





Scope and Sequence

LANGUAGE SKILLS & STANDARDS-BASED OBJECTIVES								CURRICULUM STANDARDS & FRAMEWORKS				
UNIT	KEY TOPICS	LISTENING & SPEAKING	READING & WRITING	NUMERACY/ MATH	BASIC GRAMMAR*	COMMUNITY/ CIVICS & CULTURE	EFF	SCANS	CASAS	LAUSD	FLORIDA	
											FOUNDATIONS	LOW BEGINNING
 <p>1 Personal Information & Family Page 2</p>	<ul style="list-style-type: none"> The alphabet Numbers 0–10 Introduce yourself Spell your name Telephone numbers Addresses Family members 	<ul style="list-style-type: none"> Greeting people Introducing yourself Spelling name aloud Listening to names spelled aloud & choosing correct written form Asking & answering questions about name & spelling, address, & telephone number Repeating information to check understanding Listening to phone numbers & apartment numbers & choosing correct written form Introducing family members Talking about a family photo 	<ul style="list-style-type: none"> Identifying & writing alphabet letters Reading information on a form Filling out a form with personal information (name, address, telephone, cell phone, e-mail) Writing telephone numbers Identifying abbreviations for states Interpreting a family tree diagram Writing about family members 	<ul style="list-style-type: none"> Numbers 0–10 Telephone numbers Numbers in addresses (street numbers, apartment numbers, zip codes) Using numbers to indicate age Social security numbers 		<ul style="list-style-type: none"> WH-Questions: <i>Who, What, How</i> Personal pronouns: <i>I, you, he, she</i> Possessive adjectives: <i>my, his, her</i> 	<ul style="list-style-type: none"> Emergency telephone numbers: Police, Ambulance, Fire, Poison control center Greeting people in different cultures 	<ul style="list-style-type: none"> Interact in a way that is friendly Identify community resources Identify family relationships Respect others & value diversity Cooperate with others Work together 	0.1.2, 0.1.4, 0.2.1, 0.2.2	<i>Beg. Literacy:</i> 1, 2, 3, 4, 5 <i>Beg. Low:</i> 1, 2, 4, 6, 7, 9, 58	5.01, 5.02, 6.04, 8.01, 10.02, 12.01, 14.01, 15.02, 15.05, 15.06, 15.03, 15.04, 15.05, 15.06, 15.07, 16.01, 16.02, 16.04, 16.05, 16.06, 16.10, 16.11	5.01, 5.02, 6.04, 10.02, 14.01, 15.02, 15.05, 15.06, 15.07, 16.01, 16.02, 16.04, 16.05, 16.06, 16.10, 16.11
 <p>2 The Classroom Page 18</p>	<ul style="list-style-type: none"> Classroom objects Classroom actions Numbers 11–19 	<ul style="list-style-type: none"> Identifying classroom objects & locations Locating classroom objects Identifying classroom actions Giving & following simple classroom commands Listening to & identifying classroom objects & actions Describing objects & people's actions in a classroom scene 	<ul style="list-style-type: none"> Making a list of objects Reading an inventory list of objects Writing a description of a classroom 	<ul style="list-style-type: none"> Numbers 11–19 Using numbers to indicate quantity Using numbers to take inventory 		<ul style="list-style-type: none"> Verb: To be Yes/No questions WH-Questions: <i>What, Where, How many</i> Prepositions of location: <i>on, next to</i> Articles: <i>a, an</i> There is / There are Imperatives 	<ul style="list-style-type: none"> Visiting a classroom in another school Comparing classrooms in different countries 	<ul style="list-style-type: none"> Manage resources: Identify those resources you have; Determine where they are Give direction Respect others & value diversity Cooperate with others Work together 	0.1.2, 0.1.5	<i>Beg. Literacy:</i> 8, 9, 11 <i>Beg. Low:</i> 12, 13, 15, 16, 17, 18	5.01, 8.01, 15.03, 15.04, 15.06, 15.07, 16.02, 16.04, 16.05, 16.06, 16.08, 16.09, 16.10, 16.11	5.01, 8.01, 15.02, 15.06, 15.07, 16.02, 16.04, 16.05, 16.06, 16.08, 16.09, 16.10, 16.11
 <p>3 Everyday Activities & Weather Page 32</p>	<ul style="list-style-type: none"> Describe everyday activities Numbers 20–100 Describe weather Interpret a weather map 	<ul style="list-style-type: none"> Talking about everyday activities Inquiring by phone about a person's activities Listening to & identifying everyday activities Describing the weather Listening to & identifying weather descriptions Asking & answering personal information questions 	<ul style="list-style-type: none"> Arranging a list of events into chronological order Interpreting a weather map Reading weather information in a newspaper Making a list of cities & weather conditions Writing about daily activities 	<ul style="list-style-type: none"> Numbers 20–100 Temperatures Using numbers to indicate age Using numbers to indicate address 		<ul style="list-style-type: none"> Simple present tense Present continuous tense WH-Questions: <i>What, How old</i> 	<ul style="list-style-type: none"> Using newspaper weather maps & weather reports How household chores are shared in different cultures 	<ul style="list-style-type: none"> Meet family needs & responsibilities Organize activities Identify family relationships Gather information Understand & interpret numbers Respect others & value diversity Cooperate with others Work together 	0.1.2, 0.1.4, 0.2.1, 0.2.4, 1.1.5, 2.1.8, 2.3.3, 7.5.5, 7.5.6, 8.2.3	<i>Beg. Literacy:</i> 5, 6 <i>Beg. Low:</i> 9, 11, 12, 13, 28, 29	5.01, 5.02, 8.01, 13.01, 14.01, 15.03, 15.04, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.07, 16.09, 16.11	5.01, 5.02, 7.08, 13.01, 14.01, 15.02, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.07, 16.09, 16.11
 <p>4 Numbers, Time, Calendar, Money Page 46</p>	<ul style="list-style-type: none"> