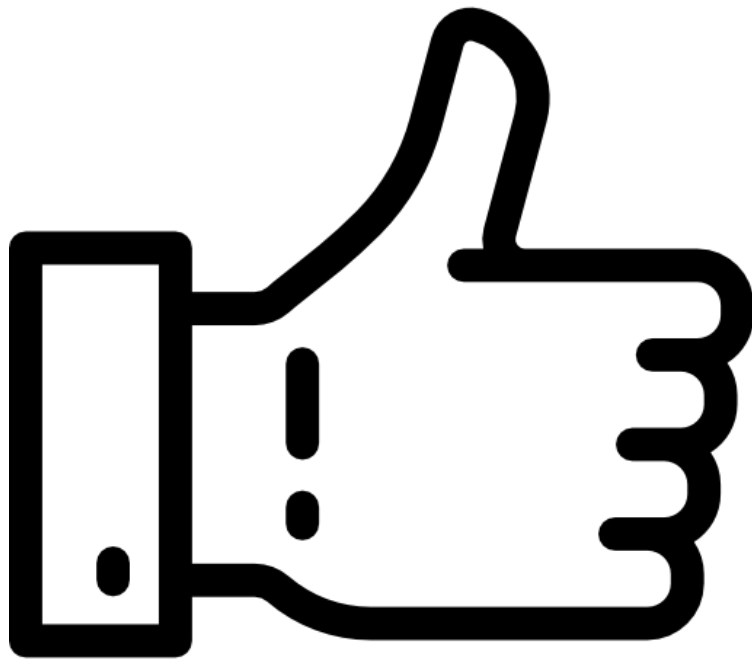
Bad



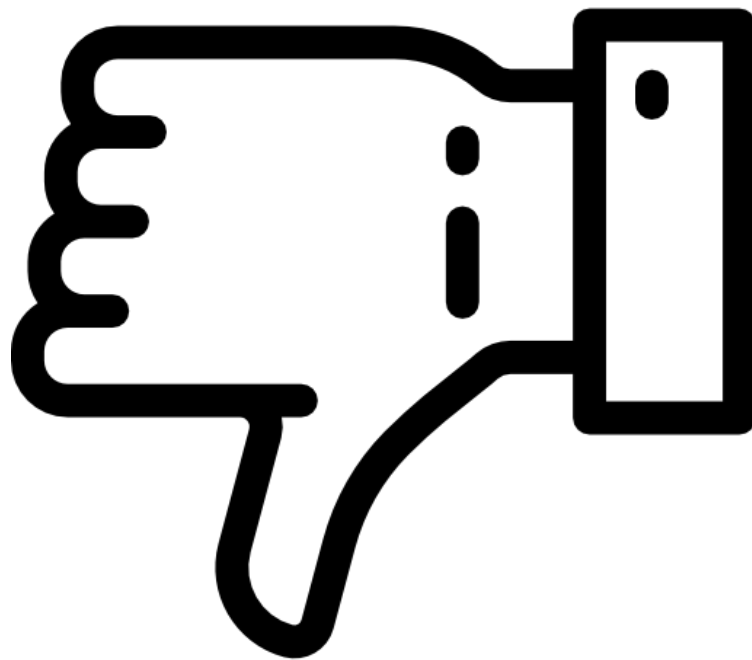
I don't
know.



healthy



unhealthy



Name: _____

Date: _____

Healthy & Unhealthy

healthy

healthy

healthy

healthy

healthy

healthy

unhealthy

unhealthy

unhealthy

unhealthy

unhealthy

unhealthy

www.eslwritingwizard.com

Name: _____

Date: _____

Food Groups

dairy

dairy

vegetables

vegetables

fruit

fruit

grains

grains

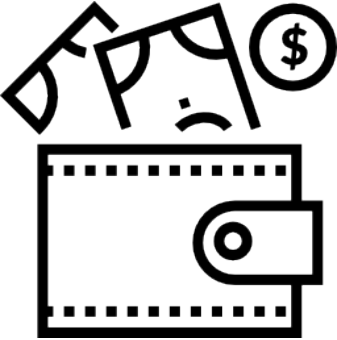
proteins

proteins

junk food

junk food

Consumer Economics



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LESSON TITLE: Making 'Cents' of Money

ESTIMATED TIME: 2.5 hrs

LESSON OBJECTIVES:

- Students will recognize and read the following vocabulary: money; penny; nickel; dime; quarter & dollar:
- Students will understand and be able to write the money value associated with US coins and the one dollar bill.
- Students will use the expressions 'How many' and 'I have' to communicate information about money.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none">• money• penny• nickel• dime• quarter• dollar• cents• How many...• I have	<ul style="list-style-type: none">• Money Slideshow• US Coins & One Dollar Bill Tracing Worksheet• Money Tracing Worksheet• Sharpie marker• Between 125 and 200 US coins• 20 -30 1 dollar bills in play money (Monopoly money works well.)• A set of index cards with student names• 15 to 20 random items, the funnier the better



WARM UP (15 minutes):

- Display the first slide of the 'Money Slideshow' on the projection screen. Point to the photo and say 'money.' Have students repeat. Now, say, "money, money." Have students repeat by saying, "money, money." Continue this process until you and the students have said the vocabulary word, 'money' five times in a row. (To have fun with this activity, you can change the intonation of your voice each time you say the word 'money'.)
- Write the word 'money' on the board. Make sure to write each letter slowly using conventional stroke order. Say each letter as you are writing the word. Now, point to each letter and spell 'm-o-n-e-y' again. Have students repeat. For example, you would say, "M-O-N-E-Y." The students would then say, "M-O-N-E-Y."
- Now, pass out the 'Money Tracing Worksheet' to each student. When you are passing out the worksheets, make sure to say the expression, "Here you go." (This expression will be used by students later in the lesson.)
- Take a worksheet and in front of the class, point to the word 'name'. Say your name, and write it on the line using a Sharpie marker.
- Next, trace the word 'money' on the worksheet 3 times with the Sharpie marker. Show the class. Now, say to students, "Write money." As you say the expression, make the gesture for writing.
- As students start writing, facilitate with each student to confirm pronunciation and provide guidance with letter writing. (Make sure students write their names on the worksheet and not your name. This is a common mistake that happens with demonstrating at this level 😊.)
- **Teacher Tip:** There are many free apps to help student practice writing letters. 'Letter Quiz Lite' is one example. See the Appendices section for more app recommendations.



INTRODUCTION (20 minutes):

Prior to the following activity, fill your pockets or a purse with LOTS of change and fake dollar bills.

- Start taking the money out of your pocket or purse and put it on a desk in the front of the classroom for everyone to see. Say, "Money." Have the class repeat after you.
- Leave a small amount of money on your desk and distribute the rest of the money to each student. As you give the students money, say the expression, "Here you go." Encourage students to say, "Thank you."
- Go to Slide 2 of the slideshow. Point to the picture of the penny and say, "penny." Have students repeat. Say penny 2 times and have students repeat two times. Continue the process until the students have said penny 5 times in a row. Now say, "A penny - 1 cent."
- Go to your pile of the money. In an animated way, look for a penny. When you find one, hold it up and say, "Penny." Find another penny. Say, "Two pennies." Continue until all pennies in the pile have been accounted for. Say to students, "Find pennies."
- As students find pennies, facilitate and provide support as needed. Help students to put the pennies in a separate pile on their desks.
- Continue the above process for Slide 3 (nickel), Slide 4 (dime), Slide 5 (quarter), and Slide 6 (dollar). As students are doing the activity, encourage the repetition of the money terms as much as possible.



PRESENTATION (30 minutes):

- Go to Slide 7 of the slideshow. Read the first question to the students, "How many pennies do you have?" Then walk over to your pile of money and count the number of pennies you have aloud. When finished say, "I have 7 pennies."
- On the board, draw a simple chart like the following:

Student Name	Pennies	Nickels	Dimes	Quarters	Dollars

- Take your index cards with your students' names on them. Choose three cards from the pile and write the students names picked on the chart.
- Ask the first student, "How many pennies do you have?" Have the student count and respond. Write their answer on the chart. Then ask the second and third students how many pennies they have. Write their answers on the chart. (It is likely that the student will likely just say the number. This is okay. Students will work on the pronunciation of the expression "I have" later on in the lesson.) Continue through this process for the rest of the coins still referencing Slide 7. For 'quarters' and 'dollars' have students write the numbers on the chart themselves. When you hand them the marker to write the answer, say "Here you go." 😊
- Confirm with students that a penny = \$.01. Use the chart and work together to figure out the amount associated with the corresponding number of pennies for the three students listed on the chart. For example, if one of the students on the chart had 6 pennies that would equal \$.06.



GUIDED PRACTICE (30 minutes):

Prior to this activity, have students download the app, 'Visual Currency Calculator' on their smart phones.

- Distribute the 'US Coins & One Dollar Bill' tracing worksheet.
- Project the tracing worksheet onto a digital board for the class to see.
- Along with the class, point to each coin image and one dollar bill on the worksheet, then trace the value of the money value in numerals.
- Be sure to emphasize that the decimal and dollar sign are just as important to express the money value.
- Put students into small groups of mixed levels. As students form groups, have them take the money they have used during the previous activity. Each group will combine all their money together.
- Students will work together to add up how much money they have by denomination. For example, if students have 10 pennies, they have \$.10. If they have 5 nickels they would have \$.25.
- Demonstration will be essential to successfully communicating the above directions.
- While they are working, visit each group and introduce the 'Visual Currency Calculator'. Have students open the app on their phones and show by example how the app can be used to add values together. Encourage students to use the app to double check see how much money they have!

Teacher tip: *Some students may be new to recognizing the dollar symbol or a decimal point. You may want to spend extra time emphasizing how in the US, the decimal point and dollar symbol are important to convey the value.*



COMMUNICATIVE PRACTICE (20 minutes):

Prior to the following activity, you will need to collect all the play money from students and put it in several bags. You will also need to set up the tables/desks so that students can work in pairs.

