

**GOLDEN OAK ADULT SCHOOL
ADULT EDUCATION**

**EXPLORING EDUCATION CAREERS
COURSE OUTLINE**

Schoolwide Learner Outcomes

Golden Oak Adult School students demonstrate:

Critical thinking and problem solving
Goal setting skills
Effective communication
Global citizenship

Grade Level: Intermediate Low- Advanced

Credits: 0

Hours / Length: 122 hours

Course Description/Goals & Purposes (Student Learning Outcomes):

Students in this level will continue to develop their English Language proficiency through listening, reading, speaking and writing activities. Students will be trained in the following areas of exploring education: goal setting, job search, application process, resume building, interviewing, computer skills, classified jobs assessment preparation.

Integrated Education and Training

IET is a service approach that provides (1) adult education and literacy activities concurrently and contextually with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Concurrently and contextually” means that, within the overall scope of the Integrated EL Civics program, adult education, workforce preparation, and workforce training activities must:

- Be of sufficient intensity and quality, and based on the most rigorous research available;

- Occur simultaneously; and
- Use occupationally relevant instructional materials.

Prerequisites: Successful completion of ESL Beginning High, or CASAS Scores 211 – 235 (Reading and Listening) or by placement assessment.

Repetition Policy: Students may repeat this course until at least 80% accuracy of language skills’ objectives has been met. Need for repetition may also be determined by pronounce weakness in one or more major language skills.

Curriculum Standards/Competencies to Be Met:

ELP Standard 1: Construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.

MP1. Make sense of problems and persevere in solving them.

SP1. Ask questions and define problems.

ELP Standard 2: Participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.

SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information

ELP Standard 5: conduct research and evaluate and communicate findings to answer questions or solve problems.

SP8. Obtain, evaluate, and communicate information.

ELP Standard 10: Demonstrate command of the conventions of standard English to communicate in level appropriate speech and writing.

SP1. Ask questions and define problems.

SP8. Obtain, evaluate, and communicate information.

Course Content Outline:

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - e. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - f. Use verb tense to convey various times, sequences, states, and conditions.
 - g. Recognize and correct inappropriate shifts in verb tense.
 - h. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - i. Form and use prepositional phrases.
 - j. Use correlative conjunctions (e.g., either/or, neither/nor).
 - k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - l. Correctly use frequently confused words (e.g., to, too, two; there, their).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use punctuation to separate items in a series.
 - d. Use a comma to separate an introductory element from the rest of the sentence.
 - e. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - f. Use underlining, quotation marks, or italics to indicate titles of works.
 - g. Use a comma before a coordinating conjunction in a compound sentence.
 - h. Spell grade-appropriate words correctly, consulting references as needed.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

b. Choose punctuation for effect.

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

e. Compare and contrast the varieties of English (e.g., dialects, registers)

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:

a. signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).

b. are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

c. signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Describe how a narrator's or speaker's point of view influences how events are described.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Speaking & Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

5. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

6. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

7. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Exploring Education Units:

- Goal Setting
- Job Skills Inventory
- Typing Skills
- Internet Research
- Job Information Seeking
- Resume Building
- Workplace Language
- Interview Skills
- Fundamental Math Skills