



# Course Description

## A. COVER PAGE

<b>1. Course Title</b> Beginning Literacy ESL	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts (for 2003) <input checked="" type="checkbox"/> English as a Second Language
<b>2. Transcript Title / Abbreviation</b> ESL 1	
<b>3. Transcript Course Code / Number</b>	
<b>4. School</b> Monrovia Community Adult School	
<b>5. District</b> Monrovia Unified School District	
<b>6. City</b> Monrovia, CA	<b>10. Grade Level(s)</b> Adults
<b>7. School / District Web Site</b> <a href="http://www.monroviaadultschool.com">www.monroviaadultschool.com</a>	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>8. School Contact</b>  Name: Flint Fertig  Title/Position: Director of Adult Education and Alternative Programs  Phone: 626.471.3035  Fax: 626.471.3036  E-mail: <a href="mailto:ffertig@monroviaschools.net">ffertig@monroviaschools.net</a>	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: 0.33 (quarter equivalent) _____
	<b>13. Date of School Board Approval</b>
<b>14. Length of Course:</b> 24 weeks / 4 classes per week / 4 hours per class	
<b>15. Total Course Hours:</b> 384 hours	
<b>16. Pre-Requisites</b> CASAS pre-test	
<b>17. Co-Requisites</b> EL Civics – 128 hours	
<b>18. Brief Course Description -</b> ESL 1 is a non-credit, open enrollment course designed for students who have little or no literacy skills in English or their native language. Throughout the course students will build basic English vocabulary and acquire basic reading and writing skills. Students are exposed to the language through <i>Future Intro</i> and supplemental texts to become better prepared for ESL 2 classes. Students who demonstrate proficiency in ESL 1 learning objectives can read and copy letters and numbers, can write name, address and date, can ask simple questions, and speak statements of basic needs. Proficiency in ESL 1 is based on satisfactory performance on the listening, speaking, reading, and writing assessments outlined in the Course Syllabus and by CASAS testing. A certificate of completion is awarded for proficiency.	

## **B. COURSE CONTENT**

### **19. Course Goals and/or Major Student Learner Outcomes**

By completing the ESL 1 courses, students will achieve the following course objectives and outcomes:

- I. Be Prepared for ESL 2**
- II. Attain Monrovia Community Adult School Student Learning Outcomes becoming:**
  - A. a Problem Solver by adapting to the new situation of learning English and developing critical thinking skills by becoming proficient of the English sound system and alphabet as measured by multiple formative and cumulative assessments
  - B. a Lifelong Learner by acquiring basic life skills to become a productive member of his or her community and by setting at least three personal goals associated with becoming English proficient, identifying the ways in which those goals can be achieved, and demonstrating the goals were accomplished
  - C. An Effective Communicator by becoming proficient in the English sound system and alphabet and the basic structural patterns of the English language as measured by multiple formative and cumulative assessments
  - D. an Economic Participant by understanding and applying initial concepts of numeracy, money management, and consumerism in everyday life
- III. ESL 1 Citrus College Adult Education Consortium (CCAEC) Language Proficiency Objectives are below:**
  - A. Reading**

As a result of this course students will be able to:

    - 1. Identify and pronounce the letters of the English alphabet (upper and lower case).
    - 2. Use common phonological patterns to sound out unfamiliar words.
    - 3. Use capitalization as a clue to interpret word meaning and use (names of people, place names).
    - 4. Apply appropriate inflections for punctuation – Period & question mark.
    - 5. Read and understand basic short texts that contain familiar vocabulary.
    - 6. Answer basic informational comprehension questions.
    - 7. Use a picture dictionary to aid in comprehension and memorization.
    - 8. Predict the content of a text from pictures using basic vocabulary.
  - B. Writing**

As a result of this course students will be able to:

    - 1. Use letters to represent sounds.
    - 2. Use capitalization and end punctuation to mark the beginning and end of sentences.
    - 3. Use capitalization to write proper nouns.
    - 4. Spell words with suffixes including plural –s, third person singular –s, past–ed, possessive –‘s, and present participle–ing.
    - 5. Use literacy-level grammar points in writing.
    - 6. Complete simple forms.
    - 7. Write basic personal information (last name, first name, ID number).
    - 8. Write information from charts & tables

### **C. Listening**

As a result of this course students will be able to:

1. Recognize and distinguish between the various sounds of English.
  - a. Vowels and consonants
2. Recognize common contractions (I'm, he's, isn't, aren't).
3. Recognize intonation used in statements and questions.
4. Demonstrate understanding of:
  - a. Basic social exchanges and conversation
  - b. Basic requests for repetition, clarification, or information
  - c. Basic single commands, instructions, directions, and routine announcements
  - d. Short, basic warnings
  - e. Expressions of courtesy and polite language
5. Demonstrate recognition of common basic gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate.

### **D. Speaking**

As a result of this course students will be able to:

1. Demonstrate pronunciation of the various sounds of English.
  - a. Vowels and consonants
  - b. Voiced versus voiceless sounds
2. Demonstrate pronunciation and use of common contractions (I'm, he's, she's, it's, we're, they're).
3. Make use of short answers (yes or no).
4. Engage in basic social exchanges and conversation.
5. Use basic requests for repetition or clarification.
6. Convey basic single-step instructions and directions.
7. Ask and answer basic informational questions.
8. Use basic gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate.

### **E. Grammar**

As a result of this course students will be able to:

1. Verbs
  - a. Select correct forms of the simple present.
  - b. Use and discriminate between common forms of "to be."
  - c. Maintain subject/verb agreement across simple sentences.
  - d. Use common "to be" verb contractions (He's, She's, I'm, They're, Isn't, Aren't).
2. Nouns
  - a. Use correct forms of singular and plural nouns and subject pronouns.
  - b. Maintain noun, pronoun, and possessive noun agreement across simple and compound sentences.
3. Adjectives and Adverbs
  - a. Place adjective and adverb phrases in correct sequence.
4. Function Words
  - a. Select appropriate function words in correct sequence and order including articles, prepositions of time, demonstratives (this, that, these, those).
5. Sentence Structure
  - a. Construct simple sentences.

## 20. Course CASAS Standards

*CASAS Standards covered in ESL 1 are below (specific standards covered by unit are noted in Course Syllabus under “Correlations”):*

CS#	Reading Content Standard
<b>R1</b>	<b>Beginning literacy / Phonics</b>
R1.1	Identify the letters of the English alphabet (upper and lower case)
R1.2	Recognize that letters make words and words make sentences
R1.3	Read from left to right, top to bottom, front to back
R1.4	Relate letters to sounds
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms
R1.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)
<b>R2</b>	<b>Vocabulary</b>
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, □, □)
R2.2	Read basic sight words (e.g., the, is)
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
R2.5	Interpret contractions
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., <u>im</u> possible, <u>anti</u> -war, <u>attende</u> e)
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of
<b>R3</b>	<b>General reading comprehension</b>
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
R3.2	Read and understand simple sentences that contain familiar vocabulary
R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)
R3.6	Interpret simple written instructions

