High Advanced
LISTENING & SPEAKING

Students should be able to:

1. listen, speak, and respond appropriately to authentic conversations on familiar and unfamiliar topics.

2. prepare and present a short formal speech on a familiar topic.

3. use and respond to reduced speech and some slang based on familiar and unfamiliar topics.

4. use and respond to high frequency idiomatic expressions.

5. to respond appropriately to social cues in a variety of face to face and phone conversations.

6. to follow multi-step instructions on a variety of situations.

Examples:

1. Students will listen to, as well as develop and ask questions to a variety of guest speakers on such topics as financial aid, hiring expectations, and buying and selling houses.

2. Students present a “how to” speech.

3. “Didja get the job?” “Wassup with that?” “Couldja gimme a ride ta school?” “You outta git goin’”

4. “Break a leg” “I’m under the weather” “I’m broke.”


6. Follow a police offer’s instructions in a sobriety test.
Students should be able to:

1. interpret authentic materials on *familiar* and *unfamiliar* topics.

2. identify and analyze the writer’s purpose in descriptive, informational, persuasive, and narrative writings.

3. read and interpret different kinds of authentic materials.

4. to identify key elements for summarizing and paraphrasing in authentic materials such as a U.S. History text, a speech, and a School Newsletter, an office memo.

5. infer, draw conclusions, and make predictions in a variety of authentic reading materials on familiar and unfamiliar topics.

6. use a variety of reference materials effectively.

7. identify the writer’s mood and tone in a variety of reading materials.

Examples:

1. *Textbooks, electronic or appliance direction manuals, assembly directions for toys and furniture.*

2. *Newspaper editorials, political opinion articles*

3. *Literature, newspapers, magazines, textbooks, workplace safety manuals.*

4. *Topic sentences, main idea, key phrases and vocabulary.*

5. *Political flyers, healthcare pamphlets.*

6. *Thesaurus, encyclopedia, medical dictionaries, how to manual, employment resources, Internet resources*

7. *Short stories, essays, poems, editorials, social and political flyers*
Students should be able to:

1. compose a three to five paragraph paper with an introduction, support and conclusion about familiar and unfamiliar topics.
   
   Examples:
   
   1. An academic composition, a formal letter, a report.

2. compose a three to five paragraph composition, letter or report on unfamiliar topics using descriptive, informational, persuasive, or narrative styles.

   Examples:


3. use independently prewriting skills.

   Examples:

   3. Brainstorming, outlining, clustering

4. apply proofreading and editing skills for spelling, punctuation, syntax, and most grammar.

   Examples:

   4. Students edit and revise a paragraph, a short composition, or a letter.

5. use transitional words and phrases within a student composition.

   Examples:

   5. Even though, first of all, for example, and finally.

6. summarize and paraphrase information on familiar and unfamiliar topics.

   Examples:

   6. Students paraphrase a presentation on Drinking and Driving.

7. compose an authentic resume and cover letter.

   Examples:

   7. Students create their own resume and cover letters for various types of jobs found in a newspaper, online advertising or place of employment.

8. compose a formal business letter.

   Examples:

   8. Students write a letter of complaint, reply or opinion.
**GRAMMAR**

Students should be able to:

1. contrast future and future progressive.

2. identify and use future perfect and future perfect progressive.

3. contrast all tenses.

4. use a variety of modals with conditionals.

5. identify and recognize adjective clauses.

6. identify and recognize subordinate conjunctions.

7. contrast gerunds and infinitives.

---

**Examples:**

1. I will work any shift available. vs. I will be working third shift tomorrow.

2. My family will have eaten by the time I get home.

---

<table>
<thead>
<tr>
<th>Present Tenses</th>
<th>Past Tenses</th>
<th>Future Tenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>study</td>
<td>studied</td>
<td>will study</td>
</tr>
<tr>
<td>am/is/are</td>
<td>was/were</td>
<td>will be studying</td>
</tr>
<tr>
<td>studying</td>
<td>studying</td>
<td></td>
</tr>
<tr>
<td>have studied</td>
<td>had studied</td>
<td>will have studied</td>
</tr>
<tr>
<td>have been</td>
<td>had been</td>
<td>will have been studying</td>
</tr>
<tr>
<td>studying</td>
<td>studying</td>
<td></td>
</tr>
</tbody>
</table>

---

4. If Angelo visits Italy, he can go to the Coliseum.
   If Angelo visits Italy, he should see the Vatican.
   If Angelo visits Italy, he must go to the Spanish Steps.

