



Course Description

A. COVER PAGE

1. Course Title High 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 3	
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: 384 hours	
16. Pre-Requisites Initial CASAS test and certificate of completion of ESL 2	
17. Co-Requisites EL Civics – 128 hours	
18. Brief Course Description - ESL 3 is a non-credit, open enrollment course designed for students who already have low beginning reading and writing English skills. Throughout the course students will build vocabulary and learn to satisfy basic survival needs and routine social demands. Students are exposed to the language through <i>Future 2</i> and other supplemental texts to become better prepared for ESL 4 classes. Students who demonstrate proficiency in ESL 3 learning objectives can read and interpret basic written instructions, schedules, simple charts, graphs, diagrams, and a basic payroll stub, can do basic calculations, fill out basic forms and write simple notes. Proficiency in ESL 3 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 3 course, students will achieve the following course objectives and standards:

- I. Be Prepared for ESL 4**
- II. Attain Monrovia Community Adult School Student Learning Outcomes becoming:**
 - A. a Problem Solver by adapting to new employment situations and critically thinking to solve problems on the job and in an emergency.
 - B. a Lifelong Learner by applying new language skills at work, in a healthcare situation, or in the community.
 - C. an Effective Communicator by increasing fluency in English in listening, speaking, reading and writing.
 - D. an Economic Participant by understanding the skills required to find and hold employment and engage in the economy and then applying those skills to life.
- III. Meet the ESL 3 Citrus College Adult Education Consortium (CCAEC) Language Proficiency Objectives as listed below:**
 - A. Reading**
 1. Relate letters to a range of possible pronunciations.
 2. Use common phonological patterns to sound out unfamiliar words.
 - a. Final “s” sound
 - b. Final “ed” sound
 - c. Long vs short vowel sounds
 3. Apply appropriate inflections for punctuation and tone.
 4. Apply appropriate inflections for stress patterns in words and sentences.
 5. Answer short informational comprehension questions.
 6. Read and understand short texts that contain familiar vocabulary.
 7. Follow simple written instructions.
 8. Determine the sequence of events in a narrative using signal words and time phrases.
 9. Follow pronoun references within a text.
 10. Explain information in charts, tables, maps, diagrams, and graphs (schedules, pie charts, country and city maps, line graph, bar graph).
 11. Use a picture dictionary and simplified/ESL dictionary to aid in comprehension and memorization.
 12. Locate information organized in groups or categories (catalog, web page, directory).
 13. Predict the content of a text from title, pictures, captions, and emphasized information.
 14. Relay the main idea of a simple paragraph.
 15. Guess the meaning of new words from context.
 - B. Writing**
 1. Use spacing or indentation to show paragraph divisions.

2. Use apostrophes for possessive nouns and omit for non-possessive plural nouns.
3. Spell words with suffixes including plural –s, third person singular –s, past–ed, possessive –‘s, and present participle–ing, and comparative forms.
4. Spell homonyms in context (to, too, too; they’re, there, their).
5. Demonstrate appropriate-level competency of correct syntax versus incorrect syntax:
 - a. Write in complete simple, compound, and very basic complex sentences.
 - b. Maintain subject-verb agreement.
 - c. Use correct adjective order and placement.
 - d. Use period, comma, questions mark correctly in sentences.
6. Use time-order words to organize information in a sequence (first, then, next, after).
7. Complete simple and more complex forms (rental application, job application, police report).
8. Write simple instructions.
9. Recount personal experience.
10. Write short functional texts (personal goals, emails, lists).

C. Listening

1. Recognize and distinguish between the various sounds of English.
 - a. Vowels (long versus short, multiple sounds of a single vowel, diphthongs, triphthongs)
 - b. Consonants (multiple sounds of single consonants, blends)
 - c. Minimal pairs and rhymes
 - d. Stressed versus unstressed syllables
 - e. Voiced versus voiceless sounds
2. Demonstrate recognition of syllables in words.
3. Recognize words and sounds when they are modified.
 - a. Three types of final “s” sound (/s/, /z/, /Iz/)
 - b. Three types of final “ed” sound (/d/, /t/, /Id/)
 - c. Simple inflections (plural, possessive, third-person singular simple present tense, present progressive, past participle)
4. Recognize common contractions (won’t, haven’t, hasn’t).
5. Recognize high-frequency expressions (gonna, wanna, water vs wa-der, di-ju).
6. Distinguish basic stress and intonation patterns in words and sentences.
 - a. Pausing according to punctuation
 - b. Expression of intensity with exclamations
 - c. Expression of urgency or authority with imperatives
7. Demonstrate understanding of:
 - a. Short social exchanges and conversation
 - b. Short requests for repetition, clarification, or information
 - c. Short emergency warnings and commands
 - d. Polite and impolite language
 - e. Brief non face-to-face messages or announcements
 - f. Short single and multi-step instructions and directions
 - g. Past experiences and narratives
8. Demonstrate recognition of gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate.

9. Recognize essential contextual clues to get information (time references, key vocabulary).

D. Speaking

1. Demonstrate pronunciation of the various sounds of English.
 - a. Multiple sounds of vowels and consonants
 - b. Stressed versus unstressed syllables in polysyllabic words
 - c. 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. Three types of final “ed” sound (/d/, /t/, /Id/)
 - c. Simple inflections (go vs going, my vs mine, she vs he)
 - d. Comparative adjectives and adverbs
3. Demonstrate pronunciation and use of common contractions (haven’t, hasn’t, hadn’t, wouldn’t).
4. Use reduced forms in high-frequency expressions (gonna, wanna, diju, gimme, want some?).
5. Use of American English Pronunciation (water vs wader, butter vs budder, twenty vs twenny).
6. Use basic stress and intonation patterns in English words and sentences.
 - a. Rising intonation for yes/no questions
 - b. Lowered intonation for “Wh-“ questions
 - c. Pause according to punctuation
7. Make use of polite language, commands, short answers, long answers, and tag questions based on appropriate context.
8. Convey single and multi-step instructions and directions.
9. Ask and answer yes/no and wh- informational questions.
10. Restate brief non face-to face messages or announcements (schedule board, voice mail, phone conversations).
11. Use gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate in various social settings (doctor, school, community).

E. Grammar

1. Verbs
 - a. Select correct forms of the simple present, present continuous, simple past, and simple future with “be going to” and “will” verb tenses in all forms (imperative, declarative, interrogative, and negative).
 - To be verb
 - Irregular verb conjugation
 - Stative/dynamic
 - Phrasal verbs
 - Infinitives after high frequency verbs
 - Modals
 - Reflexives
 - b. Maintain subject-verb agreement across simple sentences.
2. Nouns
 - a. Use correct forms of singular and plural nouns including irregular plural nouns, count and non-count nouns, possessive nouns and pronouns, subject and object pronouns, collective nouns, reflexive pronouns.
 - b. Maintain noun, pronoun and possessive noun agreement across sentences.
3. Adjectives and Adverbs

- a. Place adjectives, adverbs, adjectival phrases, and adverbial phrases in correct sequence and order including time expressions, frequency, and possessive adjectives.
- 4. Function Words
 - a. Select appropriate function words in correct sequence including quantifiers, intensifiers, partitives and definite versus indefinite articles (very basic), prepositions, and conjunctions.
- 5. Clauses
 - a. Use independent clauses in simple and compound sentences.
- 6. Sentence Structure
 - a. Construct simple and compound sentences.
 - b. Combine multiple simple verb sentences in a single narrative.
 - c. Correct errors on learned and prerequisite grammar points.
 - d. Identify when to change simple verb tenses based on time reference.
 - e. Differentiate between correct use of common homonyms (“They’re,” “There,” and “Their”).

20. CASAS Standards

CASAS Standards and CASAS Competencies 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., <u>im</u> possible, <u>anti</u> -war, <u>attende</u> e)

CS#	Reading Content Standard
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
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
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
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 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#	Reading Content Standard
R4.9	Interpret maps, diagrams, and graphs
R4.10	Interpret written materials using formatting clues (e.g., headings,
R5	Reference materials
R5.1	Find a word or number in an alphabetical, numeric, or other
R5.2	Locate information using an index or table of contents (e.g., of a book,
R5.3	Locate information organized in groups or categories (e.g., in a
R5.4	Use a picture dictionary
R5.5	Use a simplified dictionary or glossary
R5.6	Use a standard dictionary to distinguish between multiple meanings of a word
R5.7	Use reference tools such as a print or online encyclopedia
R6	Reading strategies
R6.1	Predict the content of a text from title, pictures, type of material
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find
R6.3	Scan complex or extended text (e.g., web pages, documents,
R6.4	Skim simple text for general meaning
R6.5	Skim complex text for general meaning or to determine subject
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting,
R6.7	Increase reading fluency (accuracy, speed)
R7	Reading and thinking skills
R7.1	Identify the main idea of a simple paragraph
R7.2	Identify the main idea of a multi-paragraph text
R7.3	Identify supporting points or details for a statement, position or
R7.4	Determine the sequence of events in a simple narrative
R7.5	Determine the sequence of events in a complex narrative
R7.6	Paraphrase information
R7.7	Summarize a text
R7.8	Make inferences and draw conclusions from simple text
R7.9	Make inferences and draw conclusions from complex text
R7.10	Differentiate fact from opinion in a written text
R7.11	Identify the writer, audience, and purpose of a text

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 [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,

CS#	Listening Content Standard
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>)
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.)
L2	Vocabulary
L2.1	Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)
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</i> , <i>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)
L3	Grammar
L3.1	Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., <i>to be</i> , <i>to do</i> , <i>to need</i> , <i>to</i>
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
L3.8	Recognize the possessive form of nouns and pronouns
L3.9	Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple
L3.10	Comprehend comparative forms of adjectives (e.g., <i>faster</i> , <i>fastest</i>)
L4	General Discourse

CS#	Listening Content Standard
L4.1	Comprehend simple learned social exchanges
L4.2	Comprehend simple conversations
L4.3	Comprehend simply expressed states and feelings
L4.4	Comprehend media messages with visual support (e.g., TV news, weather reports, and movies)
L4.7	Interpret complex forms (e.g., rental, insurance, pay statements)
L4.10	Comprehend media messages with visual support (e.g., TV news, weather reports, and movies)
L4.11	Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)
L5	Informational Discourse
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>)
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
L6.4	Use non-language-based clues to guess meaning (e.g., gestures,

CASAS Competencies covered by unit are below:

Unit	CS#	Description
	0.	Basic Communications
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

Unit	CS#	Description
1	0.2.4	Converse about daily and leisure activities and personal interests
4. Employment		
1	4.1.1	Interpret governmental forms related to seeking work, such as applications for Social Security
1	4.4.1	Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
7. Learning and Thinking Skills		
1	7.1.1	Identify and prioritize personal, educational, and workplace goals
1	7.3.1	Identify a problem and its possible causes
1	7.3.2	Devise and implement a solution to an identified problem
1	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
1	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
1	7.4.1	Identify and use effective study strategies
1	7.4.9	Identify personal learning style
Unit 0. Basic Communications		
2	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
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	0.2.3	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	2.4.2.	Identify options for mailing and shipping, and interpret rates and types of services

Unit	CS#	Description
2	2.4.3	Interpret postal service and other forms associated with mailing and shipping
2	2.4.4	Purchase stamps and other postal items and services
2	2.4.5	Interpret procedures for tracking shipments
7. Learning and Thinking Skills		
2	7.1.1	Identify and prioritize personal, educational, and workplace goals
2	7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
2	7.1.4	Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists
2	7.2.1	Identify and paraphrase pertinent information
2	7.2.3	Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
2	7.3.1	Identify a problem and its possible causes
2	7.3.2	Devise and implement a solution to an identified problem
2	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
2	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
2	7.4.8	Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics
2	7.5.3	Identify or use strategies to cope with negative feedback
2	7.5.5	Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
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 disagree)
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	0.1.8	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
3	0.2.1	Respond appropriately to common personal information questions

Unit	CS#	Description
3	0.2.4	Converse about daily and leisure activities and personal interests
1. Consumer Economics		
3	1.1.6	Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
3	1.2.1	Interpret advertisements, labels, charts, and price tags in selecting goods and services
3	1.2.2	Compare price, quality, and product information to determine the best buys for goods and services
3	1.2.4	Interpret or compute unit pricing
3	1.2.6	Identify places to purchase goods and services, including the Internet
3	1.2.7	Interpret information or directions to locate merchandise
3	1.2.9	Identify common articles of clothing
3	1.3.1	Identify, compare and use methods for purchasing goods and services, including online purchasing
3	1.3.3	Make returns, exchanges, and customer service requests
3	1.5.2	Consider need, affordability, and long-term implications in making purchases
3	1.6.3	Identify procedures the consumer can follow if merchandise or service is unsatisfactory
3	1.6.4	Interpret sales receipts
3	1.6.5	Identify and interpret advertising, offers, junk mail and other marketing materials, including claims and disclaimers
3	1.8.1	Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit
3	1.8.6	Interpret information about credit and debt, including interest rates, payment terms and credit reports
7. Learning and Thinking Skills		
3	7.1.1	Identify and prioritize personal, educational, and workplace goals
3	7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
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	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed

Unit	CS#	Description
3	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
3	7.4.3	Identify and use strategies for remembering information
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 disagree)
4	0.1.4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
4	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	0.2.2	Complete a personal information form
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.		Community Resources
4	2.3.2	Identify the months of the year and the days of the week
4	2.5.6	Use library services
4	2.6.1	Interpret information about recreational and entertainment facilities and activities
4	2.6.3	Locate and Interpret information in order to plan for recreational activities and other events
4	2.8.2	Identify, evaluate, and access schools and other learning resources
7.		Learning and Thinking Skills
4	7.1.1	Identify and prioritize personal, educational, and workplace goals
4	7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
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	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed

Unit	CS#	Description
4	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
4	7.4.3	Identify and use strategies for remembering information
4	7.5.5	Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
4	7.7.1	Identify common information and communication technology and other electronic devices and their uses, and how they work together
4	7.7.3	Demonstrate ability to use the Internet
4	7.7.4	Demonstrate ability to use e-mail and other messaging systems
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 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	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
5	0.2.1	Respond appropriately to common personal information questions
5	0.2.4	Converse about daily and leisure activities and personal interests
1. Consumer Economics		
5	1.2.7	Interpret information or directions to locate merchandise
5	1.4.1	Identify different kinds of housing, areas of the home, and common household items
5	1.4.2	Select appropriate housing by reading ads, signs, and other information, and by making inquiries
5	1.4.5	Interpret information about tenant and landlord rights and obligations
5	1.4.7	Communicate maintenance needs and housing problems to a landlord or property manager
2. Community Resources		
5	2.2.1	Ask for, give, follow, or clarify directions to a place or location, including reading signs
6. Math		

Unit	CS#	Description
5	6.1.5	Identify and classify numeric symbols
7. Learning and Thinking Skills		
5	7.1.1	Identify and prioritize personal, educational, and workplace goals
5	7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
5	7.1.4	Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists
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	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
5	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
5	7.4.1	Identify and use effective study strategies
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 disagree)
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	0.1.6	Clarify or request clarification
6	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
6	0.1.8	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
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
2. Community Resources		
6	2.3.2	Identify the months of the year and the days of the week
6	2.7.1	Interpret information about holidays

Unit	CS#	Description
	6.	Math
6	6.7.1	Convert units of U.S. standard measurement and metric system
	7.	Learning and Thinking Skills
6	7.1.1	Identify and prioritize personal, educational, and workplace goals
6	7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
6	7.1.3	Demonstrate initiative and persistence in accomplishing goals
6	7.1.4	Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists
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	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
6	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
6	7.4.1	Identify and use effective study strategies
6	7.4.3	Identify and use strategies for remembering information
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 disagree)
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
7	0.1.6	Clarify or request clarification
7	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

Unit	CS#	Description
	1.	Consumer Economic
7	1.2.7	Interpret information or directions to locate merchandise
	3.	Health
7	3.1.2	Identify information necessary to make or keep medical and dental appointments
7	3.1.3	Identify and use health care services and facilities, including interacting with staff
7	3.2.1	Fill out medical health history forms
7	3.3.1	Identify and use appropriate medications, including prescription, over-the-counter, and generic medications
7	3.3.2	Interpret medicine labels
7	3.3.4	Interpret information on medications and their proper and safe use
7	3.5.4	Identify practices that promote dental health
7	3.5.8	Interpret information about mental health, including psychological problems and conditions, and stress management
7	3.5.9	Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures
7	3.6.2	Interpret medical-related vocabulary (e.g., X-ray, blood test)
7	3.6.3	Interpret information about illnesses, diseases, and health conditions, and their symptoms
7	3.6.4	Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions
	4.	Employment
7	4.4.1	Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
	7.	Learning and Thinking Skills
7	7.1.1	Identify and prioritize personal, educational, and workplace goals
7	7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
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	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed

Unit	CS#	Description
7	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
7	7.4.1	Identify and use effective study strategies
7	7.5.4	Identify sources of stress, and resources for stress reduction
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 disagree)
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	0.1.6	Clarify or request clarification
8	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
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
4. Employment		
8	4.1.2	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
8	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
8	4.1.5	Identify how to interview appropriately for a job
8	4.1.6	Interpret general work-related vocabulary (e.g., supervisor, shift)
8	4.1.7	Identify appropriate behavior and attitudes for getting a job
8	4.1.8	Identify common occupations and the skills and education required for them
8	4.2.5	Interpret information about employee benefits
6. Math		
8	6.7.3	Measure area and volume of geometric shapes
7. Learning and Thinking Skills		

Unit	CS#	Description
8	7.1.1	Identify and prioritize personal, educational, and workplace goals
8	7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
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	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
8	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
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 disagree)
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	0.1.6	Clarify or request clarification
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
2. Community Resources		
9	2.1.7	Take, interpret, and leave telephone messages
9	2.5.8	Identify community organizations and their purpose and functions
9	2.8.1	Interpret information about the educational system, from early childhood to post-secondary
9	2.8.3	Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
9	2.8.5	Interpret school-related forms, such as registration and application forms
9	2.8.6	Interpret information from schools and communicate with school personnel

Unit	CS#	Description
9	2.8.7	Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them
9	2.8.8	Interpret information related to student and school performance, and identify ways to promote change
9	2.8.9	Identify ways to get involved or volunteer in an educational setting
5. Government and Law		
9	5.6.5	Identify volunteer agencies and opportunities in the community
7. Learning and Thinking Skills		
9	7.1.1	Identify and prioritize personal, educational, and workplace goals
9	7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
9	7.1.3	Demonstrate initiative and persistence in accomplishing goals
9	7.1.4	Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists
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	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
9	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
9	7.4.1	Identify and use effective study strategies
9	7.5.1	Identify personal values, qualities, interests, abilities, and aptitudes
9	7.7.4	Demonstrate ability to use e-mail and other messaging systems
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 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

Unit	CS#	Description
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	1.1.7	Identify product containers and related units of measure
10	1.2.1	Interpret advertisements, labels, charts, and price tags in selecting goods and services
10	1.2.2	Compare price, quality, and product information to determine the best buys for goods and services
10	1.2.6	Identify places to purchase goods and services, including the Internet
10	1.2.8	Identify common food items
10	1.6.1	Interpret food packaging labels such as expiration dates
3. Health		
10	3.5.1	Interpret information about nutrition, including food labels
10	3.5.2	Identify a healthy diet
10	3.5.9	Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures
7. Learning and Thinking Skills		
10	7.1.1	Identify and prioritize personal, educational, and workplace goals
10	7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
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	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
10	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
10	7.4.1	Identify and use effective study strategies

Unit	CS#	Description
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 disagree)
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?)
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	0.2.4	Converse about daily and leisure activities and personal interests
1. Consumer Economics		
11	1.4.8	Recognize home theft and fire prevention measures
11	1.9.1	Interpret highway and traffic signs and signals, including parking information
11	1.9.7	Identify procedures and report information regarding automobile accidents and emergencies
2. Community Resources		
11	2.1.2	Identify emergency numbers and place emergency calls
11	2.2.1	Ask for, give, follow, or clarify directions to a place or location, including reading signs
11	2.5.1	Locate and utilize services of agencies that provide emergency help
3. Health		
11	3.4.2	Identify safety measures that can prevent accidents and injuries
11	3.4.8	Interpret information regarding disaster preparedness
11	3.6.2	Interpret medical-related vocabulary (e.g., X-ray, blood test)
11	3.6.4	Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions
4. Employment		

Unit	CS#	Description
11	4.3.4	Report unsafe working conditions and work-related accidents, injuries, and damages
11	4.4.1	Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
7. Learning and Thinking Skills		
11	7.1.1	Identify and prioritize personal, educational, and workplace goals
11	7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
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	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
11	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
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 disagree)
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	0.1.6	Clarify or request clarification
12	0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
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	4.1.6	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

Unit	CS#	Description
12	4.2.1	Interpret wages, deductions, pay statements, and timekeeping forms
12	4.2.4	Interpret employee handbooks, personnel policies, and job manuals
12	4.2.5	Interpret information about employee benefits
12	4.3.2	Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements
12	4.3.3	Identify common safety equipment and safe work attire
12	4.4.1	Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
12	4.4.2	Identify appropriate skills and education for keeping a job and getting a promotion
12	4.4.3	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.
12	4.4.4	Interpret job responsibilities and performance reviews
12	4.5.1	Identify and use common tools, equipment, machines, and materials required for one's job
12	4.6.1	Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
12	4.6.2	Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
12	4.6.3	Interpret written workplace announcements and notices
12	4.8.3	Demonstrate effective communication skills in working with customers and clients
7. Learning and Thinking Skills		
12	7.1.1	Identify and prioritize personal, educational, and workplace goals
12	7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
12	7.1.4	Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists
12	7.3.1	Identify a problem and its possible causes
12	7.3.2	Devise and implement a solution to an identified problem
12	7.3.3	Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
12	7.3.4	Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
12	7.4.1	Identify and use effective study strategies

21. Course Scope and Sequence

Course Scope and Sequence by unit on the following pages.

SCOPE AND SEQUENCE

Unit	Vocabulary	Listening and Speaking	Reading	Grammar
Pre-Unit Welcome to Class <i>page 2</i>	Reasons for studying English	<ul style="list-style-type: none"> Meet your classmates Talk about your goals Ask for help 	<ul style="list-style-type: none"> Locate information in your book 	<ul style="list-style-type: none"> Simple present: <i>be</i>
1 Making Connections <i>page 5</i>	Physical appearance	<ul style="list-style-type: none"> Describe the way people look Describe personalities Get to know someone Pronunciation skills: <ul style="list-style-type: none"> Word stress Vowels in unstressed syllables Sentence stress 	<ul style="list-style-type: none"> Read an article about group work in the classroom Academic skill: <ul style="list-style-type: none"> Identify the topic and the main idea 	<ul style="list-style-type: none"> Simple present: <i>be</i> + adjective/<i>have</i> + object <i>Be</i>: compound sentence with <i>and</i> and <i>but</i> Simple present tense of <i>be</i>: <i>Yes/No</i> and information questions
2 All in the Family <i>page 25</i>	Family relationships	<ul style="list-style-type: none"> Talk about family Talk about what people have in common Ask about people Pronunciation skills: <ul style="list-style-type: none"> Sentence stress Pronunciation of <i>do</i> 	<ul style="list-style-type: none"> Read an article about work/life balance Academic skill: <ul style="list-style-type: none"> Retell information 	<ul style="list-style-type: none"> Simple present affirmative and negative: <i>live/work/have</i> Simple present: <i>Yes/No</i> questions and short answers Simple Present: Information questions and short answers
3 Lots to Do <i>page 45</i>	Clothing	<ul style="list-style-type: none"> Describe your wants and needs Talk about plans Describe problems with purchases Pronunciation skills: <ul style="list-style-type: none"> Pronunciation of <i>to</i> Pronunciation of <i>going to</i> 	<ul style="list-style-type: none"> Read about ways to pay for things Academic skill: <ul style="list-style-type: none"> Identify purpose 	<ul style="list-style-type: none"> Simple present: <i>Want/need</i> + infinitive Future with <i>be going to</i> Adverbs of degree: <i>very</i> and <i>too</i>
4 Small Talk <i>page 65</i>	Free-time activities	<ul style="list-style-type: none"> Talk about free-time activities Communicate likes and dislikes Accept or decline an invitation Pronunciation skills: <ul style="list-style-type: none"> Unpronounced syllables <i>Have to</i> and <i>has to</i> 	<ul style="list-style-type: none"> Read about different writing styles Academic skill: <ul style="list-style-type: none"> Predict the topic 	<ul style="list-style-type: none"> Adverbs of frequency Simple present: <i>love/like/hate</i> + infinitive Modal: <i>Have to</i>

Writing	Document Literacy Numeracy	Workplace, Life, and Community Skills	Soft Skills At Work
<ul style="list-style-type: none"> Write questions to complete conversations 	<ul style="list-style-type: none"> Use unit and page numbers 	<ul style="list-style-type: none"> Introduce yourself Greet people 	
<ul style="list-style-type: none"> Write about a study routine <p>Writing skill:</p> <ul style="list-style-type: none"> Introduce and explain steps of a routine 	<ul style="list-style-type: none"> Read an application for an ID card Interpret an ID card 	<ul style="list-style-type: none"> Read identification cards Complete an application <p>Digital skill:</p> <ul style="list-style-type: none"> Go online and search for an identification card application in your state 	<ul style="list-style-type: none"> Be inclusive
<ul style="list-style-type: none"> Write about a family member <p>Writing skill:</p> <ul style="list-style-type: none"> Use capital letters and commas in names of places 	<ul style="list-style-type: none"> Interpret a family tree Complete a Venn Diagram Interpret a chart 	<ul style="list-style-type: none"> Ask about mailing services <p>Digital skill:</p> <ul style="list-style-type: none"> Go online and search for mailing services near you 	<ul style="list-style-type: none"> Separate work and home life
<ul style="list-style-type: none"> Write about saving money <p>Writing skill:</p> <ul style="list-style-type: none"> Use a topic sentence 	<ul style="list-style-type: none"> Compare cost Calculate discount Interpret an online order form Understand a sales receipt Compare ways to make big purchases 	<ul style="list-style-type: none"> Complete an online order and read a sales receipt <p>Digital skill:</p> <ul style="list-style-type: none"> Go online and visit an online store. 	<ul style="list-style-type: none"> Listen actively
<ul style="list-style-type: none"> Write about a free-time activity <p>Writing skill:</p> <ul style="list-style-type: none"> Use details in your writing 	<ul style="list-style-type: none"> Complete a Venn Diagram Interpret calendars Interpret a bar graph Understand emojis 	<ul style="list-style-type: none"> Understand a schedule of events <p>Digital skill:</p> <ul style="list-style-type: none"> Go online and find a website of your local library. Add two events to a digital calendar. Invite a friend. 	<ul style="list-style-type: none"> Be professional

Text in purple refers to workplace and employability topics.

SCOPE AND SEQUENCE

Unit	Vocabulary	Listening and Speaking	Reading	Grammar
5 At Home <i>page 85</i>	Household problems	<ul style="list-style-type: none"> Describe problems in your home Ask about an apartment Get directions Pronunciation skills: <ul style="list-style-type: none"> Stress in two-word nouns Voiced and voiceless <i>th</i> 	<ul style="list-style-type: none"> Read an article about renters and homeowners Academic skill: <ul style="list-style-type: none"> Skimming 	<ul style="list-style-type: none"> Present continuous <i>There is/There are</i> Imperatives
6 In the Past <i>page 105</i>	Events	<ul style="list-style-type: none"> Talk about past activities Talk about milestones Talk about something that happened Pronunciation skills: <ul style="list-style-type: none"> Extra syllable for <i>-ed</i> endings Statements as questions 	<ul style="list-style-type: none"> Read an article about President Barack Obama Academic skill: <ul style="list-style-type: none"> Scan for information 	<ul style="list-style-type: none"> Simple past: Regular verbs Simple past: Irregular verbs Simple past: Information questions
7 Health Watch <i>page 125</i>	Health problems	<ul style="list-style-type: none"> Make a doctor's appointment Talk about an injury Call in when you have to miss work Pronunciation skills: <ul style="list-style-type: none"> Linking sounds <i>t</i> between two vowel sounds Using pauses 	<ul style="list-style-type: none"> Read an article about stress Academic skill: <ul style="list-style-type: none"> Use formatting cues 	<ul style="list-style-type: none"> Prepositions of time Simple past: More irregular verbs Ways to express reasons: <i>because, for</i>
8 Job Hunting <i>page 145</i>	Job titles and duties	<ul style="list-style-type: none"> Talk about your skills Answer questions about work history Answer questions about availability Pronunciation skills: <ul style="list-style-type: none"> Pronunciation of <i>can</i> and <i>can't</i> Intonation of questions with <i>or</i> 	<ul style="list-style-type: none"> Read an article about jobs in the U.S. Academic skill: <ul style="list-style-type: none"> Predict the topic 	<ul style="list-style-type: none"> <i>Can</i> to express ability Time expressions with <i>ago, last, in, and later</i> Ways to express alternatives: <i>or, and</i>

Writing	Document Literacy Numeracy	Workplace, Life, and Community Skills	Soft Skills At Work
<ul style="list-style-type: none"> • Write about your home Writing skill: <ul style="list-style-type: none"> • Structure paragraphs and use indents 	<ul style="list-style-type: none"> • Compare cost on rent and utilities • Interpret a utility bill • Interpret a bar graph • Follow directions on a map • Understand signs 	<ul style="list-style-type: none"> • Read apartment ads • Read a utility bill Digital skill: <ul style="list-style-type: none"> • Go online and search for an apartment in your town or city 	<ul style="list-style-type: none"> • Take initiative
<ul style="list-style-type: none"> • Write a biography Writing skill: <ul style="list-style-type: none"> • Use commas with dates 	<ul style="list-style-type: none"> • Interpret a to-do list • Identify holidays on a calendar • Create a timeline 	<ul style="list-style-type: none"> • Recognize U.S. holidays Digital skill: <ul style="list-style-type: none"> • Go online and search for other U.S. holidays 	<ul style="list-style-type: none"> • Be dependable
<ul style="list-style-type: none"> • Write about treating a health problem Writing skill: <ul style="list-style-type: none"> • Give a reason 	<ul style="list-style-type: none"> • Interpret appointment cards • Identify dosage on medicine labels 	<ul style="list-style-type: none"> • Read medicine labels Digital skill: <ul style="list-style-type: none"> • Go online and search for an online pharmacy. Find information on a medicine. 	<ul style="list-style-type: none"> • Respect others
<ul style="list-style-type: none"> • Write about your job history Writing skill: <ul style="list-style-type: none"> • Use the correct tense 	<ul style="list-style-type: none"> • Interpret a timeline • Interpret a bar graph 	<ul style="list-style-type: none"> • Read help wanted ads • Identify job requirements Digital skill: <ul style="list-style-type: none"> • Go online and search for a job posting website 	<ul style="list-style-type: none"> • Be honest

Text in purple refers to workplace and employability topics.