- It is time to get the students talking! Reference Slide 8 of the slideshow. Students will be learning how to say the following sentences:
 - "How many (pennies/nickels/dimes/quarters/dollars) do you have?"
 - "I have _____ (pennies/nickels/dimes/quarters/dollars)."
- To teach students how to say the sentences, say the following:
 - Teacher: "How"
 - Student: "How"
 - Teacher: "How many"
 - Student: "How many"
 - Teacher: "How many pennies"
 - Student: "How many pennies"
 - . . . continue this process for each sentence to help students become familiar with pronunciation and intonation.
- Now, distribute the bags to the students and through demonstration, show them that they need to take 10 coins and a few dollars from the bag. As students take the money, have them count.
- Have one of the higher-level students come to the front of the class with his/her money. Ask the student the following:
 - "How many nickels do you have?" – Student responds: "I have nickels."
 - "How many pennies do you have?" – Student responds: "I have pennies."
 - "How many dimes do you have?" – Student responds: "I have dimes."

- “How many quarters do you have?” – Student responds: “I have quarters.
- Now, have the student face the other direction and “steal” 3 coins. When the student turns back around, ask the four questions above again. They need to guess what money you “stole” by pointing to the coin and saying the coin’s name.
- Have students work with partners to do the activity. (For tips on how to group students, reference our Appendices in this toolkit.)
- As students are working, facilitate with each group.

Teacher Tip: *When teaching vocabulary and expressions with lower-level students, chunking and constant repetition are key. The more the students hear and say the word, the more likely they will remember it and pronounce it correctly. Don’t worry about pronouncing items perfectly, especially the final –s sound.*



APPLICATION (30 minutes):

- It is time for some negotiating! Arrange 15 to 20 random items (*see note at end of section) on a table in the front of the class. (Have enough items for half of your students.) Have half of your students come and choose an item. (A fun way to select students in lower-levels is to assign each student with one of two recently learned vocabulary words. For example, student A – cat, student B – dog, student C – cat, Student D – dog, etc. Then have all of the ‘cats’ come to the front to pick an item.)
- The students that did not get an item will take the money they were using in the group activity.
- Choose a different higher-level student with an item come to the front of the class. Role play the following:
 - You: (Look at the item and use physical gestures to show you want it.) “I have 3 quarters.”
 - Student: “Okay. *Here you go.*” (You give the student 3 quarters and the student gives you the item.)
- Now do one more role play:
 - You: (Look at the item again and gesture you want it.) “I have 3 quarters.”
 - Student: “No.”
 - You: “I have 3 quarters. I have 2 dimes.”
 - Student: “Okay. *Here you go.*”
- Now, go up to another student with money. Gesture that you want to ‘sell’ your item to him or her. Continue with the role play until students start to understand.
- Once students grasp the concept of the activity, have the ‘cat’ students partner with the ‘dog’ students and begin the negotiations. This will likely take students a little bit to warm up to. Make sure to role play with the students to encourage communication.

**For this activity, ‘random items’ have been chosen rather than specific vocabulary. The reason being is that the focus of the lesson is for students to learn about money. If you were to introduce new vocabulary at this point, things could very quickly become overwhelming for the students. Depending on the class level and dynamics, you may want to use recently-learned vocabulary or introduce new vocabulary if appropriate.*



EVALUATION:

- Money Worksheet & Money Tracing Worksheet assessment
- Whole class and group work observation



EXTENSION:

- For the following activity, you will need real coins, blank paper, and color pencils.
 - Have your students work in groups of three.
 - Using the handful of coins that was given earlier, have students mix up the coins in the middle of the group.
 - Now have each group place the blank paper on top of the coins to cover them completely.
 - The students in the group will take turns coloring on top of a random coin.
 - Once the coin impression appears with the coloring, the student will have to say the coin value aloud. The rest of the group will evaluate the answer.
 - The students will take turns until all the coins under the paper are colored.
- Have students watch the following video to reinforce coin vocabulary and values.
<https://youtu.be/pnXJGNo08v0>
- Teach students the terms 'heads' and 'tails'. Play the game together.
- Have students use the 'Visual Currency Calculator', a free app to better understand money value.

CORE LESSON COMPONENTS:

BASIC COMMUNICATION:

- Use the expressions 'how many' and 'I have' for communication.

COLLEGE/WORKFORCE PREP:

- Work with others to accomplish a task.

DIGITAL PREP:

- Use a smart phone to enhance learning.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- Starfall.com
- Letter song showing stroke order: <https://youtu.be/KGZFmW3uPJE> (This song is a great way to get students up and moving!)
- Money song - <https://youtu.be/pnXJGNo08v0>

ADAPTATIONS:

Warm Up:

- High Tech: Have students access Starfall.com via their phone or computer to review the sounds associated with the letters in the word 'money'.
- No Tech: The slide can be printed out and distributed to each student.
- Multi-level: For lower-level students that need more assistance with writing letters, they can access the app, 'Letter Quiz Lite' on their smart phone to help reinforce stroke order.

Introduction:

- High Tech: N/A
- No Tech: A hard copy of Slides 2- 6 can be distributed to students.
- Multi-level: For higher-level students in the class, also provide them with 5, 10 and 20 dollar bills in play money to incorporate into the class activities.

Presentation:

- High Tech: If you have access to an interactive board, create the chart in a word processing program that everyone can see. Students can then write their answers directly on the interactive board.
- No Tech: A hard copy of Slide 7 can be distributed to students.
- Multi-level:
 - Bullet 5: For higher-level classes, have students add up the money value for all coins.

Guided Practice:

- High Tech: N/A
- No Tech: Bullet 6: rather than using the Visual Currency Calculator, use actual calculators instead.
- Multi-level: Provide higher-level students with additional money to add up. Encourage higher-level students to pronounce the total dollar amounts for each group. If the activity seems overwhelming for lower-level students, have them work on counting the money aloud and sorting the money by denomination.

Communicative Practice:

- High Tech: N/A
- No Tech: A printout of the Slide could be made available to students.
- Multi-level: Introduce additional vocabulary to higher-level students. For example, in Bullet 5, you could teach the expression, "Where is my 'penny?'" for example. For lower-level students, allow them to communicate in one or two word expressions if needed. The primary goal is basic communication 😊.

Application:

- Hi Tech: N/A
- No Tech: N/A
- Multi-level
 - Bullet 1: Instead of using 'random items' you can introduce higher-level classes to new vocabulary themes such as fruits, vegetables, school supplies, etc.

U.S. Coins and One Dollar Bill

Read the coin value aloud with your teacher, then trace the coin value.

Penny



\$0.01

\$0.01

\$0.01

\$0.01

Nickel



\$0.05

\$0.05

\$0.05

\$0.05

Dime



\$0.10

\$0.10

\$0.10

\$0.10

Quarter



\$0.25

\$0.25

\$0.25

\$0.25

One Dollar



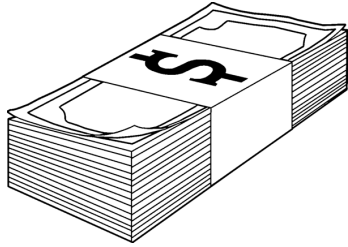
\$1.00

\$1.00

\$1.00

\$1.00

Name: _____



m o n e y

m o n e y

m o n e y

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Employment



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LESSON TITLE: Introducing Job Titles and Commands

ESTIMATED TIME: 2.5 hrs

LESSON OBJECTIVES:

- Students will be able to recite job titles and respond appropriately to single-word commands.
- Students will be able to match and copy job titles and simple commands.
- Students will be able to begin to use verbs and to use subject-verb agreement in simple present.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none">• teacher• chef• receptionist• daycare worker• doctor• construction worker• computer technician• Uber driver	<ul style="list-style-type: none">• Job Titles Pronunciation (enough copies for class)• Presentation Job Titles and Commands (one copy for a document reader)• Guided Practice Job Titles Worksheet (enough copies for class)• Communicative Practice Alphabet Letters (one copy for up to 52 students)• Application Writing Worksheet (enough copies for class)



WARM UP (15 minutes):

Welcome students to class. As a Warm-Up Activity, you will share images (PowerPoint Presentation Job Titles and Images) that are related to eight different job titles. First, write the eight job titles on the board. Number the titles so students can use them as they answer. (e.g., Number one, teacher). Before playing the PowerPoint slides, read each number and its job title out loud and ask students to repeat after you. Remember to read each one slowly.

1. teacher
2. chef
3. receptionist
4. daycare worker
5. doctor
6. construction worker
7. computer technician
8. Uber driver

Project the PowerPoint Presentation Job Titles on the board. Ask students to say a job title for the image on each slide. Make sure to give enough time for students to guess the correct job title. If students have a hard time guessing, provide an answer and point to the job title on the board after a couple of tries.



INTRODUCTION (15 minutes):

In the Introduction, you will give a pronunciation lesson of the eight job titles. Use the Job Titles Pronunciation worksheet. Print and make enough copies of the worksheet before class and use a document reader to project it on the board.



INTRODUCTION (15 minutes):

Hand out the worksheet. Starting with number one, read each word slowly and ask students to repeat after you.

Point out to the shape of the mouth and the position of the tongue for different vowel and consonant sounds. Additionally, when sounding out multi-syllable words, divide the word into syllables so it is easier for students to sound them out. Tell students that another way to practice pronunciation is to pay attention to word stress. As you read, demonstrate which syllable to stress.

Read the example words to practice the sounds. After pronouncing all eight job titles, tell students to practice them on their own for about five minutes. Walk around and answer any question students may have. Before moving onto the Presentation, read the job titles one more time with the whole class.



PRESENTATION (25 minutes):

In the Presentation, you will present job related single-word commands.

Tell students that there are simple commands to perform job-related duties.

1. teacher- Open/Close: Open your book. Close your book.
2. chef- Cook: Cook food.
3. receptionist- Answer: Answer the phone.
4. daycare worker- Read: Read books to children.
5. doctor- Work: Work in the hospital.
6. construction worker- Wear: Wear a hard hat.
7. computer technician- Turn on/off: Turn on a computer. Turn off a computer.
8. Uber driver- Drive: Drive to the airport.

Project the Presentation Job Titles Worksheet on the board. For each job, read each command slowly and act it out, to aid student learning visually.