CS#	Reading Content Standard
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)
R3.11	Make connections between related information across different sections of a text
R3.12	Use supporting illustrations to interpret text
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next <i>purchase</i> .)
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
R3.15	Interpret idioms and collocations from context
R3.16	Interpret figurative meanings of words from context (e.g., flooded with
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)
R3.18	Interpret analogies in familiar contexts
R3.19	Interpret meaning of metaphors and similes in context
<b>R4</b>	<b>Text in format</b>
R4.1	Read numbers
R4.2	Read clock times
R4.3	Read dates
R4.4	Read money amounts
R4.5	Read simple handwriting
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)
R4.8	Interpret information in charts and tables (e.g., bus schedules)

CS#	Listening Content Standard
<b>L1</b>	<b>Phonology</b>
L1.1	Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)
L1.2	Recognize words and sounds when they are modified by adjacent sounds (e.g., final “s”: walks [s] vs. plays [z]; final “-ed”: walked [t] vs. played
L1.3	Distinguish individual words in connected speech
L1.4	Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions,
L1.5	Recognize reduced forms of words and phrases (e.g., <i>gonna</i> , <i>gimme</i> ; <i>Did you/Didja</i> , <i>twenty/twenny</i> )
L1.6	Recognize location of stress in multi-syllable words (e.g., <i>My address is 312 Date Street.</i> vs. <i>Please address this envelope.</i> )

CS#	Listening Content Standard
L1.7	Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change <i>I don't believe it!</i> from an expression of skepticism to an exclamation of surprise.)
<b>L2</b>	<b>Vocabulary</b>
L2.1	Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival,
L2.2	Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated
L2.3	Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation,
L 2.5	Comprehend homonyms in context (e.g., <i>There's a <u>hole</u> in the bag.</i> / <i>Get a <u>whole</u> bag.</i> )
L2.6	Comprehend words changed by prefixes, suffixes, etc. (e.g., <i>happy/unhappy</i> ; <i>govern, government</i> )
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues
L2.8	Comprehend a wide range of vocabulary such as synonyms (e.g., <i>doctor</i> vs. <i>physician</i> ), precise terminology (e.g., <i>home</i> vs. <i>duplex apartment</i> ), phrasal verbs and idioms (e.g., <i>to be late</i> vs. <i>running behind schedule</i> ) on
L2.9	Comprehend specialized vocabulary (e.g., technical, academic)
<b>L3</b>	<b>Grammar</b>
L3.1	Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to need, to
L3.2	Recognize pronouns and follow pronouns across a statement (e.g., <i>Carlos lives with his mother.</i> )
L3.3	Recognize contracted forms
L3.4	Recognize imperative constructions
L3.5	Recognize negative constructions
L3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements
L3.7	Recognize noun plurals
<b>L4</b>	<b>General Discourse</b>
L4.1	Comprehend simple learned social exchanges
L4.2	Comprehend simple conversations
L4.3	Comprehend simply expressed states and feelings
L4.10	Comprehend media messages with visual support (e.g., TV news, weather reports, and movies)
<b>L5</b>	<b>Informational Discourse</b>
L5.1	Comprehend short emergency warnings and commands (e.g., <i>Stop! Wait!</i> )
L5.2	Comprehend brief messages (e.g., <i>Your husband called. Ms. Garcia wants to see you right away.</i> )

CS#	Listening Content Standard
<b>L6</b>	<b>Strategies and Critical Thinking</b>
L6.1	Identify the topic, main idea, or gist of brief discourse or information
L6.2	Listen for simple specific details of brief discourse (e.g., <i>What time will the train leave?</i> )
L6.3	Make inferences from simple statements or conversation

***CASAS Competencies covered by unit are below (specific Competencies covered by unit are noted in Course Syllabus under “Correlations”):***

Unit	CS#	Description
	<b>0.</b>	<b>Basic Communications</b>
<b>1</b>	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
<b>1</b>	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
<b>1</b>	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
<b>1</b>	0.1.5	Interact effectively in the classroom
<b>1</b>	0.1.6	Clarify or request clarification
<b>1</b>	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
<b>1</b>	0.2.1	Respond appropriately to common personal information questions
<b>1</b>	0.2.2	Complete a personal information form
	<b>2.</b>	<b>Community Resources</b>
<b>1</b>	2.1.8	Use a telephone or similar device to make and receive calls and for other functions
<b>1</b>	2.7.2	Interpret information about ethnic groups, cultural groups, and language groups
<b>Unit</b>	<b>0.</b>	<b>Basic Communications</b>
<b>2</b>	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
<b>2</b>	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
<b>2</b>	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
<b>2</b>	0.1.5	Interact effectively in the classroom

Unit	CS#	Description
2	0.1.6	Clarify or request clarification
2	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
<b>2. Community Resources</b>		
2	2.1.8	Use a telephone or similar device to make and receive calls and for other functions
2	2.8.2	Identify, evaluate, and access schools and other learning resources
2	2.8.3	Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
2	2.8.5	Interpret school-related forms, such as registration and application forms
<b>7. Learning and Thinking Skills</b>		
2	7.4.1	Identify and use effective study strategies
2	7.4.2	Take notes or write a summary or an outline
2	7.4.3	Identify and use strategies for remembering information
2	7.4.4	Identify, evaluate and use appropriate informational resources, including the Internet
2	7.4.5	Use reference materials, such as dictionaries and encyclopedias
2	7.4.7	Identify and use test-taking skills and strategies.
2	7.4.9	Identify personal learning style.
<b>0. Basic Communications</b>		
3	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
3	0.1.5	Interact effectively in the classroom
3	0.1.6	Clarify or request clarification
<b>2. Community Resources</b>		
3	2.3.1	Interpret clock time
3	2.3.2	Identify the months of the year and the days of the week
3	2.3.4	Interpret and write dates



Unit	CS#	Description
3	2.7.2	Interpret information about ethnic groups, cultural groups, and language groups
<b>0. Basic Communications</b>		
4	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
4	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
4	0.1.5	Interact effectively in the classroom
4	0.1.6	Clarify or request clarification
4	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
<b>8. Learning and Thinking Skills</b>		
4	8.1.4	Recognize and/or demonstrate selection and care of clothing and property.
4	8.2.1	Recognize and/or demonstrate meal and snack preparation tasks and activities.
4	8.2.2	Recognize and/or demonstrate dishwashing and meal clean-up activities.
4	8.2.3	Recognize and/or demonstrate housekeeping and house cleaning tasks.
4	8.2.4	Recognize and/or demonstrate laundry skills and related clothing-care skills.
4	8.2.5	Recognize and/or demonstrate yard and garden tasks and activities.
4	8.2.6	Recognize and/or demonstrate general household repair and maintenance.
4	8.3.1	Identify and interact with persons in the home environment who can provide support in achieving goals (e.g., family, friends, caregivers)
<b>0. Basic Communications</b>		
5	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
5	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
5	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
5	0.1.5	Interact effectively in the classroom
5	0.1.6	Clarify or request clarification

