



Course Description

A. COVER PAGE

1. Course Title Low Beginning ESL	9. Subject Area <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
2. Transcript Title / Abbreviation ESL 2	
3. Transcript Course Code / Number	
4. School Monrovia Community Adult School	
5. District Monrovia Unified School District	
6. City Monrovia, CA	10. Grade Level(s) Adults
7. School / District Web Site www.monroviaadultschool.com	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School Contact Name: Flint Fertig Title/Position: Director of Adult Education and Alternative Programs Phone: 626.471.3035 Fax: 626.471.3036 E-mail: ffertig@monroviaschools.net	12. Unit Value <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) _____
	13. Date of School Board Approval
14. Length of Course: 24 weeks / 4 classes per week / 4 hours per class	
15. Total Course Hours: 256 hours	
16. Pre-Requisites Initial CASAS test and certificate of completion of ESL 1	
17. Co-Requisites EL Civics	
18. Brief Course Description - ESL 2 is a non-credit, open enrollment course designed for students who have some very low level basic skills in English. Throughout the course students will improve vocabulary and learn to read and interpret simple sentences, instructions, forms, directions, signs, maps, and menus. Students are exposed to the language through <i>Future 1</i> and supplemental texts to become better prepared for ESL 3 classes. Students who demonstrate proficiency in ESL 2 learning objectives can read common transportation and workplace signs, make sense of simple notes and messages, interpret simple forms and locate familiar information in simple lists. Proficiency in ESL 2 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 Outcomes

By completing the ESL 2 courses students will achieve the following course objectives and standards:

- I. **Be Prepared for ESL 3**
- II. **Attain Monrovia Community Adult School Student Learning Outcomes becoming:**
 - A. a Problem Solver by identifying a problem and using critical thinking skills to act appropriately
 - B. a Lifelong Learner by setting at least four 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 being proficient in relating phonological sounds to letters, writing the alphabet, numerals, and simple lists, and demonstrating basic conversational skills 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. **Meet the ESL 2 Citrus College Adult Education Consortium (CCAEC) Language Proficiency Objectives as listed below:**

A. Reading

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

1. Use common phonological patterns to sound out unfamiliar words.
2. Use capitalization as a clue to interpret word meaning and use (Proper nouns, titles, first letter of sentences, Pronoun "I").
3. Apply appropriate inflections for punctuation and tone for comma and period pauses, question intonation, and contractions.
4. Read and understand simple short texts that contain familiar vocabulary.
5. Answer simple informational comprehension questions.
6. Determine the sequence of events in a simple narrative.
7. Explain information in simple charts, tables, maps, diagrams, and graphs.
8. Use a picture dictionary and simplified/ESL dictionary to aid in comprehension and memorization.
9. Locate simple information in an alphabetical, numeric, or other ordered listing (telephone directory, class schedule).
10. Predict the content of a text from title, pictures, and types of materials.

B. Writing

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

1. Use letters to represent sounds.
2. Spell common sound blends (diphthongs, consonant blends).
3. Use capitalization and end punctuation to mark the beginning and end of sentences.
4. Use capitalization to write proper nouns.
5. Use apostrophes for possessive nouns.

6. Spell words with suffixes including plural –s, third person singular –s, past–ed, possessive –‘s, and present participle–ing.
7. Use beginning-level grammar points in writing.
8. Demonstrate basic competency of correct syntax versus incorrect syntax.
9. Use time expressions to organize information in a sequence (at 7 o’clock, in the evening, at noon).
10. Complete simple forms.
11. Write simple personal information.
12. 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
 - b. Minimal pairs and rhymes
 - c. Stressed versus unstressed syllables
 - d. Voiced versus voiceless sounds
2. Recognize words and sounds when they are modified.
 - a. Three types of final “s” sound (/s/, /z/, /Iz/)
 - b. Simple inflections (plural, possessive, third-person singular simple present tense, present progressive)
3. Recognize common contractions (doesn’t, don’t, didn’t, wasn’t, weren’t).
4. Recognize simple stress and intonation patterns in words and sentences.
 - a. Rising intonation for yes/no questions
 - b. Lowered intonation for “Wh-“ questions
 - c. Pause according to punctuation
5. Demonstrate understanding of:
 - a. Simple social exchanges and conversation
 - b. Simple requests for repetition, clarification, or information
 - c. Simple single and multi-step instructions and directions
 - d. Simple commands and emergency warnings (Stop! Wait! Help!)
 - e. Simple polite language, short answers, long answers
 - f. Simple, brief non face-to-face messages or announcements (The plane is leaving at 5:25)
6. Demonstrate recognition of simple 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. Long and short vowels
 - c. Stressed versus unstressed syllables
 - d. Voiced versus voiceless sounds
2. Demonstrate pronunciation of words and sounds when they are modified.
 - a. Three types of final “s” sound (/s/, /z/, /Iz/)
 - b. Simple inflections (he vs she)
3. Demonstrate pronunciation and use of common contractions (I’m, he’s, she’s, it’s, we’re, they’re, isn’t, aren’t, don’t, doesn’t, didn’t).
4. Use intonation to distinguish questions from statements.