One way to engage students is to ask for help on how to demonstrate the command. This is a great way for students to associate the commands with actions, thus helping students to remember and retain the information longer.



GUIDED PRACTICE (25 minutes):

After the Presentation, students will match and copy the job titles and commands through a matching and tracing activity. Hand out Guided Practice Job Titles Worksheet to students. Activity 1 lets students practice matching job titles and commands and Activity 2 helps students to practice writing using capital letters and a period by tracing and copying.

First, read the directions for Activity 1 slowly. The first job title, chef, has its command for students to see. Ask students to match the rest of the commands with the correct job titles. Give about five minutes for students to match job titles and commands. After students finish matching, go over the answers with class together.



GUIDED PRACTICE (25 minutes):

Next, read the directions for Activity 2 slowly. Explain to students that tracing means copying the lines of the letters when writing. For the first job title, chef, demonstrate how to sound out each letter as you trace on the board, C-H-E-F, chef. Ask students to trace and the rest of the job titles and copy the correct commands in the chart. Additionally, point out to the use of a capital letter in the beginning of a sentence and the use of a period (.) at the end of each sentence.

(Mini-Lesson on Capital letters)

If your class hasn't covered the use of capital (uppercase) letters, give a mini-lesson on using a capital letter in the beginning of a sentence and also when writing name, street, city, state, country, and so on.



COMMUNICATIVE PRACTICE (25 minutes):

Students will play a game to demonstrate understanding of familiar vocabulary through physical response. Write the eight job titles on the board (teacher, chef, receptionist, daycare worker, doctor, construction worker, computer technician, Uber driver). Tell students they will play a guessing game. To demonstrate, you will act out a job, using the simple command from the Presentation, and students will need to guess the job title.

After playing and modeling a couple job titles, pair students. Pair students by handing out upper and lowercase letters (Communicative Practice Alphabet Letters: copy and pre-cut before class), and tell students that each pair needs to be the same letter, with one uppercase and one lowercase of the alphabet. This is a great way to help students get familiarized with uppercase and lowercase letters. Once students are paired, ask each pair to read the letter out loud.

Give students ten minutes to play the guessing game. One student gets to act out a job and say its command, and the other student needs to guess the correct job title. They can take turns playing the game.



APPLICATION (35 minutes):

In the Application, students will write simple present sentences using the Application Writing Worksheet. Make enough copies for class. You will explain subject-verb agreement before the writing activity.

Tell students they will write sentences, using the simple present tense and following subject-verb agreement.

Explain to students when writing about routines, they need to use the simple present tense. Furthermore, depending on the subject, the verb form needs to change, which is called subject-verb agreement. When a subject is **I, you, we, and they**, the base verb is used. However, when a subject is third person singular like **he, she, and it**, the verb + s/es is used.

Write the following on the board and tell the students to write them down.

Subject: ----- Verb:

I, You, We, They-----→ **Base Verb**: read, wear, drive

He, She, It (third person singular)---→ **Verb+S**: reads, wears, drives



APPLICATION (35 minutes):

For Example:

I drive to the airport every Monday.

He drives to the airport every Monday.

Now, tell students that they are going to write sentences in the Application Writing Worksheet. Hand out the worksheet. Go over the directions with the class and give students twenty minutes to complete the sentences. Walk around and offer help as needed. Remind students to use a capital letter in the beginning of a sentence and to use a period (.) at the end of each sentence. After students complete the writing Activity 1, tell the students to circle base verbs in red and to underline the third-person singular verbs (verb+s) in blue for Activity 2.



EVALUATION (10 minutes):

In order to evaluate students, there are a couple different ways to assess students and their understanding.

The first way is to play the PowerPoint presentation, Job Titles and Images, used in the Warm Up Activity. Ask questions like “Who works here?” (Slides 2 & 5) or “Who wears this?” (Slide 7) to try to elicit job titles.

Another way to evaluate students is to write a verb (drive) on the board and ask students to compose a simple tense sentence with it. They can say, “I drive to the airport every day.” Or “He drives to the airport every day.” Or they may even say, “A Uber driver drives to the airport every day.” Try using different verbs to evaluate the understanding of subject-verb agreement.



EXTENSION:

- Option 1: A great way to get students familiarized with employment is to introduce work-related places. If accessible, use picture dictionaries to introduce work-related sites. If picture dictionaries aren't available at your site, print some pictures to share with class.
- Option 2: If time allows, introduce other job titles and work-related verbs, such as go, meet, sell, clean, and so on.
- Option 3: Play Charades with job titles. First, have a stack of flashcards with different job titles. Have one student come up to the front and act out the job. He/she can only act but can't say any word. The rest of the class need to guess the job title. Whoever guesses it correctly gets to act out the next job title.
- Option 4: Play games.
 - Unscramble Words. Scramble letters of a job title (DOCTOR: R T D O O C) and write them on the board. Ask students to unscramble.
 - Guess the job title with emoji. (online resources available: job related emoji)

CORE LESSON COMPONENTS:

BASIC COMMUNICATION:

- Demonstrate understanding of familiar vocabulary through physical response.

COLLEGE/WORKFORCE PREP:

- Copy a list of words previously produced orally.

CORE LESSON COMPONENTS:

DIGITAL PREP:

- Recognize visual cues such as icons or emojis.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- Work related emoji:
<https://www.bing.com/images/search?q=work+related+emoji&qvvt=work+related+emoji&form=IGRE&first=1&cw=1519&ch=759>
- Job titles icons
<https://www.bing.com/images/search?q=Job+Title+Icon&FORM=RESTAB>

ADAPTATIONS:

Multi-level:

- In order to get advanced students motivated and challenged, offer new job titles and verbs for them to use for the Application Activity. It is designed for literacy students to repeat and practice, and may not be challenging enough for advanced students.

High Tech:

- Share the Work Related emoji and Job Titles Icons websites with students and ask them to visit them using their personal electronic devices or school computers. Students will have a lot more opportunities to see various jobs and job titles.

Low Tech:

- With no or a limited computer access, make sure to print the handouts and copy enough copies for your class. Whenever possible, use a document reader to project the handout. If a document reader isn't available, handouts will do.

TEACHER TIPS:

- Teacher Tip 1:
Due to the limited verbal and written communication skills, literacy students may not be able to understand all the directions. Be patient as you move from one activity to another, and make sure to demonstrate by writing examples on the board or by physically acting out the process.
- Teacher Tip 2:
Extension- At the literacy level, it is challenging to get students familiarized with job titles and job related duties. Try to use online resources (job related emojis and job titles icons) to engage students visually.

TEACHER TIPS:

- Teacher Tip 3:
Extension- Games are great ways to motivate students to learn English. Job related duties and topics may not be fun for your students, but it depends on how you present it to your students and how to engage them through different activities.

Job Titles Pronunciation

Student Name: _____

Date: _____

1. Tea/cher

Vowel long/**ea**/ or **/ee/** sound: **cheese, tea, key**

2. Chef

Consonant **/sh/** sound: **she, shirt, shoulder**

3. Re/cep/tion/ist

Short **/i/** sound: artist, dentist, list

4. Day/care work/er

Long **/ei/** sound: **face, pay, say**

5. Doc/tor

Short **/a/** sound: hot, clock, **O**ctober

6. Con/st/ruc/tion Work/er

Consonant clusters **/st/**: **street, stop, artist**

7. Com/pu/ter te/ch/ni/cian

Consonant **/k/** sound: stomach, **ch**emicals, **ch**emistry

8. Uber dri/ver

Long **/ai/** sound: hi, five, life

Presentation Job Titles Commands

Student Name: _____

Date: _____

1. Teacher-

Open/Close: Open your book. Close your book.

2. Chef-

Cook: Cook food.

3. Receptionist-

Answer: Answer the phone.

4. Daycare worker-

Read: Read books to children.

5. Doctor-

Work: Work in the hospital.

6. Construction worker-

Wear: Wear a hard hat.

7. Computer technician-

Turn on/off: Turn on a computer. Turn off a computer.

8. Uber driver-

Drive: Drive to the airport

Guided Practice Job Titles Worksheet

Student Name: _____

Date: _____

- Activity 1: Match job titles and commands.
 - chef (l)-
 - construction worker ()-
 - computer technician ()-
 - Uber driver ()-
 - daycare worker ()-
 - doctor ()-
 - teacher ()-
 - receptionist ()-
 - Open/Close your book.
 - Wear a hard hat.
 - Read books to children.
 - Cook food.
 - Answer the phone.
 - Turn on/off a computer.
 - Answer the phone.
 - Drive to the airport.
- Activity 2: Copy job titles and commands from the activity 1. As you copy, sound out each letter. When writing commands, use a capital letter to begin a sentence and end it with a period (.).

Job Title	Command
a. chef	Cook food.
b. construction worker	
c. computer technician	
d. Uber driver	
e. daycare worker	
f. doctor	
g. teacher	
h. receptionist	

Communicative Practice Alphabet Letters

A	a	B	b	C	c
D	d	E	e	F	f
G	g	H	h	I	i
J	j	K	k	L	l
M	m	N	n	O	o
P	p	Q	q	R	r
S	s	T	t	U	u
V	v	W	w	X	x
Y	y	Z	z		

Application Writing Worksheet

Student Name: _____

Date: _____

- Activity 1: Writing simple present sentences

Verb	Simple Present Tense Sentences
open	I open the book in class.
open	He opens the book in class.
cook	I cook food every Friday.
cook	She _____
answer	I _____ the phone every day.
answer	He _____
read	I _____ books to children every day.
read	She _____
work	I _____ in the hospital every Tuesday.
work	He _____
wear	I _____ a hard hat every day.
wear	She _____
turn	I _____ on a computer at work every day.
turn	He _____
drive	I _____ to the airport every morning.
drive	She _____

- Activity 2: Look at the sentences above and circle all base verbs in red. Underline third-person singular verbs (verb+s) in blue.

