

# REEP ESL Curriculum for Adults

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## Lifeskill Topic Unit Objectives (all) (by level)

(Click on the topic to go directly to the list of objectives by level. Or, scroll down in the document.)

LIFESKILLS TOPIC UNITS	100	150	200	250	300	350	450
Getting Started (1 <sup>st</sup> unit required)							
Final Reflections (last unit required)							
Community							
Consumerism							
Health							
History and Government	n/a	n/a	n/a	n/a			
Housing					n/a	n/a	n/a
Legal	n/a	n/a	n/a	n/a			
Telephone							
Time/Weather			n/a	n/a	n/a	n/a	n/a
Transportation					n/a	n/a	n/a
Work							

### Other REEP curricula:

Level [400 writing focus curriculum](#)

Level [500/550 A.C.C.E.S.S. curriculum](#)

[Technology curriculum](#)

[Family Literacy curriculum](#)

*For Workplace curricula, contact REEP program coordinating staff.*

# REEP ESL Curriculum for Adults

## GETTING STARTED:

### 100

1. Ask and answer questions about self and others.
2. Complete a simplified personal data form.
3. In everyday conversation, greet others and take leave.
4. Introduce self and others.
5. Identify immediate family members.
6. Locate important points on maps.
7. Self-assess language and lifeskill learning needs.
8. Set class learning goals.
9. Self-assess ability to use technology.
10. Identify rights and responsibilities as a member of the class.
11. Ask and answer questions about common classroom items and activities.

### 150

1. Ask and answer questions about self and others.
2. Complete simplified data form.
3. Greet people and say good-bye.
4. Introduce self and others.
5. Identify family relationships and describe own family.
6. Locate relevant points on maps.
7. Write a timeline.
8. Self-assess language and lifeskill learning needs.
9. Set class learning goals.
10. Self-assess ability to use technology.
11. Identify rights and responsibilities as a member of the class and respond to seasonal and other emergency procedures.

### 200

1. Ask and answer questions about self and others.
2. Complete simplified personal information form.
3. Introduce self and others, including greeting and leave taking.
4. Identify and describe family members.
5. Describe likes and dislikes.
6. Write a personal timeline.
7. Identify relevant points on maps.
8. Self-assess language and lifeskill learning needs.
9. Set class learning goals.

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10. Self-assess ability to use technology.
11. Identify rights and responsibilities as a member of the class.

### 250

1. Introduce self and others.
2. Ask and answer personal identification questions about self and others.
3. Complete personal identification forms.
4. Ask and answer questions about activities and hobbies.
5. Identify family relations over 3 generations.
6. State reasons for leaving country of origin and coming to the US.
7. Locate relevant points on maps.
8. Self-assess language and lifeskill learning needs.
9. Set class learning goals.
10. Self-assess ability to use technology.
11. Identify rights and responsibilities as a member of the class.

### 300

1. Ask and answer questions about self, family, and friends in a social setting.
2. Write about self, family, and friends.
3. Self-assess language and lifeskill learning needs. State future goals.
4. Set class learning goals.
5. Self-assess ability to use technology.
6. Identify rights and responsibilities as a member of the class.

### 350

1. Exchange greetings and introduce self and others.
2. Ask/answer questions about self, others, and family members.
3. Identify relevant points on globes/maps.
4. Express reasons for coming to the US.
5. Describe native country or hometown.
6. Identify rights and responsibilities as a member of the class.
7. Self-assess learning needs and styles. State future goals.
8. Set class learning goals.
9. Self-assess ability to use technology.

### 450

1. Ask/answer questions about self and classmates.
2. Demonstrate effective conversation strategies.
3. Describe experiences related to relocating to the U.S.
4. Compare hometown to Arlington.

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5. Self-assess learning needs and styles. State future goals.
  6. Set class learning goals.
  7. Self-assess ability to use technology.
  8. Identify rights and responsibilities as a member of the class.
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## FINAL REFLECTIONS:

### All levels

1. Reflect on learning and self-assess progress.
  2. Identify strategies and goals for continued learning.
  3. Evaluate class and program.
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## COMMUNITY:

### 100 and 150

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.