5. Make use of polite language, commands, short answers, and long answers based on appropriate context.
6. Engage in simple social exchanges and conversation.
7. Use simple requests for repetition or clarification.
8. Convey simple single and multi-step instructions and directions.
9. Ask and answer simple informational questions.
10. Use 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, present continuous, simple past, and simple future with “be going to” verb tenses in all forms (imperative, declarative, interrogative, and negative).
 - b. Use basic modals: “can,” “could,” (polite questions) “have to.”
 - c. Use expletive construction: “There is,” “There are,” “It is.”
 - d. Maintain subject-verb agreement across simple and compound sentences.
 - e. Use common contractions.
2. Nouns
 - a. Use correct forms of singular and plural nouns including irregular plural nouns, possessive nouns, proper nouns.
 - b. Maintain noun, pronoun, and possessive noun agreement across simple and compound sentences.
3. Adjectives and Adverbs
 - a. Place adjectives, adverbs, adjectival phrases and adverbial phrases in correct sequence and order including adverbs of frequency and time order (Present simple with “always, usually, every...”
4. Function Words
 - a. Select appropriate function words in correct sequence and order including quantifiers (many, a few, a lot of), intensifiers (very, so, really), prepositions of location, demonstratives, and conjunctions.
5. Sentence Structure
 - a. Construct simple sentences.
 - b. Identify parts of speech and correct versus incorrect sentence structures.
 - c. Place parts of speech in appropriate sequence.

20. Course CASAS Standards

CASAS Standards covered in ESL 2 are below (specific standards covered by unit are noted in Course Scope and Sequence):

CS#	Reading Content Standard
R1	Beginning literacy / Phonics
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)
R2	Vocabulary
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., impossible, anti-war, attendee)
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data)
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work,
R3	General reading comprehension
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)
R3.15	Interpret idioms and collocations from context
R3.16	Interpret figurative meanings of words from context (e.g., flooded)
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs.
R3.18	Interpret analogies in familiar contexts
R3.19	Interpret meaning of metaphors and similes in context
R4	Text in format
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
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
L1	Phonology
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)
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)
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
L2	Vocabulary
L2.1	Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information,
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,
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; 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 vs. physician</i>), precise terminology (e.g., <i>home vs. duplex apartment</i>), phrasal verbs and idioms (e.g., <i>to be late vs. running</i>)
L2.9	Comprehend specialized vocabulary (e.g., technical, academic)
L3	Grammar
L3.1	Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, 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
L3.7	Recognize noun plurals
L4	General Discourse
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)
L5	Informational Discourse
L5.1	Comprehend short emergency warnings and commands (e.g., <i>Stop!</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
L6	Strategies and Critical Thinking
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:

Unit	CS#	Description
0. Basic Communications		
1	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
1	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
1	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
1	0.1.5	Interact effectively in the classroom
1	0.1.6	Clarify or request clarification
1	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
1	0.2.1	Respond appropriately to common personal information questions
1	0.2.2	Complete a personal information form
1	0.2.3	Interpret or write a personal note, invitation, or letter
1	0.2.4	Converse about daily and leisure activities and personal interests
2. Community Resources		
1	2.7.2	Interpret information about ethnic groups, cultural groups, and language groups
1	2.7.3	Interpret information about social issues
6. Math		
1	6.4.2	Subtract common or mixed fractions
1	6.7.4	Use or interpret measurement instruments, such as rulers, scales, gauges, and dials