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Government & Law



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LESSON TITLE: Safety Signs & Colors

ESTIMATED TIME: 2.5 hrs

LESSON OBJECTIVES:

- Students will identify the letters of alphabet and respond appropriately to single word commands.
- Students will demonstrate recognizing common public signs.
- Students demonstrate recognizing capital letters and reading from left to right.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none">• alphabet• colors (red, blue, yellow, green)• shapes (circle, square, triangle)• prohibition• mandatory• warning• safe condition• caution• danger• stop• obey	<ul style="list-style-type: none">• Scissors• Colored pencils and index cards or• Colored stock cards in white, red, yellow, blue, and green



WARM UP (20 minutes):

Introduce and review the alphabet, both upper-case and lower-case.

Letter Practice: Show letters to students and ask them to tell you the name of the letter. Have students spell each other's names in pairs or groups of 3.

Color Practice: Show students objects that are in the 4 target colors (red, blue, yellow, green) and ask them what color they are. You can use objects in the classroom or show pictures of various objects from the internet or even in their texts.

Shapes: Show the students the three target shapes (circle, square, triangle). Show students objects and ask them to tell you what shapes they are.



INTRODUCTION (20 minutes):

Introduce to students the relationship between the colors and shapes.

Explain that red and blue signs are always in the shape of a circle, yellow signs are in the shape of a triangle and green signs are in the shape of a square. Practice drawing or making these signs. Show them shapes that do not follow this, for example, a blue triangle and ask them what is wrong or how they can correct



INTRODUCTION (20 minutes):

this. You can make several different color shape cards and have students in pairs or groups of three categorize them by safety signs or if they don't belong in safety signs.



PRESENTATION (45 minutes):

- Show students Handout #1 Safety Colors and Shapes.
Bring students' attention to the vocabulary that correlates with each color. You can first use the easier words like, 'don't do' or 'stop' before tackling the harder 'prohibition' word. If your students already know the easier words, go over the spelling with them. When introducing the more difficult words, start by pointing at the letters and have them tell you what letters they are. With longer words like prohibition, break it into syllables and have them sound out each syllable and repeat the words.
- Explain to students that the colors and shapes go together with the words in the handout. Ask students to draw the shapes in the correct colors and trace the words they represent. This will help them associate the shapes with their colors and meanings.
- Have students make their own set of cards in the matching shapes and colors and a set of cards with meaning. They can do this individually so each person can go home with their own set. If it works better for your students, have them do this in pairs. You can give them the index cards and color pencils or use the colored stock cards. Ask them to cut the shapes with scissors or they can just draw the sign on the cards. Each student should also use the index cards and make cards of the targeted words. They should copy each word on a separate card. More advanced students can copy the more difficult words. Others can write or trace the easier words.
- Have students use their cards and match the shape/color cards with the meanings they represent. Have students in pairs match the correct cards together. They can also use them in memory games, matching the word cards with the shape/color cards.



GUIDED PRACTICE (30 minutes):

- **Make signs for class rules.**
 - Review class rules/norms. If you haven't created any, come up with at least eight (8) class rules/norms.
 - The class rules are what you have agreed upon as a class (or at this level, the teacher has decided what they are) and would be different for each class. They may include, raising your hand when you have a question, no cell phones, bringing books, and writing tools, etc. Then, ask each student to choose (or assign them) one of the class rules and invite your students to make a sign for it.
 - Students will make the sign according to the shape/color/meaning that they just learned. For example, the 'No cell phone' sign should be a red circle sign with a red line through the cell phone, or a 'Bring your book' sign should be a blue rectangle with a picture of a book on it.
 - Model this activity by doing the first one with the class. If you are not a good artist, this is a good opportunity for students to see you struggle. Invite a more talented student to help you with your drawing to illustrate your being OK with imperfections and showing your growth mindset.



GUIDED PRACTICE (30 minutes):

- **Make signs for the objects in the classroom.**

Ask students to make signs for sections and objects in the classroom. For example, they can draw a red circle with a hand and draw a red line on the hand. They can put this next to the thermostat indicating no one should change the AC in the classroom.



COMMUNICATIVE PRACTICE (15 minutes):

To practice the vocabulary and to help students share their signs, divide the class into two groups, A and B. Have Group A show their signs to at least 3 students/pairs in group B and state what their sign means and vice versa. Change roles and practice again with three other students. (See Appendix #1)



APPLICATION (15 minutes):

Students will be able to relate the meaning of the signs with their shapes and colors.



EVALUATION (5 minutes):

The Communicative Practice can double as evaluation. The targeted learning outcome is for students to be able to match the colors, shapes, and meanings.



EXTENSION:

- Find similar signs in the community and take pictures and share with class.
- Show new signs and ask students to guess their meanings.

CORE LESSON COMPONENTS:

BASIC COMMUNICATION:

- Pronounce letters.
- Spell safety words.

COLLEGE/WORKFORCE PREP:

- Copy a list of words previously produced orally.
- Recognize common work place safety signs.

DIGITAL PREP: None

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination

CORE LESSON COMPONENTS:

- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- [Photo Luminescent-signs](http://www.photoluminescent-signs.com/uploads/images/img_423.png) (http://www.photoluminescent-signs.com/uploads/images/img_423.png)
- [Industrial Safety Signs](http://hddfhm.com/images/industrial-safety-signs-and-symbols-clipart-8.jpg) (<http://hddfhm.com/images/industrial-safety-signs-and-symbols-clipart-8.jpg>)
- [Industrial signs and symbols](http://hddfhm.com/image-post/26708-industrial-safety-signs-and-symbols-clipart-8.jpg.html#gal_post_26708_industrial-safety-signs-and-symbols-clipart-8.jpg) (http://hddfhm.com/image-post/26708-industrial-safety-signs-and-symbols-clipart-8.jpg.html#gal_post_26708_industrial-safety-signs-and-symbols-clipart-8.jpg)

ADAPTATIONS:

WARM UP:

Multi-level: Ask higher-level students to draw a red circle, a yellow triangle, or a green square and put their initials in them.

No Tech: The above exercises can be done on paper with colored pencils.

High Tech: Students can use the internet to search for the target shapes in the target colors.

INTRODUCTION:

Multi-level: Higher-level students can write the names of the colors and shapes next to them.

High Tech: Students can search the internet to find safety signs with these shapes and colors.

PRESENTATION:

Multi-level: Higher-level students can copy the words instead of tracing. Another activity can be having students find signs in their neighborhood and either take pictures or draw them.

No Tech: Above exercises can be done with paper, scissors, and colored pencils.

High Tech: Students can make the cards on a computer, but color printing will not be cost effective. They can also try to find other signs in these shapes and colors.

GUIDED PRACTICE:

Multi-level: High-level students can write the meaning of the sign under it.

No Tech: Above exercises do not need technology.

High Tech: Students can make their signs on the computers, or they can type the words and paste them onto their signs.

COMMUNICATIVE PRACTICE:

Multi-level: When making pairs, match a higher-level student with a lower-level student.

APPLICATION:

Multi-level: High-level students can guess the meaning of new signs (signs they had never seen before) based on their shapes and colors.

No Tech: N/A

High Tech: Students can find new signs by typing the name in a search engine.

EVALUATION:

Multi-level: Students can look at the sign and write the more difficult vocabulary without copying.

High Tech: Students can find examples of the signs in their neighborhood and take pictures. Each student can be asked to find one sign and ask their classmates to guess the meaning.

Government and Law Literacy

Handout #1

Safety Colors and Shapes

Colors	Shapes	Meaning	New Vocabulary
Red		Stop. No. Don't Do	Prohibition
Blue		Do. Obey.	Mandatory
Yellow		Danger. Be careful.	Warning
Green		Safe. Go.	Safety Condition

Adapted from: http://hddfhm.com/image-post/26708-industrial-safety-signs-and-symbols-clipart-8.jpg.html#gal_post_26708_industrial-safety-signs-and-symbols-clipart-8.jpg

Government and Law Literacy

Appendix 1

Safety Colors and Shapes

To practice the vocabulary and to help students share their signs, divide the class into two groups, A and B. Have Group A show their signs to at least 3 students/pairs in group B and state what their sign means and vice versa.

Model #1

Student A: (holding a red circle with the picture of a cell phone on it) No cell phones.

Student B: (holding a blue sign with the picture of a book on it) Bring Books. Higher-level students can add a pronoun and verb in their speech.

Student A: (holding a red circle with the picture of a cell phone on it) This is, "No cell phones."

Student B: (holding a blue sign with the picture of a book on it) This is, "Bring books."

APPENDICES



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TEACHER TIPS:

The following is a collection of tips and ideas to keep your classroom running like a well-oiled machine. The tips are organized into the following categories:



- Classroom Organization & Routines
- Classroom Culture & Engagement
- Communication Outside Class Hours
- College & Career Readiness Skills
- The Multi-level Classroom

CLASS ORGANIZATION & ROUTINES

Seating Arrangement: In a learner-centered classroom, you want your seating to promote student interaction but at the same time being flexible to adjust for teacher-led instruction. In addition, when students are sitting together in small groups, it allows you to easily communicate with students in a more intimate setting while students are working. You also want to be mindful of the following:

- Make note of specific needs of certain students. For example, you may not want students that are easily distracted sitting near the door or students that are nearsighted sitting in the back of class.
- Make sure students have clear access to the classroom door in case of an emergency.

Working in Groups: Depending on the class activity and dynamic, it is sometimes useful to place students in groups rather than letting them choose. Students get to build relationships with more students in the class which fosters class community. In addition, students will have to work with a variety of personality types much like what is encountered in the real world. There are tons of fun ideas to sort students into groups including the following:

- Sorting students by birthday month, matching colors, types of shoes they are wearing, etc.
- Putting different colored stickers under the students' chairs prior to class.
- Sorting students using a deck of cards.
- Sorting students by theme (i.e., choose 4 sports teams and give each student one of the team names. The people with the same team name work together).
- Randomly distribute question/answer cards (e.g. Q: "What is a supervisor?" A: "A supervisor is a person who guides the activities of other people.").
- Using synonym/antonym vocabulary cards.

Homework: The opportunity for further English practice at home is always beneficial. In addition to traditional assignments, there are a whole host of activities students can do using a smart phone or tablet. Some ideas include:

- Visiting sites with grammar review and practice.
- Watching online videos on just about any topic you would like to your students to learn more about.
- Completing online quizzes/challenges that you can create (Google Forms, Mentimeter, and/or Kahoot are great for this).
- Accessing links to online reading practice specific to ESL learners.