SCOPE AND SEQUENCE

Unit	Vocabulary	Listening and Speaking	Reading	Grammar
9 Parents and Children <i>page 165</i>	School Subjects	<ul style="list-style-type: none"> • Make plans for school events • Talk about progress in school • Discuss your child's behavior in school Pronunciation skills: <ul style="list-style-type: none"> • Pronunciation of <i>will</i> • Extra syllables with 's 	<ul style="list-style-type: none"> • Read an article about going to college Academic skill: <ul style="list-style-type: none"> • Use information in graphs and tables 	<ul style="list-style-type: none"> • Future with <i>will</i> • Adverbs of manner • Object pronouns • Possessive nouns
10 Let's Eat! <i>page 185</i>	Food containers and quantities	<ul style="list-style-type: none"> • Ask for quantities of food • Make decisions when shopping for food • Order food in a restaurant Pronunciation skills: <ul style="list-style-type: none"> • Pronunciation of <i>to, the, a, and of</i> 	<ul style="list-style-type: none"> • Read an article about the effects of coffee Academic skill: <ul style="list-style-type: none"> • Get meaning from context 	<ul style="list-style-type: none"> • Count nouns/ Non-count nouns and <i>How much/ How many</i> • Comparative adjectives with <i>than</i> • Quantifiers with plural and non-count nouns
11 Call 911! <i>page 205</i>	Medical emergencies	<ul style="list-style-type: none"> • Call 911 to report a medical emergency • Describe an emergency • Respond to a police officer's instructions Pronunciation skills: <ul style="list-style-type: none"> • Stressed syllables • <i>H</i> sound 	<ul style="list-style-type: none"> • Read an article about being safe at work Academic skill: <ul style="list-style-type: none"> • Identify supporting details 	<ul style="list-style-type: none"> • Present continuous: Statements and questions • <i>There was/There were</i> • Compound imperatives
12 The World of Work <i>page 225</i>	Job Responsibilities	<ul style="list-style-type: none"> • Ask about policies at work • Ask a co-worker to cover your hours • Request a schedule change Pronunciation skills: <ul style="list-style-type: none"> • Intonation in <i>yes/no</i> questions • Intonation in information questions and statements 	<ul style="list-style-type: none"> • Read an article about the Social Security program Academic skill: <ul style="list-style-type: none"> • Think about what you know 	<ul style="list-style-type: none"> • Expressions of necessity and prohibition • Information questions with <i>Who/What/Which/When/Where</i> • <i>Can/Could</i> to ask permission

Writing	Document Literacy Numeracy	Workplace, Life, and Community Skills	Soft Skills At Work
<ul style="list-style-type: none"> • Write about school Writing skill: <ul style="list-style-type: none"> • Use commas between words in a list 	<ul style="list-style-type: none"> • Interpret a bar graph • Compare cost of tuition 	<ul style="list-style-type: none"> • Leave a phone message • Leave a voice message Digital skill: <ul style="list-style-type: none"> • Go online and search how to set up a personal voicemail greeting message on your mobile phone 	<ul style="list-style-type: none"> • Plan well
<ul style="list-style-type: none"> • Write about nutrients in a dish Writing skill: <ul style="list-style-type: none"> • Use <i>like</i> and <i>such</i> as to introduce examples 	<ul style="list-style-type: none"> • Identify food containers and quantities • Understand nutritional information on food labels • Compare food price in ads • Interpret a bar graph • Read a menu 	<ul style="list-style-type: none"> • Read food labels Digital skill: <ul style="list-style-type: none"> • Go online and search for ingredients in a food you like 	<ul style="list-style-type: none"> • Ask for help
<ul style="list-style-type: none"> • Write about an emergency Writing skill: <ul style="list-style-type: none"> • Answer <i>wh</i>-questions to give information 	<ul style="list-style-type: none"> • Interpret a fire escape plan • Interpret a bar graph 	<ul style="list-style-type: none"> • Identify fire hazards • Understand fire safety procedures Digital skill: <ul style="list-style-type: none"> • Go online and search for workplace fire-escape plans or your own workplace's fire-escape plan 	<ul style="list-style-type: none"> • Follow safety procedures
<ul style="list-style-type: none"> • Write about job responsibilities Writing skill: <ul style="list-style-type: none"> • Give details to support an idea 	<ul style="list-style-type: none"> • Calculate earnings from a pay stub • Understand types of deduction • Calculate overtime pay • Interpret a work schedule 	<ul style="list-style-type: none"> • Read a pay stub • Understand payroll deductions and overtime hours Digital skill: <ul style="list-style-type: none"> • Go online and search for other common deductions that can appear on a pay stub 	<ul style="list-style-type: none"> • Be a team player

