

# REEP ESL Curriculum for Adults

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## COMMUNITY UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVELS: 200/250

*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. Other community topics not covered specifically in other unit include library, post office, schools, tax information and community involvement.*

### COMMUNITY UNIT GOAL:

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

### LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Identify communities to which students belong.
2. Identify rights and responsibilities of community members.
3. Identify own needs related to community resources, services, and programs.
4. Access and report on community resources, services and programs including eligibility requirements.
5. Identify ways to be involved in the community.
6. Given a community problem, identify possible solutions.
7. Prepare for community emergencies and natural disasters.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify communities to which students belong.	Identify communities: I am a member of the school community. I go to St. Mary's church. I live in Clarendon. I belong to the PTA. I am a parent. I am a worker.	Students brainstorm Student-generated materials (i.e., student writings from previous classes)	Structures: to be present tense  Extension: Describe your school. <i>The New Grammar in Action 1</i> , (p.104-113) (200) Describe your neighborhood <i>Stand Out 2, 2nd</i>

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			<p><i>edition</i>, (p. 81-85)  <i>A Conversation Book 1, English in Everyday Life</i>, (Unit 7, p.106-107)  <i>English in Action 2</i>, (p.73)  <i>Future 2</i>, (p. 98-99)</p>
<p>2. Identify rights and responsibilities of community members.</p>	<p>Identify: rights and responsibilities:          You can express your opinions.          You should know your neighborhood.          You should know your neighbors.          You should recycle.          You should...          You have a right to..          Vocabulary for crime and public safety</p>	<p>Students define a community member.          Sample list of rights and responsibilities  <a href="#">EFF Role Map</a>  <a href="#">Civic Associations</a>          See Best of the Web: Rights and Responsibilities  <a href="#">Saving the Earth</a></p>	<p>Structures:          modals: can, should present tense  <i>The New Grammar in Action 2</i>, (p. 170-173) (250)  <i>Going Places 2</i>, (Unit 6) (200/250)          Extension: Expressing your opinions using superlatives and comparatives  <i>The New Grammar in Action 2</i>, (p. 84-95, 112-121)</p>
<p>3. Identify own needs related to community resources, services, and programs.</p>	<p>Vocabulary: community resources (post office, bank, library...)          Express needs and opinions:          I need to...          I want to buy some stamps please.          I'd like to mail this package.</p>	<p>Students Brainstorm See Needs Assessment under Instructional Planning on the side bar for suggested activities.  <i>Oxford Picture Dictionary, 1st edition</i>, (p. 88, 96-98)  <i>Stand Out 2, 2nd edition</i>,(p.95-96)  <i>English for Adult Competency 1, 2nd edition</i>,(p.150-153)  <i>Getting Together, An ESL Conversation Book</i>, (p. 55-66, 117-118)</p>	<p>Structures:          want to, need to, would like to  <i>Future 2</i>, (p. 38-39, 50-51)  <i>Future 2 Workbook</i>, (p. 28-29)</p> <p>Extension:          Borrowing from a neighbor  <i>Going Places 2</i>, (Unit 18 p.115-116)          Neighborhoods in the U.S. and native country: <i>Collaborations Beginning 2</i>,(p. 67-76)  <i>A Conversation Book 1, English in Everyday Life</i>, (Unit 7, p.116-117)          Comparing Cities: <i>The New Grammar in Action 2</i>, (Unit 9, p. 84-</p>

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<p>4. Access and report on community resources, services, and programs, including eligibility requirements. NOTE to teachers--Be sure to include the library</p>	<p>Vocabulary for the library  Request information:  Is there a post office nearby?  Where can I find the library?  Is this service free?  Are there night classes at this school?  Do you offer typing classes?  Report information:  You must be/need to be an Arlington resident.  Request clarification:  Excuse me, can you repeat that please?</p>	<p><i>Side By Side 1, 3rd edition</i>, (p. 56-57)  (See transportation resources)  <i>English in Action 2</i>, (p. 66-71)  <i>The New Grammar in Action 1</i>, (p.48-53) (200)  <i>Going Places 2</i>, (Unit 7, p. 32, 39-44)  <i>Collaborations Beginning 2</i>, (p. 76-77)  <i>English for Adult Competency 1,2nd edition</i>, (p. 156-160, 164)  <i>Future 2</i>,(p.259)  See also:  Transportation Unit (asking directions)  <i>Stand Out 2, 2nd edition</i>, (p. 90-91)  <a href="#">English Language Center</a>  Community and school brochures or pamphlets  Community project  <a href="#">REEP Activity: Dinner and A Movie</a>   <a href="#">REEP Community Resource File</a>   Arlington Welcome Kit <a href="#">website</a>   <a href="#">pdf file</a>   <a href="#">Arlington County Libraries Site</a></p>	<p>94)  Structures:  Questions  Is there/Are there?  Simple present  need to, have to  modals: must, should   Extension:  map reading  <i>A Conversation Book 1, English in Everyday Life</i>, (Unit 7, p.108-109)  Field trips, Guided Tour of Public Library  Guest speakers, followed by a question and answer session</p>
<p>5. Identify ways to be involved in the community .</p>	<p>Identify activities:  You can vote.  You can volunteer at your child's school.</p>	<p>Students brainstorm what makes a good community member.  <i>Collaborations</i>.</p>	<p>Structures:  modals: can  Extension: 200/250  Describing hometowns</p>

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	You can participate in church activities.	<i>Beginning 2</i> , (p. 79-80) <i>Future 2</i> , (p. 168-171) <i>Future 2 Workbook</i> , (p. 100-101)	<i>Going Places 2</i> , (Units 27 & 28) Invite a volunteer to speak before the class, followed by a question-and-answer session
6. Given a problem in the community, give advice and identify possible solutions.	Identify problem: Parking/trash/crime is a problem in my neighborhood. There is a lot of crime in my neighborhood. My neighbors are very noisy. Give advice: You should move to a safer neighborhood. Don't walk alone at night. Lock your doors. You could talk to your neighbors or you could talk to the apartment manager.	<i>Oxford Picture Dictionary, 1st edition</i> , (p.101) <i>Problem Solving</i> , (p. 24-40) (250)	Structures: Modals: Could, Should Imperatives Present tense There is/there are  Extension: Crime Vocabulary <i>Oxford Picture Dictionary, 1st edition</i> , (p.100) Personal problems dealing with community (bank or public transportation) <i>A Conversation Book 1, English in Everyday Life</i> , (Unit 7, p.118-121)
7. Prepare for community emergencies.	Identify disasters: flood, tornado, hurricane, earthquake Report emergency: I want to report an emergency. Give instructions/advice: Run! Call 911! Look out! You should listen to the radio in case of emergency.	<i>Oxford Picture Dictionary, 1st edition</i> , (p. 102-103) <i>Future 2</i> , (Unit 11 "Call 911") <i>Future 2 Workbook</i> , (p. 122-133) Brochures from local agencies.	Structures: should imperatives want to, need to imperatives

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