### 200 and 250

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.

### 300/350/450

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.
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## CONSUMERISM:

### 100

1. Set class learning goals.
2. Identify coins and bills, orally and in writing.
3. Given a price tag, produce the correct amount.
4. Give change and request correct change.
5. Given visuals of methods of payment, match written words with visuals.
6. Complete a money order or check.
7. Identify food items orally and in writing.
8. Express likes and dislikes.
9. Identify clothing items.
10. Ask/answer questions about price (food and clothing).

### 150

1. Set class learning goals.
2. Identify coins and bills, orally and in writing.
3. Describe what someone is wearing, including size and color.
4. Identify food items, orally and in writing.
5. Read price tags and receipts.
6. Ask/answer questions about food/clothing, including price and location.
7. Given incorrect change, indicate that there has been an error
8. Express/inquire about likes and dislikes.
9. Identify and request basic bank services.
10. Complete bank forms including checks, deposit slips and money orders.

### 200

1. Set class learning goals.
2. Identify methods of payment.
3. Inquire about/identify stores and services in the community.
4. Ask/answer questions about prices and calculate savings and identify better buys.
5. Ask/answer questions in stores: prices, sale items, store hours, and locations of items.
6. In a store simulation, exchange or return merchandise and state reason.
7. Express/inquire about likes, dislikes and needs.
8. Given specified amount of money, order food from a restaurant menu.
9. Identify and understand common banking terms.
10. Identify and request basic banking services..
11. Complete bank forms: e.g., write a check, write money order, fill out deposit slips.
12. Follow instructions to use an ATM to withdraw cash.
13. Identify rights and responsibilities as a consumer.

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## 250

1. Set class learning goals.
2. Identify methods of payment.
3. Inquire about/identify stores and services in the community.
4. Ask/answer questions about prices and calculate savings and identify better buys.
5. Ask/answer questions in stores: prices, sale items, store hours, and locations of items.
6. In a store simulation, exchange or return merchandise and state reason.
7. Express/inquire about likes, dislikes and needs.
8. Given specified amount of money, order food from a restaurant menu.
9. Identify and understand common banking terms.
10. Identify and request basic banking services..
11. Complete bank forms: e.g., write a check, write money order, fill out deposit slips.
12. Follow instructions to use an ATM to withdraw cash.
13. Identify rights and responsibilities as a consumer.

## 300

1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.
2. Identify needs as a consumer.
3. Identify and compare methods of payment.
4. Identify stores and services provided.
5. Identify ways to economize and save money.
6. Make a consumer complaint about goods or services.
7. Identify and request banking services.
8. Complete banking forms.
9. Identify rights and responsibilities as a consumer.

## 350

1. Identify needs as a consumer.
2. Choose best checking and savings account options for personal needs.
3. Follow instructions for electronic banking services.
4. Given a major purchase, specify needs and request information.
5. Compare credit card features, select best option, and complete application.
6. Identify a consumer's rights and responsibilities.
7. Make consumer complaint about a product or service.
8. Plan a budget.

## 450

1. Identify needs as a consumer and set class learning goals.
2. Given a major purchase, locate information and select the best option.

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3. Locate information about loans, credit cards, and select the best option.
  4. Read and listen to advertisements critically.
  5. Make a consumer complaint, including letter of complaint.
  6. Identify consumer rights and responsibilities.
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# REEP ESL Curriculum for Adults

## HEALTH:

### 100

1. Given visuals, identify body parts.
2. Identify healthy food and lifestyle choices.
3. Given visuals of emotions, ask and answer questions about feelings and emotions.
4. Ask and answer questions about illness or injury.
5. Fill out a simplified medical form.
6. Given visuals of medicine label instructions, match visuals with spoken and written instructions.
7. Simulate a 911 call and request appropriate assistance.

