

REEP ESL Curriculum for Adults

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COMMUNITY UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVELS: 100 and 150

Note to teachers: Several other units in the curriculum cover aspects of community as well - Getting Started, Consumerism, Money/Banking, Telephone, Health, Work, Legal, Housing, Transportation. Consult these units for additional objectives and resources.

COMMUNITY UNIT GOAL:

Depending on their interests and needs, students will demonstrate level appropriate language skills needed to become and stay informed and be involved in their communities.

LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Identify communities to which students belong.
2. Identify community and neighborhood resources, services, and programs.
3. Identify needs related to community & neighborhood resources, services, programs.
4. Access and report on community resources, services, and programs.
5. Identify ways to be involved in the community.
6. Identify rights and responsibilities of community members.
7. Identify a community problem. Identify steps/strategies to deal with the problem.
8. Prepare for disasters and community emergencies.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify communities to which students belong.	Identify: community: I study English at... I live/work in Arlington. I live in..neighborhood. I am Moroccan. I am a parent. I go to..church. I live on.....street.	100 and 150: Students brainstorm to build meaning of community. Arlington New Resident Welcome Kit Resources for Immigrants	Structures: Simple present Extension: Describe your neighborhood 100 and 150: <i>Foundations 1st edition (p. 87)</i> <i>Basic Oxford Picture Dictionary (BOPD) (p.68-69)</i> <i>Collaborations Beginning 1</i>

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			(p.70-73) 150: <i>Side by Side 1 3rd edition</i> (p. 65) <i>Expressways 1</i> (p. 51)
2. Identify community and neighborhood resources, services, and programs.	Identify: resources: This is the library. That is the playground. That is the WIC/ Medicaid/Food Stamps office.	100 and 150: <i>BOPD</i> (p.68-69) <i>BOPD Workbook</i> (p.68-69) <i>BOPD Teachers Resource Book</i> (p.126-128) <i>Oxford Picture Dictionary (OPD) 1st edition</i> (p. 88-93,152-153) <i>English in Action 1 1st edition</i> (p.90-91), 2nd edition (p.86-88) <i>Future 1 Multi-level Communicative Activities Book</i> (p.92-93) 100: <i>Survival English 1</i> (p.122-123, 129-133) <i>Ventures 1 Student Book 2nd edition</i> (p.58-59) <i>Ventures 1 Workbook 2nd edition</i> (p.54-55, 65) <i>AddVentures 1st edition</i> (p.73-75) 150: <i>Stand Out 1</i> (p. 81-90) <i>Going Places 1</i> (p. 87-89) <i>Future 1</i> (p.186-187) Arlington New Resident Welcome Kit Resources for Immigrants	Structures: Demonstrative pronouns Simple present

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<p>3. Identify own needs related to community resources, services, and programs.</p>	<p>Express: needs and opinions: I need books/videos. My children need a park. My daughter needs help with school. I would like to help other people from El Salvador.</p>	<p>See Needs Assessment under Instructional Planning on the side bar for suggested activities. 100 and 150: <i>Future 1</i> (p.271) <i>Ventures 1 Student Book 2nd edition</i> (p.58-59) <i>Downtown Basic</i> (p.128-129)</p>	<p>Structures: Simple present Would like...</p>
<p>4. Access and report on community resources, services, and programs, including eligibility requirements.</p>	<p>Request information: Where is the library? Can I check out a cassette? What are your hours? Report information: The police station is near the Metro station. You must be/need to be an Arlington resident. Request clarification: Excuse me. Could you repeat that, please?</p>	<p>100 and 150: <i>OPD 1st edition</i> (p. 88-93,96, 98), <i>Small Talk Jazz Chants</i> (Unit 12) <i>Ventures 1 Student Book 2nd edition</i> (p.60-69) <i>AddVentures 1 1st edition</i> (p.76-78; 82-84) <i>Future 1</i> (p.188-190; 196-197; 198-199) See Best of the Web: Community: Library See Transportation Unit for resources on asking for and giving directions 100: <i>Foundations (2nd edition)</i>: p .9, 60, 71, 84, 113, 127, 135, 138-139); (<i>1st edition</i>: p.151-52) <i>Survival English 1</i>(p.237-238; 247-253; 257-260) 150: <i>English for Adult Competency 1 2nd edition</i> (Chapter 9)</p>	<p>Structures: Present tense questions and statements Modals (can/could/must)</p> <p>Extension: Map reading, <i>Future 1</i> (p. 88-89) Extension: Make a brochure of a city, <i>Stand Out 1</i> (p. 99) Extension: Go on a field trip Extension: REEP Activities for Community – Research, Mapping, and more (100/150)</p> <p>Extension: Invite a guest speaker</p>

