



Illinois EL/Civics Classroom Activity List

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About the *Illinois EL/Civics Classroom Activity List*

The *EL/Civics Classroom Activity List* is a practical tool designed to assist Illinois EL/Civics instructors plan effective, level-appropriate EL/Civics lessons. The Activity List is:

- NOT a Set of Lesson Plans

Rather than lesson plans, the list consists of leveled classroom activities and related instructional resources that teachers can use to develop effective and engaging lessons to teach selected competencies.

- NOT Prescriptive

The activities are suggestions only. EL/Civics instructors may develop different or complementary activities for their classrooms. Instructors may also find that activities or resources listed for one ESL level (such as High Beginning) are appropriate for another level (such as Intermediate).

The Activity List has several purposes:

- Assist instructors in developing lessons at a range of NRS educational functioning levels.

Not all competencies can be taught at the High Beginning level, i.e., some competencies will not be possible to demonstrate unless students have Intermediate or Advanced levels of English. The competencies selected for inclusion on the list can be successfully taught at High Beginning ESL (NRS 3) and above.

The *Activity List* will prove valuable for instructors teaching EL/Civics to multilevel ESL classes since it provides ideas for teaching competencies at multiple ESL levels. It will also be helpful in assisting instructors to see how a competency can be repeated at a higher language level. DAISI allows competencies to be repeated during a program year because as students' English language skills improve, so does their ability to demonstrate a competency in more complex ways.

- Provide information on free or low-cost instructional resources

In the *Resource* section of the Activity List, free and low-cost print or online materials are referenced. For the online resources, live links appear in the document.

- Connect ESL textbooks commonly used in Illinois to select competencies

Many of the textbooks currently used in Illinois adult ESL programs address selected competencies. Specific page numbers from commonly used core series are listed in the *Resource* section of the Activity List. A bibliography of these resources is found on pages 36 - 38.

How the Activity List was Developed

The first *Illinois EL/Civics Competencies List* was developed by the ESL Task Force in FY 2007. In FY 2013, the ICCB convened the *EL/Civics Improvement Committee* consisting of 15 experienced EL/Civics instructors and program directors. This group met several times during FY 2013 to complete two tasks:

- 1) Update the 2007 *Illinois EL/Civics Competencies List*

- 2) Develop an *EL/Civics Classroom Activity List* to assist instructors in implementing the revised competency list

The committee examined DAISI data for each competency on the 2007 list to determine how frequently each competency was taught. Competencies that were rarely taught were removed from the list. Other competencies were combined or reworded to better reflect actual classroom instruction of the competencies.

A number of new competencies were added. The category “Health Services” was renamed “Health and Wellness,” with a number of wellness-related competencies developed. Competencies were also developed for two new categories: “Employment” and “Consumer Economics,” bringing the total number of competencies from 41 on the 2007 list to 70 on the 2013 list.

After the Competency List revision was complete, the Committee worked collaboratively to develop the *EL/Civics Classroom Activity List*. The ICCB is grateful to the members of the committee who gave so generously of their time and expertise during FY 2013:

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Illinois EL/Civics Competencies

Competencies **in bold** are included in the Activity List.

The Democratic Process (DP)

- DP1 Identify the basic rights of immigrants and U.S. citizens.
- DP2 Define and explain the importance of voting.**
- DP3 List the requirements for voting in their communities.
- DP4 Identify the titles of executive leaders of national, state, and local government.**
- DP5 Identify the legislative leaders of national, state, and local government.**
- DP6 Identify various courts of the judicial system (e.g., traffic court, small claims court, Supreme Court).**
- DP7 Identify ways to contact their elected leaders.
- DP8 Contact an elected official to express their opinions.
- DP9 Participate in a decision-making process in their communities (e.g., by attending a local government meeting, by signing a petition, by sending a letter or email).

Community Resources (CR)

- CR1 Distinguish between emergency and non-emergency situations and make a list of the corresponding telephone numbers to call for help.**
- CR2 Call 911 or other police/fire emergency telephone numbers to report an emergency.**
- CR3 State the laws regarding safe transportation of themselves and their children in motor vehicles (e.g., using seat belts and child car seats, following speed limits).
- CR4 Read common traffic and pedestrian signs.**
- CR5 Identify or participate in community safety education programs (e.g., Neighborhood Watch, crime prevention, CPR classes).
- CR6 Identify social services available in the community (e.g., elder care, food pantries, transportation for disabled residents).
- CR7 Locate, visit, or use a public library in the community and, if applicable, apply for a library card.
- CR8 Identify opportunities for volunteer work in the community.
- CR9 Use appropriate language and behavior if stopped by the police.
- CR10 Identify situations in which they are entitled to interpreter services (e.g., health clinics, courts, 911).

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The U.S. School System (SC)

- SC1 Identify how schools are organized in the U.S. school system (i.e., preschool through college).
- SC2 Identify the ages of children that public schools are required to serve.
- SC3 Identify the organization of grades and schools within their local school districts.
- SC4 Explain the function of school boards.
- SC5 Differentiate between public and private schools.**
- SC6 Describe the similarities and differences between the U.S. school system and the school system in their native countries.
- SC7 Identify ways in which parents and community members can participate in schools and interact with school personnel.**
- SC8 Identify additional services available to students in local school districts (e.g., extracurricular activities, lunch programs, accommodations for disabilities).**
- SC9 Identify sources of financial assistance for vocational and/or post-secondary education.

Health and Wellness (HW)

- HW1 Explain the difference between public and private health care.
- HW2 Locate public health services in their communities and/or complete an application.
- HW3 Complete a health information form, including family medical history, current medications, and allergies.**
- HW4 Explain the importance of good nutrition and where to find information about it.**
- HW5 Explain the importance of physical fitness and locate fitness programs in their communities.
- HW6 Identify community resources for wellness programs including prenatal care, immunizations, and screenings.
- HW7 Describe situations needing intervention including domestic violence, child abuse, substance abuse, and mental health issues.
- HW8 Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.**

Housing (HO)

- HO1 Identify types of housing in their communities (e.g., rental, purchase, shelter).**
- HO2 Locate agencies to assist with finding affordable housing.
- HO3 Identify the rights and responsibilities of landlords and tenants.**
- HO4 Identify components of a rental or lease agreement and list typical features of rental agreements (e.g., first/last month's rent, 12-month agreement, pet policy).**
- HO5 Report housing problems to landlords, property associations, or other officials.**
- HO6 Contact utility providers for service or to report a problem.
- HO7 Identify resources for resolving housing problems.
- HO8 Identify resources for home ownership information.
- HO9 Check the references of contractors or solicitors and/or report a complaint against them

Continued next page

Employment (EM)

- EM1 Identify job titles, responsibilities, wages, and places of work.
- EM2 Describe common employee benefits (e.g., health care, vacation, sick days).**
- EM3 Identify typical steps in obtaining a job.
- EM4 Complete a job application (paper or online), resume, or cover letter.
- EM5 Identify local employment agencies, training agencies, and/or resource centers.
- EM6 Locate local job market information using the Internet (e.g., Illinoisworknet.com or other resources).
- EM7 Identify typical and illegal job interview questions and how to respond.
- EM8 Describe the function of a labor union.
- EM9 Explain the rights that workers are entitled to (e.g., overtime pay, breaks, safe work environment) and identify ways to report violations.
- EM10 Read and interpret a pay stub.**
- EM11 Read safety signs and instructions commonly found at work.**
- EM12 Read and write basic work-related messages.**
- EM13 Compare and contrast differences in U.S. workplace behavior and communication with workplace behavior and communication in their native countries.
- EM14 Describe ways employers may evaluate work performance.
- EM15 Identify opportunities to gain marketable skills and work experience as a volunteer in a work setting.

Consumer Economics (CE)

- CE1 Locate financial service options (e.g., banks, check cashing services) in their communities and describe services offered.**
- CE2 Describe the advantages and disadvantages of bank services and check-cashing services.
- CE3 Prepare a household budget.**
- CE4 Explain the role of credit in the U.S. economy (e.g., credit cards, personal credit rating, interest rates).
- CE5 Compare credit and debit cards.**
- CE6 Define identity theft and describe ways to protect against it.
- CE7 Distinguish between legitimate and fraudulent mail, phone, and email solicitations.
- CE8 Identify common consumer complaints and locate agencies to help resolve them.
- CE9 Identify services provided by notary publics in Illinois and locate notaries in their communities.
- CE10 Describe types of insurance (e.g., car, home, life) and/or how to file a claim.