### 150

1. Given visuals, identify body parts.
2. Ask and answer questions about illness or injury, inquire about someone's health, and ask for and give advice.
3. Ask and answer questions about feelings and emotions.
4. Fill out a simplified medical form.
5. Respond to common instructions from a nurse or doctor.
6. Read and explain medicine labels.
7. Simulate a call to 911 and request assistance.
8. Make a doctor's appointment by phone.

### 200

1. Identify illnesses and injuries and suggest remedies.
2. Inquire about low/no cost health care and testing.
3. Make medical appointment (doctor, dentist) by phone.
4. Ask and respond to questions and describe symptoms at the doctor's office.
5. Fill out simplified medical forms, including immunization record.
6. Report an emergency -- Call 911.
7. Identify quantity and frequency of prescription or non-prescription labels.
8. Identify healthy habits.

### 250

1. Identify body parts, including basic internal organs.
2. Identify good health habits and alternative treatments or home remedies, as a means of preventative health care.
3. Use telephone books and other resources to locate health providers, including low-cost or free clinics and hospitals.
4. Make and reschedule medical appointments by telephone, describing a problem and giving personal information.

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5. Fill out simplified medical forms.
6. Given a doctor's visit: a) describe illnesses/injuries, b) describe symptoms and their duration, c) follow simple instructions during a health exam.
7. Ask and respond to basic insurance questions in a doctor's office.
8. Given simplified medicine labels: a) read and explain dosages, warnings, b) ask questions about medications.
9. Call 911 for medical or other emergencies, identifying nature of problem, location and personal information.

### 300

1. Request information about health services in the community.
2. Given a visit to a doctor or dentist, describe illnesses and injuries.
3. Identify healthy food and lifestyle choices.
4. Complete basic medical history form/insurance application.
5. Given simplified medicine labels, explain dosage and warnings. Ask for clarification and elaboration about treatment and prescriptions.
6. Given illness, explain orally and in writing the need for absence or early release for self or child.

### 350

1. Make a doctor's appointment and describe symptoms/illnesses.
2. Describe injury and give advice.
3. Describe home remedies, alternative care, and preventative care.
4. Describe healthy habits.
5. Fill out simplified medical forms.
6. Read and explain medicine labels.
7. Given a visit to a pharmacy, ask for advice and clarification about treatments, prescriptions, and non-prescription medicine.

### 450

1. Given a health-related problem, describe an illness/injury.
2. Ask for/give advice about good health habits, nutrition, and home remedies.
3. Complete medical forms, e.g. medical history, hospital admissions, worker's compensation.
4. Identify health related problems and research available info and community services using technology.

# REEP ESL Curriculum for Adults

## HISTORY & GOVERNMENT

Levels 300, 350, 400 only

### US History

1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.
2. Identify and locate the 50 states, their capitals, and all U.S. Territories.
3. Compare and contrast immigration patterns from the early 1900's and today.
4. Describe major events, issues, and/or individuals in historic period of choice.
5. State cause and effect of major events that occurred during a historic period.
6. Give a presentation about historical event and/or individual (Level 450 only).

### US Government

1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.
  2. Identify the three branches of government and their current heads.
  3. State function of local, state, and federal government .
  4. Identify major political parties and describe their platforms.
  5. State the three parts of the Constitution and their functions
  6. Describe the Bill of Rights and state the rights it guarantees.
  7. Express opinion about student selected government related issue in the news.
  8. Compare and contrast U.S. government with the government in native country.
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# REEP ESL Curriculum for Adults

## HOUSING

### Levels 100, 150, 200, 150 only

#### 100, 150

1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.
2. Given visuals, identify rooms and furniture.
3. Given visuals of a house, identify location of rooms and furniture.
4. Describe home and housing preferences.
5. Given simplified housing ads, respond to questions.
6. Identify home safety precautions. (150 only)
7. Identify housing problems and request repairs.