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		<p><i>English in Action 1 1st edition</i> (p.96-97, 100, 103)</p> <p>REEP Community Resource File</p> <p>Arlington New Resident Welcome Kit</p> <p>Resources for Immigrants</p>	
5. Identify ways to be involved in the community.	<p>Identify: ways to be involved:</p> <p>I can know my neighborhood.</p> <p>I can take English classes.</p> <p>I can recycle.</p> <p>I can volunteer at...</p> <p>I can help my neighbors.</p>	<p>100 and 150:</p> <p><i>OPD 1st edition</i> (p. 126)</p> <p><i>Future 1 Multi Level Activities</i> (p.98-99)</p> <p><i>Collaborations Literacy Worktext</i> (p. 89-90)</p> <p>Students brainstorm what makes a good community member.</p> <p>150:</p> <p><i>Collaborations Beg. 1</i> (p. 76-77)</p> <p><i>Expressways 1, (Exit 8)</i></p>	<p>Structures:</p> <p>Modals (can)</p> <p>Extension:</p> <p>150:</p> <p>Describing hometowns,</p> <p><i>Going Places 1</i>(p. 59)</p>
6. Identify rights and responsibilities of community members.	<p>Identify: rights and responsibilities:</p> <p>You can speak.</p> <p>You can complain.</p> <p>You should know your neighborhood.</p> <p>You should ask questions.</p>	<p>100 and 150:</p> <p><i>Beginning Stories from the Heart</i> (Unit 1)</p> <p><i>OPD</i> (p. 126)</p> <p><i>Survival English 2</i> (p. 198-200, 203, 206-207)</p> <p>EFF Role Map</p> <p>Civic Associations</p>	<p>Structures:</p> <p>Modals:</p> <p>can/should</p> <p>Simple present</p>
7. Identify and analyze a community problem or issue. Identify steps/ strategies to deal with/resolve the problem.	<p>Identify: problem:</p> <p>Parking/trash/crime is a problem in my neighborhood.</p> <p>Identify: solution:</p> <p>I can talk to my neighbors.</p> <p>I can...</p>	<p>100 and 150:</p> <p>students brainstorm</p> <p>100:</p> <p><i>Stand Out 1</i> (p. 91-92)</p> <p><i>Collaborations Beg. 1</i> (p. 76-77)</p> <p><i>English in Action 2nd edition</i> (p. 97)</p> <p>150:</p>	<p>Structures:</p> <p>Simple present</p> <p>Modals (can, will)</p> <p>Future (will, going to)</p>

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		<p><i>Side by Side 1</i> (p. 49) <i>English for Adult Competency 1 2nd edition</i> (Chapter 9) <i>Survival English 2</i> (p. 204-205)</p> <p>REEP Lesson Plan</p>	
8. Prepare for disasters and community emergencies.	<p>Express: need: I need a first-aid kit. You should get a flashlight. Report info: There is a hurricane. There is a fire. There was an explosion. Give instructions: Run! Stay inside! Call an ambulance! Get help!</p>	<p>100 and 150: <i>BOPD</i> (p. 74) <i>BOPD Teacher's Resource Book</i> (p. 130-131) <i>Survival English 1</i> (p. 102-103) <i>Survival English 2</i> (p. 184-186, 200) Brochures from local agencies</p> <p>Arlington New Resident Welcome Kit</p> <p>Resources for Immigrants</p>	<p>Structures: Simple present Simple past Modals (should) Imperative</p>

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