<b>Unit</b>	<b>CS#</b>	<b>Description</b>
<b>5</b>	<b>0.2.1</b>	Respond appropriately to common personal information questions
<b>5</b>	<b>0.2.2</b>	Complete a personal information form
<b>1. Consumer Economics</b>		
<b>5</b>	<b>1.1.6</b>	Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
<b>5</b>	<b>1.2.1</b>	Interpret information about ethnic groups, cultural groups, and language groups
<b>5</b>	<b>1.2.2</b>	Compare price, quality, and product information to determine the best buys for goods and services
<b>5</b>	<b>1.2.6</b>	Identify places to purchase goods and services, including the Internet
<b>5</b>	<b>1.2.7</b>	Interpret information or directions to locate merchandise
<b>5</b>	<b>1.3.1</b>	Identify, compare and use methods for purchasing goods and services, including online purchasing
<b>5</b>	<b>1.6.4</b>	Interpret sales receipts
<b>2. Community Resources</b>		
<b>5</b>	<b>2.3.2</b>	Identify the months of the year and the days of the week
<b>5</b>	<b>2.7.2</b>	Interpret information about ethnic groups, cultural groups, and language groups
<b>6. Math</b>		
<b>5</b>	<b>6.0.1</b>	Identify and classify numeric symbols
<b>5</b>	<b>6.0.2</b>	Count and associate numbers with quantities, including recognizing correct number sequencing
<b>5</b>	<b>6.0.3</b>	Identify information needed to solve a given problem
<b>5</b>	<b>6.0.4</b>	Determine appropriate operation to apply to a given problem
<b>Unit 0. Basic Communications</b>		
<b>6</b>	<b>0.1.1</b>	Identify or use appropriate non-verbal behavior (e.g., handshaking)
<b>6</b>	<b>0.1.2</b>	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
<b>6</b>	<b>0.1.4</b>	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)

Unit	CS#	Description
6	0.1.5	Interact effectively in the classroom
<b>1. Consumer Economics</b>		
6	1.1.4	Interpret, use and compute measurement for consumer-related purposes
6	1.1.7	Identify product containers and related units of measure
6	1.2.1	Interpret advertisements, labels, charts, and price tags in selecting goods and services
6	1.2.2	Compare price, quality, and product information to determine the best buys for goods and services
6	1.2.4	Interpret or compute unit pricing
6	1.2.8	Identify common food items
<b>2. Community Resources</b>		
6	2.6.4	Interpret and order from restaurant and fast food menus, and compute costs
6	2.7.2	Interpret information about ethnic groups, cultural groups, and language groups
<b>6. Math</b>		
6	6.0.2	Count and associate numbers with quantities, including recognizing correct number sequencing
6	6.0.3	Identify information needed to solve a given problem
<b>7. Learning and Thinking Skills</b>		
6	7.4.8	Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics
<b>Unit 0. Basic Communications</b>		
7	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
7	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
7	0.1.5	Interact effectively in the classroom
7	0.1.8	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
7	0.2.3	Interpret or write a personal note, invitation, or letter
7	0.2.4	Converse about daily and leisure activities and personal interests

Unit	CS#	Description
<b>1. Consumer Economics</b>		
7	1.4.1	Identify different kinds of housing, areas of the home, and common household items
7	1.4.2	Select appropriate housing by reading ads, signs, and other information, and by making inquiries
7	1.7.6	Place a notice or ad to sell items
<b>2. Community Resources</b>		
7	2.1.8	Use a telephone or similar device to make and receive calls and for other functions
7	2.7.2	Interpret information about ethnic groups, cultural groups, and language groups
7	2.7.9	Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural
<b>0. Basic Communications</b>		
8	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
8	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
8	0.1.5	Interact effectively in the classroom
8	0.1.6	Clarify or request clarification
8	0.2.4	Converse about daily and leisure activities and personal interests
<b>1. Consumer Economics</b>		
8	1.1.6	Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
8	1.2.1	Interpret advertisements, labels, charts, and price tags in selecting goods and services
8	1.2.2	Compare price, quality, and product information to determine the best buys for goods and services
8	1.2.3	Compute discounts
8	1.2.4	Interpret or compute unit pricing
8	1.2.7	Interpret information or directions to locate merchandise
8	1.2.9	Identify common articles of clothing
8	1.3.1	Identify, compare and use methods for purchasing goods and services, including online purchasing

Unit	CS#	Description
8	1.3.3	Make returns, exchanges, and customer service requests
8	1.3.7	Interpret information or directions to locate merchandise
<b>2. Community Resources</b>		
8	2.7.2	Interpret information about ethnic groups, cultural groups, and language groups
8	2.7.9	Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural
Unit	CS#	Description
<b>0. Basic Communications</b>		
9	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
9	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
9	0.1.5	Interact effectively in the classroom
9	0.1.6	Clarify or request clarification
9	0.2.4	Converse about daily and leisure activities and personal interests
<b>2. Community Resources</b>		
9	2.1.7	Take, interpret, and leave telephone messages
9	2.3.2	Identify the months of the year and the days of the week
9	2.7.2	Interpret information about ethnic groups, cultural groups, and language groups
9	2.8.3	Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
<b>4. Employment</b>		
9	4.6.2	Identify the months of the year and the days of the week
9	4.8.1	Interpret information about ethnic groups, cultural groups, and language groups
9	4.8.3	
<b>7. Learning and Thinking Skills</b>		
9	7.1.4	Identify and classify numeric symbols

Unit	CS#	Description
9	7.2.3	Count and associate numbers with quantities, including recognizing correct number sequencing
9	7.2.2	Identify information needed to solve a given problem
9	7.2.5	Determine appropriate operation to apply to a given problem
<b>8. Independent Living</b>		
9	8.2.1	Recognize and/or demonstrate meal and snack preparation tasks and activities
9	8.2.2	Recognize and/or demonstrate dishwashing and meal clean-up activities
9	8.2.3	Recognize and/or demonstrate housekeeping and house cleaning tasks
9	8.2.4	Recognize and/or demonstrate laundry skills and related clothing-care skills
9	8.2.5	Recognize and/or demonstrate yard and garden tasks and activities
9	8.2.6	Recognize and/or demonstrate general household repair and maintenance
<b>0. Basic Communications</b>		
10	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
10	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
10	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
10	0.1.5	Interact effectively in the classroom
10	0.1.6	Clarify or request clarification
<b>2. Community Resources</b>		
10	2.2.2	Recognize and use signs related to public transportation
10	2.2.3	Identify or use different types of transportation in the community, and interpret traffic information
10	2.2.5	Use maps relating to travel needs, including Internet-based map systems
10	2.5.1	Locate and utilize services of agencies that provide emergency help
10	2.5.8	Identify community organizations and their purpose and functions

Unit	CS#	Description
10	2.7.2	Interpret information about ethnic groups, cultural groups, and language groups
<b>Unit</b>	<b>0.</b>	<b>Basic Communications</b>
11	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
11	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
11	0.1.5	Interact effectively in the classroom
11	0.1.6	Clarify or request clarification
<b>2.</b>		<b>Community Resources</b>
11	2.1.2	Use a telephone or similar device to make and receive calls and for other functions
<b>3.</b>		<b>Health</b>
11	3.1.2	Identify information necessary to make or keep medical and dental appointments
11	3.3.1	Identify and use appropriate medications, including prescription, over-the-counter, and generic medications
11	3.3.2	Interpret medicine labels
11	3.3.4	Interpret information on medications and their proper and safe use
11	3.4.1	Interpret product label directions and safety warnings
11	3.6.1	Identify parts of the body
11	3.6.3	Interpret information about illnesses, diseases, and health conditions, and their symptoms
11	3.6.4	Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions
<b>0.</b>		<b>Basic Communications</b>
12	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
12	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
12	0.1.5	Interact effectively in the classroom
12	0.1.6	Clarify or request clarification
12	0.2.4	Converse about daily and leisure activities and personal interests

