



# Course Description

## A. COVER PAGE

<b>1. Course Title</b> Low Intermediate ESL	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts (for 2003) <input checked="" type="checkbox"/> English as a Second Language
<b>2. Transcript Title / Abbreviation</b> ESL 4	
<b>3. Transcript Course Code / Number</b>	
<b>4. School</b> Monrovia Community Adult School	
<b>5. District</b> Monrovia Unified School District	
<b>6. City</b> Monrovia, CA	<b>10. Grade Level(s)</b> Adults
<b>7. School / District Web Site</b> <a href="http://www.monroviaadultschool.com">www.monroviaadultschool.com</a>	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>8. School Contact</b>  Name: Flint Fertig  Title/Position: Director of Adult Education and Alternative Programs  Phone: 626.471.3035  Fax: 626.471.3036  E-mail: <a href="mailto:ffertig@monroviaschools.net">ffertig@monroviaschools.net</a>	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: 0.33 (quarter equivalent) <hr/>
	<b>13. Date of School Board Approval</b>
<b>14. Length of Course:</b> 24 weeks / 4 classes per week / 4 hours per class	
<b>15. Total Course Hours:</b> 384 hours	
<b>16. Pre-Requisites</b> Initial CASAS test and certificate of completion of ESL 3	
<b>17. Co-Requisites</b> EL Civics – 128 hours	
<b>18. Brief Course Description -</b> ESL 4 is a non-credit, open enrollment course designed for students who already have high beginning reading and writing English skills. Throughout the course students will build vocabulary and improve reading, writing, and computational tasks related to life roles. Students are exposed to the language through <i>Future 3</i> and other supplemental texts to become prepared for ESL 5 classes. Students who demonstrate proficiency in ESL 4 learning objectives apply language to a variety of real-world scenarios, engage in beginning academic classroom discourse and academic writing, can follow more detailed oral directions, know basic computer terms, and fill out basic medical information forms and job applications. Proficiency in ESL 4 is based on satisfactory performance on the listening, speaking, reading, and writing assessments outlined in 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 4 course, students will achieve the following course objectives and standards:

- I. Be Prepared for ESL 5**
- II. Attain Monrovia Community Adult School Student Learning Outcomes becoming:**
  - A. a Problem Solver by evaluating options in a number of real-world scenarios and critically thinking and speaking in English to act appropriately in those situations.
  - B. a Lifelong Learner by successfully completing this course and gaining the confidence to continue independent learning.
  - C. an Effective Communicator by demonstrating beginning academic English listening and speaking skills in the classroom, and by demonstrating writing skills that will lead to academic writing.
  - D. an Economic Participant by understanding the skills required to find and hold employment and engage in the economy and applying those skills to life.
- III. Meet the ESL 4 Citrus College Adult Education Consortium (CCAEC) Language Proficiency Objectives as listed below:**
  - A. Reading**
    1. Apply appropriate inflections for punctuation and tone.
    2. Predict the content of a text from title, pictures, captions, and emphasized information.
    3. Restate simple, compound, and basic complex sentence meaning.
    4. Demonstrate comprehension of medium-length texts, 3-5 paragraphs (course descriptions, community newspapers, common workplace materials).
    5. Determine the sequence of events in a narrative with multiple verb tenses.
    6. Analyze visual clues:
      - a. Use emphasized text to interpret reading (heading, captions, bullets, numbering, bold, italics).
      - b. Interpret and explain information in charts, tables, maps, diagrams, and graphs (schedules, pie charts, county and city maps, line graphs, bar graphs).
    7. Increase reading speed, accuracy, and fluency using the following strategies:
      - a. Scan a simple text to find specific information (web pages, articles, short stories, documents, forms, schedules).
      - b. Scan signal words to quickly find a sequence.
      - c. Skim to find the main idea of a medium-length text (3-5 paragraphs).
    8. Guess the meaning of new words from context using context clue strategies (connotation, antonyms and synonyms, prefixes and suffixes, examples and explanations).
    9. Identify the main idea (of a text and individual paragraphs), supporting details (facts and examples), and topic sentences from a medium-length text (3-5 paragraphs).
    10. Make inferences and draw conclusions from a simple text.
    11. Recognize and interpret how word formation affects word meaning (verb endings and tenses, plurals, possessives, common prefixes and suffixes, comparatives and superlatives).

## **B. Writing**

1. Use apostrophes for possessives and plural possessives.
2. Use indentation to show paragraph divisions.
3. Use commas in a series, in introductory phrases, between compound sentences, and with basic dependent clauses.
4. Spell modification past-ed, comparative forms, past participles, and prefixes and suffixes.
5. Use prerequisite and appropriate-level grammar points in writing.
6. Demonstrate appropriate-level competency of correct syntax versus incorrect syntax:
  - a. Write complete simple, compound, and basic complex sentences.
  - b. Recognize fragments, run-ons, and comma splices (Introduction).
  - c. Maintain noun and pronoun agreement.
  - d. Use correct order of parts of speech.
7. Write related sentences and content to form a paragraph, unified by a topic sentence, supporting details, and a conclusion.
8. Use signal words to signify contrast, example, sequence, continuation, choice, and cause.
9. Write multi-step instructions; explanations and detailed descriptions; long and short term goals with time frames, criteria, and strategies; personal texts (journal entries, reminders); short functional texts (letters, postcards, e-mail, notes, lists); sequence of events in a narrative; information for charts and tables.
10. Pre-write and prepare with brainstorming, notes, and graphic organizers.
11. Use details to elaborate on main ideas and opinions (examples, descriptions, personal experiences, facts).
12. Paraphrase and summarize information.
13. Use transition words to connect content and show relationships

## **C. Listening**

1. Recognize and distinguish between the various sounds of English.
  - a. Stressed versus unstressed syllables
  - b. Voiced versus voiceless sounds
2. Recognize words and sounds when they are modified.
  - a. Three types of final “ed” sound (/d/, /t/, /Id/)
  - b. Inflections (plural, possessive, third-person singular simple present tense, present and past participles)
  - c. Comparative and superlative adjectives
  - d. Prefixes and suffixes
3. Demonstrate understanding of reduced forms in high-frequency expressions and contractions (Haven’t, I’ve, He’s, “Di-ju,” “Wanna,” “Gonna,” “Where’d” “Where’ve”).
4. Identify 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. Identify pronunciation, stress, and intonation and rhythm patterns used to convey moods, emotions, and attitudes.
  - a. Express intensity
  - b. Express emphasis of intensifiers, qualifiers, and stressed words
6. Demonstrate understanding of:

- a. A short (1-3 minute) presentation
  - b. Short social exchanges and conversation
  - c. Speech used to persuade, argue, emphasize and express moods
  - d. Format and structure suitable for purpose and audience
  - e. Abbreviated forms of speech (Want some?)
  - f. Short Non face-to-face messages or announcements
  - g. Multi-step instructions, directions, and information requests
  - h. Past personal history, narratives, experience, and conditions that continue until the present
  - i. An interview
  - j. Surveys
7. Use non-verbal clues to guess meaning (gestures, situations, relationships).
  8. Identify the topic, main idea, specific details, and summary of short discourse or information.
  9. Use contextual clues to get information (time references, key vocabulary) and to guess meanings of new words.
  10. Recognize fillers and place holders in speech (“Um,” “Like,” “You know”).

#### **D. Speaking**

1. Demonstrate level-appropriate pronunciation of the various sounds of English.
  - a. Stressed versus unstressed syllables in polysyllabic words
  - b. Voiced versus voiceless sounds
2. Demonstrate level-appropriate pronunciation of words and sounds when they are modified.
  - a. Three types of final “ed” sound (/d/, /t/, /Id/
  - b. Comparative and superlative adjectives and adverbs
  - c. Prefixes and suffixes
3. Demonstrate level-appropriate pronunciation and use of reduced forms in high-frequency expressions and contractions (Haven’t, I’ve, He’s, Di-ju, Wanna, Gonna, Where’d, Where’ve).
4. Use 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
5. Use pronunciation, stress, and intonation and rhythm patterns to convey moods, emotions, and attitudes.
6. Give a short (1-3 minute) presentation.
7. Restate short non face-to-face messages or announcements (schedule board, voice mail, phone conversations).
8. Engage in short social exchanges and conversation.
9. Use speech to persuade, argue, emphasize and express moods (sympathy, irritation, excitement).
10. Use format and structure suitable for purpose and audience.
11. Convey multi-step instructions and directions.
12. Ask and answer informational requests.
13. Relate past personal history, narratives, experience, and conditions that continue until the present.
14. Make suggestions and give advice.
15. Participate in an interview.
16. Give and take surveys.
17. Paraphrase information for clarification.