The Democratic Process (DP)

DP2: Define and explain the importance of voting.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Students are given an issue affecting the classroom, e.g., what time to take their break. They vote by secret ballot and the results are counted to illustrate the majority rule.</p> <p>Discuss other places people vote (e.g., referendum, school board, workplace union).</p> <p>To demonstrate the competency:</p> <p>Students make a list of examples of voting.</p> <p>Resources:</p> <p><i>Community Connections</i>, Pictures for Vocabulary Development, pp. 9 – 11; Vocabulary Activity 1-A, p. 16</p>	<p>Classroom Activities:</p> <p>In addition to voting on a classroom issue, students compare and contrast the differences between voting in the U.S. and their native countries.</p> <p>To demonstrate the competency:</p> <p>Students share the similarities and differences between voting in the U.S. and their native countries and explain the role (importance) of voting in each.</p> <p>Resources:</p> <p><i>Community Connections</i>, Pre-Reading Activity, p. 13 <i>Ventures Civics Worksheets</i>, p. 78</p>	<p>Classroom Activities:</p> <p>Students vote for class president on secret ballot. Before the election, students participate in nominations and debates/speeches.</p> <p>Students read current articles about elections in the U.S. and other countries.</p> <p>To demonstrate the competency:</p> <p>Students write a brief summary of the articles and what they learned about voting.</p> <p>Resources:</p> <p><i>Community Connections</i>, Reading Passage 1, pp. 14-15; Vocabulary Activities 1-A and 1-B, pp. 16-17; Comprehension Check, p. 18</p> <p>Current voting-related articles from the Internet</p>

DP4: Identify the titles of executive leaders of national, state, and local government.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Students are introduced to the titles and names of the President, Vice-President, Governor, and local chief executive (e.g., mayor).</p> <p>Students are shown photos of these leaders along with visuals that provide a geographic context (e.g., an illustration of the state and the name of the state capital will help students understand that a governor is the head of the state).</p> <p>To demonstrate the competency:</p> <p>Students identify the leaders’ photos from oral cues, match photos with written titles and names, or name the leaders shown in photos.</p> <p>Resources:</p> <p><i>Community Connections</i>, Pictures for Vocabulary Development, pp. 5-7; Action Research Activity: Elected Leaders Chart, p. 48</p> <p>Photos of leaders accessed and printed from the Internet</p>	<p>Classroom Activities:</p> <p>In addition to the activities for the High Beginning level, students are introduced to the roles and responsibilities of the executive leaders.</p> <p>Students could also compare the government leadership in the U.S. with that of their native country.</p> <p>To demonstrate the competency:</p> <p>Students match executive leaders to descriptions of their roles (oral or written).</p> <p>Resources:</p> <p><i>Community Connections</i>, Reading Passage 2, pp. 39-40; Pair Activity: Understanding State & Local Government, p. 5</p> <p><i>English Beyond the Classroom</i>, p. 142-3</p> <p>Vote-Smart http://www.vote-smart.org</p>	<p>Classroom Activities:</p> <p>Students explore in more depth the roles and actions of executive leaders. Students read current articles or research information about these leaders. The class may discuss current events in which executive leaders are involved or study a historic event where executive leaders played important roles.</p> <p>To demonstrate the competency:</p> <p>Students develop and present short oral reports about one or more executive leaders. Alternatively, students write a brief report about one or more executive leaders.</p> <p>Resources:</p> <p><i>EL Civics Online U.S. Government</i> Supplemental Content Modules http://www.elcivicsonline.org</p> <p>The American Presidency Project http://www.presidency.ucsb.edu/</p> <p>The White House http://www.whitehouse.gov/</p> <p>National Governors’ Association http://www.nga.org/cms/home/management-resources/governors-powers-and-authority.html</p>

DP5: Identify the legislative leaders of national, state, and local government.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Students are introduced to Illinois senators with visuals (photos of senators, IL map).</p> <p>Students use legislative district maps to identify their state and federal legislative districts.</p> <p>Students then identify the elected officials in their districts.</p> <p>To demonstrate the competency:</p> <p>Students identify (orally or written) their legislative districts for state or federal government. They also match visuals to oral or written cues.</p> <p>Resources:</p> <p>www.votesmart.org</p> <p>http://www.dot.il.gov/maps/legislative.htm</p> <p>http://www.govtrack.us/congress/members/map</p> <p><i>Illinois Handbook of Government</i> (see Intermediate Resources)</p>	<p>Classroom Activities:</p> <p>Students visit www.votesmart.org and type in their zip code or street address to obtain names, photos, and office addresses for state and federal elected officials.</p> <p>Alternatively, students use legislative district maps (in the <i>Illinois Handbook of Government</i>) to identify their legislative districts and state/federal elected officials.</p> <p>To demonstrate the competency:</p> <p>Students copy the name, title, address, and phone number of at least one state and one federal official on an index card to keep with them.</p> <p>Resources:</p> <p>See High Beginning Resources</p> <p><i>Illinois Handbook of Government</i>, available at http://www.cyberdriveillinois.com/publications/handbook/home.html or contact your local elected officials for free hard copies</p>	<p>Classroom Activities:</p> <p>In addition to the activities for High Beginning and Intermediate, students identify the elected leaders in their local municipalities.</p> <p>Students use www.votesmart.org to explore voting history and public statements of state and federal elected officials.</p> <p>To demonstrate the competency:</p> <p>Students research, record, and keep contact information of a local, state, and federal official. They write a report and orally present their research results to the class.</p> <p>Resources:</p> <p>See High Beginning/Intermediate Resources</p> <p>Local municipality websites</p>

The Democratic Process (DP)

DP6: Identify various courts of the judicial system (e.g., traffic court, small claims court, Supreme Court).

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>The instructor uses visuals to introduce students to courtroom vocabulary and a video to illustrate court proceedings.</p> <p>To demonstrate the competency:</p> <p>Students match vocabulary to visual cues</p> <p>Resources:</p> <p>Who is Who in the Courtroom (video) http://www.youtube.com/watch?v=xdr12n58ubc&feature=share&list=UUT-plRq8DLJ5DyJv5kEEuMw</p>	<p>Classroom Activities:</p> <p>Students are introduced to the functions of local, state, and federal courts by watching a video.</p> <p>To demonstrate the competency:</p> <p>Students develop a chart to illustrate various court functions.</p> <p>Resources:</p> <p>Ventures Civics Worksheets, p. 77</p> <p>Introduction to U.S. Court System (video) http://www.youtube.com/watch?v= dnp_01e4Qw&feature=share&list=UUT-plRq8DLJ5DyJv5kEEuMw</p>	<p>Classroom Activities:</p> <p>Students find and read articles on current court proceedings from local, state, or federal courts.</p> <p>To demonstrate the competency:</p> <p>Students make an oral or written presentation on the cases they read about.</p> <p>Resources:</p> <p>Ventures Civics Worksheet, p. 77</p> <p>English Vocabulary for ESL: Legal Vocabulary – Court Cases (video) http://www.youtube.com/watch?v=eYcYHDHEF64</p>

Community Resources: (CR)

CR1: Distinguish between emergency and non-emergency situations and make a list of the corresponding telephone numbers to call for help.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p><i>Classroom Activities:</i></p> <p>Students are given pictures depicting emergencies and non-emergencies. After briefly discussing each scenario as a whole class, students divide into groups and distinguish which ones are emergencies and which ones are not.</p> <p>As a class, students compile a list of emergency phone numbers for their city or county.</p> <p><i>To demonstrate the competency:</i></p> <p>Using a worksheet, students classify ten basic situations as emergency or non-emergency situations.</p>	<p><i>Classroom Activities:</i></p> <p>Students are shown pictures of emergencies and non-emergencies. Students then listen to 911 emergency audio and mark “E” for emergency and “NE” for non-emergency (see <i>Step Forward in Resources</i>).</p> <p>Students also listen to two conversations and circle the correct information in the forms provided (see <i>Step Forward in Resources</i>).</p> <p><i>To demonstrate the competency:</i></p> <p>In pairs, students sort various situations into emergencies and non-emergencies (see <i>Project Shine in Resources</i>, p. 24).</p>	<p><i>Classroom Activities:</i></p> <p>Students read about emergency and non-emergency situations and complete the activity “Calling for help.” Students then work in groups to complete the “Important telephone numbers” activity using the local Yellow Pages.</p> <p>The instructor chooses several emergency or non-emergency situations and quizzes students on what number they should call for each situation.</p> <p><i>To demonstrate the competency:</i></p> <p>Students watch videos of emergency situations and either orally or in writing describe the situation in detail and describe which type of emergency services were involved.</p>

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Community Resources: (CR)

CR1: Distinguish between emergency and non-emergency situations and make a list of the corresponding telephone numbers to call for help.