Unit	CS#	Description
<b>2. Community Resources</b>		
12	2.7.2	Interpret information about ethnic groups, cultural groups, and language groups
12	2.7.9	Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural
<b>4. Employment</b>		
12	4.1.2	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
12	4.1.3	Identify and use sources of information about job opportunities such as job descriptions, job ads, and online searches, and about the job market
12	4.1.5	Identify how to interview appropriately for a job
12	4.1.6	Interpret general work-related vocabulary (e.g., supervisor, shift)
12	4.1.8	Identify common occupations and the skills and education required for them
<b>7. Learning and Thinking Skills</b>		
12	7.1.4	Identify and classify numeric symbols

## 21. Course Scope and Sequence



# SCOPE AND SEQUENCE

Unit	Vocabulary	Listening and Speaking	Reading	Grammar
<b>Pre-Unit</b> <b>Getting Started</b> <i>page 2</i>	<ul style="list-style-type: none"> <li>Activities in the classroom</li> <li>The alphabet</li> <li>Numbers 1–10</li> </ul>	<ul style="list-style-type: none"> <li>Follow classroom instructions</li> <li>Understand the alphabet</li> <li>Understand the numbers</li> </ul>	<ul style="list-style-type: none"> <li>Locate sections in the book</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to imperatives</li> </ul>
<b>1</b> <b>Nice to Meet You</b> <i>page 5</i>	<ul style="list-style-type: none"> <li>Countries</li> <li>The alphabet</li> <li>Numbers 0–9</li> <li><i>He, she</i></li> <li><i>You, we, they</i></li> </ul>	<ul style="list-style-type: none"> <li>Introduce yourself</li> <li>Spell first and last names</li> <li>Say important numbers</li> <li>Talk about yourself</li> <li>Introduce someone</li> <li>Talk about people</li> </ul>	<ul style="list-style-type: none"> <li>Read a form</li> <li>Read about greetings</li> </ul>	<ul style="list-style-type: none"> <li><i>I am, you are</i></li> <li><i>He is, she is</i></li> <li><i>You are, we are, they are</i></li> </ul>
<b>2</b> <b>Welcome to Class</b> <i>page 27</i>	<ul style="list-style-type: none"> <li>Classroom items</li> <li>Classroom instructions</li> <li>Places in a school</li> <li><i>Next to</i></li> <li><i>Across from</i></li> <li>Titles</li> <li>Study skills</li> </ul>	<ul style="list-style-type: none"> <li>Ask for things in class</li> <li>Follow classroom instructions</li> <li>Talk about places in a school</li> <li>Describe locations</li> <li>Talk about study skills</li> </ul>	<ul style="list-style-type: none"> <li>Read an online form</li> <li>Read about classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Imperatives</li> <li>Simple present: <i>I, you, we, they</i></li> </ul>
<b>3</b> <b>On Time</b> <i>page 47</i>	<ul style="list-style-type: none"> <li>Numbers and time</li> <li>Daily activities</li> <li>Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Say the time</li> <li>Talk about time and schedules</li> <li>Talk about daily activities</li> <li>Talk about your weekly schedule</li> </ul>	<ul style="list-style-type: none"> <li>Read a weekly schedule</li> <li>Read about time</li> </ul>	<ul style="list-style-type: none"> <li><i>From / to, at, on</i></li> </ul>
<b>4</b> <b>Family and Home</b> <i>page 65</i>	<ul style="list-style-type: none"> <li>Family members</li> <li>Household chores</li> <li>Months and seasons</li> <li>Dates</li> </ul>	<ul style="list-style-type: none"> <li>Identify family members</li> <li>Say who is in your family</li> <li>Talk about chores at home</li> <li>Say months of the year</li> <li>Talk about dates</li> </ul>	<ul style="list-style-type: none"> <li>Read about someone's family members</li> <li>Read an application form</li> <li>Read about home and work</li> </ul>	<ul style="list-style-type: none"> <li>Singular and plural</li> <li>Yes / No questions</li> </ul>

Writing	Document Literacy Numeracy	Life Skills	English At Work
<ul style="list-style-type: none"> <li>• Write the alphabet</li> <li>• Write the numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Understand numbers 1–10</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce yourself</li> <li>• Understand course numbers and room numbers for school</li> </ul>	
<ul style="list-style-type: none"> <li>• Write first and last names</li> <li>• Write important numbers</li> <li>• Fill out a form</li> <li>• Write about greetings</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a world map</li> <li>• Read a student ID</li> <li>• Understand an online form</li> </ul>	<ul style="list-style-type: none"> <li>• Read and fill out a form</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Go online and find your school's website.</li> </ul>	<ul style="list-style-type: none"> <li>• Say hello</li> </ul>
<ul style="list-style-type: none"> <li>• Fill out an online form</li> <li>• Write about classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a floor map</li> <li>• Understand an online form</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a form</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Find a form online and write your information.</li> </ul>	<ul style="list-style-type: none"> <li>• Help someone fill out a form</li> </ul>
<ul style="list-style-type: none"> <li>• Write a weekly schedule</li> <li>• Write about time</li> </ul>	<ul style="list-style-type: none"> <li>• Tell time from a digital clock</li> <li>• Tell time from an analog clock</li> <li>• Interpret daily and weekly schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write a weekly schedule</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Go online and find the class schedule for your school.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about schedules</li> </ul>
<ul style="list-style-type: none"> <li>• Write about home and work</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a yearly calendar</li> <li>• Understand the format of dates</li> </ul>	<ul style="list-style-type: none"> <li>• Fill out a form</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Find an application form online and fill out the form.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask about someone's family</li> </ul>

Text in purple refers to workplace and employability topics.

# SCOPE AND SEQUENCE

Unit	Vocabulary	Listening and Speaking	Reading	Grammar
<b>5</b> <b>How Much Is It?</b> <i>page 85</i>	<ul style="list-style-type: none"> <li>• U.S. coins</li> <li>• U.S. bills</li> <li>• Drugstore items</li> <li>• Prices</li> </ul>	<ul style="list-style-type: none"> <li>• Make change with U.S. coins</li> <li>• Make change with U.S. bills</li> <li>• Ask for and say prices</li> </ul>	<ul style="list-style-type: none"> <li>• Read a receipt</li> <li>• Read about shopping</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Where is, where are</i></li> </ul>
<b>6</b> <b>Let's Eat</b> <i>page 103</i>	<ul style="list-style-type: none"> <li>• Vegetables</li> <li>• Fruit</li> <li>• Amounts</li> <li>• Containers</li> <li>• Food on a menu</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about vegetables</li> <li>• Say what you like and don't like</li> <li>• Say what someone likes and doesn't like</li> <li>• Ask what someone needs</li> <li>• Order food at a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Read an ad</li> <li>• Read a menu</li> <li>• Read about eating</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Like, don't like</i></li> <li>• <i>Likes, doesn't like</i></li> </ul>
<b>7</b> <b>Apartment for Rent</b> <i>page 123</i>	<ul style="list-style-type: none"> <li>• Rooms in a home</li> <li>• Words to describe rooms</li> <li>• Furniture and appliances</li> <li>• Addresses</li> </ul>	<ul style="list-style-type: none"> <li>• Identify rooms in a home</li> <li>• Talk about a home</li> <li>• Ask about furniture and appliances</li> <li>• Give an address</li> </ul>	<ul style="list-style-type: none"> <li>• Read an envelope</li> <li>• Read about moving</li> </ul>	<ul style="list-style-type: none"> <li>• <i>There is, there are</i></li> <li>• <i>Is there, are there</i></li> </ul>
<b>8</b> <b>Let's Go Shopping</b> <i>page 141</i>	<ul style="list-style-type: none"> <li>• Clothing</li> <li>• Clothing sizes</li> <li>• Colors</li> <li>• Problems with clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Identify clothing you need</li> <li>• Ask for clothing sizes</li> <li>• Describe clothing</li> <li>• Return clothing to a store</li> </ul>	<ul style="list-style-type: none"> <li>• Read a store ad</li> <li>• Read about clothing at a wedding</li> </ul>	<ul style="list-style-type: none"> <li>• <i>This, that, these, those</i></li> <li>• Adjective + noun</li> </ul>