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 1.1, 2.2, 2.3; L2: RDG 1.7, 2.2, 2.3; L3: RDG 1.7, 2.1, 2.2, 2.3; L4: RDG 1.7, 2.2; L5: RDG 1.7; L6: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.2, 2.3, 3.2, 3.7, 3.11, 4.2; L8: RDG 1.7; L9: RDG 1.7, 2.1, 2.2, 2.6; L10: RDG 1.7, 1.8; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9; L2: 1.3, 1.4, 1.6, 2.1, 2.3, 4.1, 4.2; L3: 1.3, 2.1, 2.5, 3.1, 3.3, 3.5, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2; L5: 1.4, 1.6, 2.1, 2.3, 4.1, 4.2, 6.1; L6: 2.1, 2.3, 3.13, 4.1, 4.2; L7: 2.1, 2.3, 4.2, 5.8, 6.1; L8: 1.4, 2.1, 2.3, 4.1, 4.2, 6.5; L10: 2.1, 2.3; L11: 2.1, 2.3, 4.1, 4.2;
2	L1: RDG 1.1, 2.2, 2.3; L2: RDG 1.7, 2.2, 2.3; L3: RDG 1.7, 2.1, 2.9; L4: RDG 1.7, 1.8, 2.2, 2.3, 3.2, 3.7, 3.11; L5: RDG 1.7, 2.2, 2.3; L6: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.2, 2.3, 3.2, 4.2, 4.9; L8: RDG 1.7, 2.2, 2.3; L9: RDG 1.7, 2.9; L10: RDG 1.7, 1.8, 2.1; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9; L2: 1.4, 2.1, 2.3, 4.1, 4.2, 6.5; L3: 1.3, 2.1, 2.3, 3.1, 3.3, 3.5, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2, 5.8, 6.1; L5: 1.4, 1.5, 2.1, 2.3, 4.1, 4.2, 5.8, 6.1; L6: 2.1, 2.3, 3.6, 3.13, 4.1, 4.2; L7: 2.1, 2.3, 4.2; L8: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2; L10: 2.1, 2.3; L11: 2.1, 2.3, 4.1, 4.2;
3	L1: RDG 1.7, 2.2, 2.3; L2: RDG 1.7, 2.2, 2.3; L3: RDG 1.7, 2.9; L4: RDG 1.7, 1.8, 2.2, 2.3, 3.2, 3.6; L5: RDG 1.7, 2.2, 2.3; L6: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.2, 2.3, 3.2, 3.11, 3.14, 4.2, 4.9; L8: RDG 1.7, 2.2, 2.3; L9: RDG 1.7; L10: RDG 1.7, 1.8, 2.1; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.1, 4.2; L2: 1.4, 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.5; L3: 1.3, 2.1, 2.3, 3.1, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2; L5: 1.5, 2.1, 2.3, 4.1, 4.2, 5.8, 6.1; L6: 2.1, 2.3, 3.1, 3.3, 3.6, 4.1, 4.2; L7: 2.1, 2.3, 4.2, 5.8, 6.1; L8: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2; L10: 2.1, 2.3; L11: 2.1, 2.3, 4.1, 4.2;
4	L1: RDG 1.7, 2.2, 2.3; L2: RDG 1.7, 2.2, 2.3; L3: RDG 1.7, 2.9, 4.9; L4: RDG 1.7, 1.8, 2.2, 2.3, 3.2, 4.9; L5: RDG 1.7, 2.2, 2.3; L6: RDG 1.7, 2.9, 4.9; L7: RDG 1.7, 1.8, 2.2, 2.3, 3.2, 3.8, 3.11, 4.2, 4.9; L8: RDG 1.7, 2.2, 2.3; L9: RDG 1.7; L10: RDG 1.7, 1.8, 2.1; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.1, 4.2; L2: 1.4, 2.01, 2.3, 4.1, 4.2, 6.1, 6.2; L3: 1.3, 2.1, 2.3, 3.1, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2; L5: 2.1, 2.3, 4.1, 4.2, 5.8, 6.1, 6.2, 6.5; L6: 2.1, 2.3, 3.1, 4.1, 4.2; L7: 2.1, 2.3, 4.2, 5.8, 6.1, 6.2; L8: 1.5, 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.5; L9: 3.1; L10: 2.1, 2.3; L11: 2.1, 2.3, 4.1, 4.2;
5	L1: RDG 1.7, 2.2, 2.3; L2: RDG 1.7, 2.2, 2.3; L3: RDG 1.7, 2.9, 4.9; L4: RDG 1.7, 1.8, 2.2, 2.3, 3.2, 3.6, 3.16, 4.9; L5: RDG 1.7, 2.2, 2.3; L6: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.3, 3.2, 3.4, 3.9, 3.11, 4.2, 4.9; L8: RDG 1.7, 2.2, 2.3, 3.4; L9: RDG 1.3, 1.7, 2.3, 3.6; L10: RDG 1.7, 1.8, 2.1; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.2; L2: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.5; L3: 1.3, 2.1, 2.3, 3.9, 4.1, 4.2; L4: 2.1, 2.3, 4.2; L5: 2.1, 2.3, 4.2, 6.1, 6.2; L6: 2.1, 2.3, 3.1, 4.2; L7: 2.1, 2.3, 4.2, 5.8, 6.1, 6.2; L8: 2.1, 2.3, 4.1, 4.2, 5.4, 5.5, 6.1, 6.2; L9: 3.1, 3.4; L10: 2.1, 2.3; L11: 2.1, 2.3, 4.1, 4.2;
6	L1: RDG 1.7, 2.3; L2: RDG 1.7, 2.2, 2.3; L3: RDG 1.7, 2.9, 4.9; L4: RDG 1.7, 1.8, 2.3, 3.2, 4.9; L5: RDG 1.7, 2.2, 2.3; L6: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.3, 3.2, 3.10, 3.11, 4.2; L8: RDG 1.7, 2.2, 2.3; L9: RDG 1.7, 2.3, 2.6; L10: RDG 1.7, 1.8, 2.1; L11: RDG 1.7, 1.81, 3.2;	L1: 2.1, 2.3, 2.9, 4.2; L2: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.5; L3: 1.3, 2.1, 2.3, 3.9, 4.1, 4.2; L4: 2.1, 2.3, 4.2; L5: 1.4, 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L6: 2.1, 2.3, 3.6, 3.9, 4.2; L7: 2.1, 2.3, 4.2, 5.8, 6.1, 6.2; L8: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.5; L9: 3.1, 3.9, 4.1, 4.2; L10: 2.1, 2.3; L11: 2.1, 2.3, 4.1, 4.2;
7	L1: RDG 1.7, 2.3; L2: RDG 1.7, 2.2, 2.3; L3: RDG 1.7, 2.9, 4.9; L4: RDG 1.7, 1.8, 2.3, 3.2, 3.6, 4.9; L5: RDG 1.7, 2.3; L6: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.3, 3.2, 3.10, 3.11, 4.2, 4.9; L8: RDG 1.7, 2.3; L9: RDG 1.7, 2.3; L10: RDG 1.7, 1.8, 2.1; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.2; L2: 1.2, 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L3: 1.3, 2.1, 2.3, 4.1, 4.2; L4: 2.1, 2.3, 4.2, 5.4, 5.5; L5: 1.5, 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L6: 2.1, 2.3, 3.9, 4.2; L7: 2.1, 2.3, 4.2, 5.8, 6.1, 6.2; L8: 1.4, 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.5; L9: 4.1, 4.2; L10: 2.1, 2.3; L11: 2.1, 2.3, 4.1, 4.2;
8	L1: RDG 1.7, 2.3; L2: RDG 1.7, 2.3; L3: RDG 1.7, 3.1; L4: RDG 1.7, 1.8, 2.2, 2.3, 3.2; L5: RDG 1.7, 2.3; L6: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.3, 3.2, 3.8, 3.11, 4.2; L8: RDG 1.7, 2.3, 3.8; L9: RDG 1.7, 2.3; L10: RDG 1.7, 1.8; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.2, 5.8; L2: 1.4, 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L3: 1.3, 2.1, 2.3, 4.1, 4.2; L4: 2.1, 2.3, 4.2, 5.4, 5.5; L5: 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L6: 2.1, 2.3, 3.11, 4.2; L7: 2.1, 2.3, 4.2, 5.8, 6.1, 6.2; L8: 1.4, 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.5; L9: 3.5, 4.1, 5.2; L10: 2.1, 2.3, 3.9; L11: 2.1, 2.3, 4.1, 4.2;
9	L1: RDG 1.7, 2.3; L2: RDG 1.7, 2.3; L3: RDG 1.7, 3.1; L4: RDG 1.7, 1.8, 2.3, 3.2; L5: RDG 1.7, 2.3; L6: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.3, 3.2, 3.4, 3.8, 3.11, 4.2; L8: RDG 1.7, 2.3; L9: RDG 1.7; L10: RDG 1.7, 1.8, 2.1; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.2, 5.8; L2: 1.4, 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L3: 1.3, 2.1, 2.3, 3.3, 4.1, 4.2; L4: 2.1, 2.3, 4.2, 6.5; L5: 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L6: 2.1, 2.3, 3.2, 4.2; L7: 2.1, 2.3, 4.2, 5.8, 6.1, 6.2; L8: 1.2, 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.5; L9: 4.1, 4.2, 3.8; L10: 2.1, 2.3, 3.9; L11: 2.1, 2.3, 4.1, 4.2;