18. Emphasize key points to guide listeners in following important ideas.
19. Give examples, experiences, descriptions and facts to support ideas.
20. Switch between informal and formal register as situation warrants.
21. Use signal words to signify contrast, example, sequence, continuation, choice, and cause-effect.
22. Use appropriate nonverbal cues to convey meaning.

## **E. Grammar**

1. Verb tenses
  - a. Select correct forms of Present Perfect, Present Perfect Continuous, Past Continuous (imperative, declarative, interrogative and negative forms).
2. Modals
  - a. Shall/should, can/could, will/would, may/might, must (affirmative, negative and interrogative forms)
  - b. Phrasal modals (be able to, have to, used to/be used to)
3. Phrasal verbs
  - a. Separable vs. inseparable
4. Nouns & Pronouns
  - a. Use correct forms of count and non-count nouns with correlating qualifiers.
  - b. Use correct forms of direct and indirect objects and pronouns, reflexive pronouns.
5. Adjectives and Adverbs
  - a. Use participial adjectives, comparative (“as + adjective + as” constructions) and superlative adjectives and adverbs.
6. Function Words
  - a. Use definite and indefinite articles.
  - b. Use coordinating and subordinating conjunctions.
7. Gerunds and Infinitives
  - a. Verbs followed by gerunds
  - b. Verbs followed by infinitives
8. Conditionals
  - a. Use correct forms of present real and future real.
9. Sentence type
  - a. Adverbial clauses of time and reason (complex sentences)
  - b. Direct speech
  - c. Exclaiming or exclamatory sentences

## 20. CASAS Standards and Competencies

*CASAS Standards and Competencies covered in ESL 4 are below (specific standards covered by unit are noted in Course Scope and Sequence):*

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

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

CS#	Listening Content Standard
<b>L1</b>	<b>Phonology</b>
L1.1	Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)
L1.2	Recognize words and sounds when they are modified by adjacent sounds (e.g., final “s”: walks [s] vs. plays [z]; final “-ed”: walked [t] vs. played
L1.3	Distinguish individual words in connected speech
L1.4	Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions,
L1.5	Recognize reduced forms of words and phrases (e.g., <i>gonna</i> , <i>gimme</i> ; <i>Did you/Didja</i> , <i>twenty/twenny</i> )
L1.6	Recognize location of stress in multi-syllable words (e.g., <i>My address is 312 Date Street.</i> vs. <i>Please address this envelope.</i> )
L1.7	Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change <i>I don't believe it!</i> from an expression of skepticism to an exclamation of surprise.)

<b>CS#</b>	<b>Listening Content Standard</b>
<b>L2</b>	<b>Vocabulary</b>
L2.1	Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival,
L2.2	Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated
L2.3	Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation,
L 2.5	Comprehend homonyms in context (e.g., <i>There's a <u>hole</u> in the bag. / 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</i> vs. <i>physician</i> ), precise terminology (e.g., <i>home</i> vs. <i>duplex apartment</i> ), phrasal verbs and idioms (e.g., <i>to be late</i> vs. <i>running behind schedule</i> ) on
L2.9	Comprehend specialized vocabulary (e.g., technical, academic)
<b>L3</b>	<b>Grammar</b>
L3.1	Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., to be, to do, to need, to
L3.2	Recognize pronouns and follow pronouns across a statement (e.g., <i>Carlos lives with his mother.</i> )
L3.3	Recognize contracted forms
L3.4	Recognize imperative constructions
L3.5	Recognize negative constructions
L3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements
L3.7	Recognize noun plurals
<b>L4</b>	<b>General Discourse</b>
L4.1	Comprehend simple learned social exchanges
L4.2	Comprehend simple conversations
L4.3	Comprehend simply expressed states and feelings
L4.10	Comprehend media messages with visual support (e.g., TV news, weather reports, and movies)
<b>L5</b>	<b>Informational Discourse</b>
L5.1	Comprehend short emergency warnings and commands (e.g., <i>Stop! Wait!</i> )
L5.2	Comprehend brief messages (e.g., <i>Your husband called. Ms. Garcia wants to see you right away.</i> )
<b>L6</b>	<b>Strategies and Critical Thinking</b>
L6.1	Identify the topic, main idea, or gist of brief discourse or information



CS#	Listening Content Standard
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
<b>0. Basic Communications</b>		
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	0.1.3	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
1	0.1.5	Interact effectively in the classroom
1	0.2.1	Respond appropriately to common personal information questions
1	0.2.4	Converse about daily and leisure activities and personal interests
<b>1. Consumer Economics</b>		
1	1.1.1	Interpret governmental forms related to seeking work, such as applications for Social Security
<b>2. Community Resources</b>		
1	2.7.1	Interpret information about holidays
<b>3. Health</b>		
1	3.5.3	Identify how to handle, prepare and store food safely
<b>7. Learning and Thinking Skills</b>		
1	7.2.6	Generate ideas using various approaches, such as brainstorming
1	7.3.2	Devise and implement a solution to an identified problem
1	7.4.3	Identify and use strategies for remembering information
<b>Unit 0. Basic Communications</b>		
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)

Unit	CS#	Description
2	0.1.3	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
2	0.1.5	Interact effectively in the classroom
2	0.2.1	Respond appropriately to common personal information questions
2	0.2.4	Converse about daily and leisure activities and personal interests
<b>2. Community Resources</b>		
2	2.5.8	Identify community organizations and their purpose and functions
<b>4. Employment</b>		
2	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
<b>5. Government and Law</b>		
2	5.6.5	Identify volunteer agencies and opportunities in the community
<b>7. Learning and Thinking Skills</b>		
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	7.2.7	Consider factors involved in making decisions, such as goals, constraints, consequences, alternatives, and input from others
2	7.3.2	Devise and implement a solution to an identified problem
2	7.4.3	Identify and use strategies for remembering information
<b>0. Basic Communications</b>		
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	0.1.3	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
3	0.1.5	Interact effectively in the classroom
3	0.2.4	Converse about daily and leisure activities and personal interests
<b>2. Community Resources</b>		
3	2.5.6	Use library services

<b>Unit</b>	<b>CS#</b>	<b>Description</b>
<b>3</b>	<b>2.8.2</b>	Identify, evaluate, and access schools and other learning resources
<b>3</b>	<b>2.8.4</b>	Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
<b>3</b>	<b>2.8.6</b>	Interpret information from schools and communicate with school personnel
<b>3</b>	<b>2.8.8</b>	Interpret information related to student and school performance, and identify ways to promote change
<b>7.</b>	<b>Learning and Thinking Skills</b>	
<b>3</b>	<b>7.2.2</b>	Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
<b>Unit</b>	<b>0.</b>	<b>Basic Communications</b>
<b>4</b>	<b>0.1.2</b>	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
<b>4</b>	<b>0.1.3</b>	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
<b>4</b>	<b>0.1.5</b>	Interact effectively in the classroom
<b>4</b>	<b>0.2.1</b>	Respond appropriately to common personal information questions
<b>2.</b>	<b>Community Resources</b>	
<b>4</b>	<b>2.3.2</b>	Identify the months of the year and the days of the week
<b>4</b>	<b>2.5.6</b>	Use library services
<b>4</b>	<b>2.6.1</b>	Interpret information about recreational and entertainment facilities and activities
<b>4</b>	<b>2.6.3</b>	Locate and Interpret information in order to plan for recreational activities and other events
<b>4</b>	<b>2.8.2</b>	Identify, evaluate, and access schools and other learning resources
<b>4.</b>	<b>Employment</b>	
<b>4</b>	<b>4.1.2</b>	Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
<b>4</b>	<b>4.1.5</b>	Identify how to interview appropriately for a job
<b>4</b>	<b>4.1.6</b>	Interpret general work-related vocabulary (e.g., supervisor, shift)
<b>4</b>	<b>4.2.6</b>	Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment
<b>7.</b>	<b>Learning and Thinking Skills</b>	

