



Atlantic Technical College Adult High Beginning ESOL Program Syllabus 2016-2017



Department Name: ESOL Phone Number: 754-321-5350 Email Address: katie.mclinskey@browardschools.com	Instructor Office Hours: Monday – Friday By appointment with instructor
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Student Hours Day Time: Monday – Friday 8:00am-11:00am Lunch: 12:05pm-12:35pm 11:00am-2:30pm	Student Hours Evening Time: Monday – Thursday 5:00pm – 9:00pm	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="padding: 5px;">Program Name: Adult ESOL</td> </tr> <tr> <td style="width: 33%; padding: 5px;">LCPs</td> <td style="width: 33%; padding: 5px;">Course Title</td> <td style="width: 34%; padding: 5px;">CASAS Scores</td> </tr> <tr> <td style="text-align: center; padding: 5px;">C</td> <td style="padding: 5px;">High Beginning</td> <td style="padding: 5px;">R: 191-200 L: 190-199</td> </tr> </table>	Program Name: Adult ESOL			LCPs	Course Title	CASAS Scores	C	High Beginning	R: 191-200 L: 190-199
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Purpose of Adult ESOL:
 To provide English language instruction to adult learners who are able to read and write in at least one language other than English. To prepare adult learners to use English for entering career and technical (CTE) or other postsecondary education, employment, and for participation in civic life in the United States.

- Technical College Policy/Adult Student Attendance:**
- A student must be withdrawn after being absent for six (6) consecutive days. The student will be withdrawn on the seventh (7th) day.
 - There are no excused absences.
 - Withdrawn students may re-enter in the same class if space is available.
 - Students will be limited to one (1) re-entry per enrollment period.
 - Please refer to the Student Handbook for postsecondary students.
<http://www.atlantictechnicalcollege.edu/atc-student-handbook/>

Computer Program Login: Burlington- http://burlington.com Username: BRW + student number (ex: BRW061234567) Password: student	FL Ready to Work- http://myfloridareadytowork.com Username: JSmith0123 (First, last name and last four numbers of student ID) Password: Date of birth, no slashes or dashes - 112197
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Suggested Book(s) and/or Online Access: <ul style="list-style-type: none"> • Center Stage • More True Stories • Burlington English • Skills Sharpeners • Life Skills and Test Prep 	Materials/Supplies: <ul style="list-style-type: none"> • Pencil and /or Pen • Highlighter • Notebook or Ring Binder and Paper • Pocket Folder
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*Most books and materials/supplies can be purchased from the ATC bookstore.
 Stop by during operational hours for pricing and purchasing information.*

- View Your Test Scores or Attendance:**
Information can be viewed online by following the directions below:
1. Go to <https://browardfocus.com> (access FOCUS using Chrome, Firefox or Safari)
 2. Student ID which is on your student schedule.
 3. Passcode: Student’s date of birth formatted as YYYYMMDD.
Four digits for the year, two digits for the month and two digits for the day.

Classroom Rules: <ul style="list-style-type: none"> • Arrive on time • Stay for the entire class • Silence cell phones (emergency calls may be taken outside) • No food or drinks • Inform instructor of absences • Speak English to everyone in class 	Lab Rules: <ul style="list-style-type: none"> • No food or drinks • Take CASAS when assigned <p>Note: ID badges must be worn at all times in class and on campus. Students should also follow the School Board Of Broward County dress code policy.</p>
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Program Name: Adult ESOL High Beginning

Course Number: 99000400

Course Name: ESOL – High Beginning

Literacy Completion Point: C

After successfully completing this program, the student will be able to perform the following:

Communication Standard
Demonstrate the English skills necessary to communicate effectively.
Use appropriate language when speaking in social situations to express sorrow, apology, and/or regret.
Participate in short discussions with peers.
Engage in a conversation with other persons about each other’s daily activities and/or leisure activities.
Use appropriate language to ask for information, agree or disagree, and/or state needs.
Engage in conversations about personal likes and dislikes.
Interpret information about weather and seasons.
Civics, Environment, and Family in the U.S. Standard
Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.
Demonstrate the ability to access services provided by local, state and/or federal government agencies.
Locate public recreational, entertainment facilities in the community.
Interpret historical origins of US holidays.
Describe basic steps of the US election process.
Describe various weather conditions and Interpret temperatures using Fahrenheit and/or Celsius.
Identify environmental regulations in the community.
Compare the role of family members in the U.S.
Identify ways to access educational opportunities for children.
Interpret various temperatures and compare Fahrenheit to Celsius.
Employability Standard
Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.
Recognize common skills, responsibilities and/or duties of entry-level jobs.
Recognize work-related vocabulary used in the job application process.
Transfer personal information to a basic resume format.
Describe types of appropriate behavior, dress code, and attitude for a job interview.
Identify educational and job experience required for specific occupations.
Recognize work-related vocabulary for addressing job tasks, policies and standards.
Ask for clarification of an assigned task(s) and respond appropriately to instructions.
Interpret work safety information, Including common icons and language for interpreting dangerous situations.
Interpret the concept of time in the American society professional/social.
Request modifications to a work schedule for personal needs.

Demonstrate appropriate communication skills to interact with supervisors, co-workers and customers.			
Ask questions about your evaluation.			
Identify appropriate skills and education needed for getting a promotion.			
Identify long term career goals.			
Recognize the importance of performance evaluations for promotion and job retention.			
Develop skills to locate career information for use in a personal career plan based on interests and skills.			
Demonstrate basic computer skills.			
Consumer Education Standard			
Demonstrate the English skills necessary to understand consumer education issues.			
Read and write cardinal and ordinal numbers.			
Calculate savings from using coupons for purchases or when buying items that are on sale.			
Identify various means of securing housing and filling out rental agreements.			
Report the need for household repairs.			
Read and write money amounts in U.S. currency.			
Identify common banking terms and services.			
Health and Nutrition Standard			
Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.			
Describe accidents and injuries.			
Identify healthful habits that prevent common illness.			
Make an appointment for a visit to a health care provider.			
Compare prescription medicines and over-the-counter medications.			
Identify practices that promote good dental health.			
Categorize foods according to current US Department of Agriculture guidelines.			
Transportation and Travel Standard			
Demonstrate the English skills necessary to access transportation and travel effectively.			
Identify transportation costs, schedules, and practices.			
Recognize personnel responsible for traffic safety.			
Locate places on maps.			
Identify safe driving practices and consequences of unsafe practices.			
Identify appropriate statements for responding to typical questions asked by law enforcement officers in a traffic stop.			
Safety and Security Standard			
Demonstrate the English skills necessary to understand safety and security issues.			
Identify warning signs found at home and at work.			
Identify safety measures that can prevent crimes.			
Identify procedures to follow in case of poisoning.			
Language Standards (grammar, capitalization, punctuation, spelling, and usage)			
Verb tenses: Simple Future Future with going to Modal verbs: Could Should	Would Verbs: want/need Have to + verb Punctuation: semicolon/hyphen/dash Objects: direct/indirect	Indicative Comparatives Superlatives Intensifiers Sequence words	Interjections Conjunctions: Coordinating Correlative Subordinating