10	L1: RDG 1.7, 2.3; L2: RDG 1.7, 2.3; L3: RDG 1.7, 2.6; L4: RDG 1.7, 1.8, 2.3, 3.2; L5: RDG 1.7, 2.3; L6: RDG 1.7, 2.2, 2.6, 2.9; L7: RDG 1.7, 1.8, 2.3, 3.2, 3.11, 4.2, 4.9; L8: RDG 1.7, 2.3; L9: RDG 1.7; L10: RDG 1.7, 1.8, 2.1; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.2; L2: 1.4, 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L3: 1.3, 2.1, 2.3, 3.3, 4.1, 4.2; L4: 2.1, 2.3, 4.2; L5: 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L6: 2.1, 2.3, 3.10, 4.2, 5.8; L7: 2.1, 2.3, 4.2, 5.8, 6.1, 6.2; L8: 1.4, 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.5; L10: 2.1, 2.3, 3.11; L11: 2.1, 2.3, 4.1, 4.2;
11	L1: RDG 1.7, 2.3; L2: RDG 1.7, 2.3; L3: RDG 1.7, 2.6; L4: RDG 1.7, 1.8, 2.3, 3.2, 3.4, 3.6; L5: RDG 1.7, 2.3; L6: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.3, 3.2, 3.11, 4.2, 4.9; L8: RDG 1.7, 2.3; L9: RDG 1.7, 2.9; L10: RDG 1.7, 1.8, 2.1; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.2; L2: 1.4, 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L3: 1.3, 2.1, 2.3, 3.3, 3.9, 4.1, 4.2; L4: 2.1, 2.3, 4.2; L5: 1.1, 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L6: 2.1, 2.3, 3.5, 4.2, 5.8; L7: 2.1, 2.3, 4.2, 5.8, 6.1, 6.2; L8: 1.4, 2.1, 2.3, 4.1, 4.2, 6.1, 6.2; L9: 3.4; L10: 2.1, 2.3, 3.6; L11: 2.1, 2.3, 4.1, 4.2;
12	L1: RDG 1.7, 2.3; L2: RDG 1.7, 2.3; L3: RDG 1.7, 1.8, 2.3, 3.2; L4: RDG 1.7, 1.8, 2.3, 3.2, 3.4; L5: RDG 1.7, 2.3; L6: RDG 1.7, 2.9, 3.4; L7: RDG 1.7, 1.8, 2.3, 3.2, 3.7, 3.11, 4.2; L8: RDG 1.7, 2.3; L9: RDG 1.7, 2.9; L10: RDG 1.7, 1.8, 3.2; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.2; L2: 1.4, 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L3: 1.3, 2.1, 2.3, 3.9, 4.1, 4.2; L4: 2.1, 2.3, 4.2; L5: 1.4, 2.1, 2.3, 4.2, 6.1, 6.2, 6.5; L6: 2.1, 2.3, 3.6; L7: 2.1, 2.3, 4.2, 5.8, 6.1, 6.2; L8: 1.4, 2.1, 2.3, 4.1, 4.2, 6.1, 6.2, 6.5; L9: 3.1; L10: 2.1, 2.3, 3.11; L11: 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	CCRS Correlations, Level A	ELPS Correlations, Level 2
L1: 0.1.2, 0.1.5, 0.2.1, 7.4.1; L2: 0.1.2, 0.1.4, 0.1.5, 0.2.1; L3: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1; L4: 0.1.2, 0.1.5, 0.2.1, 4.1.1, 7.4.4, 7.7.3; L5: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1; L6: 0.1.2, 0.1.4, 0.1.5; L7: 0.1.2, 0.1.5, 4.8.1, 4.8.2; L8: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1; L9: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1; L10: 0.1.2, 0.1.5, 0.1.6, 0.2.1, 0.2.4, 7.4.1; L11: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1;	L1: SL.K.6, L.1.5a, L.1.5b, L.1.5c, L.1.6; L3: L.1.1c, L.1.1d, L.1.1e, L.1.1g; L4: W.1.7, W.1.8, SL.K.3; L6: L.1.1h; L7: R/RL.1.1, RI.1.2, RI.1.4, SL.K.2, SL.1.4; L8: SL.1.1, SL.K.6; L9: L.1.1e, L.1.1g; L10: W.1.2, W.1.5, L.1.1i;	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.5, 0.2.1, 7.4.1; L2: 0.1.2, 0.1.4, 0.1.5, 0.2.1; L3: 0.1.2, 0.1.4, 0.1.5; L4: 0.1.2, 0.1.5, 0.2.1; L5: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1; L6: 0.1.2, 0.1.5, 0.1.6, 0.2.1; L7: 0.1.2, 0.1.5, 2.4.2, 2.4.3, 4.5.6, 7.4.4, 7.7.3; L8: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1; L9: 0.1.2, 0.1.5; L10: 0.1.2, 0.1.5, 0.1.6; L11: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1, 7.5.5; L1: SL.1.1, SL.K.6, L.1.5a, L.1.5b, L.1.5c, L.1.6;	L3: L.1.1c, L.1.1d, L.1.1e, L.1.1g; L4: R/RL.1.1, RI.1.2, RI.1.4, SL.K.2, SL.1.4; L5: SL.K.3; L6: L.1.1e, L.1.1g; L7: W.1.7, W.1.8; L8: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6; L9: L.1.1c, L.1.1h, L.1.1k; L10: W.1.2, W.1.5, L.1.1i;	ELPS 1-3, 5-10
L1: 0.1.2, 0.1.5, 1.2.9, 7.4.1; L2: 0.1.2, 0.1.5, 0.2.1; L3: 0.1.2, 0.1.5; L4: 0.1.2, 0.1.5, 0.2.1, 1.6.4, 4.5.6, 7.4.4, 7.7.3; L5: 0.1.2, 0.1.5, 0.1.6, 0.2.1; L6: 0.1.2, 0.1.5, 0.1.6, 0.2.1; L7: 0.1.2, 0.1.5, 1.3.1; L8: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 1.3.3; L9: 0.1.2; L10: 0.1.2, 0.1.5, 0.1.6; L11: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1, 4.8.3;	L1: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6, L.1.1i, L.1.2g, L.1.5a, L.1.5b, L.1.5c, L.1.6; L3: SL.K.3; L4: L.1.1c, L.1.1d, L.1.1e, L.1.1g; L5: R/RL.1.1, W.1.7, W.1.8; L6: L.1.1d, L.1.1e, L.1.1g; L7: R/RL.1.1, RI.1.2, RI.1.4; L8: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6; L10: W.1.2, W.1.5, L.1.1i;	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.5, 0.2.1, 0.2.4, 7.4.1; L2: 0.1.2, 0.1.5, 0.2.1, 0.2.4; L3: 0.1.2, 0.1.5, 0.2.1, 0.2.4, 7.1.4; L4: 0.1.2, 0.1.5, 2.8.3, 4.5.6, 7.4.4, 7.7.3; L5: 0.1.2, 0.1.5, 0.1.6; L6: 0.1.2, 0.1.5, 0.1.6, 0.2.1, 0.2.4, 6.7.2; L7: 0.1.2, 0.1.5, 7.7.4; L8: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.3; L9: 0.1.2; L10: 0.1.2, 0.1.5, 0.1.6, 0.2.4; L11: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1, 4.8.3, 4.8.4;	L1: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6, L.1.1i, L.1.5a, L.1.5b, L.1.5c, L.1.6; L3: L.1.1c, L.1.1d, L.1.1e, L.1.1g, L.1.1k; L4: RI.1.7, W.1.7, W.1.8, SL.K.3; L5: SL.1.4; L7: R/RL.1.1, RI.1.2, RI.1.4, SL.K.2; L8: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6; L10: W.1.2, W.1.5, L.1.1i;	ELPS 1-3, 5-10
L1: 0.1.2, 0.1.5, 7.4.1, 8.2.6; L2: 0.1.2, 0.1.5, 4.1.8, 8.2.6; L3: 0.1.2, 0.1.5, 8.2.6; L4: 0.1.2, 0.1.5, 1.4.2, 1.5.3, 4.5.6, 7.4.4, 7.7.3; L5: 0.1.2, 0.1.5, 0.1.6, 1.4.2; L6: 0.1.2, 0.1.5, 0.1.6, 1.4.2; L7: 0.1.2, 0.1.5, 1.5.2, 6.7.2, 7.2.3; L8: 0.1.2, 0.1.5, 0.1.6, 2.2.1, 2.2.6; L9: 0.1.2, 1.9.1; L10: 0.1.2, 0.1.5, 0.1.6, 0.2.4, 1.4.1; L11: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1, 4.8.3, 4.8.4;	L1: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6, L.1.5a, L.1.5b, L.1.5c, L.1.6; L3: L.1.1c, L.1.1d, L.1.1e, L.1.1g, L.1.2h; L4: RI.1.9, W.1.7, W.1.8; L5: SL.K.3; L6: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6; L7: R/RL.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.7, SL.K.2, SL.1.4; L10: W.1.2, W.1.5, L.1.1i;	ELPS 1-5, 7-10
