HIGH ADVANCED ESL **COMPETENCY OUTLINE**
CASAS Range: 236-245

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
    a. Demonstrate good comprehension during a variety of conversations by verbally and nonverbally responding.
        i. Provide appropriate verbal and nonverbal feedback in face-to-face conversations
        ii. Use language appropriate to situations
            1. social, academic, employment
        iii. Gender and cultural bias issues and concerns
        iv. Appropriate voice volume
    b. Use responsive listening.
        i. Paraphrase
        ii. Summarize
        iii. Elaborate
        iv. Clarify
        v. Ask relevant questions
        vi. Make relevant comments
2. Consumer Economics
    a. Reconcile a bank statement and use appropriate banking terms when inquiring about banking services.
        i. Reconcile a bank statement
        ii. Overage, surcharge, default, shortage, NSF, non-sufficient funds
    b. Develop and use a monthly budget.
3. Community Resources
    a. Identify community resources for mental and physical health problems.
        i. Treatment centers, AA or NA meetings, domestic violence shelters, hotlines, suicide prevention hotlines
    b. Communicate with personnel at a child's school.
        i. Write notes to a child's teacher
            1. explain absence
            2. request information about child's performance
        ii. Orally discuss child's school progress
            1. grades, grade point average, effort, mid-term, final exam, fail, detention, suspension, expulsion, principal, vice-principal, dean, counselor
    c. Understand how to access a variety of children's education programs.
        i. Before and after school care
        ii. Early Childhood Family Education

iii. Special education
iv. Gifted and Talented
v. Extracurricular activities
    1. Sports, clubs, drama, music
vi. English-as-a-Second Language
    1. ESL, ELL, ESOL
vii. Title I

4. Health
    a. Recognize problems related to nutrition and substance abuse and mental health.
        i. Nutritional
            1. anorexia, bulimia, obesity, lack of vitamins, lack of minerals, over eating, binge, purge
        ii. Substance abuse
            1. alcoholism, AA, Alcoholics Anonymous, drug abuse, dependency, NA, Narcotics Anonymous, rehabilitation, alcoholic, addict, addict, treatment centers
        iii. Mental health
            1. insane, depression, psychiatrist, psychologist, suicide, phobia, mental illness
    b. Ask for and give advice on good nutrition and health habits.
        i. Hygiene
        ii. Balanced diet
        iii. Preventive medical care
            1. immunizations
            2. physical
            3. eye exam
            4. dental exam
5. Employment
    a. Understand how to obtain a job through want ads, job announcements, and networking.
        i. Read and interpret all kinds of wants ads
        ii. Read and interpret printed and internet job announcements
        iii. Networking—what is it, how can it get you a job
    b. Ask and answer a variety of questions in a job interview and follow-up call.
        i. Ask and answer a variety of questions
        ii. Place a follow up phone call
        iii. Ask and answer questions during the phone call
        iv. Exhibit appropriate interpersonal behavior during the interview
    c. Understand job specifications, policies, and standards.
        i. Read and understand a job description
        ii. Read and understand a performance evaluation
        iii. Read and understand policy manuals

d. Read, understand, and compare information about benefit options.
    i. Compare and contrast benefit plans
        1. costs
        2. levels of care
        3. co-pays
        4. limits
        5. types of coverage
        6. locations of coverage
    ii. Complete applications for benefits
e. Read, understand, and complete federal employment forms.
        1. W-2, I-9, W-4
f. Communicate with supervisor and co-workers orally and in writing.
    i. Written
        1. memos and reports to supervisors and co-workers
            a. describing outcome of a process or problem
            b. explaining a problem
            c. identify a problem, solution, and/or consequences
            d. requesting assistance, time off, training
            e. production results
            f. instructions on how to do a process
        2. forms
            a. accident reports
            b. training requests
            c. safety reports
            d. vacation requests
    ii. Orally to and from supervisors and co-workers
            a. identify a problem, solution, and/or consequences
            b. instructions on how to do a process
            c. request assistance, time off, training
            d. report harassment
            e. give criticism
            f. respond to criticism
            g. give and accept an apologies
g. Demonstrate understanding of and discuss workers' rights.
    i. Compensation
        1. minimum wage, overtime, double time, sick leave, severance
    ii. Unionization
        1. bargaining, collective bargaining, contract, union steward, strike, picket, scab
    iii. Right to work
    iv. Worker's compensation
    v. Unemployment compensation
h. Demonstrate an understanding of safety procedures.

i. Right to Know, OSHA, hazardous substance, asbestos, biochemical hazard
ii. Locate information on OSHA standards
iii. Know how to report a safety problem to OSHA and/or employer

6. Government and Law
    a. Demonstrate an understanding of the American system of government.
        i. Three branches—legislative, executive, judicial
        ii. Federal, state, and local government
        iii. President, Vice-President, Governor, Senator, Congressman, Representative, State Senator, State Representative, State Legislator, Mayor, Councilperson, School Board member
        iv. Legislature, city council, school board
    b. Understand the US election process.
        i. Voting requirements
        ii. Voter registration card
        iii. Candidates, ballot, parties, democrat, republican, independent, primary, caucus, electoral college, campaigning
7. Learning to Learn
    a. Identify bias, prejudice, or propaganda in oral messages and print materials.
        i. Gender, cultural, racial
        ii. Harassment
        iii. Bandwagon, celebrity endorsement, experts
    b. Use a dictionary, thesaurus, and internet search engines.
        i. Dictionary and thesaurus
            1. uses, formatting
        ii. Internet search engines
    c. Comprehend, interpret, and summarize fiction, newspaper articles, information articles, and policy manuals.
        i. Fiction (short story and novel), newspaper articles, informational pieces, policy manuals
            1. preview and predict
            2. recognize and restate sequence
            3. distinguish fact and opinion
            4. draw inferences
            5. draw conclusions
            6. summarize
    d. Obtain information from diagrams, tables, graphs, and schedules.
        i. Draw inferences and conclusions
        ii. Summarize
        iii. Identify bias

8. Writing
    a. Write a multi-paragraph composition.
        i. Introduction, body, conclusion
        ii. Follow a writing process
            1. select and use prewriting strategies
            2. develop an outline or organizational plan
            3. draft and revise
        iii. Edit for spelling, punctuation, and grammar
        iv. Demonstrate effective word choice
        v. Employ varied and appropriate sentence structure