Unit	CS#	Description
4	7.3.2	Devise and implement a solution to an identified problem
4	7.4.3	Identify and use strategies for remembering information
<b>0. Basic Communications</b>		
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	0.1.3	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
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?)
<b>1. Consumer Economics</b>		
5	1.3.6	Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments
<b>2. Community Resources</b>		
5	2.2.1	Ask for, give, follow, or clarify directions to a place or location, including reading signs
5	2.2.2	Recognize and use signs related to public transportation
5	2.2.4	Interpret transportation schedules, fares, and payment procedures
5	2.2.5	Use maps relating to travel needs, including Internet-based map systems
5	2.2.7	Interpret and follow security policies and procedures, and regulations related to travel and transport
<b>7. Learning and Thinking Skills</b>		
5	7.3.2	Devise and implement a solution to an identified problem
5	7.4.3	Identify and use strategies for remembering information
<b>Unit 0. Basic Communications</b>		
6	0.1.3	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
6	0.1.5	Interact effectively in the classroom
<b>1. Consumer Economic</b>		

Unit	CS#	Description
6	1.2.1	Interpret advertisements, labels, charts, and price tags in selecting goods and services
6	1.2.2	Compare price, quality, and product information to determine the best buys for goods and services
6	1.3.3	Make returns, exchanges, and customer service requests
6	1.6.3	Identify procedures the consumer can follow if merchandise or service is unsatisfactory
6	1.7.5	Interpret information to obtain repairs
<b>7. Learning and Thinking Skills</b>		
6	7.3.2	Devise and implement a solution to an identified problem
6	7.4.3	Identify and use strategies for remembering information
<b>Unit 0. Basic Communications</b>		
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	0.1.3	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
7	0.1.5	Interact effectively in the classroom
<b>1. Consumer Economic</b>		
7	1.9.6	Interpret information related to automobile maintenance
7	1.9.7	Identify procedures and report information regarding automobile accidents and emergencies
<b>3. Health</b>		
7	3.4.2	Identify safety measures that can prevent accidents and injuries
<b>5. Government and Law</b>		
7	5.1.7	Identify how to contact public officials about issues and concerns
7	5.3.7	Identify common infractions and crimes, and legal consequences
<b>7. Learning and Thinking Skills</b>		
7	7.3.2	Devise and implement a solution to an identified problem
7	7.4.3	Identify and use strategies for remembering information

Unit	CS#	Description
<b>0. Basic Communications</b>		
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	0.1.3	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
8	0.1.5	Interact effectively in the classroom
8	0.2.1	Respond appropriately to common personal information questions
<b>3. Health</b>		
8	3.5.1	Interpret information about nutrition, including food labels
8	3.5.2	Identify a healthy diet
8	3.5.4	Identify practices that promote dental health
<b>7. Learning and Thinking Skills</b>		
8	7.2.2	Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
8	7.2.3	Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
8	7.3.2	Devise and implement a solution to an identified problem
8	7.4.3	Identify and use strategies for remembering information
<b>0. Basic Communications</b>		
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

Unit	CS#	Description
9	0.2.4	Converse about daily and leisure activities and personal interests
<b>2. Community Resources</b>		
9	2.1.7	Take, interpret, and leave telephone messages
9	2.5.8	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
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
<b>5. Government and Law</b>		
9	5.6.5	Identify volunteer agencies and opportunities in the community
<b>7. Learning and Thinking Skills</b>		
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

Unit	CS#	Description
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
<b>0. Basic Communications</b>		
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
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
<b>1. Consumer Economics</b>		
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
<b>3. Health</b>		
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



Unit	CS#	Description
<b>7. Learning and Thinking Skills</b>		
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
<b>0. Basic Communications</b>		
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
<b>1. Consumer Economics</b>		
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
<b>2. Community Resources</b>		
11	2.1.2	Identify emergency numbers and place emergency calls

Unit	CS#	Description
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
<b>3. Health</b>		
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
<b>4. Employment</b>		
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
<b>7. Learning and Thinking Skills</b>		
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
<b>0. Basic Communications</b>		
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

Unit	CS#	Description
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
<b>4. Employment</b>		
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	4.2.1	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
<b>7. Learning and Thinking Skills</b>		

Unit	CS#	Description
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

Scope and Sequence of following pages.

# SCOPE AND SEQUENCE

Unit	Vocabulary	Listening and Speaking	Reading	Grammar
<b>Pre-Unit</b> <b>Getting Started</b> page 2	Clarification questions	<ul style="list-style-type: none"> <li>Meet your classmates</li> <li>Talk about things you have in common with your classmates</li> <li>Ask for and give clarification</li> </ul>	<ul style="list-style-type: none"> <li>Locate information in your book.</li> </ul>	<ul style="list-style-type: none"> <li>Wh- questions</li> <li>Yes / No questions</li> <li>Introduction to noun clauses</li> <li>Introduction to reported speech</li> </ul>
<b>1</b> <b>Living in a Neighborhood</b> page 5	Countries	<ul style="list-style-type: none"> <li>Make small talk</li> <li>Talk about places in the neighborhood</li> <li>Talk about holidays and celebrations</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li>Syllables</li> <li>Pronunciation of <i>do you</i></li> </ul>	<ul style="list-style-type: none"> <li>Read an article about where Americans live</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Understand the main idea</li> </ul>	<ul style="list-style-type: none"> <li>Simple present</li> <li>Adverbs of frequency</li> <li>Quantifiers</li> </ul>
<b>2</b> <b>Setting Goals</b> page 25	Goals	<ul style="list-style-type: none"> <li>Identify steps to a better job</li> <li>Look for a new job</li> <li>Identify community services</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li>Contraction of <i>will</i></li> <li>Pronunciation of <i>going to</i></li> </ul>	<ul style="list-style-type: none"> <li>Read an article about immigrant entrepreneurs</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Predict</li> </ul>	<ul style="list-style-type: none"> <li>The future with <i>will</i> and <i>might</i></li> <li>The future with <i>going to</i></li> <li>The future with present continuous</li> </ul>
<b>3</b> <b>Going to School</b> page 45	School activities	<ul style="list-style-type: none"> <li>Help children with school</li> <li>Ask for time off work</li> <li>Deal with bullies</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li>Phrasal verbs</li> <li>Past-tense verb endings</li> </ul>	<ul style="list-style-type: none"> <li>Read an article about effective study habits</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Use what you know</li> </ul>	<ul style="list-style-type: none"> <li><i>Should</i> and <i>have to</i></li> <li>Adjective or noun phrase + infinitive</li> <li>Simple past</li> </ul>
<b>4</b> <b>Getting a Job</b> page 65	Qualities of good employees	<ul style="list-style-type: none"> <li>Talk about work experience</li> <li>Describe your work history</li> <li>Talk about the past and the present</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li>Plural pronunciation</li> <li>Syllable stress</li> </ul>	<ul style="list-style-type: none"> <li>Read an article about interview questions</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Make inferences</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect: Questions with <i>ever</i> and <i>never</i></li> <li>Present perfect: Statements with <i>for</i> and <i>since</i></li> <li>The past with <i>used to</i></li> </ul>