Unit	CS#	Description
7. Learning and Thinking Skills		
1	7.3.1	Identify a problem and its possible causes
Unit 0. Basic Communications		
2	0.1.1	Identify or use appropriate non-verbal behavior (e.g., handshaking)
2	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or
2	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
2	0.1.5	Interact effectively in the classroom
2	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
2	0.2.1	Respond appropriately to common personal information questions
2	0.2.2	Complete a personal information form
2	0.2.3	Interpret or write a personal note, invitation, or letter
2	0.2.4	Converse about daily and leisure activities and personal interests
2. Community Resources		
2	2.1.7	Take, interpret, and leave telephone messages
4. Employment		
2	4.1.8	Identify common occupations and the skills and education required for them
2	4.4.1	Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and
6. Math		
2	6.0.2	Count and associate numbers with quantities, including recognizing correct number sequencing
2	6.0.3	Identify information needed to solve a given problem
7. Learning and Thinking Skills		
2	7.1.1	Identify and prioritize personal, educational, and workplace goals
2	7.3.1	Identify a problem and its possible causes

Unit	CS#	Description
2	7.3.2	Devise and implement a solution to an identified problem
2	7.4.1	Identify and use effective study strategies
2	7.4.3	Identify and use strategies for remembering information
0. Basic Communications		
3	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or
3	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
3	0.1.5	Interact effectively in the classroom
3	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
3	0.2.1	Respond appropriately to common personal information questions
3	0.2.3	Interpret or write a personal note, invitation, or letter
3	0.2.4	Converse about daily and leisure activities and personal interests
2. Community Resources		
3	2.8.2	Identify, evaluate, and access schools and other learning resources
3	2.8.3	Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
3	2.8.5	Interpret school-related forms, such as registration and application forms
6. Math		
3	6.0.1	Identify and classify numeric symbols
3	6.0.2	Count and associate numbers with quantities, including recognizing correct number sequencing
7. Learning and Thinking Skills		
3	7.1.1	Identify and prioritize personal, educational, and workplace goals
3	7.3.1	Identify a problem and its possible causes
3	7.3.2	Devise and implement a solution to an identified problem
3	7.4.1	Identify and use effective study strategies

Unit	CS#	Description
Unit	0.	Basic Communications
4	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or
4	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
	0.1.5	Interact effectively in the classroom
4	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
4	0.2.1	Respond appropriately to common personal information questions
4	0.2.3	Interpret or write a personal note, invitation, or letter
4	0.2.4	Converse about daily and leisure activities and personal interests
	2.	Consumer Economics
4	2.3.2	Identify the months of the year and the days of the week
4	2.3.4	Interpret and write dates
4	2.7.1	Interpret information about holidays
4	2.7.3	Interpret information about social issues
4	2.8.1	Interpret information about the educational system, from early childhood to post- secondary
	7.	Learning and Thinking Skills
4	7.1.1	Identify a problem and its possible causes
4	7.3.1	Identify a problem and its possible causes
4	7.3.2	Devise and implement a solution to an identified problem
4	7.4.1	Identify and use effective study strategies
	0.	Basic Communications
5	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or
5	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)

Unit	CS#	Description
5	0.1.5	Interact effectively in the classroom
5	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., <i>Do this</i> ; <i>Will you do this?</i>)
5	0.2.2	Complete a personal information form
5	0.2.3	Interpret or write a personal note, invitation, or letter
5	0.2.4	Converse about daily and leisure activities and personal interests
1. Consumer Economics		
5	1.1.6	Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
5	1.2.1	Interpret information about ethnic groups, cultural groups, and language groups
5	1.2.2	Compare price, quality, and product information to determine the best buys for goods and services
5	1.2.4	Interpret or compute unit pricing
5	1.2.5	Interpret letters, articles, and information about consumer-related topics
5	1.2.6	Identify places to purchase goods and services, including the Internet
5	1.2.9	Identify common articles of clothing
5	1.3.1	Identify, compare and use methods for purchasing goods and services, including online purchasing
5	1.3.3	Make returns, exchanges, and customer service requests
5	1.6.4	Interpret sales receipts
5	1.8.1	Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking
5. Government and Law		
5	5.2.1	Interpret information about U.S. history
5	5.4.2	Identify or compute sales tax
6. Math		