Writing	Document Literacy Numeracy	Life Skills	English At Work
<ul style="list-style-type: none"> <li>• Write about shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize U.S. currency</li> <li>• Understand price tags</li> <li>• Calculate prices</li> <li>• Understand a receipt</li> </ul>	<ul style="list-style-type: none"> <li>• Read a receipt</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Find an online drugstore and add up the total price of several items you want to buy.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer a customer's questions</li> </ul>
<ul style="list-style-type: none"> <li>• Write shopping lists</li> <li>• Write about eating</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a supermarket ad</li> <li>• Understand a menu</li> <li>• Understand units of measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Read an ad</li> <li>• Make a shopping list</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Find your favorite supermarket online and write the names and prices of the foods you need to buy.</li> </ul>	<ul style="list-style-type: none"> <li>• Do an inventory</li> </ul>
<ul style="list-style-type: none"> <li>• Write about moving</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a floor map</li> <li>• Understand apartment ads</li> <li>• Understand an envelope</li> </ul>	<ul style="list-style-type: none"> <li>• Address an envelope</li> <li>• Read an ad</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Find a business's address online and address an envelope to the business.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about apartments</li> </ul>
<ul style="list-style-type: none"> <li>• Write about clothing at a wedding</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret store ads</li> </ul>	<ul style="list-style-type: none"> <li>• Read store ads</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Find a sale on a clothing store website and write the information.</li> </ul>	<ul style="list-style-type: none"> <li>• Help a customer return clothes</li> </ul>

Text in purple refers to workplace and employability topics.

# SCOPE AND SEQUENCE

Unit	Vocabulary	Listening and Speaking	Reading	Grammar
<b>9</b> <b>Our Busy Lives</b> <i>page 159</i>	<ul style="list-style-type: none"> <li>• Free-time activities</li> <li>• Activities at home</li> <li>• Workplace activities</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what you do for fun</li> <li>• Talk about what you are doing</li> <li>• Ask about ongoing activities</li> <li>• Talk about ongoing activities at work</li> </ul>	<ul style="list-style-type: none"> <li>• Read the transcript of a voicemail</li> <li>• Read about weekend schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Present continuous</li> <li>• Present continuous: Yes / No questions and answers</li> <li>• Present continuous negative</li> </ul>
<b>10</b> <b>Where's the Bus Stop?</b> <i>page 177</i>	<ul style="list-style-type: none"> <li>• Places in the community</li> <li>• Public places</li> <li>• Getting to work</li> <li>• Directions</li> <li>• Traffic signs</li> </ul>	<ul style="list-style-type: none"> <li>• Ask about places in the community</li> <li>• Ask where places are</li> <li>• Ask about transportation</li> <li>• Ask for and give directions</li> </ul>	<ul style="list-style-type: none"> <li>• Read about transportation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Between, across from</i></li> </ul>
<b>11</b> <b>Get Well Soon</b> <i>page 195</i>	<ul style="list-style-type: none"> <li>• The body</li> <li>• Medical instructions</li> <li>• Health problems</li> <li>• Emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Make an appointment</li> <li>• Listen to a doctor</li> <li>• Offer suggestions</li> <li>• Call 911 for emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Read a medicine label</li> <li>• Read about a doctor's appointment</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Should</i></li> </ul>
<b>12</b> <b>What Do You Do?</b> <i>page 213</i>	<ul style="list-style-type: none"> <li>• Jobs</li> <li>• More jobs</li> <li>• Job skills</li> </ul>	<ul style="list-style-type: none"> <li>• Say your occupation</li> <li>• Ask about someone's job</li> <li>• Talk about job skills</li> <li>• Apply for a job</li> </ul>	<ul style="list-style-type: none"> <li>• Read about a job interview</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Where do / Where does</i></li> <li>• <i>Can</i></li> </ul>



Writing	Document Literacy Numeracy	Life Skills	English At Work
<ul style="list-style-type: none"> <li>• Write about weekend schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a monthly schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Leave a voicemail</li> <li>• Talk about your schedule</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Use your phone to call a classmate or your teacher and leave a voicemail message.</li> </ul>	<ul style="list-style-type: none"> <li>• Take a personal call</li> </ul>
<ul style="list-style-type: none"> <li>• Write about transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a street map</li> <li>• Recognize traffic signs</li> </ul>	<ul style="list-style-type: none"> <li>• Read traffic signs</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Find more traffic signs online and draw one new sign.</li> </ul>	<ul style="list-style-type: none"> <li>• Give directions</li> </ul>
<ul style="list-style-type: none"> <li>• Write about a doctor's appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a medicine label</li> </ul>	<ul style="list-style-type: none"> <li>• Read a medicine label</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Search online for images of medicine labels and write the instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Help someone make an appointment</li> </ul>
<ul style="list-style-type: none"> <li>• Write about a job interview</li> </ul>	<ul style="list-style-type: none"> <li>• Read online job ads</li> </ul>	<ul style="list-style-type: none"> <li>• Read a job ad</li> <li>• Fill out a job application</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>• Find a job ad online and write the skills you need for the job.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply for a new job</li> </ul>

Text in purple refers to workplace and employability topics.