L1: 0.1.2, 0.1.5, 0.2.4, 7.4.1; L2: 0.1.2, 0.1.5, 0.2.4; L3: 0.1.2, 0.1.5, 0.2.4; L4: 0.1.2, 0.1.5, 2.7.1, 4.5.6, 7.7.3, 7.4.4; L5: 0.1.2, 0.1.5, 0.1.6, 0.2.1; L6: 0.1.2, 0.1.5, 0.1.6, 0.2.1; L7: 0.1.2, 0.1.5, 5.2.1; L8: 0.1.2, 0.1.5, 0.1.6, 0.1.8, 0.2.1; L9: 0.1.2, 0.1.5, 0.1.6, 0.2.1; L10: 0.1.2, 0.1.5, 0.1.6; L11: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1, 7.3.2;	L1: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6, L.1.1i, L.1.5a, L.1.6; L3: L.1.1c, L.1.1d, L.1.1e, L.1.1g; L4: R/RL.1.1, RI.1.4, W.1.7, W.1.8; L5: SL.K.3, SL.1.4; L6: L.1.1c, L.1.1d, L.1.1e, L.1.1g; L7: R/RL.1.1, RI.1.2, SL.K.2; L8: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6; L9: L.1.1c, L.1.1d, L.1.1e, L.1.1g, L.1.1k, L.1.1i; L10: W.1.2, W.1.5, L.1.1i;	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.5, 3.6.3, 7.4.1; L2: 0.1.2, 0.1.5, 3.1.2; L3: 0.1.2, 0.1.5, 0.2.1, 3.1.2; L4: 0.1.2, 0.1.5, 3.3.2, 3.4.1, 4.5.6, 7.7.3, 7.4.4; L5: 0.1.2, 0.1.5, 0.1.6, 0.2.1, 3.6.2; L6: 0.1.2, 0.1.5, 0.1.6; L7: 0.1.2, 0.1.5, 0.2.1, 7.5.4; L8: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.1.8, 0.2.1, 4.6.5; L9: 0.1.2; L10: 0.1.2, 0.1.5, 0.1.6, 3.6.3; L11: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1, 4.8.5, 7.3.2;	L1: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6, L.1.5a, L.1.5b, L.1.5c, L.1.6; L2: SL.K.3; L3: L.1.1j; L4: W.1.7, W.1.8; L5: SL.K.3; L6: L.1.1c, L.1.1d, L.1.1e, L.1.1g; L7: R/RL.1.1, RI.1.2, RI.1.4, RI.1.5, SL.K.2, SL.K.3, SL.1.4; L8: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6; L9: L.1.1h, L.1.1i; L10: W.1.2, W.1.5, L.1.1i;	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.5, 4.4.4, 7.1.1, 7.4.1; L2: 0.1.2, 0.1.5, 4.1.5; L3: 0.1.2, 0.1.5, 0.2.1, 3.1.2; L4: 0.1.2, 0.1.5, 4.1.3, 4.1.5, 4.5.6, 7.4.4, 7.7.3; L5: 0.1.2, 0.1.5, 0.1.6, 0.2.1, 4.1.5; L6: 0.1.2, 0.1.5, 0.1.6, 0.2.1; L7: 0.1.2, 0.1.5, 0.2.1, 7.1.1; L8: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.1.8, 0.2.1, 4.1.5, 4.6.5; L9: 0.1.2; L10: 0.1.2, 0.1.5, 0.1.6; L11: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1, 4.8.1, 4.8.5;	L1: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6, L.1.5a, L.1.5b, L.1.5c, L.1.6; L2: SL.K.3; L4: W.1.7, W.1.8; L7: R/RL.1.1, RI.1.2, RI.1.4, SL.K.2; L8: RI.1.5, SL.1.1a, SL.1.1b, SL.1.1c, SL.K.3, SL.1.4, SL.K.6; L9: L.1.1h, L.1.1i; L10: W.1.2, W.1.5, L.1.1i;	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.5, 7.4.1; L2: 0.1.2, 0.1.5; L3: 0.1.2, 0.1.5, 0.2.1, 3.1.2; L4: 0.1.2, 0.1.5, 2.1.7, 4.5.6, 7.4.4, 7.7.3; L5: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 2.8.6; L6: 0.1.2, 0.1.5, 0.1.6; L7: 0.1.2, 0.1.5, 0.2.1, 6.7.2, 7.1.1; L8: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 2.8.6; L9: 0.1.2; L10: 0.1.2, 0.1.5, 0.1.6; L11: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1, 7.1.2;	L1: SL.1.1a, SL.1.1b, SL.1.1c, SL.1.4, SL.K.6, L.1.6; L2: SL.K.3; L3: L.1.1e, L.1.1g; L4: W.1.7, W.1.8; L5: SL.K.3; L6: L.1.1d, L.1.2h; L7: R/RL.1.1, RI.1.2, RI.1.4, RI.1.7; L8: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.3, SL.K.6, L.1.1b; L9: L.1.1b, L.1.1c, L.1.2h, L.1.2i; L10: W.1.2, W.1.5, L.1.1i, L.1.2e;	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.5, 1.2.8, 7.4.1; L2: 0.1.2, 0.1.5, 1.2.8; L3: 0.1.2, 0.1.5, 1.2.8, 2.6.3; L4: 0.1.2, 0.1.5, 1.2.8, 1.6.1, 3.5.1, 3.5.2, 4.5.6, 7.4.4, 7.7.3; L5: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 1.2.8; L6: 0.1.2, 0.1.5, 0.1.6, 1.2.1; L7: 0.1.2, 0.1.5, 0.2.1; L8: 0.1.2, 0.1.5, 0.1.6, 2.6.4; L9: 0.1.2; L10: 0.1.2, 0.1.5, 0.1.6; L11: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 0.2.1, 4.6.5, 4.8.3;	L1: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6, L.1.5a, L.1.5b, L.1.5c, L.1.6; L2: SL.K.3; L3: L.1.1c, L.1.1e, L.1.1f, L.1.1g, L.1.2h, L.1.2i; L4: W.1.7, W.1.8; L5: SL.K.3; L6: SL.1.4, L.1.1f, L.1.1i, L.1.2g, L.1.2j; L7: R/RL.1.1, RI.1.2, RI.1.4, SL.K.2, L.1.4; L8: SL.1.1a, SL.1.1b, SL.1.1c; L9: L.1.1c, L.1.1e, L.1.1g; L10: W.1.2, W.1.5, L.1.1i, L.1.2e;	ELPS 1-5, 7-10
L1: 0.1.2, 0.1.5, 2.1.2, 7.4.1; L2: 0.1.2, 0.1.5, 2.1.2; L3: 0.1.2, 0.1.5; L4: 0.1.2, 0.1.5, 1.4.8, 3.4.1, 3.4.2, 4.3.1, 4.5.6, 7.4.4, 7.7.3; L5: 0.1.2, 0.1.4, 0.1.5, 0.1.6; L6: 0.1.2, 0.1.5, 0.1.6; L7: 0.1.2, 0.1.5, 4.2.6, 4.3.1; L8: 0.1.2, 0.1.5, 0.1.6, 5.5.6; L9: 0.1.2; L10: 0.1.2, 0.1.5, 0.1.6; L11: 0.1.2, 0.1.5, 0.1.6, 0.2.1, 4.3.4;	L1: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6, L.1.5a, L.1.5b, L.1.5c, L.1.6; L2: SL.K.3; L3: L.1.1c, L.1.1e, L.1.2h; L4: W.1.7, W.1.8; L5: SL.K.3; L6: SL.1.4; L7: R/RL.1.1, RI.1.2, RI.1.4, SL.K.2; L8: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.3, SL.K.6; L9: L.1.1g, L.1.1h, L.1.1i; L10: W.1.2, W.1.5, L.1.1i;	ELPS 1-3, 5, 7-10
L1: 0.1.2, 0.1.5, 4.4.4, 7.4.1; L2: 0.1.2, 0.1.4, 0.1.5, 4.2.4; L3: 0.1.2, 0.1.5, 4.4.4; L4: 0.1.2, 0.1.5, 4.2.1, 4.5.6, 7.4.4, 7.7.3; L5: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 4.1.6, 4.6.5; L6: 0.1.2, 0.1.5, 0.1.6; L7: 0.1.2, 0.1.5, 2.5.2; L8: 0.1.2, 0.1.4, 0.1.5, 0.1.6, 4.1.6, 4.6.5; L9: 0.1.2; L10: 0.1.2, 0.1.5, 0.1.6, 4.4.4; L11: 0.1.2, 0.1.5, 0.1.6, 0.2.1, 4.6.4, 4.6.5;	L1: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.6, L.1.5a, L.1.5b, L.1.5c, L.1.6; L2: SL.K.3; L4: W.1.7, W.1.8; L5: SL.K.3; L6: L.1.1k, L.1.2a; L7: R/RL.1.1, RI.1.2, RI.1.4; L8: SL.1.1a, SL.1.1b, SL.1.1c, SL.K.3, SL.K.6; L9: L.1.1i; L10: W.1.2, W.1.5, L.1.1i;	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.

22. Texts & Supplemental Instructional Materials

Future 2: Second Edition

by Sarah Lynn, Wendy Pratt Long

ISBN 978-0-13-735935-6

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.