You can use the 'Remind' app, to easily share links with students. If you have a class website or blog, links can also be posted there. Keep in mind that some students may not be able to complete homework assignments because of work or family obligations so avoid making it compulsory.

CLASSROOM CULTURE & ENGAGEMENT

The Importance of Praise: Recognizing students for a job well done can directly impact student success, engagement, and retention. That being said, not all praise is equal. Here are few tips:

- Praise a student's accomplishment and not a student's ability. (Growth mindset 😊)
- Be specific and genuine. Students see through superficial praise and it can actually have a negative effect on student motivation.
- Before you praise a student, think about the kind of praise that is best for them. For example, it means a lot to some students to be recognized in front of the class. Other students may prefer to receive praise from you in a small group setting or even by electronic communication. For more information on praise and its impact in the classroom, checkout:

<http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students>

The Power of the People (at the whiteboard): Students love to write on the board, and it is an easy way to get students up and moving physically. Plan activities where multiple students can go to the board at the same time to answer a question or complete a task. For example, do a vocabulary relay, play Pictionary or hold a class-wide spelling bee. It encourages student engagement and can be a lot fun.

Class Norms: On the first or second day of class, establish class norms with your students. Class norms are similar to class rules with the key difference being that students have a voice. To do this, talk about expectations including:

- The expectations students have of the teacher
- The expectations the teacher has of the students
- The expectations everyone has when communicating and working with others

Once class norms are established, if possible, have them posted in your classroom and on your class blog if applicable and refer to them throughout the semester to see if they need to be updated or amended.

Social Media: Introducing students to the SAC SCE Facebook page and/or Instagram account is an easy way to help students feel part of the school community at large. Better yet, submit class photos to be posted on these accounts and then share with students in class or via your Remind account. Your students will 'like' and share these photos with online friends which in turn promotes the programs we offer.

Something to Consider: Just as some parents tend to hover and overprotect their children, we as teachers can have a tendency to be too helpful. There are activities and situations that our students encounter in class that can be challenging. It is okay for students to be a little confused. Mistakes are how we learn 😊. Encourage your students to work through the problems they have. Facilitate, interact, and assist, but don't give answers unless you really need to. Encourage your students to ask their peers and to learn from them and their resources. When they are exhausted, then it is OK to give the answer.

COMMUNICATION OUTSIDE OF CLASS

Remind for Retention: Being able to quickly and easily communicate while keeping personal information private is possible with **Remind**, an application that allows you to communicate via text with your students at no cost and not having to share your phone number. Here are few ways to use Remind:

- Send daily class messages to students.
- Send videos, websites links, and online quizzes for students to access.
- Send class photos, memes, or fun quotes to help foster class community and engagement.
- Send individual messages to students that are absent from class or need encouragement and support.

CLASSROOM BLOGS: If a newspaper and website had a baby, it would be a blog. Blogs are a great way to communicate with your class and with just a little bit of training; they are easy to create and manage. A classroom blog is where your students can access important class information such as the class schedule, the class overview, and even recommended websites and vocabulary lists. In addition, it is where you can provide your students with homework and a review of what was covered in class on a daily or weekly basis. For example, if you show a video in class, you can put the video link on your class blog. If you learned new vocabulary, you can create a short quiz on your blog. Your students have easy access to what has been covered all semester. The following link is a free blogging site especially for educators:

- <https://edublogs.org>

To see a live classroom blog, check out the following link:

- <http://academic704.edublogs.org>

EMAIL: It is important that students know your school email address. Although it may be difficult at first, encourage students to communicate with you via email throughout the semester. This is a very useful skill for students to acquire. If students don't have an email address, encourage them to set up a free Google account. For students that are likely to continue on at Santa Ana College beyond ESL, setting up a school email account is beneficial. To do this, click on the following link to get directions and video tutorials on how to activate a SAC email: <https://rsccd.edu/Departments/Information-Technology-Services/Pages/Student-Email-Cloud.aspx>

MULTI-LEVEL CLASSROOMS

Mixed-Ability Versus Leveled Grouping: There are several factors to consider when grouping students for an activity in a mixed-level classroom. Ideally, use both types of grouping depending on the activity. Leveled grouping works best when you want to provide tailored instruction on a specific topic. For example, with grammar instruction, leveled grouping may be best so that you can adapt expectations depending on ability and background knowledge. On the other hand, when critical thinking and creativity are important factors, mixed-level ability may be the better option. For more information, you can check out the following link: <https://www.edutopia.org/blog/student-grouping-homogeneous-heterogeneous-ben-johnson>

With Lower-Levels, Take it Slowly: When communicating with students at lower English levels, remember that they are very limited in listening and speaking skills. They may also be very shy and self-conscious about how they sound. It is very important for you to speak slowly and repeat as many times as needed. Be patient and provide them a lot of visual support, including body language and facial expressions along with emotional support, such as acknowledging their efforts, correcting sounds, or complementing when possible.

COLLEGE & CAREER READINESS SKILLS

Notetaking: Knowing how to take good notes is a useful skill that will benefit many students in the future. Here are some basic tips to provide students:

Do's:

- Write down key words and expressions you hear.
- Summarize main ideas in your own words.
- Write down only what is important, the meat and potatoes of the activity.
- Keep things simple and organized.

Don'ts:

- Worry about spelling or grammar.
- Try to write exactly what you hear. It takes too long!
- Worry too much about small details. (Keeping with the food analogy, don't worry about the ketchup☺)

Group Work: A key component of the 21st Century classroom is project-based learning and the ability to work well in a group. As we incorporate it into our classrooms, the following strategies are useful to review with students:

- Communication topics to cover can include:
 - How to make everyone in the group feel included and willing to participate
 - How to politely disagree and share a different point of view
 - How to negotiate and compromise

There is a wealth of information online. The links below can be adapted or used for inspiration when planning discussions with students.

- <https://www.psychologytoday.com/us/blog/cutting-edge-leadership/201301/characteristics-good-work-team-members>
- <https://www.speakconfidentenglish.com/disagree-in-english/>
- <https://www.inc.com/diane-gottsman/communication-etiquette-that-works-in-the-workplace.html>
- <https://www.cmu.edu/teaching/solveproblem/strat-dontparticipate/groundrules.pdf>
- <http://www.oneonta.edu/faculty/vomsaaw/w/psy220/files/GroupWorkGuidelines.htm>

Giving Presentations: The following are tips that can be shared with students preparing for a presentation:

- Introduce yourselves.
- Don't 'read' your presentation. Share and communicate your presentation with the class.
- Make eye contact.
- Speak clearly and at a volume that everyone can hear.
- If possible, have all team members speak.
- If you can, make it fun!
- Know that everyone in class supports you. We are all language learners.

ASSESSMENT & CORRECTING

The Power of Observation: More evaluation can be done through observation. When students do activities, you need to walk around, listen to their conversations, and make notes of areas that need some attention. Try not to correct too much individually. After observing the class, make a few grammar or pronunciation suggestions to the whole class so everyone can benefit.

Comprehension Check: When checking comprehension, don't just ask, "Do you understand?" (Students will answer "yes" even when they DON'T understand.) Instead, ask comprehension questions to stimulate conversation help students connect to the text on a personal level. For example:

- *What do you think the article about?*
- *What sentence in the article do you find interesting? Why? How can you take the quiz?*
- *What do you think this sentence means?*
- *If you were ..., how do you think you would feel?*

Also, encourage students that have background knowledge on the topic at hand to share their thoughts. This is empowering for students.

Spelling and Grammar Mistakes: Correcting grammar and spelling in the middle of an activity can sometimes ruin the flow of the lesson and make students feel uncomfortable. Another option is to recreate sentences with persistent grammar and spelling mistakes to be reviewed by students as a warm-up activity the next day in class. You can project the sentences on the interactive screen using a word processing program and have students work together to fix the mistakes. It is super beneficial and students seem to really enjoy it 😊.

Pronunciation: If students mispronounce a word during discussion time, it is important to correct the pronunciation, but handle it delicately. When a student mispronounces a word, provide a positive comment to his/her response and then say the correct pronunciation when writing the word on the board. It is better to be corrected in a safe learning environment than not to be misunderstood in the real world.

TECHNOLOGY IN THE CLASSROOM

Introducing students to various types of technology in class can be beneficial. Not only can these technologies enhance the learning experience for students, but it also can encourage them the use these technologies outside of the classroom. The following applications are free, accessible via smartphone, and user-friendly.



KAHOOT

Kahoot is a fun, interactive quiz-based learning system that students can use with a smart phone. Teachers create quizzes that are then shared with students and played together in the classroom. All students need to play is a smart phone. Kahoot quizzes can also be given to students for homework in the form of a 'challenge'. As students take the quizzes teachers have access to a report showing detailed information about the test results including how many times students took the quiz, what questions were most difficult and how long students spent on each question. The best part, Kahoot is free and there are zillions of premade quizzes at your disposal. For more information, visit www.kahoot.com.

How to play Kahoot!

1. Go to Kahoot.com & create a free account
2. Search premade Kahoot games or create your own Kahoot game and save
3. When playing Kahoot in class, have students open Google or Safari on their phone or computer. Have them go to www.kahoot.it
4. It will ask a game pin number. Each time you play, this number changes.
5. On the teacher's computer, select a Kahoot game and play. Project it to the screen so students can see the game pin number.
6. As students enter the pin number, they will be asked to enter their nickname. Have them use their first name. Once you see all your student's names, play the game.
7. After each game, it will display the rankings. Students get points for accuracy and speed.

SOCRATIVE

Socrative is very much like Kahoot but a little more academic. You can create quizzes, polls, exit tickets, and so many more with this tool. It is free for up to 50 students per session. You can log in to this tool with your Google account or via a personal email of your choosing. One positive feature of this App is that you are able to download the students' responses in an Excel document to help you in your formative assessment of the content you are teaching.