Writing	Document Literacy and Numeracy	Workplace, Life, and Community Skills	Soft Skills at Work
<ul style="list-style-type: none"> <li>Complete statements about things you like</li> </ul>	<ul style="list-style-type: none"> <li>Use unit and page numbers</li> </ul>	<ul style="list-style-type: none"> <li>Introduce yourself</li> <li>Greet people</li> </ul>	
<ul style="list-style-type: none"> <li>Write about a move</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Write a topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>Locate countries and regions on a world map</li> <li>Understand a recipe</li> <li>Interpret a bar graph</li> </ul>	<ul style="list-style-type: none"> <li>Follow written instructions</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Go online and look up other recipes you can use when making tacos.</li> </ul>	<ul style="list-style-type: none"> <li>Be inclusive</li> </ul>
<ul style="list-style-type: none"> <li>Write about your goal</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Write supporting sentences</li> </ul>	<ul style="list-style-type: none"> <li>Read a calendar</li> </ul>	<ul style="list-style-type: none"> <li>Set goals</li> <li>Talk about obstacles and supports</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Go online and identify a certificate, license, or associate's degree. Find out how long it takes to get.</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for professional growth</li> </ul>
<ul style="list-style-type: none"> <li>Give your opinion about a school issue</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Support an opinion with reasons</li> </ul>	<ul style="list-style-type: none"> <li>Understand the grading system in the U.S.</li> <li>Interpret a report card</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with your child's teacher</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Go online and find a video that shows a meeting between a parent and a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Separate work life and family life</li> </ul>
<ul style="list-style-type: none"> <li>Write a cover letter</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Add specific details</li> </ul>	<ul style="list-style-type: none"> <li>Understand a job application form</li> <li>Read a job advertisement</li> <li>Interpret a chart</li> </ul>	<ul style="list-style-type: none"> <li>Read a job application</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Go online and search for a company you want to work for. Find out if they have an online application.</li> </ul>	<ul style="list-style-type: none"> <li>Be positive</li> </ul>

# SCOPE AND SEQUENCE

Unit	Vocabulary	Listening and Speaking	Reading	Grammar
<b>5</b> <b>Traveling</b> <i>page 85</i>	Air travel	<ul style="list-style-type: none"> <li>Follow instructions at an airport</li> <li>Make travel arrangements</li> <li>Talk about travel delays and cancellations</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li><i>Can</i> and <i>can't</i></li> <li>Stressed words</li> </ul>	<ul style="list-style-type: none"> <li>Read an article about airport safety</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Get meaning from context</li> </ul>	<ul style="list-style-type: none"> <li><i>Can / Could</i> for possibility and ability</li> <li><i>Be able to</i> for ability</li> <li>Possessive adjectives and possessive pronouns</li> <li>Making polite requests</li> </ul>
<b>6</b> <b>Getting a Good Deal</b> <i>page 105</i>	Problems with purchases	<ul style="list-style-type: none"> <li>Identify product defects</li> <li>Discuss problems with cell phone service</li> <li>Make an exchange at a store</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li>Sound of <i>th</i></li> <li>Linking words</li> </ul>	<ul style="list-style-type: none"> <li>Read an article about warranties and service agreements</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Understand formatting clues</li> </ul>	<ul style="list-style-type: none"> <li>Additions with <i>too</i> and <i>either</i></li> <li>Comparing with adjectives</li> <li>Comparing with <i>as . . . as</i></li> </ul>
<b>7</b> <b>Getting There Safely</b> <i>page 125</i>	Driving and traffic	<ul style="list-style-type: none"> <li>Talk about car maintenance</li> <li>Discuss traffic accidents</li> <li>Identify steps to take after an accident</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li>Articles</li> <li>Stressed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Read an article about safety on the road</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Interpret charts</li> </ul>	<ul style="list-style-type: none"> <li>Articles</li> <li>Past continuous</li> <li>Time clauses</li> </ul>
<b>8</b> <b>Staying Healthy</b> <i>page 145</i>	Eating habits	<ul style="list-style-type: none"> <li>Identify healthy eating habits</li> <li>Talk about family health</li> <li>Talk about dental health</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li>Stress with superlatives</li> <li>Tone in questions</li> </ul>	<ul style="list-style-type: none"> <li>Read an article about school lunches</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Understand facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Superlatives</li> <li>Verb + gerund as object</li> <li>Gerunds as subjects</li> </ul>



Writing	Document Literacy and Numeracy	Workplace, Life, and Community Skills	Soft Skills at Work
<ul style="list-style-type: none"> <li>Explain how to use a transportation app</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Use time-order words</li> </ul>	<ul style="list-style-type: none"> <li>Read a boarding pass</li> <li>Understand instructions on a ticket machine</li> <li>Interpret a map of a train station</li> </ul>	<ul style="list-style-type: none"> <li>Read instructions and maps</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Go online and find an app for buying train or bus tickets in your area.</li> </ul>	<ul style="list-style-type: none"> <li>Find creative solutions</li> </ul>
<ul style="list-style-type: none"> <li>Compare two stores</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Use details to compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>Read product advertisements</li> <li>Compare product prices</li> <li>Analyze a rebate application</li> </ul>	<ul style="list-style-type: none"> <li>Read about rebates</li> <li>Analyze a rebate application</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Search for special offers and rebates. Search by ZIP code to see what is available in your area.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to customer needs</li> </ul>
<ul style="list-style-type: none"> <li>Write about an accident</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Prepare two different opinions when arguing</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a bar graph</li> </ul>	<ul style="list-style-type: none"> <li>Identify car parts</li> <li>Identify dashboard icons</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Look up different types of cars, such as sedans, SUVs, crossovers, and hybrids. Learn about the differences.</li> </ul>	<ul style="list-style-type: none"> <li>Be flexible</li> </ul>
<ul style="list-style-type: none"> <li>Write about a food</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Support an opinion with facts</li> </ul>	<ul style="list-style-type: none"> <li>Use a Venn diagram</li> <li>Interpret nutritional labels</li> <li>Compare nutritional value</li> </ul>	<ul style="list-style-type: none"> <li>Read nutritional labels</li> <li>Talk about diets and food allergies</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Go online and find the nutritional information for two foods you like to eat. Compare the ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>Take initiative</li> </ul>



# SCOPE AND SEQUENCE

Unit	Vocabulary	Listening and Speaking	Reading	Grammar
<b>9</b> <b>Doing Your Job</b> <i>page 165</i>	On the job	<ul style="list-style-type: none"> <li>Ask for clarification</li> <li>Identify expectations on the job</li> <li>Respond appropriately to correction</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li>Stress for clarification</li> </ul>	<ul style="list-style-type: none"> <li>Read an article about working the late shift</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Skim</li> </ul>	<ul style="list-style-type: none"> <li><i>One / Ones</i></li> <li>Verb + object + infinitive</li> <li>Reported speech</li> </ul>
<b>10</b> <b>Going to the Doctor</b> <i>page 185</i>	Places in a hospital	<ul style="list-style-type: none"> <li>Reschedule a doctor's appointment</li> <li>Talk about symptoms</li> <li>Discuss medical procedures and concerns</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li>-ed endings</li> <li>Stressed and unstressed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Read an article about vaccinations</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Interpret graphics</li> </ul>	<ul style="list-style-type: none"> <li>Participial adjectives</li> <li>Present perfect continuous</li> <li>Preposition + gerund</li> </ul>
<b>11</b> <b>Spending and Saving Money</b> <i>page 205</i>	Money and banking	<ul style="list-style-type: none"> <li>Use bank services wisely</li> <li>Budget expenses</li> <li>Ask about appliances and utilities</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li>Pausing at punctuation</li> <li>Pronunciation of <i>want to</i></li> </ul>	<ul style="list-style-type: none"> <li>Read an article about credit card debt</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Identify author's purpose</li> </ul>	<ul style="list-style-type: none"> <li>Present real conditional</li> <li>Future real conditional</li> <li>Gerunds and infinitives as objects</li> </ul>
<b>12</b> <b>Visiting Washington, D.C.</b> <i>page 225</i>	Washington, D.C.	<ul style="list-style-type: none"> <li>Identify and discuss favorite places</li> <li>Talk about the U.S. government</li> <li>Identify famous places in Washington, D.C.</li> </ul> <b>Pronunciation skills:</b> <ul style="list-style-type: none"> <li>Pronunciation of <i>did you</i></li> <li>Compound nouns</li> </ul>	<ul style="list-style-type: none"> <li>Read an article about rights and freedoms</li> </ul> <b>Academic skill:</b> <ul style="list-style-type: none"> <li>Summarize</li> </ul>	<ul style="list-style-type: none"> <li>Simple present and simple past: Additions</li> <li>Simple present passive</li> <li>Past passive</li> </ul>