#### 200, 250

1. Set class learning goals.
  2. Identify rooms, furniture, and other items.
  3. Identify housing options and state preferences needs.
  4. Given simplified housing ads, interpret abbreviations. Ask/answer questions about the residence.
  5. Fill out simplified housing application.
  6. Interpret simplified leases.
  7. Given visuals of house/apartment in disrepair, report problem and request repairs.
  8. Identify basic home safety precautions.
  9. Identify rights and responsibilities of renters.
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# REEP ESL Curriculum for Adults

## LEGAL

### Levels 300, 350, 450 only

1. Identify legal issues/problems and prioritize learning needs.
  2. Given print/web information, ask for and identify resources for a legal issue.
  3. Given phone recording, identify assistance available, office hours, location.
  4. Given appointment/telephone inquiry, request assistance and/or clarification.
  5. Given priorities identified in Objective 1, state major rights and responsibilities.
  6. Identify a legal problem, possible solutions, and consequences.
  7. Given priorities identified in Objective 1, complete a written report.
  8. Given priorities identified in Objective 1, describe an incident orally.
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# REEP ESL Curriculum for Adults

## TELEPHONE

### 100

1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.
2. Write and read phone numbers.
3. Locate names and phone numbers on an alphabetical listing.
4. Ask and answer questions about phone numbers.
5. Leave a simple message on an answering machine.
6. Ask for a specific person and respond and respond to basic requests. Ask for clarification and native language help.

### 150

1. Set class learning goals.
2. Ask and answer questions re phone numbers; write phone numbers.
3. Locate names and phone numbers in an alphabetical listing.
4. Given a phone call, ask for specific person & respond to basic phone requests.
5. Take simple phone messages.
6. Leave simple messages.
7. Give and follow instructions for using pay phones [and phone cards].
8. Obtain phone numbers from directory assistance.

### 200, 250

1. Set class learning goals.
2. Ask and answer questions about phone numbers and write phone numbers.
3. Locate specific phone numbers (alphabetical listing, phone book, 411).
4. Leave and take a simple message with a person and on an answering machine.
5. Respond appropriately to wrong numbers and solicitations.
6. Give and follow instructions for using a phone, phone card, cell phone, beeper.
7. Given recorded information, demonstrate comprehension.
8. Demonstrate an understanding of appropriate register use when using the telephone.

### 300

1. Set class learning goals.
2. Report information from recorded telephone messages.
3. Take and leave messages.
4. Call utility company to make a request.
5. Given telephone bill, identify important information.
6. Locate phone numbers of interest to self and classmates.

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### 350

1. Set class learning goals.
2. Take and/or leave messages.
3. Record a phone message.
4. Respond to wrong numbers.
5. Locate and call phone numbers of interest. Report information.
6. Given telephone bill, identify total of the bill and number of calls made.
7. Call utility service to make a request.
8. Compare phone cards.
9. Give/follow phone card instructions.

### 450

1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.
  2. Locate phone numbers of interest to self and classmates.
  3. Given recorded telephone messages and announcements, report information.
  4. Follow instructions on a telephone tree.
  5. Take and/or leave messages in person and on answering machines/voice mail.
  6. Call appropriate number to obtain desired information. Report information.
  7. Take and/or leave messages in person and on answering machines/voice mail.
  8. Respond to wrong numbers and solicitations.
  9. Call utility service to make a request.
  10. Given telephone bill, identify total of the bill and number of calls made.
  11. Identify cell phone etiquette and/or laws (e.g., in public places, while driving).
  12. Record outgoing message on answering machine.
  13. Call directory assistance to obtain desired information.
  14. Identify availability and cost/benefit of phone cards.
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# REEP ESL Curriculum for Adults

## TIME & WEATHER

### Levels 100 and 150 only

1. Given visuals of analog and digital clocks, ask and answer questions about time.
  2. Write times from visuals of analog clocks and from dictation.
  3. Ask and answer questions about daily routines.
  4. Read and write dates using ordinal numbers and abbreviated forms.
  5. Given visuals, ask and answer questions about the weather and seasons.
  6. Interpret information from a basic weather report or map.
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# REEP ESL Curriculum for Adults

## TRANSPORTATION

**Levels 100, 150, 200, 150 only**

### **100, 150**

1. Set class learning goals, i.e. lifeskills objectives to be covered in this unit.
2. Given visuals, identify means of transportation.
3. Ask/answer questions about transportation used to get to school, work, and shopping. (150: identify other locations as well).
4. Identify home, school, job on a map.
5. Given visuals, identify traffic signs.
6. Given a map, give/ask for simple street directions to places in the community. (150 only)
7. Ask/answer questions about bus/Metro.
8. Give/follow directions for using a Metro card machine.