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<p>Resources:</p> <p>County or city website for emergency and non-emergency phone numbers</p> <p><i>Community Connections</i>, Pictures for Vocabulary Development, pp. 59-61</p> <p>http://www.reepworld.org/englishpractice/health/emergencies/101click.htm</p> <p>ESL Emergencies Lesson</p> <p>http://www.elcivics.com/esl-emergencies.html</p>	<p>Resources:</p> <p>http://www.reepworld.org/englishpractice/health/emergencies/101click.htm</p> <p>Emergencies Crossword Puzzle</p> <p>http://www.elcivics.com/emergencies-crossword.pdf</p> <p>Accessed 6/11/13</p> <p>Video (6 minutes)</p> <p>http://www.youtube.com/watch?v=y7ahHFkgOqw</p> <p><i>Step Forward 2</i>, Unit 11, Lesson 4, p. 130, activities A and E</p> <p>Project Shine</p> <p>http://www.projectshine.org/sites/default/files/unit2_beg_lesson1.pdf</p> <p><i>Ventures Civics Worksheets</i>, pp. 11, 37</p>	<p>Resources:</p> <p>Local Yellow Pages</p> <p><i>Community Connections</i>, Reading Passage, p. 83; Action Research Activity: Important Telephone Numbers, p. 95; Pair Activity: Calling For Help, p. 99</p> <p>Videos</p> <p>http://www.youtube.com/watch?v=tsjhKPErFAA</p> <p>http://thewclc.ca/edge/issue2/emergencies/emergencies-story.html</p>
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Community Resources: (CR)

CR2: Call 911 or other police/fire emergency telephone numbers to report an emergency.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p><i>Classroom Activities:</i></p> <p>Students review the criteria for life threatening emergencies and non-emergencies. The instructor gives students written situations and students sort these into the appropriate categories.</p> <p>Students learn what information is required when reporting an emergency. They then participate in a role-play: one plays an individual reporting an emergency and the other a 911 operator. Students use prepared dialogues as a guide (see <i>MiraCosta in Resources</i>).</p> <p><i>To demonstrate the competency:</i></p> <p>Students role play a call to 911. Students independently complete a referral sheet to use when calling 911 which includes all important information (see <i>MiraCosta in Resources</i>).</p> <p>Students complete an online quiz through Marshall Adult Education.</p>	<p><i>Classroom Activities:</i></p> <p>Students listen to a 911 recording and orally answer comprehension questions about the audio clip (see <i>Future in Resources</i>).</p> <p>Given a scenario, students role-play a conversation during a 911 call (see <i>Future in Resources</i>).</p> <p>Students complete a cloze activity between an EMT and a 911 caller (see <i>Future in Resources</i>).</p> <p>The instructor presents students with new vocabulary related to 911 calls and students complete a matching activity (see <i>MiraCosta in Resources</i>).</p> <p><i>To demonstrate the competency:</i></p> <p>Students complete the same activities as High Beginning students, but also write a short paragraph detailing what to do before, during, and after a 911 call.</p>	<p><i>Classroom Activities:</i></p> <p>In small groups, students discuss experiences they have had with emergency services in the U.S.</p> <p>Through class discussion, students compare and contrast the process for reporting life-threatening emergencies in the U.S. and in their native countries.</p> <p><i>To demonstrate the competency:</i></p> <p>Students write one-two paragraphs comparing and contrasting the protocol for reporting emergencies in their country and the U.S. They read their work aloud to the class.</p>

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Community Resources: (CR)

CR2: Call 911 or other police/fire emergency telephone numbers to report an emergency.

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<p>Resources:</p> <p><i>Community Connections</i>, Pictures for Vocabulary Development, pp. 59-61; Dialogues 1-3, pp. 91-93; Emergencies, Non-Emergencies, p. 83</p> <p>MiraCosta College EL/Civics Assessment http://www.miracosta.edu/instruction/continuingeducation/esl/downloads/reportcrime.7.4.adv.0713_2009.pdf</p> <p>http://www.tinkerbellchime.com/EL_Civics_Emergencies.html</p> <p>http://www.elcivics.com/worksheets/calling-911.pdf</p> <p>http://www.marshalladulthoodeducation.org/student-lesson</p> <p>http://www.fremont.k12.ca.us/cms/lib04/CA01000848/Centricity/Domain/189/How%20to%20Call%20911%20PPT.pdf</p> <p><i>Life Skills and Test Prep 2</i>, pp. 153-154</p>	<p>Resources:</p> <p><i>Future (Book 4)</i>, Lesson 7, pp. 98-104</p> <p>MiraCosta College EL/Civics Assessment http://www.miracosta.edu/instruction/continuingeducation/esl/downloads/reportcrime.7.4.adv.0713_2009.pdf</p> <p><i>Ventures Civics Worksheets</i>, pp. 10, 37</p> <p><i>Life Skills and Test Prep 2</i>, pp. 133-134</p>	<p>Resources:</p> <p>http://programs.sdce.edu/elcivics/resources/emergency</p> <p>http://www.esl-lab.com/call/911rd1.htm</p> <p>Audio from both legitimate 911 calls and 911 calls for non-emergency situations www.911callers.com</p>
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Community Resources: (CR)

CR4: Read common traffic and pedestrian signs.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p><i>Classroom Activities:</i></p> <p>Students learn vocabulary for pictures of traffic and pedestrian signs.</p> <p>Students work in groups to match flash cards of pictures of traffic and pedestrian signs with the explanation.</p> <p><i>To demonstrate the competency:</i></p> <p>Students match traffic signs with their correct meaning on a written worksheet.</p>	<p><i>Classroom Activities:</i></p> <p>In addition to the High Beginning activities, students use flash cards to play Bingo with traffic and pedestrian signs.</p> <p><i>To demonstrate the competency:</i></p> <p>Students complete the assessment “Understanding Driving Directions” (see <i>Resources</i>).</p>	<p><i>Classroom Activities:</i></p> <p>Students read and complete materials from the Illinois Driver’s Services that are used to prepare for the driver’s exam, focusing on traffic sign identification.</p> <p><i>To demonstrate the competency:</i></p> <p>Students complete the written exam on “Traffic Sign Identification” from the <i>Illinois Rules of the Road Review Course</i> workbook, pp. 10-11.</p>

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Community Resources: (CR)

CR4: Read common traffic and pedestrian signs.

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<p>Resources:</p> <p>Traffic Signs PowerPoint http://www.elcivics.com/esl/transportation/traffic-signs-1.html</p> <p>Visuals for Flash Cards and Matching Activity http://www.nc-net.info/ESL/Caldwell/Year_1/Lesson_Plans/Traffic_Signs/traffic_signs.php</p> <p><i>Oxford Picture Dictionary</i>, Second Edition, "Traffic Signs" and "Directions and Maps," pp. 154-155</p> <p><i>Life Skills and Test Prep 2</i>, p. 60</p> <p>McBride, Edward J. <i>Downtown 2: English for Work and Life</i>, Chapter 8: Health & Safety, Activities 1-3, 5, pp. 148-150</p> <p>Traffic Signs http://resources.marshalladulthoodeducation.org/hot_potatoes/02_hp/road_signs/roadsigns.htm</p>	<p>Resources:</p> <p>Visuals for Bingo Activity http://www.nc-net.info/ESL/Caldwell/Year_1/Lesson_Plans/Traffic_Signs/traffic_signs.php</p> <p><i>Life Skills and Test Prep 2</i>, p. 60</p> <p>McBride, Edward J. <i>Downtown 4: English for Work and Life</i>, Chapter 10: Government and the Law, Activities 5-6, pp. 186-187</p> <p><i>Ventures Civics Worksheets</i>, p. 8</p> <p>Assessment http://eslworksheetsandlessonplans.com/files/Understanding_Driving_Directions_Reading_Fill_In_Vocabulary_Building_Item_0062.pdf</p>	<p>Resources:</p> <p><i>Illinois Rules of the Road Review Course</i> workbook, pp. 10-11 http://www.cyberdriveillinois.com/publications/pdf_publications/dsd_ds9.pdf</p>
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SC5: Differentiate between public and private schools.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Students learn basic vocabulary (e.g., public, private, property tax, tuition).</p> <p>Students match characteristics of a public school and a private school.</p> <p>To demonstrate the competency:</p> <p>Students complete simple sentences about their family members or friends' families, e.g., <i>My child goes to a public / private school.</i> <i>The name of the school is _____.</i> <i>It's in _____ (city).</i></p> <p>Resources:</p> <p><i>Community Connections</i>, Pictures for Vocabulary Development, p. 147</p>	<p>Classroom Activities:</p> <p>Students brainstorm characteristics of public and private schools, then write short sentences or fill in an organizer such as a Venn diagram or T-chart to compare and contrast public and private schools.</p> <p>Students use the Internet to find public and private schools in the local area and fill out a chart with their names, where they are located, and what curricula they offer.</p> <p>To demonstrate the competency:</p> <p>Students complete an instructor-created worksheet with characteristics of both public and private schools listed. Students identify each by writing "public" or "private" next to each statement.</p> <p>Resources:</p> <p><i>Community Connections</i>, Reading Passage, p. 169</p> <p>Local school websites</p> <p><i>Ventures Civics Worksheets</i>, pp. 41, 69</p>	<p>Classroom Activities:</p> <p>In addition to the activities for the lower levels, students discuss advantages and disadvantages of public and private schools, factors that influence a parent's decision on school choice, how a parent can evaluate a school, types of private schools, etc.</p> <p>Students participate in a jigsaw activity using articles on public and private schools from the Great Schools website below.</p> <p>To demonstrate the competency:</p> <p>Groups of students develop questions to ask a public school principal relevant to a parent's decision to enroll his or her child the school. Pairs perform role plays based on the questions.</p> <p>Resources:</p> <p>Great Schools www.greatschools.org has several articles including the two below:</p> <p>"A Guide to Private Schools" and video clip http://www.greatschools.org/school-choice/private-schools/7068-private-schools-video.gs</p> <p>"Public vs. private vs. charter schools" http://www.greatschools.org/school-choice/6987-public-private-charter-schools.gs</p>

