

# REEP ESL Curriculum for Adults

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## COMMUNITY UNITS LIFESKILLS PERFORMANCE OBJECTIVES LEVELS: 300/350/450

*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:

Students will demonstrate level-appropriate language skills needed to become, stay informed, and be involved in the community and neighborhood.

### LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

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

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify communities to which students belong.	Identify communities: I live in .... I belong to... I go to..... I usually go to ... There is/There are I am...	Students brainstorm <i>Stand Out 3 2nd edition</i> , (p. 73-75, 141-145) <i>Collaborations, Int. 1</i> , (p. 68-76) <i>Multicultural Workshop 2</i> , (p. 31-35) <i>Stand Out Reading and Writing Challenge</i> , (p. 90-96) <i>Future 3</i> , (p. 6-11, 22-23) <i>Future 4</i> (p. 46-47, 62-63)	Structures: present tense, modals, use of adjectives  Extension: <i>Collaborations, Intermediate 1</i> , (p. 72-73) Discussion of student's type of neighborhood/ community (school, ethnic, association, etc.) Describe the association you belong to.

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<p>2. Identify own needs related to community/ neighborhood resources, services and programs.</p>	<p>Identify needs: I want to... I'd like to... I have to ... I must ..... I need to..... There is/There are</p>	<p>See <b>Needs Assessment</b> under Instructional Planning on the side bar for suggested activities. <i>Collaborations, Int. 2, (p. 70-72, 73)</i> <i>English for Adult Competency 2, 2nd edition (p. 106, 109-110)</i> <i>Future 3, (p. 12-13)</i> <i>Future 4, (p. 48-49)</i></p>	<p>Structures: present tense, modals, Wh-questions</p> <p>Extension: Writing activity - comparison of neighborhood in the USA and native country. <i>Future 3, (p. 23)</i></p>
<p>3. Access and report on community resources, (incl. library services), programs, and services, including eligibility requirements.</p>	<p>Request information: Where can I...? Would you help me with...? I'm interested in taking a course ... How much does it cost...? We're looking for.... I'd like to have some information about..... I'd like to get a library card... Can I check out this book...? Do you know where...? Library Vocabulary</p>	<p><a href="#">REEP Lesson Plan</a></p> <p><a href="#">REEP Lesson Plan: Recycling in Arlington County (Environment, Modals)</a> <i>Stand Out 3, 2nd edition, (p. 64-66)</i> <i>All Star 3, 2nd edition, (p. 74-75)</i> <i>English for Adult Competency 2, 2nd edition, (p. 169, 176-177, 196-197)</i> <i>CrossRoads Cafe Worktext A, (p. 37)</i> <i>Future 3, (p. 16-17, 41-43, 52-54)</i></p> <p><a href="#">REEP Community Resource File</a> Community projects Guest speakers</p>	<p>Structures: present tense, modals, Wh- questions</p> <p>Extension: Map Reading <i>Future 3 (p. 232-233)</i> Project: Students make a directory of community service agencies and appropriate govt. agencies (or on the phone or computer for homework) Field Trip to the public library.</p>
<p>4. Identify rights and responsibilities of community members.</p>	<p>Identify rights: You can express your own opinions ... You should... You have a right to ... You should know... Legal Vocabulary</p>	<p>Define community member. Brainstorm on what makes a good community member.</p> <p><a href="#">REEP Lesson Plan: Recycling in Arlington County (Environment,</a></p>	<p>Structures: present tense, modals</p> <p>Extension: <i>Grammar in Action 3, (p. 144-153)</i> Invite speakers from Police Dept., Legal</p>

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		<p><a href="#">Modals</a>  <i>English for Adult Competency 2, 2nd edition</i>, (p. 179-184, 185-192)  <i>Future 3</i>, (p. 238-239)  <i>All Star 3, 2nd edition</i>, (p. 76-81, 122-123)  <i>Future U.S. Citizenship</i>, (p. 107-113)  <i>Future 4 Workbook</i>(p. 34-35)  <a href="#">EFF Role Map</a>  <a href="#">Civic Associations</a></p>	<p>Association, etc. and have a panel and engage students in discussions with the panel.</p>
<p>5. Prepare for community emergencies and natural disasters</p>	<p>Give advice:          You should have...          You must have...          If an earthquake hits...          If you had...          Are you prepared for...?</p>	<p><i>Side by Side 2, 3rd edition</i>, (p. 4, 71)  <i>Ventures 3 Workbook, 2nd edition</i>, (p. 108-109)  <i>Future 4</i>, (p. 90-91, 96-97, 102-103)</p>	<p>Structure:          present tense, imperatives, conditional If...</p> <p>Extension:          Discuss scenarios involving an emergency or natural disaster; invite guest speakers from Red Cross or FEMA, or a resource person who can demonstrate first- aid or CPR</p>
<p>6. Identify and analyze a community problem or issue. Identify steps/strategies to deal with/ resolve the problem.</p>	<p>Express opinion:          What we should do is...          I could have...          I shouldn't have...          Excuse me, I don't think you're allowed to...</p>	<p><i>Problem-Solving</i> (p. 24-41)  <i>NorthStar Focus on Reading &amp; Writing High-Int, 2nd edition</i>,(p. 107-115)  <i>Stand Out 3, 2nd edition</i>, (p. 150-152)  <i>Future 4</i>, (p. 52-55, 60-61)</p>	<p>Structures:          present tense, negatives, modals</p> <p>Extension:  <i>Problem-Solving</i>,(p. 24-41)          Introduce scenarios involving trash or drugs in the neighborhood</p>

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		<a href="#">REEP Activity (300/350/450): New Horizons Community Center</a> <i>Crossroads Café</i> videos- various problem-solving episodes	and have students do an EFF problem-solving activity in groups. Attend community meetings as a class.
7. Identify ways to participate/be involved in the community, including volunteering	Give advice: You could volunteer at... You should... Ask/Answer: Have you ever been a volunteer? What did you do? Did you enjoy it? Why? Why not?	<i>Skills for Success</i> , (Chapter 3) <i>NorthStar Focus on Reading &amp; Writing High-Int., 2nd edition</i> , (p. 128-150) <i>Ventures 3 Workbook, 2nd edition</i> , (p. 36-37, 40-41) <i>Ventures 3 Student Book, 2nd edition</i> , (p. 38-39, 58-59, 68) <i>Future 4</i> , (p. 56-59) <i>Ventures 4 Student Book, 2nd edition</i> , (p. 58-69) <i>Ventures 4 Workbook, 2nd edition</i> , (p. 54-55) <i>All Star 3, 2nd edition</i> , (p. 85) <a href="http://www.unitedway.org">www.unitedway.org</a> Students could interview a REEP volunteer.	Structures: simple present tense, modals  Extension: As a weekend activity, give students a contact assignment (ind/ group) to visit a volunteer center or community project, do research, and prepare a report on benefits of volunteering.

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