Writing	Document Literacy and Numeracy	Workplace, Life, and Community Skills	Soft Skills at Work
<ul style="list-style-type: none"> <li>Describe a job</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Define new words and acronyms</li> </ul>	<ul style="list-style-type: none"> <li>Understand safety signs</li> </ul>	<ul style="list-style-type: none"> <li>Identify safety hazards at work</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Go online and look up safety hazards for machinery you use at work or at home.</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively</li> </ul>
<ul style="list-style-type: none"> <li>Write about a healthy habit</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Write a concluding sentence</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a medical history form</li> <li>Interpret a vaccination schedule</li> </ul>	<ul style="list-style-type: none"> <li>Read and complete a medical history form</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Go online and find information about one of the conditions listed on the medical history form. Find out the symptoms of the condition.</li> </ul>	<ul style="list-style-type: none"> <li>Prioritize</li> </ul>
<ul style="list-style-type: none"> <li>Write about ways to save money</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Add specific examples</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a budget form</li> <li>Calculate income tax</li> <li>Calculate expenses</li> <li>Interpret a utility bill</li> <li>Understand classified ads for apartments</li> </ul>	<ul style="list-style-type: none"> <li>Read a utility bill</li> <li>Save money on utilities</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Go online and find other ways you can save energy.</li> </ul>	<ul style="list-style-type: none"> <li>Think critically</li> </ul>
<ul style="list-style-type: none"> <li>Describe a place</li> </ul> <p><b>Writing skill:</b></p> <ul style="list-style-type: none"> <li>Use sensory words to describe</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a subway map</li> </ul>	<ul style="list-style-type: none"> <li>Read a subway map</li> <li>Ask for and give directions</li> </ul> <p><b>Digital skill:</b></p> <ul style="list-style-type: none"> <li>Go online and find an app for the Washington, D.C. Metro System. Find an app for the subway system where you live.</li> </ul>	<ul style="list-style-type: none"> <li>Locate information</li> </ul>