SC7: Identify ways in which parents and community members can participate in schools and interact with school personnel.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Using pictures, students learn basic vocabulary of ways parents and community members participate or interact with schools (e.g., open house, parent/teacher conference, volunteer)</p> <p>To demonstrate the competency:</p> <p>Students match vocabulary with visuals.</p> <p>Students complete personal statements, e.g., <i>I can participate in my child’s school. I can _____</i></p> <p>Resources:</p> <p><i>Community Connections</i>, Pictures for Vocabulary Development, pp. 156-157</p> <p>Local school district websites</p>	<p>Classroom Activities:</p> <p>Students list ways that parents can participate in their children’s schools, e.g., visit school/child’s classroom; attend parent/teacher conferences; communicate with child’s teacher often; volunteer for a school activity or event.</p> <p>Students discuss the importance of parental involvement. Students who are parents tell instructor what they have done so far.</p> <p>To demonstrate the competency:</p> <p>Students interview each other about school participation, asking questions such as: Are you a parent? Do you have a child in school? How do you participate in your child’s school?</p> <p>Resources:</p> <p><i>Community Connections</i>, Reading Passage, pp. 170-171; Dialogues 1-4, pp. 180-183</p> <p><i>Future 2 Student Book</i>, Unit 9 Parents and Children</p> <p><i>Future 3 Student Book</i> Unit 3 School Days</p> <p><i>Rights and Responsibilities: Reading and Communication for Civics</i>, p. 57</p> <p><i>Ventures Civics Worksheets</i>, pp. 36, 45, 69</p>	<p>Classroom Activities:</p> <p>Students read the article “Parent-Teacher Communication,” then brainstorm a list of questions for a parent to ask at a parent/teacher conference.</p> <p>To demonstrate the competency:</p> <p>Students role-play a parent/teacher conference. Students report lesson outcomes on what they did to become involved or on what they are going to do.</p> <p>Resources:</p> <p><i>Future 4 Student Book</i>, Unit 9 Partners in Education, selected lessons</p> <p>University of IL Extension, “Parent-Teacher Communication,” http://urbanext.illinois.edu/succeed/communication.cfm</p> <p>Family Education, “The Parent-Teacher Conference: 5 Must-Ask Questions” http://school.familyeducation.com/slideshow/parents-and-school/38586.html</p>

SC8: Identify additional services available to students in local school districts (e.g., extracurricular activities, lunch programs, accommodations for disabilities).

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Using visuals, students learn key vocabulary (e.g., lunch programs, special education services, after school activities, etc.). They then brainstorm a list of the additional school services they have accessed or know are provided in local schools.</p> <p>To demonstrate the competency:</p> <p>Students identify the pictures and vocabulary through vocabulary match, fill-in the blank, and sentence completion activities.</p> <p>Resources:</p> <p><i>Community Connections</i>, Pictures for Vocabulary Development, pp. 154-155</p>	<p>Classroom Activities:</p> <p>In addition to the activities for the High Beginning level, students view local school district websites to research additional services offered. Students compare the services provided in two or more school districts.</p> <p>Students review school application forms for various additional services.</p> <p>To demonstrate the competency:</p> <p>Students recommend specific additional services for case study scenarios (developed by teacher).</p> <p>Students complete a Venn or other organizer to compare two local school districts’ services.</p> <p>Resources:</p> <p>Local school district website, programs and services</p> <p><i>Community Connections</i>, Reading Passage, p.170</p> <p><i>Ventures Civics Worksheets</i>, p. 36</p>	<p>Classroom Activities:</p> <p>In addition to the activities for the Intermediate level, students describe personal experiences with a school district’s services.</p> <p>Students role-play a telephone conversation requesting assistance with obtaining services and/or information about services.</p> <p>To demonstrate the competency:</p> <p>Students perform skits or role plays where parents discuss service needs with school personnel.</p> <p>Students create a guide to services offered by local school districts that could be shared with students in other classes.</p> <p>Resources:</p> <p>Great Schools</p> <p>“The school visit: hat to look for, what to ask”</p> <p>http://www.greatschools.org/find-a-school/school-visit/24-the-school-visit-what-to-look-for-what-to-ask.gs</p>

Health and Wellness (HW)

HW3: Complete a health information form, including family medical history, current medications, and allergies.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Using visuals and realia, students learn to identify prescription vs. over the counter drugs.</p> <p>Students also identify common allergies (plant, food) and reactions (rash, itching).</p> <p>To demonstrate the competency:</p> <p>Students fill out a simplified form about medication and basic allergies.</p> <p>Resources:</p> <p>http://www.reepworld.org/englishpractice/health/problems/index.htm</p> <p><i>Lifeskills and Test Prep 2</i>, pp. 134-135</p> <p><i>Oxford Picture Dictionary</i>, Second Edition, "Illnesses and Medical Conditions," p. 111</p>	<p>Classroom Activities:</p> <p>Using sample forms and visuals, students identify common diseases listed on medical history forms and diseases important for family medical history.</p> <p>To demonstrate the competency:</p> <p>Students fill out a multiple-page form listing illnesses in family, medications, and allergies.</p> <p>Resources:</p> <p><i>Ventures 3</i>, Unit 4: Health, Lesson F: Life Skills, reading (medical form), p.54</p> <p>MiraCosta College's ESL health lessons, lesson 28.5 https://www.miracosta.edu/instruction/continuingeducation/esl/downloads/JBHealthAdv28.5.0527_2009.pdf</p> <p><i>Lifeskills and Test Prep 2</i>, pp. 134-135</p> <p><i>Oxford Picture Dictionary</i>, Second Edition, "Illnesses and Medical Conditions," p. 111</p> <p>McBride, Edward J. <i>Downtown 3: English for Work and Life</i>, Chapter 7: Health & Safety, p. 130</p>	<p>Classroom Activities:</p> <p>In addition to the diseases studied in the Intermediate activity, students explore common inherited diseases through reading and Internet research. Students identify diseases in their own families.</p> <p>To demonstrate the competency:</p> <p>Students fill out an authentic form from a doctor's office or hospital listing family history, medications, and allergies. Alternatively, students fill out a form based on a story read by the teacher (see <i>lincs.ed.gov</i> page in <i>Resources</i>).</p> <p>Resources:</p> <p>Authentic medical forms found on the Internet from local hospital or doctors</p> <p>http://lincs.ed.gov/health/10_forms</p>

HW4: Explain the importance of good nutrition and where to find information about it.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Using the food pyramid and/or the new “My Plate” food recommendation, students are introduced to the basic food groups.</p> <p>Students identify common foods with visuals to place them into the food groups.</p> <p>To demonstrate the competency:</p> <p>Students identify foods by writing names under pictures and then marking the food group in which the item belongs.</p> <p>Alternatively, students fill out “Make Your Own Food Pyramid” using handout on pp. 21-22.</p> <p>Resources:</p> <p>Ventures 1, Unit 7: Shopping Food groups, p. 95</p> <p>All Star 1, Unit 6: Shopping Food, pp. 84, 94</p> <p>Visuals of foods in food groups: http://www.choosemyplate.gov/food-groups/</p> <p>Staying Healthy: Explore the Food Guide Pyramid (interactive) http://kidshealth.org</p>	<p>Classroom Activities:</p> <p>In addition to identifying the food groups as in the High Beginning activity, students read nutrition labels on packaged food and learn what foods have high or low contents of the various components listed (fats, carbohydrates, sugar, sodium, etc.).</p> <p>To demonstrate the competency:</p> <p>Students compare food labels for similar products from different manufacturers to find which is healthier. Students also bring in a food item from home and tell the class about its nutritional value.</p> <p>Resources:</p> <p>Step Forward 3, Unit 8: Living Well, Lesson 2</p> <p>All Star 4, Unit 3: Your Health, Food labels, p. 46</p> <p>Figuring out Food Labels http://kidshealth.org/kid/stay_healthy/food/labels.html</p> <p>Sample food labels with explanation http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm114155.htm</p>	<p>Classroom Activities:</p> <p>Students explore the importance of healthy eating by reading about the food pyramid and My Plate as well as how to read Nutrition Facts labels (as in Intermediate activities). Students further explore the role of healthy eating and a balanced diet in healthy lifestyle.</p> <p>To demonstrate the competency:</p> <p>Students prepare a menu for a day of healthy meals and present it to the class.</p> <p>Alternatively, students talk about changes they have made (or would like to make) in their own diets.</p> <p>Resources:</p> <p>Ventures 3, Unit 4: Health, Lesson A-C, pp. 44-49</p> <p>That’s Life-Low Intermediate, Lesson 4, Too Many Servings http://www.elcivics.com/lifeskills/healthy-food-1.html</p> <p>http://kidshealth.org/kid/stay_healthy/food/pyramid.html</p> <p>http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm266853.htm</p>

Health and Wellness (HW)

HW4: Explain the importance of good nutrition and where to find information about it.

Continued from previous page

Make Your Own Food Pyramid!

Write down everything you ate yesterday. Include meals, snacks, and drinks.

Morning



Afternoon



Evening



Continued next page

Health and Wellness (HW)

HW4: Explain the importance of good nutrition and where to find information about it.