PADLET

Padlet is a digital "live" and interactive bulletin board where your students create posts on notes. Students have an option to add photos, documents, web links, video, and music to communicate. You can use your existing Google login. You can personalize your Padlet by using premade templates. For a small yearly fee, you can have access to more templates, but the ones provided for free work just fine. It is possible to share your Padlet with your students, colleagues, and you are able to print out your students' pins for a quick formative assessment tool. Here is a link to the Padlet we used for our ReFLEXion activity we did during our Spring 2018 Flex Week: <https://padlet.com/frizzyscc/springflex2018>

FLIPGRID

Flipgrid is a video discussion platform where teachers post a topic and students respond to it and each other in an interactive and dynamic way. In an English Language Classroom, the possibilities are endless. You can use this platform to help with initial introductions, pronunciation, further a conversation, working on research, and create a stronger classroom community. This resource can be used at all levels. It is a terrific tool to use in formative assessments, and it also provides you analytics to see student activity and interaction. You can create your own account by logging in with your Google or Microsoft email or using your own email. Click on this link to watch the short video introduction: <https://resources.flipgrid.com/>

QUIZLET

Using this app allows us to engage our students in an interactive way to help them study material that will otherwise be static. Quizlet is free and has many contributions from educators and students all over the world (as of this printing there are 249,067,993 study sets... and counting). If you remember studying vocabulary on index cards, this is the digital version of that. However, the study cards are digitized and can be manipulated to practice writing, practice spelling, play various games to memorize the content that needs memorization. Here are two sample Study Sets to help students memorize 100 irregular verbs (one with just the simple past structure and one that has the simple past and past participle). Feel free to use them and share them with your students. Also, as you create your own, please share them with us ☺ To get started, all you need is your Google email, Facebook login, or personal email.

- Irregular Verbs (Base/Simple Past Forms): https://quizlet.com/_gdbdr
- Irregular Verbs with Past Participles: https://quizlet.com/_204zs1

MENTIMETER

This is a new interactive tool that we have begun using. It can be accessed using your Google or Facebook account or an email of your choice. There are many possibilities to use this app in your English Language classroom at all levels. You can use it in your warm-up, presentation, and any formative assessment opportunities in your lessons. This application is FREE and has an unlimited audience size. You can pose a question to your class and your class can respond anonymously “live” to give you a quick glimpse of whether they understand the material you are discussing. You have many options in how you create your Mentimeter. For example, you can project multiple-choice questions, word associations where you can then create a word cloud from what is received, scales to rate discussion items (e.g., 0 to 5, not good to very good, etc.), open ended questions, matrix options to help gather information and then discuss the results, quizzes with a competitive edge (like Kahoot), Question and Answer, etc. Once all of the results are in, you can then download your data and create PDFs to help you in your formative assessment of your students. Note: The company is growing, so we are sure that more options will be available in the future.

PLICKERS

This app is a good option for sites where students may not have a smartphone. You create online multiple choice or True/False quizzes that are displayed on the projection screen. Each student is assigned a card that they use to answer questions. When students hold up their card in a certain position to indicate a,b,c, or d, using the Plickers app, you scan the classroom. The app reads the student card and projects the results on the interactive screen. To learn more, check out <https://plickers.com>. To see a video of the application in process, check out <https://www.youtube.com/watch?v=dMAX2EQnUXE&feature=youtu.be>.

GOOGLE APPLICATIONS



It is impossible to talk about technology in the classroom without discussing the plethora of free applications that Google has to offer. What sets Google applications apart from others can be summarized in two words, 'access' and 'collaboration'.

Access: Google applications live online so they can be accessed anywhere there is an internet connection. All documents, slideshows, and forms are automatically saved in one place, 'Google Drive'. Google apps can be accessed and used on a computer, tablet, or smartphone. In addition, Google applications are compatible with Microsoft Office.

Collaboration: Documents, slideshows, and forms created using a Google app can easily be shared and edited by others. That means that multiple people can easily work on the same document, slideshow, or form from different locations at the same time. In addition, you can chat with others that have access to the document live in real time.

Here are a few of the more popular applications below:

Google Forms

This application is a great resource to create online quizzes and surveys for students. Student responses are tallied and you can look at results for the entire class or for individual students. It is a great way to provide students with short homework assignments. You create the quiz, send the link to students via Remind.com. Students take the quiz and get instant feedback on how they did. Here is an example of a Google form to review vocabulary from an article read in an Intermediate 1 class: <https://goo.gl/forms/P10jJzrR8NwReinC3>

For more information, check out the following link:

<https://gsuite.google.com/learning-center/products/forms/#/>

Google Docs

If you can use Microsoft Word, you can use Google Docs. The one big difference is that it exists online so you can access documents you are working on from anywhere. For example, if you create a worksheet for your students at home, you can access it from your Google account from your classroom and easily display it on the projection screen.

<https://gsuite.google.com/learning-center/products/docs/#/>

Google Slides

Google Slides is very similar to PowerPoint. Similar to Google Docs, Google Slides lives online so you can access your presentations anywhere.

Google Images

We all know the idiom, 'a picture is worth a thousand words'. Google images provides you easy access to images of just about anything. Not only is it a great tool for the classroom, it is a great tool for students to increase their vocabulary without having to rely on translation and they are free to use without breaking Copyright laws.

<https://gsuite.google.com/learning-center/products/slides/#/>

Google Drive

In essence, Google Drive is an online filing cabinet. Any document you create in a Google application is automatically saved here. You can also upload PDFs and Microsoft Office documents. Everything in your Google Drive can be easily shared with others. For example, if your student creates a Google Doc, if they share it with you, it will appear in your Google Drive.

Google Timer

With many activities in the classroom, there is a need to set time limits. Not only does this help teachers to make the most of class time, it also helps to encourage students to manage a deadline. This is one really easy way to incorporate career and college readiness skills into the classroom by helping students self-regulate their time.

Google timer is an online timer that can be displayed on your projection screen. Simply, google 'google timer', and the application will appear. Type in the time for the activity and click 'start'.

INFUSING WORKPLACE & COLLEGE READINESS SKILLS



One of the most important facets of 21st Century learning is the incorporation of Workplace and College Readiness Skills into the classroom. There are many creative ways to make this happen. Below are ideas shared by fellow instructors at RSCCD:

STUDENT TECHNICIANS/ASSISTANTS

Having students take on various classroom responsibilities is a great way to allow students to develop leadership skills and become invested in their education. There are many ways this can be done. Some examples include:

- Create a Classroom Job List and have students apply for the positions. Potential jobs can include:
 - IT Technician (Handles distribution of technical devices and provides assistance as needed)
 - Administrative Assistant (Handles class attendance and distribution of papers)
 - Logistics Technician (Manages seating arrangements)
 - Events Coordinator (Plans class parties throughout the semester)
 - Student Greeter (Welcomes new students and helps them learn class norms)
- Each semester, ask for two student volunteers to be your assistants. At the end of the semester, depending on the how successful the student was in the role, offer to write a recommendation letter or to be a future reference for the student.
- Put student groups in charge of classroom responsibilities for a three-week period, rotating throughout the semester. Responsibilities could be similar to the above.

CLASSROOM EMPLOYMENT/VOLUNTEER OPPORTUNITIES BOARD

Our students live and work in Orange County and often know about employment opportunities. Hang a board in your classroom where students can share job opportunities they may know about. If you decide to do this, just make sure to have clear guidelines established regarding what can be posted.

You can also post job opportunities listed with the Santa Ana Work Center located in F-111 at CEC.

STUDENT HANDBOOK & PLANNING GUIDE

There are so many great ways to build College and Career Readiness through the incorporation of the Student Handbook & Planning Guide. This free resource allows students to plan, schedule, and understand expectations and pathways at SAC SCE. For lesson plan ideas, reference the Learning and Thinking skills lessons available in this toolkit for all our ESL levels.

GROUP/TEAM PROJECTS

Many of the lessons in this toolkit incorporate team learning and projects. Encouraging students to work together to accomplish a task, no matter how big or small, provides learning opportunities that are easily transferrable to the academic and professional worlds. Negotiation, compromise, and empathy for others are all skills that are strengthened when students work together in teams. If group work in the classroom is new to you, start small by incorporating 15-minute team activities twice a week and build up as you and your students get more comfortable.

GUEST SPEAKERS & FIELDTRIP OPTIONS

As we help our students get on pathways toward educational and career success, it is beneficial to introduce them to the resources they have access to throughout the district and their community. Class speakers and field trips are both great ways to bring the real world into the classroom setting.



SAC SCE

SAC SCE RESOURCES (To Request Guest Speakers)

School of Continuing Education Counseling Centers

Phone Number: CEC: 714-241-5720 AEC: 714-564-6176

Website Link: <https://www.sac.edu/ContinuingEducation/counseling/Pages/default.aspx>

Adult High School Diploma Program @ CEC

Phone Number: 714-241-5720

Website: <https://www.sac.edu/ContinuingEducation/HighSchool/Pages/HighSchool.aspx>

Career Education @ CEC

Phone Number: 714-241-5736

Website Link: <https://www.sac.edu/ContinuingEducation/CTE/Pages/default.aspx>

Career Development/CE Student Success Center @SAC

Phone Number: 714-564-624

Website Link: <https://www.sac.edu/StudentServices/Counseling/CareerCenter/Pages/default.aspx>

*You can also visit the Career Center as part of a field trip.

Office of School and Community Partnerships @ SAC

Phone Number: 714-564-6141

Website Link: <https://www.sac.edu/StudentServices/StudentOutreach/Pages/default.aspx>

ON CAMPUS FIELDTRIP OPTIONS

**Please note: In order to schedule a fieldtrip for your class, there are specific guidelines in place that must be followed. Contact your coordinator to confirm what those guidelines are. You can plan fieldtrips to a wide range of places. However, please ensure that the field trip ties in with our curriculum, all students can participate regardless of income or limits to transportation, and it is approved by your dean.*

SAC:

Neally Library @ SAC

Phone Number: 714-564-6254

Website Link: <https://www.sac.edu/Library/Pages/default.aspx>

The Learning Center @ SAC

Phone Number: 714-564-6569

Website Link: <https://www.sac.edu/AcademicProgs/HSS/LearningCenter/Pages/default.aspx>

Tessman Planitarium @ SAC

Phone Number: 714-564-6672

Website Link: <https://www.sac.edu/AcademicProgs/ScienceMathHealth/Planetarium/Pages/default.aspx>

Santa Ana College Art Galleries

Phone Number: 714-564-5627

Website Link: <https://www.sac.edu/art/GalleryProgram/Pages/default.aspx>

Human Services & Technology Division @ SAC

A speaker could come to provide students to learn more career options at Santa Ana College including criminal justice, diesel mechanics, fashion design or welding to name a few.