# CORRELATIONS

Unit	CASAS Reading Standards (correlated to CASAS Reading Standards 2016)	CASAS Listening Standards (correlated to CASAS Listening Basic Skills Content Standards)
1	L1: RDG 1.7, 3.4; L2: RDG 1.2, 1.7, 1.8; L3: RDG 1.4, 1.7, 1.8; L4: RDG 1.7, 1.8, 2.10, 3.4; L5: RDG 1.7, 2.9, 2.10; L6: RDG 1.7, 2.9, 2.10; L7: RDG 1.4, 1.7, 1.8, 3.3; L8: RDG 1.7, 1.8, 3.2; L9: RDG 1.7, 1.8, 3.2	L1: 2.1, 2.3, 4.1, 4.2; L2: 2.1, 2.2, 4.1, 4.2; L3: 2.1, 4.1, 4.2; L4: 2.1, 2.3, 3.3, 4.1, 4.2; L5: 2.1, 2.3, 3.1, 3.3, 4.1, 4.2; L6: 2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2; L7: 2.1, 2.3, 4.2; L8: 2.1, 2.3, 4.1, 4.2; L9: 2.1, 2.3
2	L1: RDG 1.7, 1.8, 2.3; L2: RDG 1.7, 1.8, 2.10; L3: RDG 1.7, 1.8, 2.3; L4: RDG 1.7, 1.8, 3.4; L5: RDG 1.4, 1.7, 1.8, 3.3; L6: RDG 1.7, 2.9, 2.10; L7: RDG 1.8, 3.2; L8: RDG 1.7, 1.8, 3.2	L1: 2.1, 2.3, 4.1, 4.2; L2: 3.4, 4.1, 4.2, 5.4; L3: 2.1, 2.3, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2; L5: 2.1, 4.2; L6: 2.1, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2; L7: 2.1, 2.4, 4.2; L8: 2.1, 2.3, 2.4, 4.1, 4.2
3	L1: RDG 1.4; L2: RDG 1.4, 1.7, 1.8, 2.9, 2.10; L3: RDG 1.4, 1.7, 1.8; L4: RDG 1.7, 1.8, 3.2; L5: RDG 1.4, 1.7, 1.8, 3.2; L6: RDG 1.4, 1.7, 1.8, 3.2; L7: RDG 1.4, 1.7, 1.8, 3.2	L1: 2.1, 4.2; L2: 2.1, 2.3, 4.2; L3: 2.1, 2.3, 2.4, 4.1, 4.2; L4: 2.4, 3.1, 4.2; L6: 2.1, 2.3, 4.1, 4.2; L7: 2.1, 2.3, 4.1, 4.2
4	L1: RDG 1.7, 1.8; L2: RDG 1.7, 1.8, 2.10; L3: RDG 1.7, 1.8, 2.3, 2.9, 2.10; L4: RDG 1.4, 1.7, 1.8, 2.1; L5: RDG 1.4, 1.7, 1.8; L6: RDG 1.7, 3.3; L7: RDG 1.8, 3.2; L8: RDG 1.7, 1.8, 3.2	L1: 2.1, 2.3, 4.1, 4.2; L2: 3.7, 4.1, 4.2; L3: 2.1, 2.3, 3.6, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2, 4.3; L5: 2.1, 2.3, 4.1, 4.2; L6: 2.1, 2.3, 4.2; L7: 2.1, 2.4, 4.2; L8: 2.1, 2.3, 4.1, 4.2
5	L1: RDG 1.4, 1.7, 1.8; L2: RDG 1.4, 1.7, 1.8; L3: RDG 1.7, 1.8; L4: RDG 1.4, 1.7, 1.8; L5: RDG 1.4, 1.7, 1.8; L6: RDG 1.7, 3.2; L7: RDG 1.4, 1.7, 1.8, 3.2	L1: 2.1, 2.3, 4.1, 4.2; L2: 2.1, 2.3, 4.1, 4.2; L3: 2.1, 2.3, 3.6, 4.1, 4.2; L4: 2.1, 2.3, 3.6, 4.1, 4.2; L5: 2.1, 2.3, 4.1, 4.2; L6: 2.1, 2.3, 4.2; L7: 2.1, 2.3, 4.1, 4.2
6	L1: RDG 1.7, 1.8; L2: RDG 1.7, 1.8, 2.10; L3: RDG 1.7, 1.8, 2.10, 3.2; L4: RDG 1.4, 1.7, 1.8; L5: RDG 1.4, 1.7, 1.8, 2.1, 2.2; L6: RDG 1.4, 1.7; L7: RDG 1.8, 3.2; L8: RDG 1.7, 1.8, 3.2	L1: 2.1, 2.3, 4.1, 4.2; L2: 3.3, 4.1, 4.2, 4.3; L3: 3.3, 4.1, 4.2, 4.3; L4: 2.1, 2.3, 3.7, 4.1, 4.2, 4.3; L5: 2.1, 2.3, 2.4, 4.1, 4.2; L6: 2.1, 2.3, 2.4, 4.2; L7: 2.1, 2.4, 4.2; L8: 2.1, 2.3, 4.1, 4.2, 4.3
7	L1: RDG 1.7, 1.8, 3.4; L2: RDG 1.7, 1.8, 3.4; L3: RDG 1.7, 1.8, 2.10, 3.4; L4: RDG 1.4, 1.7, 1.8; L5: RDG 1.4, 1.7, 1.8, 2.2; L6: RDG 1.7, 3.2; L7: RDG 1.7, 1.8, 3.2	L1: 2.1, 2.3, 4.1, 4.2; L2: 2.1, 2.3, 3.1, 4.1, 4.2; L3: 2.1, 2.3, 3.1, 3.3, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2; L6: 2.1, 2.3, 4.2; L7: 2.1, 2.3, 4.1, 4.2
8	L1: RDG 1.7, 1.8; L2: RDG 1.7, 1.8, 2.9, 2.10; L3: RDG 1.7, 1.8, 2.9, 2.10; L4: RDG 1.7, 1.8; L5: RDG 1.4, 1.7, 1.8, 2.2; L6: RDG 1.7, 3.2; L7: RDG 1.7, 1.8, 3.2	L1: 2.1, 2.3, 4.1, 4.2; L2: 2.1, 2.3, 4.1, 4.2; L3: 2.1, 2.3, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2; L6: 2.1, 2.3, 4.1, 4.2; L7: 2.1, 2.3, 4.1, 4.2
9	L1: RDG 1.4, 1.7, 1.8, 3.4; L2: RDG 1.7, 1.8, 2.9, 2.10, 3.2; L3: RDG 1.7, 1.8, 2.9, 2.10; L4: RDG 1.7, 1.8, 2.9, 2.10; L5: RDG 1.7, 1.8; L6: RDG 1.7, 3.2; L7: RDG 1.7, 1.8, 3.2	L1: 2.1, 2.3, 4.1, 4.2; L2: 2.1, 2.3, 3.9, 4.1, 4.2; L3: 2.1, 2.3, 3.6, 3.9, 4.1, 4.2; L4: 2.1, 2.3, 3.9, 4.1, 4.2; L5: 2.1, 2.3, 4.2; L6: 2.1, 2.3, 4.1, 4.2; L7: 2.1, 2.3, 4.1, 4.2
10	L1: RDG 1.7, 1.8, 3.4; L2: RDG 1.7, 1.8, 3.4; L3: RDG 1.7, 1.8; L4: RDG 1.7, 1.8, 3.4; L5: RDG 1.3, 1.7, 1.8; L6: RDG 1.7, 1.8, 3.2; L7: RDG 1.7, 1.8, 3.2	L1: 2.1, 2.3, 4.1, 4.2; L2: 2.1, 2.3, 4.1, 4.2; L3: 2.1, 2.3, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2; L5: 2.1, 2.3, 4.2; L6: 2.1, 2.3, 4.1, 4.2; L7: 2.1, 2.3, 4.1, 4.2
11	L1: RDG 1.4, 1.7, 1.8; L2: RDG 1.7, 1.8; L3: RDG 1.7, 1.8; L4: RDG 1.7, 1.8, 3.4; L5: RDG 1.3, 1.4, 1.7, 1.8, 2.2; L6: RDG 1.7, 1.8, 3.2; L7: RDG 1.7, 1.8, 3.2	L1: 2.1, 2.3, 4.1, 4.2; L2: 2.1, 2.3, 4.1, 4.2; L3: 2.1, 2.3, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2; L5: 2.1, 2.3, 4.2; L6: 2.1, 2.3, 4.1, 4.2; L7: 2.1, 2.3, 4.1, 4.2
12	L1: RDG 1.7, 1.8; L2: RDG 1.7, 1.8, 2.9, 2.10; L3: RDG 1.7, 1.8; L4: RDG 1.7, 1.8, 2.9, 2.10; L5: RDG 1.4, 1.7, 1.8; L6: RDG 1.7, 1.8, 3.2; L7: RDG 1.7, 1.8, 3.2	L1: 2.1, 2.3, 4.1, 4.2; L2: 2.1, 2.3, 3.6, 4.1, 4.2; L3: 2.1, 2.3, 4.1, 4.2; L4: 2.1, 2.3, 3.1, 3.9, 4.1, 4.2; L5: 2.1, 2.3, 4.2; L6: 2.1, 2.3, 4.1, 4.2; L7: 2.1, 2.3, 4.1, 4.2