Continued from previous page

Now put the foods you ate into Food Pyramid Categories:

Fats, Oils, and Sweets (A little)

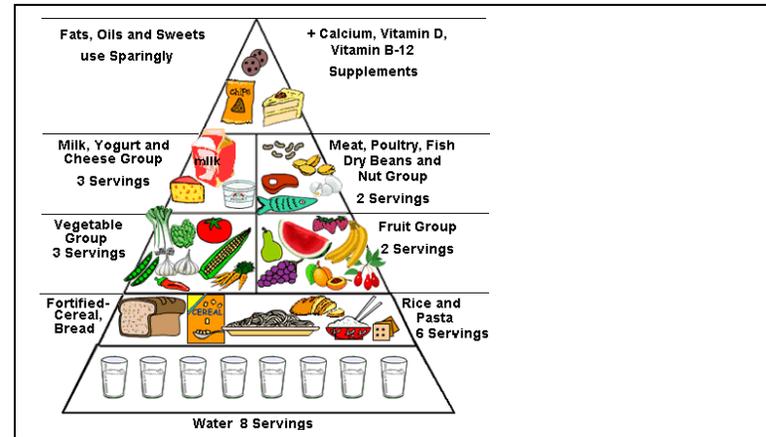
Milk, Yogurt, and Cheese Group (2-3 servings)

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group (2-3 servings)

Fruit Group (2-4 servings)

Vegetable Group (3-5 servings)

Bread, Cereal, Rice and Pasta (6-11 servings)



HW8: Identify community Resources: for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p><i>Classroom Activities:</i></p> <p>Through pictures, students are introduced to various crisis situations which would require intervention.</p> <p>Students practice asking for assistance in a crisis situation.</p> <p>Students work together to create a contact list with the names/organizations, addresses, phone numbers, and web addresses of organizations in the community offering crisis services (see p. 20).</p> <p><i>To demonstrate the competency:</i></p> <p>Students match vocabulary to pictures depicting crisis situations.</p> <p>Students complete a contact list for crisis service resources in their communities.</p>	<p><i>Classroom Activities:</i></p> <p>In addition to the activities for the High Beginning level, students compare crisis services in the U.S. with that of their native countries.</p> <p><i>To demonstrate the competency:</i></p> <p>Students complete a cultural comparison activity worksheet and share it with the class (see p. 21).</p>	<p><i>Classroom Activities:</i></p> <p>In addition to the activities for the beginning and intermediate levels, students work in groups to create a skit/dialogue requesting crisis services.</p> <p><i>To demonstrate the competency:</i></p> <p>Students present their skit/dialogue to the class.</p>

Continued next page

Health and Wellness (HW)

HW8: Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.

Continued from previous page

<p>Resources:</p> <p><i>Community Connections</i>, Pictures for Vocabulary Development, pp. 210-212; Vocabulary Activity 2-B, p. 228</p> <p>Websites of local community resources</p> <p>Action Research Activity (see p. 20)</p>	<p>Resources:</p> <p><i>Community Connections</i>, Reading Passage, pp. 222-224; Vocabulary Activity 2-B, p. 228</p> <p>Websites of local community resources</p> <p><i>Ventures Civics Worksheets</i>, p. 71</p> <p>Cultural Comparison Activity (see p. 21)</p>	<p>Resources:</p> <p><i>Community Connections</i>, Dialogue 3: Reporting Domestic Violence, p. 232</p> <p>Websites of local community resources</p> <p><i>Ventures Civics Worksheets</i>, p. 71</p> <p>Picture Story 4, "What Should She Do?" www.cal.org/caela/esl</p> <p>Child Abuse: DCFC Website http://www.state.il.us/def/FAQ/faq-CPF/shtml</p> <p>Domestic Violence: http://www.il.cadu.org/resources</p> <p>Substance Abuse: http://easyread.drugabuse.org</p> <p>Mental Health: http://www.nami.org</p>
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Health and Wellness (HW)

HW8: Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.

Continued from previous page

Action Research Activity: Crisis Services in Your Community

Directions: Work together as a class or in small groups with other students. Use a telephone directory and/or the Internet to find the nearest community resources for each crisis below:

- domestic violence
- child abuse
- substance abuse
- mental health

Write the names, addresses, phone numbers and websites in the chart below.

Name	Address	Phone Number	Internet Address

Continued next page

Health and Wellness (HW)

HW8: Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.

Continued from previous page

Cultural Comparison Activity: Crisis Services

Directions: Think about crisis services in your native country and in the United States. Discuss the answers to the questions below with your classmates.
(Optional: Write the information in the chart.)

	In _____ (native country)	In the U.S.
1. Do community hospitals provide crisis services?		
2. How can people get help for domestic abuse?		
3. How can people get help for child abuse?		
4. How can people get help for substance abuse?		
5. How can people get help for mental health issues?		

Housing (HO)

HO1: Identify types of housing in their communities (e.g., rental, purchase, shelter).

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Through pictures, students learn the names of different types of housing (e.g., single family home, condominium, apartment, townhouse, mobile home). Students tell the class which type of housing they live in.</p> <p>With their instructor, students take a walk through the community around the school and identify the different housing types of housing they see during their walk.</p> <p>To demonstrate the competency:</p> <p>Students match picture flashcards with printed vocabulary words. They also work together to make a class chart on the board, indicating how many students live in which type of housing.</p> <p>Resources:</p> <p>Images of housing types accessed and printed from the Internet</p> <p><i>The Heinle Picture Dictionary</i>, Second Edition, "Types of Homes," pp. 62-63</p> <p><i>Oxford Picture Dictionary</i>, Second Edition, "Different Places to Live," p 52</p> <p>EL Civics for ESL Students www.elcivics.com/housing_lesson_1.html</p>	<p>Classroom Activities:</p> <p>In addition to the High Beginning activities, students learn features of each type of housing (e.g., bedroom, bathroom, garage, air conditioning) and the corresponding advertisement abbreviations of these features.</p> <p>Students read classified advertisements for housing options in the local paper and find an advertisement for a place they would like to live. They then describe this place to the class.</p> <p>To demonstrate the competency:</p> <p>Students prepare two mock classified advertisements: one for their current home and one for their dream home.</p> <p>Resources:</p> <p>Classified housing advertisements from the local paper (online or print)</p> <p><i>Ventures Civics Worksheets</i>, p. 31</p> <p><i>Life Skills & Test Prep 2</i>, pp. 116-119</p>	<p>Classroom Activities:</p> <p>In addition to the Intermediate activities, students compare housing types and housing costs in their native countries with housing options and costs in the United States. They also compare effective ways of locating appropriate housing in their native countries with ways of locating housing in their local communities.</p> <p>To demonstrate the competency:</p> <p>Students make oral or written presentations comparing and contrasting housing options and costs in their native countries and the United States.</p> <p>Resources:</p> <p>www.simplefinanceblog.com/most-common-types-of-houses/</p> <p>www.quickenloans.com/blog/types-homes-youll-find-house-hunting</p>

Housing (HO)

HO3: Identify the rights and responsibilities of landlords and tenants.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p><i>Classroom Activities:</i></p> <p>Students learn key rights and responsibilities of landlords and tenants through pictures.</p> <p>Students brainstorm and list additional rights and responsibilities of tenants and landlords, and describe personal experiences.</p> <p><i>To demonstrate the competency:</i></p> <p>Students sort flashcards or fill out a simple T chart to show which rights and responsibilities belong to landlords or tenants.</p>	<p><i>Classroom Activities:</i></p> <p>In addition to the activities for the High Beginning level, students read the brochure on tenant rights or the lists of tenant and landlord responsibilities on the US Landlord website (see Resources below).</p> <p>Students read the section on Landlords and Tenants in the <i>Community Connections</i> Reading Passage (see Resources below) and work in pairs to answer comprehension questions.</p> <p><i>To demonstrate the competency:</i></p> <p>In small groups, students discuss comprehension questions related to the readings.</p> <p>Pairs complete the Pair Activity: Tenant and Landlord Responsibilities from <i>Community Connections</i> (see Resources below).</p>	<p><i>Classroom Activities:</i></p> <p>In addition to the activities for the Intermediate level, students work in small groups to write questions about the landlord/tenant rights and responsibilities of greatest interest to them.</p> <p>The instructor invites a guest speaker such as a local housing authority representative or an official from the Illinois Department of Human Rights to visit the class and answer students' questions.</p> <p><i>To demonstrate the competency:</i></p> <p>Students ask the guest speaker the prepared questions and take notes on the answers. Following the presentation, students discuss the information shared by the presenter. Pairs then write short summaries or make short oral presentations of the key information.</p>

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Housing (HO)

HO3: Identify the rights and responsibilities of landlords and tenants.

Continued from previous page

<p>Resources:</p> <p><i>Community Connections</i>, Pictures pp. 246-248</p>	<p>Resources:</p> <p><i>All-Star 3</i>, "Lesson 4: Rental Agreements," pp. 28-29</p> <p><i>Community Connections</i>, Reading Passage, p. 269; Pair Activity p. 283</p> <p><i>Life Skills and Test Prep 3</i>, Lesson 4 Rental Agreements, pp. 110-113</p> <p><i>Ventures Civics Worksheets</i>, p. 65</p> <p>US Landlord www.uslandlord.com/laws/ilstatelaw.html</p> <p>Brochure - Landlord and Tenant Rights and Laws http://www.palatine.il.us/assets/1/neighborhood_services/brochure2red1.pdf</p>	<p>Resources:</p> <p><i>Standout 5: Standards-Based English</i>, Unit 4 Lesson 3: Identify Tenant and Landlord Rights, pp. 75-77</p> <p><i>Community Connections</i>, Experiential Activities, p. 285</p> <p><i>Future 4 English for Results</i>, Unit 6, Talk about Landlord Responsibilities, Lessons 1, 2, 4, 5</p> <p>Landlord and Tenant Rights and Laws www.illinoisattorneygeneral.gov/consumers/landlordtenantrights0404.pdf</p> <p><i>Life Skills and Test Prep 4</i>, Lesson 1 Rental Leases, pp. 174-175</p>
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Housing (HO)

HO4: Identify components of a rental or lease agreement and list typical features of rental agreements (e.g., first/last month’s rent, 12-month agreement, pet policy).