# CORRELATIONS

Unit	CASAS Reading Standards (correlated to CASAS Reading Standards 2016)	CASAS Listening Standards (correlated to CASAS Listening Basic Skills Content Standards)
1	L1: RDG 1.7, 2.3, 3.4; L2: RDG 1.5, 1.7, 2.2, 2.3; L3: RDG 1.7, 2.1, 2.2, 2.3; L4: RDG 1.7, 1.8, 2.8, 3.2, 3.4, 3.8, 3.11, 3.12, 4.2; L5: RDG 1.7, 1.8, 2.10; L8: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.2, 2.3, 3.1, 3.2, 3.6, 3.7, 4.2; L8: RDG 1.7, 3.4; L9: RDG 2.9; 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, 2.3, 3.1, 4.1, 4.2; L4: 4.2, 6.1, 6.2, 6.10; L5: 1.5, 2.1, 2.3, 4.1, 4.2, 4.7, 6.1, 6.2; L6: 2.1, 2.3, 3.9, 4.1, 4.2; L7: 4.2; L8: 2.1, 2.3, 4.1, 4.2, 4.7, 6.1; L10: 2.1, 2.3; L11: 2.1, 2.3, 4.1, 4.2;
2	L1: RDG 1.7, 2.2, 2.3; L2: RDG 1.7, 2.2, 2.3; L3: RDG 1.7, 2.2, 2.9, 4.3; L4: RDG 1.7, 1.8, 2.2, 2.3, 3.2, 3.7, 3.8, 3.11, 4.2; L5: RDG 1.7, 2.2, 2.3, 2.10; L6: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.2, 2.3, 3.2; L8: RDG 1.7, 2.2, 2.3; L10: RDG 1.7, 2.9, 3.4; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.1, 4.2; L2: 2.1, 2.3, 3.3, 4.1, 4.2, 6.1, 6.2; L3: 2.1, 2.3, 3.3, 3.9, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2, 5.8, 6.1; L5: 1.5, 2.1, 2.3, 4.1, 4.2, 5.8, 6.1, 6.2; L6: 2.1, 2.3, 3.3, 3.9, 4.1, 4.2; L7: 2.1, 2.3, 4.2; L8: 2.1, 2.3, 4.2; L9: 4.11, 5.8, 6.1; L10: 2.1, 2.3, 3.6, 3.13, 4.1, 4.2; L11: 2.1, 2.3, 4.1, 4.2;
3	L1: RDG 1.7, 2.2, 2.3, 2.7; 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, 3.7, 3.11, 4.2; L5: RDG 1.7, 2.2, 2.3; L6: RDG 1.7, 2.2, 2.3; L7: RDG 1.7, 2.9; L8: RDG 1.7, 2.2, 2.3, 3.4, 3.5; L9: RDG 1.7, 2.2, 2.3, 2.6; L10: RDG 1.7, 1.8, 2.1; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.1, 4.2; L2: 1.4, 2.1, 2.3, 2.8, 4.1, 4.2, 6.1, 6.2; L3: 2.1, 2.3, 3.9, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2, 5.8, 6.1; L5: 2.1, 4.1, 4.2; L6: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2; L7: 2.1, 2.3, 3.9, 4.1, 4.2; L8: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2; L9: 2.1, 3.9, 4.1, 4.2, 6.1, 6.2; L10: 2.1, 3.9, 4.1, 4.2; L11: 2.1, 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; 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; L7: RDG 1.7, 1.8, 2.2, 2.3, 3.2, 3.11, 4.2, 4.3; L8: RDG 1.7, 2.2, 2.3; L10: RDG 1.7, 1.8, 2.1, 2.10; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.1, 4.2; L2: 1.2, 1.4, 2.1, 3.7, 4.1, 4.2, 4.11, 6.1; L3: 2.1, 2.3, 3.6, 3.13, 4.1, 4.2; L4: 2.1, 2.3, 4.1, 4.2; L5: 1.4, 2.1, 2.3, 4.1, 4.2, 5.8, 6.1, 6.2; L6: 2.1, 2.3, 3.9, 4.1, 4.2; L7: 2.1, 2.3, 4.2, 5.8, 6.1, 6.2; L8: 2.1, 2.3, 4.2; L9: 2.1, 2.3, 3.1, 4.11, 6.1, 6.2; L10: 1.5, 2.1, 2.3, 3.9; 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; L4: RDG 1.7, 1.8, 2.2, 3.4, 4.9; L5: RDG 1.7, 2.2, 2.3; L8: RDG 1.7, 2.6, 2.9; L7: RDG 1.7, 1.8, 2.3, 2.8, 3.2, 3.11, 4.2; L8: RDG 1.7, 2.2, 2.3; L10: RDG 1.7, 1.8, 2.9; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.2; L2: 1.4, 2.1, 2.3, 3.3, 4.1, 4.2, 6.1, 6.2; L3: 1.3, 2.1, 2.3, 3.1, 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, 3.2, 4.2; L7: 2.1, 2.3, 4.2, 5.8, 6.1, 6.2; L8: 2.1, 2.3, 4.2; L9: 1.4, 2.1, 2.3, 6.1, 6.2; L10: 2.1, 2.3, 3.9; 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; L4: RDG 1.7, 1.8, 2.3, 3.2, 3.10, 3.11, 4.2; L5: RDG 1.7, 2.2, 2.3; L6: RDG 1.7, 2.2, 2.9; L7: RDG 1.7, 1.8, 2.3, 3.2, 3.10; L8: RDG 1.7, 2.2, 2.3; L9: RDG 2.6; L10: RDG 1.7, 1.8; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9, 4.2; L2: 1.1, 2.1, 2.3, 4.2, 6.1, 6.2; L3: 2.1, 2.3, 3.9, 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, 3.10, 4.2; L7: 2.1, 2.3, 4.2; L8: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2; L9: 3.10, 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 2.2, 2.3, 2.9; L3: RDG 1.7, 2.9; L4: RDG 1.7, 1.8, 2.3, 4.9; L5: RDG 1.7, 2.3; L6: RDG 1.7, 2.9; L7: RDG 1.7, 1.8, 2.3, 3.2, 3.4, 3.11, 4.2, 4.9; L8: RDG 1.7, 2.3, 4.7; L10: RDG 1.7, 2.1, 2.9; 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; L3: 2.1, 2.3, 4.1, 4.2; L4: 2.1, 2.3, 4.2; L5: 1.4, 2.1, 2.3, 4.2, 6.1, 6.2; L6: 2.1, 2.3, 3.3, 3.13, 4.2; L7: 2.1, 2.3, 4.2, 5.8, 6.1; L8: 2.1, 2.3, 4.2; L9: 2.1, 2.3, 4.2, 6.1, 6.2; L10: 2.1, 2.3, 3.3, 3.13, 4.2; 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, 2.3, 2.6; L4: RDG 1.7, 1.8, 2.2, 2.3; L5: RDG 1.7, 2.3; L6: RDG 1.7, 2.6, 2.9; L7: RDG 1.7, 1.8, 2.3, 3.2, 3.7, 3.11, 4.2, 4.7; L8: RDG 1.7, 2.3; L9: RDG 1.7, 2.3; L10: RDG 1.7, 1.8, 4.7; 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, 4.11, 6.1; L3: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2; L4: 2.1, 2.3, 4.2, 5.4, 5.5; L5: 2.1, 2.3, 4.2, 4.11, 6.1; L6: 2.1, 2.3, 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; L9: 3.13, 4.1, 4.2; 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, 2.6; L4: RDG 1.7, 1.8, 2.3, 3.2, 3.9, 3.11, 4.2; L5: RDG 1.7, 1.8, 2.2; L7: RDG 1.7, 1.8, 2.3, 2.6, 2.9; L8: RDG 1.7, 1.8, 2.2, 2.3, 3.6, 3.11; L9: RDG 1.7, 2.3; L10: RDG 1.7, 2.6, 2.9; 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; L3: 1.3, 2.1, 2.3, 3.7, 4.1, 4.2; L4: 2.1, 2.3, 4.2, 6.1; L5: 2.1, 2.3; L6: 2.1, 2.3, 4.1, 4.2, 6.1; L7: 3.1, 4.1, 4.2; L8: 4.1, 4.2; L9: 2.1, 2.3, 4.2, 6.1, 6.2; L10: 2.1, 2.3, 3.13, 4.1, 4.2; 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, 2.9; 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, 3.4, 3.8, 3.11, 4.2, 4.9; L8: RDG 1.7, 1.8, 2.1; L10: RDG 1.7, 2.6; L11: RDG 1.7, 1.8, 3.2;	L1: 2.1, 2.3, 2.9; L2: 1.2, 1.4, 2.1, 2.3, 4.2, 6.1; L3: 1.3, 2.1, 2.3, 4.1, 4.2; L4: 2.1, 2.3, 4.2, 6.8; L5: 1.4, 2.1, 2.3, 4.2, 6.1, 6.2; L6: 2.1, 2.3, 3.9; L7: 2.1, 2.3, 4.2, 5.8, 6.1; L8: 2.1, 2.3, 3.11; L9: 2.1, 2.3, 4.2, 6.1, 6.2; L10: 2.1, 2.3, 3.9, 4.1, 4.2; L11: 2.1, 2.3, 4.1, 4.2;
11	L1: RDG 1.7, 2.3, 2.8; L2: RDG 1.7, 2.2, 2.3; L3: RDG 1.7, 2.6, 2.9; L4: RDG 1.7, 1.8, 2.3, 3.2, 3.11, 3.14, 4.2, 4.6; L5: RDG 1.7, 1.8, 2.4, 3.2; L8: RDG 3.4, 4.9; L7: RDG 1.7, 2.6, 2.9; L8: RDG 1.7, 2.3, 4.9; L9: RDG 1.7, 2.2, 2.3, 2.10, 3.6; L10: RDG 1.7, 1.8, 2.9; 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, 4.11, 6.1; L3: 2.1, 2.3, 3.9, 4.1, 4.2; L4: 2.1, 2.3, 4.2, 6.1, 6.2; L5: 2.1, 2.3, 3.11; L6: 2.1, 2.3, 4.1, 4.2, 6.1, 6.2; L7: 2.1, 2.3, 3.9; L8: 2.1, 2.3, 4.1, 4.2; L9: 1.4, 1.5, 2.1, 2.3, 4.2, 6.1, 6.2; L10: 2.1, 2.3, 3.9; L11: 2.1, 2.3, 4.1, 4.2;