Phone Number: 714-564-6800

Website Link: <https://www.sac.edu/AcademicProgs/HST/Pages/default.aspx>

**You could also contact specific career field departments. For more information, check out the link below:*
<https://www.sac.edu/AcademicProgs/HST/Pages/Gainful-Employment.aspx>

Centennial Education Center (CEC):

The Computer Center @ CEC

The Learning Center @ CEC

Fieldtrips in and around Santa Ana

- Dr. Howe-Waffle House & Medical Museum (1.2 miles from Remington Education Center)
- Old Orange County Courthouse (1.2 miles from Remington Education Center)
- The Bowers Museum (1.4 miles from Santa Ana College)
- The Santa Ana Public Library (1.4 miles from Santa Ana College)

OEC

For field trip information and class presentation requests, instructors at Orange Education Center can contact:

Antonio Sanchez, OEC Student Activities Specialist

Sanchez_antonio@sccollege.edu

Santiago Canyon College

Eden Quimzon, ESL Coordinator/Department Chair

Quimzon_eden@sccollege.edu

Santiago Canyon College

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Core Curriculum of Record Overview



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OVERVIEW

In 2016, the English Language Proficiency Standards were being published, adding rigor and challenge to the expectations of ESL instruction. The Santa Ana College (SAC) and Santiago Community College (SCC) Noncredit ESL programs had not seen a substantial revision of their core classes in more than 20 years. Changes in instructional standards (e.g. CCRS, ITSE, CAI), funding requirements (e.g. WIOA, CASAS, AEBG), and technology integration made it necessary to update the course content, expected outcomes, and student-learning objectives, as well as methods of placement and assessment.

Both ESL departments of our RSCCD worked together to create the course outlines and certificates that were submitted to the college curriculum committees. This took many hours, much discussion, and a great deal of compromise. The end-result is ESL 300-306 and the complementary Certificates of Competency awarded by the State of California. All involved in this project should be proud of their contributions and accomplishments.

The following were used as sources of content and organization for updating the Noncredit ESL core courses, including content, student-learning objectives, and expected outcomes (*see the Appendices for links to the original documents*):

- English Language Proficiency Standards (ELPS)
- Common Assessment Initiative Competencies for ESL (CAI)
- English Literacy & Civics Objectives (especially 243) (EL Civics)
- International Society for Technology in Education Standards for Students (ISTE)
- College & Career Readiness Standards for Adult Education (CCRS)
- Framework for 21st Century Learning Skills
- Employability Skills Framework
- CB21 Coding
- ESL Model Standards for Adult Education Programs

In consultation with the SCC ESL Credit Department Chair, the Advanced Noncredit ESL courses were designed to overlap with credit ESL so that students would be better prepared for the transition to credit courses. All levels were also aligned with Lincoln Education Center (Garden Grove USD Adult Education), to ensure consistency among ESL programs throughout the Rancho Santiago Adult Education Consortium (RSAEC).

Karla Frizler, M.A.

ESL Core Outline of Record (COR) Rewrite Lead

ESL Core Toolkit Co-Writer, Employment

AEBG ESL Faculty Coordinator, Santiago Canyon College Division of Continuing Education

The Core ESL Curriculum – In Detail

LITERACY THROUGH BEGINNING HIGH

<p style="text-align: center;">Santa Ana College School of Continuing Education</p>	<p style="text-align: center;">Santiago Canyon College Continuing Education</p>
LITERACY	
<p>The first of seven integrated ESL core courses. This is an ESL class for students who are not yet literate in English. Emphasizes communicative competence and basic functional language skills to meet immediate communication needs, including verbal and nonverbal strategies. Develops the ability of second language learners to recognize and read letters and numbers, copy and produce the alphabet, numerals, and simple personal information. Open Entry/Open Exit.</p>	<p>This is an ESL class for students who are not yet literate in English. Emphasizes communicative competence and basic functional language skills to meet immediate communication needs, including verbal and nonverbal strategies. Develops the ability of second language learners to recognize and read letters and numbers, copy and produce the alphabet, numerals, and simple personal information. The first of seven Integrated ESL core courses. Optional field trips may be offered.</p>
BEGINNING LOW	
<p>The second of seven integrated ESL core courses. For students with some literacy in English. Emphasizes language skills in everyday situations and immediate needs of adult English learners, focusing on listening comprehension and beginning oral production of simple conversations, reading of practiced words and phrases, and completing simple writing tasks in the context of school, work and community. Open Entry/Open Exit.</p>	<p>For students with some literacy in English. Emphasizes language skills in everyday situations and immediate needs of adult English learners, focusing on listening comprehension and beginning oral production of simple conversations, reading of practiced words and phrases, and completing simple writing tasks in the context of school, work and community. The second of seven Integrated ESL core courses. Optional field trips may be offered.</p>
BEGINNING HIGH	
<p>The third of seven integrated ESL core courses. Emphasizes comprehending and participating in simple conversations, communicating survival needs, and reading and performing written tasks in the context of college and career readiness and civic participation. Open Entry/Open Exit.</p>	<p>Emphasizes comprehending and participating in simple conversations, communicating survival needs, and reading and performing written tasks in the context of college and career readiness and civic participation. The third of seven Integrated ESL core courses. Optional field trips may be offered.</p>

INTERMEDIATE LOW THROUGH ADVANCED HIGH

INTERMEDIATE LOW	
<p>The fourth of seven integrated ESL core courses. Emphasizes comprehending and participating in conversations, communicating needs and opinions, reading from academic and informational text, and performing written tasks. Exposes students to authentic spoken and written content, to prepare students for college, the workplace, and civic participation. Open Entry/Open Exit.</p>	<p>Emphasizes comprehending and participating in conversations, communicating needs and opinions, reading from academic and informational text, and performing written tasks. Exposes students to authentic spoken and written content, to prepare students for college, the workplace, and civic participation. The fourth of seven Integrated ESL core courses. Optional field trips may be offered.</p>
INTERMEDIATE HIGH	
<p>The fifth of seven integrated ESL core courses. Emphasizes expanding oral language, critical and creative thinking skills in English, and reading comprehension of authentic academic and informational text. Written tasks focus on academic and workforce preparation, as well as increased community and civic participation. Five high school elective credits may be granted. Open Entry/Open Exit.</p>	<p>Emphasizes expanding oral language, critical and creative thinking skills in English, and reading comprehension of authentic academic and informational text. Written tasks focus on academic and workforce preparation, as well as increased community and civic participation. Five high school elective credits may be granted. The fifth of seven Integrated ESL core courses. Field trips may be offered.</p>
ADVANCED LOW	
<p>The sixth of seven integrated ESL core courses. Emphasizes higher-level language skills, reading passages with increased understanding and analysis, and improving academic and informational writing skills. Prepares students for academic and workforce success and increased civic participation. Five high school elective credits may be granted. Open Entry/Open Exit.</p>	<p>Emphasizes higher-level language skills, reading passages with increased understanding and analysis, and improving academic and informational writing skills. Prepares students for academic and workforce success and increased civic participation. Five high school elective credits may be granted. The sixth of seven Integrated ESL core courses. Optional field trips may be offered.</p>
ADVANCED HIGH	
<p>The seventh of seven integrated ESL core courses. Prepares students for academic and workforce success and civic participation. Emphasizes high-level language skills, conversations that convey complex thought patterns, and reading and writing strategies. This course uses authentic academic, informational and technical reading materials that expand the use of creative and critical thinking skills. Five high school elective credits may be granted. Open Entry/Open Exit.</p>	<p>Prepares students for academic and workforce success and civic participation. Emphasizes high-level language skills, conversations that convey complex thought patterns, and reading and writing strategies. This course uses authentic academic, informational and technical reading materials that expand the use of creative and critical thinking skills. Five high school elective credits may be granted. The seventh course out of seven Integrated core courses. Optional field trips may be offered.</p>

Sources for Course Content and Organization (ESL 300-306)

- CB21 Coding (2010)
<http://extranet.cccco.edu/Portals/1/AA/Credit/Integrated%20ESL%20CB%2021%20Rubric.pdf>
- College & Career Readiness Standards for Adult Education (2013)
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- Common Assessment Initiative Competencies for ESL - Final Map V1.0 (2016)
<https://www.cccassess.org/documents/all-documents/competency-mapping/88-cai-esl-assessment-competencies/file>
- Employability Skills Framework (CTE)
<http://cte.ed.gov/initiatives/employability-skills-framework>
- English Language Proficiency Standards for Adult Education (2016):
<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>
- ESL Model Standards for Adult Education Programs (1992)
https://www.casas.org/docs/pagecontents/ca_esl_model_standards_1992_-2-.pdf?Status=Master
- Framework for 21st Century Learning
<http://www.p21.org/our-work/p21-framework>
- International Society for Technology in Education Standards for Students (2016)
<https://www.iste.org/standards/standards/for-students-2016>
- Lincoln Education Center (LEC) Adult Education Course Outlines (GGUSD) – ESL
<http://ae.ggusd.us/our-classes/english-as-a-second-language-esl/>
- WIOA/EL Civics Civic Objectives (primarily those funded by 243) (2016)
<https://www.casas.org/docs/default-source/el-civics/el-civics-civic-objectives-funded-by-243-in-2016-17.pdf?sfvrsn=14?Status=Master>

Integrated English Literacy

Integrated English Literacy and Civics Education (IELCE) Program 2017-18

Connecting noncredit ESL students to workforce preparation skills, career technical training, and jobs!