CASAS: Comprehensive Adult Student Assessment System  
 CCRS: College and Career Readiness Standards (R=Reading; W=Writing; SL=Speaking/Listening; L=Language)  
 ELPS: English Language Proficiency Standards

CASAS Competencies (correlated to CASAS Competencies: Essential Life and Work skills for Youth and Adults)	CCRS Correlations, Level A	ELPS Correlations, Level 1
L1: 0.1.2, 0.1.4, 0.1.5, 0.2.1; L2: 0.1.2, 0.1.5, 0.2.1; L3: 0.1.2, 0.1.5, 0.2.1; L4: 0.1.2, 0.1.5, 0.2.1; L5: 0.1.2, 0.1.4, 0.1.5; L6: 0.1.2, 0.1.4, 0.1.5; L7: 0.1.2, 0.1.5, 0.2.2, 2.8.5; 7.4.4, 7.7.3; L8: 0.1.1, 0.1.2, 0.1.4, 0.1.5; L9: 0.1.2, 0.1.4, 0.1.5	L1: SL.1.1, SL.K.3, L1.5a, L1.5c, L1.6; L2: SL.1.1, L1.1a; L4: SL.1.4, SL.K.6, L1.1c, L1.1d, L1.1e, L1.1g, L1.1i; L5: SL.1.4, SL.K.6, L1.1c, L1.1d, L1.1e, L1.1g, L1.1i; L6: SL.1.4, L1.1c, L1.1d, L1.1e, L1.1g, L1.1i, L1.6; L7: W.1.7, W.1.8; L8: RI/RL.1.1, RI.1.4, RI.1.7, SL.K.2	ELPS 1-3, 5, 7-9
L1: 0.1.2, 0.1.4, 0.1.5, 0.2.1; L2: 0.1.5, 0.1.7; L3: 0.1.2, 0.1.5; L4: 0.1.2, 0.1.5, 2.2.1; L5: 0.1.2, 0.1.5, 0.2.2, 2.8.5; 7.4.4, 7.7.3; L6: 0.1.2, 0.1.5, 0.2.1, 7.4.1; L7: 0.1.2, 0.1.5, 0.2.1, 4.4.3; L8: 0.1.2, 0.1.5, 0.2.1	L1: SL.1.4, SL.K.6, L1.5a, L1.5c, L1.6; L2: SL.K.3, L1.1i, L1.6; L3: SL.1.1, SL.K.6, L1.5a, L1.6; L4: SL.1.1, L1.1j; L5: RI/RL.1.1, W.1.7, W.1.8; L6: L1.1e, L1.1g; L7: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, SL.K.2	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.5, 2.3.1; L2: 0.1.2, 0.1.5, 2.3.1; L3: 0.1.2, 0.1.5, 0.2.1, 2.3.1; L4: 0.1.2, 0.1.5, 2.8.3; L5: 0.1.2, 0.1.5, 2.8.3, 7.4.4, 7.7.3; L6: 0.1.2, 0.1.5; L7: 0.1.2, 0.1.4, 0.1.5, 4.6.1	L1: SL.1.1, SL.K.3, SL.K.6, L1.5a, L1.5c, L1.6; L2: SL.1.4, L1.1j, L1.1i, L1.6; L3: SL.1.1, SL.K.3, SL.K.6, L1.5a, L1.5c, L1.6; L4: L1.1j, L1.2b; L5: RI/RL.1.1, RI.1.2, W.1.2, W.1.7, W.1.8, SL.K.2; L6: RI/RL.1.1, RI.1.2, RI.1.4, RI.1.7, SL.K.2; L7: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, SL.K.2	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.5, 0.2.1; L2: 0.1.2, 0.1.5, 0.2.1; L3: 0.1.2, 0.1.5; L4: 0.1.2, 0.1.5, 0.1.8, 2.3.2; L5: 0.1.2, 0.1.4, 0.1.5, 2.3.2; L6: 0.1.2, 0.1.5, 0.2.1, 2.8.5, 7.4.4, 7.7.3; L7: 0.1.2, 0.1.5, 0.2.1, 7.5.5, 8.2.3; L8: 0.1.2, 0.1.4, 0.1.5	L1: SL.K.3, SL.K.6, L1.6; L2: SL.1.1, SL.K.3, L1.1b, L1.1c; L3: SL.1.1, SL.K.2, L1.1k, L1.1i, L1.2c, L1.2d, L1.5c, L1.6; L4: L1.2b, L1.5a, L1.6; L5: SL.1.4, SL.K.6 RI/RL.1.1, RI.1.2, W.1.2, W.1.7, W.1.8, SL.K.2; L6: RI/RL.1.1, RI.1.2, W.1.7, W.1.8; L7: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.5, 1.1.6; L2: 0.1.2, 0.1.5, 1.1.6; L3: 0.1.2, 0.1.5, 1.4.1; L4: 0.1.2, 0.1.5, 1.1.6, 1.4.1; L5: 0.1.2, 0.1.5, 1.1.6, 1.6.4, 7.4.4, 7.7.3; L6: 0.1.2, 0.1.5, 1.2.2; L7: 0.1.2, 0.1.4, 0.1.5, 1.1.6	L1: SL.1.4, L1.6; L2: SL.1.1, SL.K.2, L1.6; L3: SL.K.2, SL.K.3, SL.K.6, L1.1k, L1.1i, L1.5a, L1.5c, L1.6; L4: SL.K.3, SL.K.6; L5: RI/RL.1.1, RI.1.2, W.1.7, W.1.8, L1.5c; L6: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7; L7: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 1.2.8; L2: 0.1.2, 0.1.5, 0.2.1; L3: 0.1.2, 0.1.5, 0.2.1; L4: 0.1.2, 0.1.5, 1.1.6, 1.2.8; L5: 0.1.2, 0.1.5, 1.1.6, 1.2.8, 7.4.4, 7.7.3; L6: 0.1.2, 0.1.5, 1.1.6, 0.2.1, 2.6.4; L7: 0.1.2, 0.1.5, 2.7.9; L8: 0.1.2, 0.1.5	L1: SL.1.1, L1.5c, L1.6; L2: L1.1c; L3: SL.1.1, SL.K.6, L1.1c, L1.1i, L1.5c, L1.6; L4: SL.K.6, L1.1c, L1.5a, L1.6; L5: RI/RL.1.1, RI.1.4, RI.1.7, W.1.7, W.1.8; L6: SL.1.4; L7: RI/RL.1.1, RI.1.2, RI.1.3, SL.K.2, SL.K.3	ELPS 1-10
L1: 0.1.2, 0.1.5, 1.4.1; L2: 0.1.2, 0.1.5, 1.4.1; L3: 0.1.2, 0.1.5, 1.4.1; L4: 0.1.2, 0.1.5, 1.1.6, 1.4.4, 1.4.2; L5: 0.1.2, 0.1.5, 0.2.3, 2.4.1, 7.4.4, 7.7.3; L6: 0.1.2, 0.1.4, 0.1.5; L7: 0.1.2, 0.1.5, 1.1.6, 1.4.1, 1.4.2	L1: SL.1.4, SL.K.6, L1.6; L2: SL.1.1, SL.K.6, L1.1i, L1.6; L3: SL.1.1, SL.K.3, L1.1k, L1.5a, L1.5c; L5: RI/RL.1.1, RI.1.4, W.1.7, W.1.8; L6: RI/RL.1.1, RI.1.2, RI.1.3, SL.K.2, SL.K.3; L7: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.7, SL.K.2, SL.K.3	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.5, 1.2.9; L2: 0.1.2, 0.1.4, 0.1.5, 1.2.9; L3: 0.1.2, 0.1.4, 0.1.5, 1.2.9; L4: 0.1.2, 0.1.5, 1.2.9, 1.3.3; L5: 0.1.2, 0.1.5, 1.2.2, 1.2.9, 7.4.4, 7.7.3; L6: 0.1.2, 0.1.5, 1.2.9, 2.7.2, 2.7.9; L7: 0.1.2, 0.1.4, 0.1.5, 1.3.3	L1: SL.1.1, SL.K.3, L1.5c, L1.6; L2: SL.1.1, SL.K.6, L1.6; L3: SL.K.3, SL.1.4, SL.K.6, L1.1b, L1.1f, L1.1g, L1.1i, L1.5c; L4: L1.6; L5: RI/RL.1.1, RI.1.4, RI.1.7, W.1.7, W.1.8, SL.K.2; L6: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.7, SL.K.2	ELPS 1-3, 7-10
L1: 0.1.2, 0.1.5, 0.2.4; L2: 0.1.2, 0.1.4, 0.1.5, 0.2.4; L3: 0.1.2, 0.1.4, 0.1.5, 0.2.4; L4: 0.1.2, 0.1.5, 1.2.9, 4.1.6; L5: 0.1.2, 0.1.5, 2.1.7, 2.1.8, 4.6.5, 7.4.4, 7.7.3; L6: 0.1.2, 0.1.5, 0.2.4; L7: 0.1.2, 0.1.4, 0.1.5, 4.6.5, 4.8.1	L1: SL.1.1, SL.K.6, L1.5a, L1.5c, L1.6; L2: SL.1.1, SL.1.3, L1.1e, L1.1g; L3: SL.K.3, SL.1.4, SL.K.6, L1.1e, L1.1g, L1.1i, L1.5c; L4: L1.1i, L1.5c, L1.6; L5: RI/RL.1.1, W.1.7, W.1.8; L6: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, SL.K.2; L7: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.7, SL.K.2	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.4, 0.1.5, 2.2.1; L2: 0.1.2, 0.1.4, 0.1.5, 2.2.1; L3: 0.1.2, 0.1.4, 0.1.5, 2.2.3; L4: 0.1.2, 0.1.4, 0.1.5, 2.2.1; L5: 0.1.2, 0.1.5, 1.9.1, 7.4.4, 7.7.3; L6: 0.1.2, 0.1.4, 0.1.5, 2.2.3; L7: 0.1.7, 2.2.1, 4.8.3	L1: SL.1.1, L1.1i, L1.5c, L1.6; L2: SL.1.1, L1.1j, L1.5c, L1.6; L3: SL.K.2, SL.1.4, SL.K.6, L1.5a, L1.5c, L1.6; L4: RI.1.7, SL.K.3, SL.K.6; L5: W.1.7, W.1.8; L6: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, SL.K.2; L7: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.7, SL.K.2	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.4, 0.1.5, 3.1.2, 3.6.1; L2: 0.1.2, 0.1.4, 0.1.5, 3.6.3, 3.6.4; L3: 0.1.2, 0.1.4, 0.1.5, 3.6.3; L4: 0.1.2, 0.1.4, 0.1.5, 1.9.7, 2.1.2, 2.2.1, 3.6.3; L5: 0.1.2, 0.1.5, 3.3.1, 3.3.2, 7.4.4, 7.7.3; L6: 0.1.2, 0.1.5, 2.7.9, 3.1.2; L7: 0.1.2, 0.1.4, 0.1.5, 3.1.2, 3.6.3, 3.6.4	L1: SL.1.1, L1.5c, L1.6; L2: SL.1.1, SL.K.6, L1.5c; L3: L1.1i, L1.5c; L4: SL.1.4, SL.K.6; L5: RI/RL.1.1, RI.1.4, W.1.7, W.1.8; L6: RI/RL.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, SL.K.2, SL.K.3; L7: SL.K.3	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.4, 0.1.5, 4.1.8; L2: 0.1.2, 0.1.4, 0.1.5, 4.1.8; L3: 0.1.2, 0.1.4, 0.1.5, 4.1.5, 4.1.6, 4.1.8; L4: 0.1.2, 0.1.4, 0.1.5, 4.1.2; L5: 0.1.2, 0.1.4, 0.1.5, 4.1.3, 7.4.4, 7.7.3; L6: 0.1.2, 0.1.5, 4.1.5, 4.1.7; L7: 0.1.2, 0.1.4, 0.1.5, 4.1.5, 4.1.7	L1: SL.K.2, L1.5a, L1.5c, L1.6; L2: SL.1.1, SL.K.2, SL.K.3, SL.1.4, SL.K.6, L1.1k, L1.5c, L1.6; L3: SL.1.1, SL.K.6, L1.5c, L1.6; L4: SL.K.3, L1.1k, L1.1i; L5: RI/RL.1.1, W.1.7, W.1.8; L6: RI.1.2, RI.1.3, RI.1.4, RI.1.7	ELPS 1-3, 5, 7-10