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)												
<p>Classroom Activities:</p> <p>The instructor shows students pictures of a homeowner, a tenant, a landlord, and a lease, and asks: <i>Do you rent or own the property where you live?</i> <i>Do you pay rent or pay a mortgage?</i> <i>Do you have a written contract (lease) with the landlord?</i></p> <p>The instructor 1) prepares a list of 7-10 vocabulary words commonly found in a rental lease agreement with their definitions and sample sentences, and 2) gives students a copy of a rental lease agreement with missing vocabulary words.</p> <p>To demonstrate the competency:</p> <p>Students use the vocabulary list to fill in the missing words from the incomplete rental lease agreement. Students check their accuracy by comparing their lease with the complete rental lease agreement.</p>	<p>Classroom Activities:</p> <p>The instructor explains that “landlord” and “tenant” are sometimes referred to as “lessor” and “lessee” or “owner” and “resident.”</p> <p>Students bring in copies of their apartment leases. (Those without leases use a sample lease.) In pairs, students compare and contrast content of their leases, using a Venn diagram to show the inclusion and exclusion of various items such as:</p> <table border="0" data-bbox="751 732 1318 943"> <tr> <td>Security Deposit and Interest</td> <td>Late fee</td> </tr> <tr> <td>Furniture and Appliances</td> <td>Maintenance</td> </tr> <tr> <td>Extended Absence</td> <td>Utilities</td> </tr> <tr> <td>Damage</td> <td>Pets</td> </tr> <tr> <td>Garbage Disposal</td> <td>Insurance</td> </tr> <tr> <td>Noise</td> <td>Subleasing</td> </tr> </table> <p>To demonstrate the competency:</p> <p>Upon completion of the compare/contrast graphic organizer (Venn diagram), students present it to their classmates.</p>	Security Deposit and Interest	Late fee	Furniture and Appliances	Maintenance	Extended Absence	Utilities	Damage	Pets	Garbage Disposal	Insurance	Noise	Subleasing	<p>Classroom Activities:</p> <p>In addition to the activities for the Intermediate level, students read and discuss the terms and conditions in a standard rental lease agreement.</p> <p>To demonstrate the competency:</p> <p>Students write a paragraph in which they tell the story of someone who knowingly or unknowingly violates two to three terms of their rental lease and the resulting consequences. Students then tell their stories to their classmates.</p>
Security Deposit and Interest	Late fee													
Furniture and Appliances	Maintenance													
Extended Absence	Utilities													
Damage	Pets													
Garbage Disposal	Insurance													
Noise	Subleasing													

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Housing (HO)

HO4: Identify components of a rental or lease agreement and list typical features of rental agreements (e.g., first/last month's rent, 12-month agreement, pet policy).

Continued from previous page

<p>Resources:</p> <p><i>Community Connections</i>, Pictures for Vocabulary Development, pp. 246-247</p> <p>Forms for property management http://www.trexglobal.com/forms/ http://www.mrlandlord.com/pages/lease.html</p>	<p>Resources:</p> <p><i>All-Star 3</i>, pp. 28-29</p> <p>Sample rental agreements http://www.mrlandlord.com/pages/lease.html http://www.domu.com/blog/free-chicago-apartment-lease http://asknagel.com/article-tools/</p> <p>Security Deposit Law http://landlords.about.com/od/LegalIssues/a/Illinois-Security-Deposit-Law.htm</p> <p>Graphic Organizers http://www.enchantedlearning.com/graphicorganizers/</p> <p><i>Ventures Civics Worksheets</i>, p. 63</p>	<p>Resources:</p> <p>http://www.slideshare.net/engteacher11/how-to-write-a-5-paragraph-essay www.peterhay.org/TheFivePEPowerPoint.ppt http://www2.asd.wednet.edu/pioneer/barnard/ http://www.tenant.net/Other_Areas/Illinois/mto/index.html http://www.tenants-rights.org/</p> <p><i>Ventures Civics Worksheets</i>, p. 63</p>
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Housing (HO)

HO5: Report housing problems to landlords, property associations, or other officials.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p><i>Classroom Activities:</i></p> <p>Students examine pictures of household problems and repairs. Students discuss housing problems they or friends have experienced. The instructor lists the problems on the board and asks what actions they or their friends could take to fix the problems.</p> <p>Students read sample dialogues between tenant and landlord and sample letters from the tenant to the landlord in which the tenant requests that repairs be made.</p> <p><i>To demonstrate the competency:</i></p> <p>Individually or in pairs, students write a dialogue or letter to their landlord describing a housing problem and asking that repairs be made.</p>	<p><i>Classroom Activities:</i></p> <p>In addition to the activities for High Beginning level, students inspect their or a friend’s apartment using a “Housing Code Checklist” to determine if the residence is up to code. They also check their lease to see if they are responsible for fixing any potential housing problems.</p> <p><i>To demonstrate the competency:</i></p> <p>Using a graphic organizer, students report their findings from their inspections and identify which problems they are responsible for fixing and which problems the landlord is responsible for fixing.</p>	<p><i>Classroom Activities:</i></p> <p>Students research the “Housing Code Enforcement Department” in their community.</p> <p>The instructor invites a Tenants’ Rights community organizer to visit the class and provide technical assistance for students to create a tenant association. Before the visit, students prepare questions for the speaker.</p> <p><i>To demonstrate the competency:</i></p> <p>Students ask the guest speaker the prepared questions and take notes on the answers. Following the presentations, students discuss and compare their answers.</p> <p>Students organize a mock tenant association. They write the association’s mission statement and plan a mock demonstration to demand correction of housing code violations.</p>

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Housing (HO)

HO5: Report housing problems to landlords, property associations, or other officials.

Continued from previous page

<p>Resources:</p> <p><i>Oxford Picture Dictionary</i>, Second Edition, "Finding a Home," pp. 48-49 "Household Problems and Repairs," pp. 62-63</p> <p><i>Community Connections</i>, Pictures for Vocabulary Development, p. 248; Pictures for Group Story Writing, pp. 265-267; Writing Activity, p. 282; Experiential Activities, p. 285</p> <p><i>Ventures 2</i>, Unit 9, pp. 110-121</p> <p><i>Ventures Civics Worksheets</i>, p. 3</p> <p>Community Unit Sample Lesson, Minnesota Literacy Council http://mnliteracy.org/sites/default/files/beginning_housing_week_2_of_2.pdf</p> <p><i>Life Skills and Test Prep 2</i>, Lesson 3 Housing problems, pp. 120-121, 124</p>	<p>Resources:</p> <p><i>All-Star 3</i>, pp. 26-7</p> <p>Residential Landlord and Tenant Ordinances found on the Internet http://www.tenants-rights.org/ http://www.comportone.com/cpo/landlord/articles/psls/renters/index.htm</p> <p>Graphic Organizers http://www.enchantedlearning.com/graphicorganizers/</p> <p><i>Ventures Civics Worksheets</i>, p. 64</p> <p><i>The Heinle Picture Dictionary</i>, Second Edition, Household Problems, pp. 76-77</p> <p>Housing Complaints, Randall's ESL Cyber Listening Lab http://www.esl-lab.com/complain/complainrd1.htm</p> <p>ESL Conversations: #34 Calling the Landlord to Report a Leak; #38 Poor Upkeep; #39 Asking the Landlord about Fixing a Problem http://www.eslfast.com/robot/topics/apartment/apartment.htm</p>	<p>Resources:</p> <p>Residential Landlord and Tenant Ordinances found on the Internet http://www.tenants-rights.org/ http://www.comportone.com/cpo/landlord/articles/psls/renters/index.htm</p> <p><i>Future 4 English for Results</i>, Unit 6, Lessons 7-9</p> <p>Write about a Housing Problem: "Does My Landlord Have a Duty to Make Repairs?" www.illinoislegalaid.org</p> <p><i>Life Skills and Test Prep 4</i>, Lesson 2, Fair Housing Laws, pp. 176-177</p>
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Employment (EM)

EM2: Describe common employee benefits (e.g., health care, vacation, sick days).