Unit	CS#	Description
5	6.1.5	Identify and classify numeric symbols
7. Learning and Thinking Skills		
5	7.3.1	Identify a problem and its possible causes
5	7.3.2	Devise and implement a solution to an identified problem
5	7.4.1	Identify and use effective study strategies
5	7.4.3	Identify and use strategies for remembering information
Unit 0. Basic Communications		
6	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or
6	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
6	0.1.5	Interact effectively in the classroom
6	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
6	0.2.1	Respond appropriately to common personal information questions
6	0.2.3	Interpret or write a personal note, invitation, or letter
6	0.2.4	Converse about daily and leisure activities and personal interests
1. Consumer Economics		
6	1.4.1	Identify different kinds of housing, areas of the home, and common household items
6	1.4.2	Select appropriate housing by reading ads, signs, and other information, and by making inquiries
6	1.4.8	Recognize home theft and fire prevention measures
2. Community Resources		
6	2.1.7	Take, interpret, and leave telephone messages
6	2.1.8	Use a telephone or similar device to make and receive calls and for other functions
6	2.2.1	Ask for, give, follow, or clarify directions to a place or location, including reading signs
6	2.4.1	Address items for mailing

Unit	CS#	Description
	6.	Math
6	6.4.2	Subtract common or mixed fractions
6	6.7.3	Measure area and volume of geometric shapes
	7.	Learning and Thinking Skills
6	7.1.1	Identify and prioritize personal, educational, and workplace goals
6	7.3.1	Identify a problem and its possible causes
6	7.3.2	Devise and implement a solution to an identified problem
6	7.4.1	Identify and use effective study strategies
Unit	0.	Basic Communications
7	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or
7	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
7	0.1.5	Interact effectively in the classroom
	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
7	0.1.8	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
7	0.2.1	Respond appropriately to common personal information questions
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
	2.	Community Resources
7	2.3.1	Interpret clock time
7	2.3.2	Identify the months of the year and the days of the week
7	2.6.1	Interpret information about recreational and entertainment facilities and activities
	7.	Learning and Thinking Skills
7	7.1.1	Identify and prioritize personal, educational, and workplace goals

Unit	CS#	Description
7	7.3.1	Identify a problem and its possible causes
7	7.3.2	Devise and implement a solution to an identified problem
7	7.4.1	Identify and use effective study strategies
0. Basic Communications		
8	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or
8	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
8	0.1.5	Interact effectively in the classroom
8	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
8	0.1.8	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
8	0.2.1	Respond appropriately to common personal information questions
8	0.2.3	Interpret or write a personal note, invitation, or letter
8	0.2.4	Converse about daily and leisure activities and personal interests
1. Consumer Economics		
8	1.2.2	Compare price, quality, and product information to determine the best buys for goods and services
8	1.2.4	Interpret or compute unit pricing
8	1.2.7	Interpret information or directions to locate merchandise
8	1.2.8	Identify common food item
8	1.4.1	Identify different kinds of housing, areas of the home, and common household items
8	1.6.1	Interpret food packaging labels such as expiration dates
8	1.6.5	Identify and interpret advertising, offers, junk mail and other marketing materials, including claims and disclaimers
2. Community Resources		
8	2.3.1	Interpret clock time
8	2.6.4	Interpret and order from restaurant and fast food menus, and compute costs

Unit	CS#	Description
3. Health		
8	3.5.1	Interpret information about nutrition, including food labels
8	3.5.2	Identify a healthy diet
7. Learning and Thinking Skills		
8	7.3.1	Identify a problem and its possible causes
8	7.3.2	Devise and implement a solution to an identified problem
8	7.4.1	Identify and use effective study strategies
8	7.4.3	Identify and use strategies for remembering information
0. Basic Communications		
9	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or
9	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
9	0.1.5	Interact effectively in the classroom
9	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
9	0.1.8	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
9	0.2.1	Respond appropriately to common personal information questions
9	0.2.3	Interpret or write a personal note, invitation, or letter
9	0.2.4	Converse about daily and leisure activities and personal interests
1. Consumer Economics		
9	1.2.8	Identify common food items
9	1.2.9	Identify common articles of clothing
2. Community Resources		
9	2.1.2	Identify emergency numbers and place emergency calls
9	2.1.8	Use a telephone or similar device to make and receive calls and for other functions