All units of *Future* meet most of the EFF Content Standards. For details, as well as for correlations to other state standards, go to [www.pearsoneltusa.com/future2e](http://www.pearsoneltusa.com/future2e).



## **22. Texts & Supplemental Instructional Materials**

*Future Intro: Second Edition*

by Yvonne Wong Nishio, et. Al.

ISBN 978-0-13-735924-0

*Basic English Grammar*

by Betty Schramper Azar

ISBN 978-0-13-278524-2

Various other texts.

## **23. Key Assignments**

Listed in Course Syllabus by unit.

## **24. Instructional Methods and/or Strategies**

Instructors will use a variety of research-based instructional strategies including:

- Direct Instruction
- Choral response
- Total Physical Response (TPR)
- Activate prior knowledge and link to new knowledge
- SDAEI Strategies
  - Word sorts
  - Word search or crosswords
  - Realia
  - Manipulatives
  - Games
- Cooperative Learning Strategies
  - Think-Pair-Share
  - Heterogeneous pair conversation
  - Heterogeneous groups with group roles
  - Group Brainstorm
  - Team Jigsaw
  - Role play
- Sentence frames
- Visual representations of new vocabulary
- Natural approach – comprehensible input
- Connecting language and content – thematic units
- Scaffolding Understanding

## **25. Assessment Methods and/or Tools**

Listed in Course Syllabus by unit.

## **C. HONORS COURSES ONLY**

Please refer to instructions

**26. Indicate how this honors course is different from the standard course.**

N/A

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**27. Context for Course (optional)**

**28. History of Course Development (optional)**

## **Local Information: Testing Information**

**Indicate the End of Course Test for this course:**

All students are pre- and post-tested with CASAS.