### **200, 250**

1. Set class learning goals.
  2. Identify means of transportation.
  3. Inquire about public transportation.
  4. Locate cities and streets on a map.
  5. Use the internet to get directions and traffic information.
  6. Ask for, give, and follow directions.
  7. Explain traffic rules and signs, including pedestrian and cyclist safety.
  8. Report problems.
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# REEP ESL Curriculum for Adults

## WORK

### 100

1. Given visuals of occupations, identify job titles and tasks.
2. Ask and answer questions about past and present employment.
3. Ask and answer questions about future employment goals.
4. Fill out simplified job application.
5. Follow instructions to complete a job task and ask for clarification of instructions.
6. Given common workplace signs, match visuals with written language.
7. Call in sick to work.
8. Interpret simplified job advertisements.
9. Given visuals of work-related scenarios, identify basic rights and responsibilities of employees and employers in the U.S.

### 150

1. Identify job titles, tasks, tools and location.
2. Describe present and past jobs. State future job goals.
3. Fill out simplified job application.
4. Ask questions & report information about hours, duties, salary and benefits.
5. Interpret simplified want ads.
6. Use office technology and follow instructions. Ask for clarification.
7. Follow safety instructions and identify correct emergency procedures.
8. Identify good work habits.

### 200

1. Given visuals of occupations, match job titles, duties, locations and tools.
2. Identify job sources.
3. Interpret simplified want ads.
4. Fill out job application.
5. Ask and answer questions about past/present jobs.
6. Make an interview appointment. Ask questions about the job.
7. State in writing future job goals and reasons for wanting this job.
8. Give and follow instructions and requests for clarification and assistance.
9. Identify good work habits.
10. Identify gross/net pay and deductions. Identify taxes withheld.
11. Identify safe work elements.

### 250

1. Ask and answer questions about jobs. Categorize jobs.
2. Conduct a modified job search.

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3. Fill out simplified job application.
4. Ask/answer questions about job experience, job preferences and career plans.
5. Give and follow instructions; ask for clarification.
6. Make a request at work.
7. Identify safety steps and procedures.
8. Identify worker rights and responsibilities.

### 300

1. Identify qualities of model workers.
2. Express employment preferences, needs, and goals.
3. Access and interpret print and on-line job information and resources.
4. Complete simplified application for job or job training.
5. Given a job interview, ask and answer questions.
6. Request information about hours, training opportunities, raises, and promotions.
7. Give and respond to instructions, including seeking clarification.
8. Complete work-related forms (I-9, W-4, tax forms, insurance forms).
9. Given work scenario, identify safety concerns and regulations and warn others.

### 350

1. Identify job resources and interpret job advertisements.
2. Describe past and present jobs.
3. Describe personal skills & qualities and state future job goals.
4. Fill out job applications.
5. Ask & answer questions in a job interview.
6. Identify rights and responsibilities of workers.
7. Demonstrate effective communication strategies at work.
8. Identify & interpret health, safety & emergency information.
9. Identify work-related problems, solutions, and consequences.

### 450

1. Identify what employers are looking for and compare to your skills, experiences, and personal qualities. State job goals.
2. Identify steps in finding a job and access job information & resources, including the Internet. Evaluate job info against qualifications/needs.
3. Fill out job applications.
4. Write a simplified resume and cover letter.
5. Given an interview situation, ask and answer questions. Write a Thank You note.
6. Identify characteristics of teamwork and demonstrate ability to work as team.
7. Report health and safety issues orally and in writing.
8. Given a work-related issue, identify problems, solutions, and consequences.
9. Ask for promotion/raise, citing examples of effective work performance.