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Students learn basic vocabulary related to benefits (e.g., health insurance, vacation, sick day).</p> <p>Students name or write a list of benefits they have now, had in the past, or want in the future.</p> <p>To demonstrate the competency:</p> <p>Students match benefits vocabulary to pictures or simple definitions.</p> <p>Resources:</p> <p>Mountain State Centers for Independent Living http://www.mtstcil.org/skills/job-6.html#b and http://www.mtstcil.org/skills/budget-4.html</p>	<p>Classroom Activities:</p> <p>Students sort benefits according to their own criteria. Pairs share and explain their classifications to the class.</p> <p>Students view the Chipotle interactive salary and benefits webpage below. Pairs locate salary and benefits information for one job category and present the information to the class.</p> <p>To demonstrate the competency:</p> <p>Students match benefits vocabulary to definitions.</p> <p>Students identify basic benefits on an employer website (e.g., Chipotle site from <i>Resources</i>).</p> <p>Resources:</p> <p>Vocabulary Flashcards http://quizlet.com/15972401/employment-pay-and-benefits-vocabulary-flash-cards/</p> <p>Chipotle http://careers.chipotle.com/en-US/careers/path_and_compensation/path_and_compensation.aspx</p>	<p>Classroom Activities:</p> <p>Students participate in a jigsaw activity. In groups of four, individual students read about one of the four benefits listed in the article below, then explain the benefit to others in their group.</p> <p>Students rank benefits according to personal importance, then discuss their priorities with a partner.</p> <p>To demonstrate the competency:</p> <p>Students list benefits in order of personal priority and write a short paragraph explaining their ranking.</p> <p>Resources:</p> <p>GCF Learn Free Workplace Basics http://www.gcflearnfree.org/workplacebasics/5.3</p>

Employment (EM)

EM10: Read and interpret a pay stub.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Students view sample pay stubs with key sections labeled.</p> <p>Students locate key information on sample pay stubs having different formats.</p> <p>To demonstrate the competency:</p> <p>Students identify the different parts of the pay stub – earnings, deductions, rate, pay, personal information (address, SS#, etc.).</p> <p>Resources:</p> <p><i>Downtown 2: English for Work and Life</i>, Chapter 9: On the Job, p. 176, Activity 10: Problem Solving</p> <p><i>Rights and Responsibilities: Reading and Communication for Civics</i>, p. 41</p> <p>Federal Reserve Bank of St. Louis http://www.stlouisfed.org/education_resources/assets/lesson_plans/paycheck/IYP_lesson2.pdf</p>	<p>Classroom Activities:</p> <p>In addition to the activities at the High Beginning level, students identify the difference between earnings and deductions and give some examples of each.</p> <p>Students check the gross pay amount on sample pay stubs by looking at the rate, time, and/or additional earnings.</p> <p>To demonstrate the competency:</p> <p>In groups, students identify total earnings and total deductions on sample pay stub and calculate to check the net pay shown.</p> <p>Resources:</p> <p><i>Standout 3</i>, Second Edition, Unit 7, pp. 124-126</p> <p><i>Downtown 3: English for Work and Life</i>, Chapter 3: Family Economics, p. 48, Activity 1: Problem Solving</p> <p>Personal paystubs (with identification information blacked out)</p> <p>PBS Learning Media http://illinois.pbslearningmedia.org/resource/fin10.socst.personfin.manage.lptaxes/taxes-where-does-your-money-go/</p>	<p>Classroom Activities:</p> <p>Students examine more closely the difference between taxes, social security, Medicare, union dues, and other possible deductions on sample pay stubs.</p> <p>To demonstrate the competency:</p> <p>Using their own pay stubs or samples provided by the teacher, students present oral reports to explain the deductions for taxes, SS, health insurance, union dues, etc.</p> <p>Resources:</p> <p>Students’ personal pay stubs (with identification information blacked out) or sample pay stubs</p> <p>Clearpoint Credit Counseling http://www.clearpointcreditcounselingsolutions.org/how-to-read-your-pay-stub/</p>

Employment (EM)

EM11: Read safety signs and instructions commonly found at work.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Students learn basic safety sign vocabulary (e.g., caution, fire alarm, high voltage) using pictures of common safety signs.</p> <p>To demonstrate the competency:</p> <p>Students play Safety Sign Bingo in small groups to match signs to labels.</p> <p>Resources:</p> <p><i>Ventures Civics Worksheets</i>, p. 25</p> <p><i>Oxford Picture Dictionary</i>, Second Edition, "Job Safety," p. 179</p> <p>Safety Signs https://sites.google.com/site/esllearnerscorner/Home/work/work-safety/safety-signs-and-warnings</p> <p>Hopelink Adult Education http://www.eastsideliteracy.org/tutorsupport/Work/Work_Safety.htm</p>	<p>Classroom Activities:</p> <p>In addition to the activities for the High Beginning level, students read safety instructions (e.g., emergency evacuation procedures)</p> <p>Students discuss safety signs and instructions that are used at their work places.</p> <p>To demonstrate the competency:</p> <p>Students fill in a chart labeling pictures of safety signs.</p> <p>Students put workplace instruction strips into correct order using actual workplace instructions.</p> <p>Resources:</p> <p><i>Life Skills & Test Prep 2</i>, p. 60</p> <p><i>Key Vocabulary for a Safe Workplace</i>, New Readers Press, pp. 6-7, 14-15, 40-41, 64-65, 68-69, 76-77</p> <p>Actual workplace instructions from local businesses cut into sentence strips.</p>	<p>Classroom Activities:</p> <p>Students discuss safety signs and/or instructions and how they relate to workplace accidents using the graph of accidents on the Infrastructure Health and Safety Association website below.</p> <p>Students also compare safety signs and/or workplace instructions used in their own countries with those used in the U.S</p> <p>To demonstrate the competency:</p> <p>Students present in groups examples of workplace instructions developed during their group discussions and/or ones used in their home countries.</p> <p>Resources:</p> <p>Video on workplace safety http://www.youtube.com/watch?v=-opN-c7hajY</p> <p>Infrastructure Health and Safety Assn. http://www.ihsa.ca/resources/company_hs_rules.cfm</p>

Employment (EM)

EM12: Read and write basic work-related messages.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Students read sample work-related messages (e.g., notices about safety meetings or schedule changes, accident reports, vacation request forms, phone messages)</p> <p>Students fill out a sample workplace message following a template.</p> <p>To demonstrate the competency:</p> <p>Students answer questions or explain the purpose and key content of simple work-related messages such as those listed above.</p> <p>Resources:</p> <p><i>Future 2: English for Results</i>, pp. 266-267</p> <p>Hopelink Adult Education http://www.eastsideliteracy.org/tutorsupport/documents/HO_AccidentReports.pdf</p> <p>Hopelink Adult Education http://www.eastsideliteracy.org/tutorsupport/documents/HO_MessageForms.pdf</p>	<p>Classroom Activities:</p> <p>In addition to High Beginning activities, students brainstorm a list of purposes for written work-related messages.</p> <p>Students read and discuss samples of workplace messages brought in by the teacher or students.</p> <p>To demonstrate the competency:</p> <p>Students write simple work-related messages, such as vacation requests or schedule change announcement.</p> <p>Resources:</p> <p>Authentic writing samples from students' workplaces or other workplaces</p> <p>http://wiki.answers.com/Q/Sample_letter_informing_staff_of_change_to_working_schedule</p>	<p>Classroom Activities:</p> <p>In addition to High Beginning and Intermediate activities, students write a message to their employer about needing time off, equipment, IT assistance, etc.</p> <p>Students discuss and summarize work-related messages collected from their own jobs.</p> <p>To demonstrate the competency:</p> <p>Pairs write work-related messages that apply to their own workplaces and share with the class. Students who are not working can be paired with a partner who is employed.</p> <p>Resources:</p> <p>Authentic samples from students' workplaces or other workplaces</p> <p>eHow.com http://www.ehow.com/how_4796218_write-memo-employees.html</p>

Consumer Economics (CE)

CE1: Locate financial service options (e.g., banks, check cashing services) in their communities and describe services offered.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Students learn basic vocabulary related to financial services options (e.g., currency exchange, withdrawal, deposit, cash, etc.).</p> <p>Student pairs complete an information-gap activity featuring information on local financial service providers' locations, services and fees.</p> <p>To demonstrate the competency:</p> <p>Students match financial services to written descriptions or picture prompts.</p> <p>Students role play asking for basic information or services (e.g., depositing money, buying a money order, etc.) from a financial service provider.</p> <p>Resources:</p> <p>Ventures Civics Worksheets, p. 1</p> <p>Oxford Picture Dictionary, Second Edition, p. 132, "The Bank"</p> <p>Realia from financial service providers in the community (e.g., bank statements, deposit slips, receipts)</p> <p>OTAN Financial Literacy Lessons for ESL Students http://www.otan.us/images/publicarchive/ArchivesDigitalFiles/ELCivics/Financial_Lit/003370financial_literacy_esl.pdf</p>	<p>Classroom Activities:</p> <p>Students read simple bank statements, deposit slips, and receipts.</p> <p>Students carry out a jigsaw activity using specific information from 3-5 financial service providers in the community.</p> <p>To demonstrate the competency:</p> <p>Students complete a compare/contrast graphic organizer that shows the similarities and differences between various financial service options.</p> <p>Resources:</p> <p>Life Skills and Test Prep 2, pp. 90-91, 94-95</p> <p>Account Now http://www.accountnow.com/content/check-cashing/</p> <p>Find A Better Bank http://www.findabetterbank.com/</p>	<p>Classroom Activities:</p> <p>Students research and prepare oral presentations on various financial service options in the community.</p> <p>To demonstrate the competency:</p> <p>Students describe local financial services in presentations to the class.</p> <p>Resources:</p> <p>Checking Finder https://www.checkingfinder.com/</p> <p>Lifehacker "Find a Good Local Bank..." http://lifehacker.com/5515395/find-a-good-local-bank-to-put-the-personal-back-in-personal-finance</p>

Consumer Economics (CE)