Vision for Success: We need to **focus relentlessly on students' end goals!**

“The challenges of today require that we focus much more intentionally on **getting every student to his or her defined end goal**, whether a credential, a degree, a certificate, transfer, or specific skill set. This focus on students' end goals should be the “North Star” of all reform efforts **at every level of the system**. This will require both **a shift in mindset** and a shift in the way colleges and the system do business. More than just offering courses, colleges **need to be offering pathways to specific outcomes** – whether transfer or success in the workplace – and providing sufficient supports for students to stay on those paths until completion.” --- California Community Colleges “Vision for Success” 2018 (emphasis added)

To that end, we have identified **eight career pathways** in addition to the existing College Readiness Pathway that leads to SAC and SCC:

- **Office Technology**
- **Health**
- **Hospitality & Tourism**
- **Digital Media/Information Communication Technology (ICT)**
- **Advanced Manufacturing**
- **Construction**
- **Business**
- **Transportation**

The addition of these eight noncredit career pathways brings the total number of pathways to nine. Beginning in Spring 2018, our first semester implementing the Integrated EL Civics Program, our noncredit ESL students will self-identify which of these career pathways is their preferred initial pathway.

SAC SCE Career Technical Education (CTE) and SAC SCE Counseling support these efforts to accelerate, coordinate, and contextualize learning and progress.

Inspire. Transform. Empower.

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ABOUT THE AUTHORS



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ESL CORE CURRICULUM WRITERS

Lillybeth De La Torre, ESL Core Toolkit Co-Writer, Consumer Economics

Ms. De La Torre began teaching ESL in 2015 right after finishing her TESOL degree. Since then, she continues to establish and grow her experience with the Santa Ana College School of Continuing Education.

*Chapman University BA, Sociology '13

*University of Southern California, MA, TESOL '15

Jennifer Hoeger, ESL Core Toolkit Writer, Health & Safety; Co-Writer, Consumer Economics; Toolkit Graphic & Digital Designer

Ms. Hoeger began her ESL teaching career in Clearwater, Florida in 1999. From there, she taught EFL for 7 years working in South Korea, Japan, and China. After moving back to the United States, she taught specialized ESL instruction to business professionals and then transitioned to teaching ESL, EFL, TOEFL and TOEIC test preparation with an online English Institute headquartered in Tokyo, Japan. In December of 2015, she started working at Santa Ana College, School of Continuing Education. She is currently teaching in the non-credit Academic ESL program. Jennifer was a member of the Academic ESL Curriculum Writing team in 2017. She is currently serving on the ESL Committee and is creator and co-author of ESL News & Notes @ CEC, the ESL Department blog.

*Albright College, Reading, PA – BS Business Administration & Marketing '97

*TESOL Certificate '99

*Chestnut Hill College, Philadelphia, PA – MEd Elementary Education '09

*Concordia University, Portland, OR – MEd Curriculum & Design (concentration in ESL) '12

Song Hong, ESL Core Toolkit Curriculum Writer, Learning & Thinking Skills; Co-Writer, Employment & Community

Ms. Hong started teaching ESL in 2012 for international high school students. It was her first ESL program which she designed, piloted, and launched for a private high school in Garden Grove. Since then, she has taught various ESL courses at the private high school and Saddleback College Continuing Education, and has been part of our Santa Ana College School of Continuing Education since 2016.

*University of California, Berkeley BA in Fine Arts '94

*TESL Certificate '11

*Azusa Pacific University, MA TESOL '12

Susan McClellan, ESL Core Toolkit Curriculum Co-Writer, Employment

Ms. McClellan started teaching ESL in 1977 at Santa Ana Unified School District. Since then, she has taught various ESL courses at the Newport Mesa Unified School District Adult Education program, as a Laubach volunteer, and most recently for the Santa Ana College School of Continuing Education since 1996.

*University of California, Irvine, BA in Spanish '72, California Teaching Credential and TESL certificate '73

Victoria Myers, ESL Core Toolkit Curriculum Writer, Community

Ms. Myers began working in the ESL department in the Placentia Yorba Linda Unified School District in 2002. She began teaching Non-Credit ESL in 2004 at North Orange Continuing Education and has been teaching at Santiago Canyon Continuing Education since 2014. She has taught various levels of ESL over the years. She has been a Master Teacher for Biola University and California State University Fullerton students. She has piloted and implemented various textbook materials and participated in professional development events such as conferences, workshops and technology training sessions. She has been a board member in the CATESOL, Orange County Chapter since 2016. She has served on the NOCCCD Academic Senate since 2014.

*Taganrog University, Russia: BA and MA in TESOL and German, '92

*University of California, Riverside: California Clear Teaching Credential in English and in Russian, '00

*University of San Diego: CLAD certificate, '01

Mara Kiani Tavantzis, ESL Core Toolkit Curriculum Writer, Government & Law

Ms. Tavantzis started teaching ESL in 1987 at Long Beach City College. Since then, she has taught various ESL, Academic ESL, Adult Ed, IEP, credit and non-credit, and writing courses at CSULB, CEC (since 1994), UCI (2000-2018), and Coastline Community College.

*Cal State University, Long Beach, BA in English/Spanish '86, TESL certificate '93, and MA in Linguistics, Language and Culture '95

Leadership & Advisory Team:

Karla L. Frizler, M.A., ESL Core Outline of Record (COR) Rewrite Lead; Co-Writer, Employment

Ms. Frizler has worked in adult education for more than 20 years, as a faculty coordinator, teacher, trainer, curriculum developer, project manager and grant writer. Before coming to Santiago Canyon College in 2016 as the AEBG ESL Faculty Coordinator, she served as the Adult ESL Faculty Coordinator for Saddleback College. From 2003-2015, she was the EL Civics Coordinator for Torrance Adult School, and was named Adult Education Teacher of the Year for 2008-2009. From 1999-2002, she served the California Community Colleges as an Instructional Designer for @ONE. After publishing her Master's Thesis on "*The Internet as an Educational Tool in ESOL Writing Instruction*," City College of San Francisco brought her in to spearhead a faculty-training program for teachers across the curriculum utilizing technology (1995-1999). She has taught credit and noncredit ESL at Saddleback College, noncredit ESL at Santa Ana College and UC Berkeley, and graduate-level Technology for TESOL at her alma mater, San Francisco State. <http://www.karlafrizler.com>

*Chapman University, BA, English (emphasis: Media Writing) '89

*San Francisco State University, MA, English (concentration: TESOL) '96

*Clear Designated Subjects Adult Education Teaching Credential: Full Time

(Authorized Subjects: English, ESL, Elementary and Secondary Basic Skills, Computer Technology, Social Sciences, Fine Arts.)

Henry Kim, Core ESL Toolkit & Curriculum Project Advisor

Mr. Kim started his career as an educator in 1993 as a substitute teacher in Adult Education at the ABC Unified School District in Cerritos. Then in 1994 he became a master tutor and adjunct instructor in the ESL Program at Cypress College in Cypress. During his MA work in Linguistics at CSULB, Henry became part of the teaching staff at the American Language Institute teaching English to adults from abroad in 1996. He applied and became the first Student Services Technician/Outreach Specialist in the ESL Program at North Orange County Community College District in 1998 and after two years, he became the first ESL Program Assistant. While employed at NOCCCD, he also taught ESL at RSCCD at nights at EL Modena High School for the Orange Education Center starting in 1996. In 2001, he applied for a full-time ESL position at Centennial Education Center (CEC) and was offered the position. Henry has been at CEC since then and has worked in various capacities including as the Student Development Program Coordinator, Marketplace Education Center Co-Coordinator, and as an instructor in the English for Multilingual Students (EMLS) Program at SAC.

*University of Hawaii at Manoa, BA Communications '84

*Cal State University, Long Beach, MA Linguistics and TESL Certificate '97

Merari L. Weber, Ed.D., ESL Core Toolkit Lead

Dr. Weber began teaching ESL in 1997 for the Los Angeles Unified School District (LAUSD) where she became tenured in 2000 and continued working until 2016. She began adjunct teaching Credit ESL at Glendale Community College (GCC) in 2000 after receiving her Master's in TESOL. She has taught all levels of ESL in adult school and credit ESL at GCC, Chaffey College, and Pasadena Community College (PCC). She has been a Mentor for MA TESOL students at CSULA since her graduation in 2000. She has also taught face-to-face and online graduate MA TESOL students at Azusa Pacific University and post-doctoral students at City of Hope. She has been part of curriculum writing teams at LAUSD, GCC, PCC, and now Santa Ana College, School of Continuing Education where she has been working since August, 2016.

*Cal State University, Los Angeles, BA Liberal Studies '97

*Cal State University, Los Angeles, MA TESOL '00

*University of Southern California, EdD Educational Leadership, Teacher Education in Multicultural Societies (TEMS) Concentration '15

*Clear Designated Subjects Adult Education Teaching Credential: Full Time

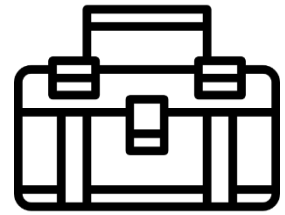
(Authorized Subjects: ESL, Elementary and Secondary Basic Skills, Social Sciences)

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ONLINE ACCESS TO OUR TOOLKIT

This booklet serves as an introduction to the complete ESL Core Curriculum Toolkit which can be found at <https://intranet.rsccd.edu/ESLToolkit>

As an instructor with the Rancho Santiago Community College District, you have access to the sample lessons and attachments created for ALL ESL core levels (Literacy-Advanced High).



These lessons can also be accessed by visiting the RSCCD Intranet and following the steps below:

1. Go to <https://intranet.rsccd.edu/>. When the page loads, a sign-in window will appear. Type your RSCCD username and password.
2. Once you are logged in, look at the left navigation. You will see 'SAC School of Continuing Education'. Click there.
3. When the page opens, look at the left navigation and click on 'ESL Department'.
4. When the ESL Department page opens, look at the left navigation again. You will see 'ESL Core Curriculum Toolkit'. Click on the link.
5. Voila! You have arrived at your destination. You can access the various pages in the toolkit by using the left navigation. Have fun exploring!

A FINAL NOTE

We hope you find this toolkit useful. Remember the cookbook analogy at the beginning of the toolkit inviting you to modify and make these lessons your own. Should you have questions or find areas that need editing, feel free to email Dr. Merari Weber at Weber_merari@sac.edu.