12	L1: RDG 1.7, 2.3; L2: RDG 1.7, 2.3, 2.10; L3: RDG 1.7, 1.8, 2.3, 2.9, 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; L7: RDG 1.7, 1.8, 2.3, 3.2, 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: 1.2, 2.1, 2.3, 4.2, 6.1, 6.2; L3: 2.3, 3.1, 4.1, 4.2; L4: 2.1, 2.3, 4.2; L5: 1.4, 2.1, 2.3, 4.2, 6.1, 6.2; L6: 2.1, 2.3, 3.9; 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; L9: 3.9; 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 (correlated to CASAS Competencies: Essential Life and Work skills for Youth and Adults)	CCRS Correlations, Level B	ELPS Correlations, Level 3
L1: 0.1, 0.2, 0.15, 0.21, 7.4.1; L2: 0.1, 0.2, 0.14, 0.15, 0.21; L3: 0.1, 0.15, 0.16, 0.21; L4: 0.1, 0.15, 6.7.2; L5: 0.1, 0.14, 0.15, 0.16, 0.21; L6: 0.1, 0.15, 0.16, 0.21; L7: 0.1, 0.15, 1.2.8, 3.5.3; L8: 0.1, 0.14, 0.15, 0.16, 0.21, 2.7.1; L9: 2.7.1; L10: 0.1, 0.15, 0.16, 0.21; L11: 0.1, 0.14, 0.15, 0.16, 0.21;	L1: RI.2.5, RI.3.7, RI.3.4, L.3.5b, L.2.6/L.3.6; L2: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, SL.3.6; L3: L.2.1/L.3.1b, L.2.1/L.3.1g, L.2.1/L.3.1h; L4: RI/RL.2.1, RI.3.2, RI.2.5, RI.3.7; L5: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2; L6: L.2.1/L.3.1b; L7: RI/RL.2.1, RI.3.3, W.3.7, W.3.8; L8: SL.3.2; L9: L.2.1/L.3.1a, L.2.1/L.3.1c; L10: W.2.3, W.3.4, W.3.5, L.3.3a; L11: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.4, SL.3.6, L.3.3a;	ELPS 1-3, 5, 7-10
L1: 0.1, 0.2, 0.15, 0.21, 7.1.1, 7.4.1; L2: 0.1, 0.2, 0.14, 0.15, 0.21, 4.1.8, 7.1.1, 7.1.2; L3: 0.1, 0.15, 7.1.1; L4: 0.1, 0.15; L5: 0.1, 0.2, 0.14, 0.15, 0.16, 0.21, 4.1.3; L6: 0.1, 0.15, 0.16, 0.21, 4.1.3, 7.1.1, 7.1.2; L7: 0.1, 0.15, 4.5.6, 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.4.4, 7.7.3; L8: 0.1, 0.2, 0.14, 0.15, 0.16, 7.1.1, 7.1.2, 7.1.3; L9: 0.1, 0.15, 2.5.8, 8.3.2; L10: 0.1, 0.15, 0.16, 0.21, 2.6.3; L11: 0.1, 0.14, 0.15, 0.16, 0.21, 7.1.1, 7.1.3, 7.5.5;	L1: RI.3.4, L.2.2/L.3.2k, L.2.4e, L.3.5b, L.2.6/L.3.6; L2: SL.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.6, L.2.2/L.3.2f; L3: L.2.1/L.3.1b, L.2.1/L.3.1h, SL.3.2; L4: RI/RL.2.1b, RI.3.2, RI.3.4; L5: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, SL.3.6; L6: L.2.1/L.3.1c; L7: RI/RL.2.1, W.3.7, W.3.8; L8: W.3.2a, W.3.2b, W.3.2c, W.3.4, W.3.5, SL.3.2, L.2.1/L.3.1l, L.2.1/L.3.1m, L.3.3a; L9: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d; L10: SL.3.3; L11: RI/RL.2.1, SL.3.4, L.3.3a;	ELPS 1-3, 5, 7-10
L1: 0.1, 0.2, 0.15, 2.8.6, 2.8.8, 7.4.1; L2: 0.1, 0.15, 2.8.6, 2.8.8; L3: 0.1, 0.2, 0.13, 0.15, 2.8.8; L4: 0.1, 0.15, 0.21, 7.4.1; L5: 0.1, 0.15, 5.1.6; L6: 0.1, 0.14, 0.15, 4.6.5, 7.5.6; L7: 0.1, 0.13, 0.15, 2.8.8; L8: 0.1, 0.14, 0.15, 2.8.6, 2.8.8, 7.5.6; L9: 0.1, 0.15, 2.8.6, 2.8.8, 7.5.6; L10: 0.1, 0.15, 0.16, 2.8.8; L11: 0.1, 0.14, 0.15, 0.21, 4.8.3, 7.5.6;	L1: RI.3.4, L.2.1/L.3.1l, L.2.1/L.3.1m, L.3.5b, L.2.6/L.3.6; L2: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, L.2.1/L.3.1b; L3: L.2.2/L.3.2f, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, L.2.1/L.3.1l, L.2.1/L.3.1m; L4: RI.3.2, RI/RL.2.1, RI.3.4; L5: W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4, W.3.5, L.3.3a; L6: SL.3.2; L7: L.2.1/L.3.1b, L.2.1/L.3.1m, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d; L8: RI/RL.2.1, RI.2.5; L9: SL.3.2, L.2.1/L.3.1b, L.2.1/L.3.1e; L10: L.2.1/L.3.1e, SL.3.6, L.2.6/L.3.6; L11: RI/RL.2.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.4, L.3.3a, L.2.6/L.3.6;	ELPS 1-4, 7-10
L1: 0.1, 0.2, 0.15, 0.21, 4.8.3, 7.4.1; L2: 0.1, 0.15, 0.21, 4.1.5; L3: 0.1, 0.15, 0.21, 4.1.5; L4: 0.1, 0.15, 0.21, 4.1.2, 4.1.3, 4.5.6, 7.4.4, 7.7.3; L5: 0.1, 0.15, 0.16, 0.21, 4.1.5, 4.1.6, 4.1.7; L6: 0.1, 0.15, 0.16, 0.21, 4.1.5, 4.1.6, 4.1.7; L7: 0.1, 0.15, 4.1.5; L8: 0.1, 0.14, 0.15, 0.23, 4.1.2; L9: 0.1, 0.12; L10: 0.1, 0.15, 0.16, 0.21; L11: 0.1, 0.15, 0.16, 4.8.3, 4.8.5;	L1: RI.3.4, L.3.5b, L.2.6/L.3.6, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d; L2: SL.3.2b, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.3; L3: L.2.1/L.3.1e; L4: RI/RL.2.1, W.3.7, W.3.8; L5: SL.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.3, L.6: L.2.1/L.3.1b; L7: RI.3.2, RI/RL.2.1; L8: W.3.4, W.3.5, L.3.3a; L9: SL.3.2; L10: L.2.1/L.3.1e, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d; L11: RI/RL.2.1, SL.3.4, L.3.3a, L.2.6/L.3.6;	ELPS 1-3, 5, 7-10
L1: 0.1, 0.2, 0.15, 7.4.1; L2: 0.1, 0.15, 2.2.7; L3: 0.1, 0.15, 2.2.6, 2.2.7; L4: 0.1, 0.15, 1.3.6, 2.2.4, 2.2.5, 4.5.6, 7.4.4, 7.7.3; L5: 0.1, 0.15, 0.16, 2.2.3, 7.3.1, 7.3.2, 7.3.4; L6: 0.1, 0.15, 0.16, 1.4.2, 7.5.6; L7: 0.1, 0.15, 2.2.7; L8: 0.1, 0.14, 0.15, 1.7.3, 2.2.5, 7.7.3, 7.7.5, 7.7.6; L9: 0.1, 0.15, 2.2.7; L10: 0.1, 0.15, 0.17, 7.7.4; L11: 0.1, 0.14, 0.15, 4.8.3, 4.8.4, 7.3.1, 7.3.2;	L1: RI.3.4, L.3.5b, L.2.6/L.3.6, RI.3.7, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d; L2: SL.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d; L4: RI/RL.2.1, RI.2.5, RI.2.5, W.3.7; L5: SL.3.2, SL.3.3; L6: L.2.1/L.3.1b, L.2.2/L.3.2g, SL.3.6, L.2.6/L.3.6; L7: RI.3.2, L.2.4a, L.3.5a, RI/RL.2.1; L8: W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, L.3.3a; L9: SL.3.2, SL.3.3; L11: RI/RL.2.1, W.3.7, W.3.8, SL.3.4, L.3.3a, L.2.6/L.3.6;	ELPS 1-3, 5, 7-10
L1: 0.1, 0.2, 0.15, 1.6.3, 7.4.1; L2: 0.1, 0.15, 1.6.3; L3: 0.1, 0.15, 1.6.3, 1.7.5; L4: 0.1, 0.15, 1.6.3, 1.7.1, 1.7.5; L5: 0.1, 0.15, 0.16, 0.21, 1.5.3, 1.6.3, 2.1.4; L6: 0.1, 0.15, 1.3.1; L7: 0.1, 0.15, 1.6.5; L8: 0.1, 0.15, 0.16, 0.21, 1.3.3; L9: 0.1, 0.15, 0.16, 0.21, 1.2.2, 1.3.1; L10: 0.1, 0.15, 0.16, 1.2.2, 1.3.1; L11: 0.1, 0.15, 0.16, 0.21, 4.8.3, 4.8.4, 7.3.2;	L1: RI.3.4, L.3.5b, L.2.6/L.3.6, W.3.4, L.3.3a; L2: SL.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.3; L3: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d; L4: RI.3.2, RI.2.5, RI/RL.2.1, W.3.4, L.3.3, L.2.6/L.3.6; L5: SL.3.2; L6: L.2.1/L.3.1b; L7: RI/RL.2.1, W.3.7, W.3.8; L8: SL.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.3; L9: L.2.4a, L.2.6/L.3.6; L10: W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.5, L.3.3a; L11: RI/RL.2.1a, SL.3.4, SL.3.6, L.2.6/L.3.6;	ELPS 1-3, 5, 7-10