CE3: Prepare a household budget.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Students learn basic vocabulary related to a household budgeting (e.g., budget, earn, spend)</p> <p>Using a simple budgeting worksheet, students create a monthly household budget for themselves.</p> <p>To demonstrate the competency:</p> <p>Students sort sample sources of household income and expenses.</p> <p>Students make a simple monthly household budget.</p> <p>Resources:</p> <p>Living on a Dime http://www.livingonadime.com/res-family-budget/</p> <p>Dave Ramsey http://www.daveramsey.com/tools/budget-forms/</p> <p>OTAN Financial Literacy Lessons for ESL Students http://www.otan.us/images/publicarchive/ArchivesDigitalFiles/ELCivics/Financial_Lit/003370financial_literacy_esl.pdf</p>	<p>Classroom Activities:</p> <p>Students compare various neighborhood stores and prices for products or routine services.</p> <p>Students brainstorm ways to reduce expenditures and increase revenues.</p> <p>To demonstrate the competency:</p> <p>Students make a monthly household budget and track it for a period of time (week, month).</p> <p>Students complete a chart comparing prices for products at nearby stores.</p> <p>Resources:</p> <p>Ventures Civics Worksheets, p. 66</p> <p>Consumer.gov http://www.consumer.gov/articles/1002-making-budget</p> <p>KQED Financial Literacy http://blogs.kqed.org/education/financial-literacy-resources/</p>	<p>Classroom Activities:</p> <p>Students make and present a comprehensive household budget for themselves, their families, or an imaginary family.</p> <p>Students play the Bean Game, a simulated budget awareness game.</p> <p>To demonstrate the competency:</p> <p>Students make a detailed monthly household budget and track it for a period of time.</p> <p>Students give oral presentations or make posters about how to decrease expenditures and increase revenues</p> <p>Resources:</p> <p>Budget Worksheets.org http://www.budgetworksheets.org/</p> <p>The Bean Game http://www.wisbank.com/LinkClick.aspx?fileticket=qNBu%2BkLcY%3D&tabid=406</p> <p>The Cheapskate Guide: 50 Tips for Frugal Living http://zenhabits.net/the-cheapskate-guide-50-tips-for-frugal-living/</p>

Consumer Economics (CE)

CE5: Compare credit and debit cards.

High Beginning (NRS 3)	Intermediate (NRS 4-5)	Advanced (NRS 6)
<p>Classroom Activities:</p> <p>Students are shown photos of credit and debit cards and/or examples of credit cards that come free in the mail.</p> <p>Students make a list of situations where credit and debit cards are often used.</p> <p>To demonstrate the competency:</p> <p>Students identify credit and debit cards and describe the difference between the two.</p> <p>Resources:</p> <p>Ventures Civics Worksheets, p. 1</p> <p>KQED Financial Literacy http://blogs.kqed.org/education/financial-literacy-resources/</p> <p>ESL Financial Literacy Toolbox http://www.esl-literacy.com/flt/</p>	<p>Classroom Activities:</p> <p>In addition to the activities for the High Beginning level, students compare usage of credit and debit cards in their countries</p> <p>Students create a simple list of the pros and cons of debit and credit cards.</p> <p>To demonstrate the competency:</p> <p>Students complete a simple graphic organizer or chart showing the pros and cons of credit and debit cards.</p> <p>Resources:</p> <p>Federal Reserve http://www.federalreserve.gov/creditcard/</p> <p>Consumer.gov www.consumer.gov</p> <p>OTAN Financial Literacy Lessons for ESL Students http://www.otan.us/images/publicarchive/Archives/DigitalFiles/ELCivics/Financial_Lit/003370financial_literacy_esl.pdf</p>	<p>Classroom Activities:</p> <p>In addition to the activities for High Beginning and Intermediate levels, students explore in depth the pros and cons of debit and credit cards.</p> <p>Students read about ways to reduce credit card debt and present to the class.</p> <p>To demonstrate the competency:</p> <p>Students make individual or group presentations to the class on how to use credit and debit cards wisely.</p> <p>Resources:</p> <p>Privacy Matters http://www.privacymatters.com/credit-information/credit-cards-vs-debit-cards.aspx</p>

Appendix: Cited ESL Texts

All-Star Series

http://www.cambridge.org/us/esl/catalog/subject/project/item6949864/All-Star/?site_locale=en_US

Lee, L., Sloan, S., Tanaka, G. & Velasco, S. (2005). *All-Star 1*. New York, NY: McGraw-Hill ESL/ELT

Lee, L., Sherman, K., Sloan, S., Tanaka, G. & Velasco, S. (2005). *All-Star 3*. New York, NY: McGraw-Hill ESL/ELT

Lee, L., Sherman, K., Sloan, S., Tanaka, G. & Velasco, S. (2006). *All-Star 4*. New York, NY: McGraw-Hill ESL/ELT

Community Connections Curriculum

www.wiu.edu/CPC

Bohlman, C., Martin, L. & Porter, C. (2003). *Community Connections: Education for Involved Communities*. Des Plaines, IL: Adult Learning Resource Center.

Downtown Series

http://ngl.cengage.com/search/programOverview.do?N=4294918395+&Ntk=P_EPI&Ntt=187589013021339757881810637463963978838

McBride, Edward. (2005). *Downtown 2: English for Work and Life*. Independence, KY: Heinle ELT.

McBride, Edward. (2006). *Downtown 3: English for Work and Life*. Independence, KY: Heinle ELT.

McBride, Edward. (2006). *Downtown 4: English for Work and Life*. Independence, KY: Heinle ELT.

English Beyond the Classroom Curriculum

Curriculum and CD

www.wiu.edu/CPC

Free downloadable curriculum

http://www.iccb.state.il.us/pdf/adulted/publications_reports/English_Beyond_Class.pdf

LEAF Program. *English Beyond the Classroom: Community-Based Tasks for ESL Students*. Chicago, IL: Asian Human Services.

Appendix: Cited ESL Texts, continued

Future Series

<http://www.futureenglishforresults.com/>

Brooke, M., Gramer, M. & Schoenberg, I. (2009). *Future English for Results 3*. White Plains, NY: Pearson Longman.

Curtis, J. & Lambert, J. (2009). *Future English for Results 4*. White Plains, NY: Pearson Longman.

Long, W., Lynn, S. & Raskin, J. (2009). *Future English for Results 2*. White Plains, NY: Pearson Longman.

Key Vocabulary for a Safe Workplace Textbook

<http://www.newreaderspress.com/Items.aspx?hierId=2740>

Ringel, H. (2000). *Key Vocabulary for a Safe Workplace*. Syracuse, NY: New Readers Press.

Life Skills and Test Prep Series

www.longmanhomeusa.com/products/product-details/?sid=Adult&pid=F-OJK-1

Furushima, D., Gaudet, J., Koonce, M., Magy, R., Pomann, H., Pratt Long, W., et al. (2008). *Life Skills and Test Prep 3*. White Plains, NY: Pearson Longman.

Furushima, D., Long, W. & Templin-Imel, G. (2009). *Life Skills and Test Prep 4*. White Plains, NY: Pearson Longman.

Magy, R. & Pomann, H. (2007). *Life Skills and Test Prep 2*. White Plains, NY: Pearson Longman.

Picture Dictionaries

https://elt.oup.com/catalogue/items/global/dictionaries/oxford_picture_dictionary/?cc=global&sellLanguage=en

http://ngl.cengage.com/search/showresults.do?N=200+4294918395&Ntk=P_EPI&Ntt=1481

Adelson-Goldstein, J. & Shapiro, N. (2008). *Oxford Picture Dictionary* (2nd ed.). New York, NY: Oxford University Press.

The Heinle Picture Dictionary (2nd ed.). (2014). Boston, MA: Heinle Cengage Learning.

Stand Out Series

http://ngl.cengage.com/search/programOverview.do?N=+200+4294918395&Ntk=NGL|P_EPI&Ntt=PRO000000041|&Ntx=mode+matchallpartial

Jenkins, R. & Johnson, S. (2007). *Stand Out 3: Standards-Based English*. (2nd ed.). Boston, MA: Thomson Heinle

Appendix: Cited ESL Texts, continued

Step Forward Series

https://elt.oup.com/catalogue/items/global/adult_courses/step_forward/?cc=global&sellLanguage=en

Spigarelli, Jane. (2007). *Step Forward 3*. New York, NY: Oxford University Press.

Wisniewska, I. (2007). *Step Forward 2*. New York, NY: Oxford University Press.

That's Life Series

<http://www.newreaderspress.com/Items.aspx?hierId=0150>

Gianola, Ann. (2008). *That's Life, Low Intermediate*. Syracuse, NY: New Readers Press.

Ventures Series

http://www.cambridge.org/us/esl/catalog/subject/project/item405055/?site_locale=en_US

Bitterlin, G., Johnson, D., Price, D. & Ramirez, S. (2007). *Ventures 1*. New York, NY: Cambridge University Press.

Bitterlin, G., Johnson, D., Price, D. & Ramirez, S. (2007). *Ventures 2*. New York, NY: Cambridge University Press.

Bitterlin, G., Johnson, D., Price, D. & Ramirez, S. (2008). *Ventures 3*. New York, NY: Cambridge University Press.

Bitterlin, G., Johnson, D., Price, D. & Ramirez, S. (2010). *Ventures Civics Worksheets*. New York, NY: Cambridge University Press.