5. The man who lives next door just got a new car.

6. Although it was hot, he was wearing a coat.

7. I like dancing versus I like to dance.
TOPICS COVERED AT THIS LEVEL SHOULD BE:

For the first 48 hours of instruction:

1. Financial and Money Issues
   A: Identify and access sources for various loans.
   B: Recognize and apply the concepts of interest and late fees
   C: Recognize how to protect oneself from identity theft

2. Insurance
   A: Identify and interpret the basic parts and coverage’s of homeowner’s, renters and auto policies.
   B: Call for an insurance quote and information
   C: Report a claim to an insurance company representative.

3. Common Current Event Issues
   A: Discuss the impact the news has on his/her life.
   B: Debate current event issues
   C: Compare and contrast major American Issues with other countries (e.g. gun laws, smoking laws)

4. Comparing Cultures
   A: Identify elements of cultural diversity in American life versus one’s own lifestyle in his/her country.
   B: Identify common traditions, religious practices and political trends.

COMPETENCIES:

Upon completion of the first 48 hours of instruction, a student should be able to:

A: Identify and access sources for various loans.
B: Recognize and apply the concepts of interest and late fees
C: Recognize how to protect oneself from identity theft

A: Identify and interpret the basic parts and coverage’s of homeowner’s, renters and auto policies.
B: Call for an insurance quote and information
C: Report a claim to an insurance company representative.

A: Discuss the impact the news has on his/her life.
B: Debate current event issues
C: Compare and contrast major American Issues with other countries (e.g. gun laws, smoking laws)

A: Identify elements of cultural diversity in American life versus one’s own lifestyle in his/her country.
B: Identify common traditions, religious practices and political trends.
For the second 48 hours of instruction:

5. Health Systems

   A: Identify medical care and resources in the community
   B: Fill out an insurance claims form
   C: Read and interpret benefits
   D: Compare medical systems

6. Becoming an American Citizen

   A: Research ways to achieve citizenship and take classes.
   B: Identify basic steps towards achieving citizenship.
   C: Recognize and discuss rights and responsibilities of being a U.S. citizen.

7. Transitioning into College Programs
   (academic, vocational, personal development)

   A: Identify classes and programs of interest.
   B: Recognize prerequisites for class choices
   C: Read and interpret the schedule of classes
   D: Enroll in a class or program and access financial resources
## HIGH ADVANCED

### NRS DESCRIPTORS

<table>
<thead>
<tr>
<th>TEST BENCHMARK</th>
<th>CELSA SCORE RANGE 54 - 69</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAKING AND LISTENING</strong></td>
<td>These students can understand and participate effectively in face to face conversations on everyday subjects spoken at normal speed; They can converse and understand independently in survival work and social situations; They can also expand on basic ideas in conversations, but with some hesitation; Students can clarify general meaning and control basic grammar, although they still lack total control over complex structures.</td>
</tr>
<tr>
<td><strong>READING AND WRITING</strong></td>
<td>At this level, an individual can read authentic materials on everyday subjects and can handle most reading related to life roles; this student can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; the student uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multi-paragraph essays with a clear introduction and development of ideas; the writings are well formed sentences, appropriate mechanics and spelling and few grammatical errors.</td>
</tr>
<tr>
<td><strong>FUNCTIONAL AND WORKPLACE</strong></td>
<td>The individual has a general ability to use English effectively to meet most routine social and work situations and can interpret routine charts, graphs and tables and complete forms; the student has high ability to communicate on the telephone and understands radio and television; this person can meet work demands that require reading and writing and can interact with the public. In addition, this individual can use common software and learn new applications and can define the purpose of software and select new applications appropriately; She/he can instruct others in use of software and technology.</td>
</tr>
</tbody>
</table>
**CORE TEXT:** *(CURRENTLY UNDECIDED)*

**SUPPLEMENTAL TEXTS:**

<table>
<thead>
<tr>
<th>Readers</th>
<th>Grammar</th>
<th>Dictionaries</th>
<th>Workbooks</th>
</tr>
</thead>
</table>

**TEACHER RESOURCES**
Understanding and Using English Grammar (AZAR)
The Advanced Grammar Book

High Advanced Revised 8/9/05