L1: 0.1, 0.2, 0.15, 2.2.3, 7.4.1; L2: 0.1, 0.15, 1.1.6, 1.9.6; L3: 0.1, 0.15, 1.9.7, 1.9.9; L4: 0.1, 0.15, 1.9.9, 4.5.6, 7.7.3, 7.4.4; L5: 0.1, 0.15, 0.16, 1.9.7; L6: 0.1, 0.15, 0.16, 1.9.7; L7: 0.1, 0.15, 1.9.7, 6.7.2; L8: 0.1, 0.15, 0.16, 1.9.7; L9: 0.1, 0.15, 1.9.7; L10: 0.1, 0.15, 0.16, 1.9.5, 1.9.6; L11: 0.1, 0.14, 0.15, 0.16, 0.21, 4.8.1, 4.8.5, 7.3.2;	L1: RI.3.4, L.2.6/L.3.6, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, L.3.5b; L2: SL.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.3; L3: W.3.4, L.3.3a; L4: RI.3.7, W.3.7, W.3.8; L5: SL.3.2, SL.3.3, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d; L6: L.2.1/L.3.1m, RI/RL.2.1, W.3.4, L.3.3a; L7: RI.3.2, RI.2.5, W.3.4, L.3.3a, L.2.6/L.3.6; L8: W.3.1a, W.3.1b, W.3.1d, W.3.5; L9: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2; L10: L.2.1/L.3.1l, L.2.1/L.3.1m, L.2.6/L.3.6; L11: RI/RL.2.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.4, SL.3.6, L.3.3a, L.2.6/L.3.6;	ELPS 1-5, 7-10
L1: 0.1, 0.2, 0.15, 3.5.2, 7.4.1; L2: 0.1, 0.14, 0.15, 0.21, 0.24, 3.5.2, 3.5.3; L3: 0.1, 0.15, 0.21; L4: 0.1, 0.15, 3.5.1, 3.5.2, 4.5.6, 7.4.4, 7.7.3; L5: 0.1, 0.15, 0.16, 0.21, 3.5.2, 3.5.9; L6: 0.1, 0.15, 3.5.2, 3.5.9; L7: 0.1, 0.15, 0.21, 7.6.3; L8: 0.1, 0.14, 0.15, 0.16, 0.21, 3.5.4; L9: 0.1, 0.15, 3.5.4; L10: 0.1, 0.15, 3.5.1, 3.5.2, 7.6.3; L11: 0.1, 0.14, 0.15, 0.16, 0.21, 4.8.4, 4.8.5, 7.3.1, 7.3.2;	L1: RI.3.4, L.3.5b, L.2.6/L.3.6; L2: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, SL.3.6; L3: L.2.1/L.3.1j, L.2.2/L.3.2h, L.2.2/L.3.2i, L.2.2/L.3.2j, W.3.4, L.3.3, L.2.6/L.3.6; L4: RI.2.5, W.3.7, W.3.8, SL.3.2; L5: SL.3.2, SL.3.3, SL.3.6, L.2.6/L.3.6; L6: L.2.1/L.3.1b, W.3.4, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, L.3.3a, L.2.6/L.3.6; L7: RI.3.2, RI.2.8, RI/RL.2.1, RI.3.4, W.3.4, L.3.3a; L8: SL.3.2a, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.6, L.2.6/L.3.6; L9: L.2.1/L.3.1j; L10: W.3.1a, W.3.1b, W.3.1d, W.3.4, W.3.5, W.3.7, L.3.3a; L11: RI/RL.2.1a, W.3.8, SL.3.4, SL.3.6, L.3.3, L.2.6/L.3.6;	ELPS 1-5, 7-10
L1: 0.1, 0.2, 0.15, 4.1.9, 7.4.1; L2: 0.1, 0.15, 0.16; L3: 0.1, 0.15; L4: 0.1, 0.15, 4.1.6; L5: 0.1, 0.15, 4.1.3; L6: 0.1, 0.14, 0.15, 4.4.4, 4.4.6, 4.6.1, 4.8.4, 4.8.7; L7: 0.1, 0.15, 7.3.1, 7.3.2, 7.3.4; L8: 0.1, 0.15, 4.3.1, 4.3.2, 4.5.6, 7.4.4, 7.7.3; L9: 0.1, 0.15, 4.6.1, 4.8.3; L10: 0.1, 0.15, 0.17, 4.6.1; L11: 0.1, 0.15, 0.16, 4.6.1, 7.3.1, 7.3.2;	L1: RI.3.4, L.3.5b, L.2.6/L.3.6, W.3.4, SL.3.1, L.3.3a; L2: SL.3.2, SL.3.3; L3: L.2.1/L.3.1b, L.2.1/L.3.1c, W.3.4, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, L.3.3a; L4: RI.3.2, RI/RL.2.1, W.3.4, L.2.1/L.3.1l, L.2.1/L.3.1m, L.3.3a; L5: W.3.2a, W.3.2b, W.3.4, W.3.5, L.3.3a; L6: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.6; L7: L.2.1/L.3.1b, L.2.1/L.3.1g, L.2.1/L.3.1i, L.2.1/L.3.1j, L.2.1/L.3.1m; L8: RI/RL.2.1, RI.3.2, RI.3.4, RI.2.5, W.3.7, W.3.8; L9: SL.3.2, L.2.6/L.3.6; L10: L.2.1/L.3.1m, L.2.2/L.3.2g, W.3.4, L.3.3a, L.2.6/L.3.6; L11: W.3.4, SL.3.4, L.3.3a, L.2.6/L.3.6;	ELPS 1-3, 5, 7-10
L1: 0.1, 0.2, 0.15, 3.1.2, 3.1.3, 3.6.2, 7.4.1; L2: 0.1, 0.15, 3.1.2, 3.1.3; L3: 0.1, 0.15; L4: 0.1, 0.15, 3.2.1, 3.6.9, 4.5.6, 7.4.4, 7.7.3; L5: 0.1, 0.12, 0.14, 0.15, 0.16, 3.6.3, 3.6.4; L6: 0.1, 0.15, 0.16, 3.6.4; L7: 0.1, 0.15, 0.21, 3.4.6, 3.6.5, 3.6.8; L8: 0.1, 0.15, 0.16, 3.5.9; L9: 0.1, 0.15, 3.6.4, 3.6.8; L10: 0.1, 0.15, 3.6.3, 3.6.4, 3.6.9; L11: 0.1, 0.15, 0.16, 7.1.2, 7.3.1, 7.3.2;	L1: RI.3.4, W.3.4, L.3.5b, L.2.6/L.3.6; L2: SL.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, L.2.6/L.3.6; L3: L.2.1/L.3.1b, W.3.4, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, L.2.6/L.3.6; L4: RI/RL.2.1, W.3.7, W.3.8; L5: SL.3.2, L.2.6/L.3.6; L6: L.2.1/L.3.1b, W.3.4, SL.3.1b, SL.3.1c, SL.3.1d; L7: RI.3.2, RI.2.5, RI/RL.2.1, W.3.4; L8: W.3.1a, W.3.1b, W.3.1d, W.3.4, W.3.5, L.3.3; L9: SL.3.2; L10: L.2.1/L.3.1m, W.3.4, L.3.3a; L11: RI/RL.2.1, W.3.4, SL.3.4, SL.3.6	ELPS 1-5, 7-10
L1: 0.1, 0.2, 0.15, 1.8.1, 7.4.1; L2: 0.1, 0.14, 0.15, 1.8.1, 1.8.3; L3: 0.1, 0.15, 1.6.7; L4: 0.1, 0.15, 1.8.6; L5: 0.1, 0.15, 0.16, 3.5.9; L6: 0.1, 0.15, 1.5.1; L7: 0.1, 0.13, 0.15; L8: 0.1, 0.12, 0.15, 0.18, 1.5.3, 6.7.2; L9: 0.1, 0.14, 0.15, 1.4.2; L10: 0.1, 0.15, 0.16, 1.4.1; L11: 0.1, 0.15, 0.16, 7.2.2, 7.2.5, 7.2.6, 7.2.7, 7.3.1, 7.3.2, 7.3.3;	L1: RI.3.4, W.3.4, L.3.5b, L.2.6/L.3.6; L2: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3; L3: L.2.1/L.3.1b, W.3.4, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, L.2.6/L.3.6; L4: RI.3.2, RI.2.6, RI/RL.2.1, RI.2.6, W.3.4; L5: W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, L.3.3a; L6: SL.3.2; L7: L.2.1/L.3.1b, L.2.6/L.3.6; L8: RI/RL.2.1, RI.2.5, W.3.7, W.3.8, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d; L9: RI.3.4, SL.3.2, L.2.6/L.3.6, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d; L11: W.3.4;	ELPS 1-3, 5-10
L1: 0.1, 0.2, 0.15, 5.2.6, 7.4.1; L2: 0.1, 0.14, 0.15, 5.2.6; L3: 0.1, 0.15, 5.2.6; L4: 0.1, 0.15, 2.2.1, 2.2.3, 2.2.4, 2.2.5, 4.5.6, 7.4.4, 7.7.3; L5: 0.1, 0.14, 0.15, 0.16, 5.2.6; L6: 0.1, 0.15, 0.16, 2.7.1; L7: 0.1, 0.15; L8: 0.1, 0.15, 0.16, 5.2.6; L9: 0.1, 0.12, 4.5.6, 5.2.1, 7.4.4, 7.7.3; L10: 0.1, 0.15, 0.16; L11: 0.1, 0.15, 0.16, 7.3.1, 7.3.2;	L1: RI.3.4, W.3.4, L.3.5b; L2: SL.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.3, L.2.6/L.3.6; L3: L.2.1/L.3.1h, W.3.4, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, L.2.1/L.3.1h; L4: RI.2.5, RI/RL.2.1, W.3.7, W.3.8; L5: SL.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.3; L6: L.2.1/L.3.1h, W.3.4; L7: RI/RL.2.1, RI.3.2, RI.3.4, W.3.4; L8: SL.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d; L9: W.3.4, W.3.7, W.3.8, L.2.1/L.3.1e; L10: W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.5; L11: RI/RL.2.1, W.3.4, SL.3.4, SL.3.6, L.3.3a, L.2.6/L.3.6;	ELPS 1-3, 5, 7-10

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

*Future 3: Second Edition*

by Irene Schoenberg, Margot Gramer, et al

ISBN 978-0-13-735936-3

*Fundamentals of English Grammar*

by Betty Schramper Azar

ISBN 978-0-13-338278-8

Other supplemental texts.

## **23. Key Assignments**

Listed in Course Syllabus by unit.

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

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

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

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

Listed in Course Scope and Sequence 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.