Unit	CS#	Description
9	2.3.2	Identify the months of the year and the days of the week
9	2.3.3	Interpret information about weather conditions
9	2.5.1	Locate and utilize services of agencies that provide emergency help
3. Health		
9	3.4.8	Interpret information regarding disaster preparedness
7. Learning and Thinking Skills		
9	7.3.1	Identify a problem and its possible causes
9	7.3.2	Devise and implement a solution to an identified problem
9	7.4.1	Identify and use effective study strategies
9	7.4.3	Identify and use strategies for remembering information
0. Basic Communications		
10	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or
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
10	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
10	0.2.1	Respond appropriately to common personal information questions
10	0.2.3	Interpret or write a personal note, invitation, or letter
10	0.2.4	Converse about daily and leisure activities and personal interests
1. Consumer Economics		
10	1.1.6	Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
10	1.2.6	Identify places to purchase goods and services, including the Internet

Unit	CS#	Description
10	1.2.7	Interpret information or directions to locate merchandise
10	1.3.1	Identify, compare and use methods for purchasing goods and services, including online purchasing
10	1.9.1	Interpret highway and traffic signs and signals, including parking information
2. Community Resources		
10	2.2.1	Ask for, give, follow, or clarify directions to a place or location, including reading signs
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	2.2.4	Interpret transportation schedules, fares, and payment procedures
10	2.5.1	Locate and utilize services of agencies that provide emergency help
10	2.5.6	Use library services
10	2.6.1	Interpret information about recreational and entertainment facilities and activities
10	2.6.3	Locate and Interpret information in order to plan for recreational activities and other events
7. Learning and Thinking Skills		
10	7.3.1	Identify a problem and its possible causes
10	7.3.2	Devise and implement a solution to an identified problem
10	7.4.1	Identify and use effective study strategies
0. Basic Communications		
11	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or
11	0.1.3	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
11	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
11	0.1.5	Interact effectively in the classroom
11	0.1.6	Clarify or request clarification
11	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)

Unit	CS#	Description
11	0.1.8	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
11	0.2.1	Respond appropriately to common personal information questions
11	0.2.3	Interpret or write a personal note, invitation, or letter
11	0.2.4	Converse about daily and leisure activities and personal interests
2. Community Resources		
11	2.3.2	Identify the months of the year and the days of the week
3. Health		
11	3.1.2	Identify information necessary to make or keep medical and dental appointments
11	3.2.1	Fill out medical health history forms
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	3.4.2	Identify safety measures that can prevent accidents and injuries
11	3.5.2	Identify a healthy diet
11	3.5.4	Identify practices that promote dental health
11	3.5.8	Interpret information about mental health, including psychological problems and conditions, and stress management
11	3.5.9	Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures
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
11	3.6.5	Interpret information on the development, care, and health and safety concerns of children
7. Learning and Thinking Skills		

Unit	CS#	Description
11	7.1.1	Identify and prioritize personal, educational, and workplace goals
11	7.3.1	Identify a problem and its possible causes
11	7.3.2	Devise and implement a solution to an identified problem
11	7.4.1	Identify and use effective study strategies
0.	Basic Communications	
12	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or
12	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
12	0.1.5	Interact effectively in the classroom
12	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
12	0.1.8	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
12	0.2.1	Respond appropriately to common personal information questions
12	0.2.3	Interpret or write a personal note, invitation, or letter
12	0.2.4	Converse about daily and leisure activities and personal interests
4.	Employment	
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
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	4.1.7	Identify appropriate behavior and attitudes for getting a job
12	4.1.8	Identify common occupations and the skills and education required for them
12	4.1.9	Identify procedures for career planning, including self-assessment
12	4.4.1	Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
12	4.8.3	Demonstrate effective communication skills in working with customers and clients

22. Texts & Supplemental Instructional Materials

Future 1: Second Edition

by Marjorie Fuchs, Lisa Johnson, Sarah Lynn, Irene Schoenberg
ISBN 978-0-13-735927-1

Basic English Grammar

by Betty Schramper Azar
ISBN 978-0-13-278524-2

23. Key Assignments

Listed in Course Scope and Sequence 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)

N/A

28. History of Course Development (optional)

N/A

Local Information: Testing Information

Indicate the End of Course Test for this course:

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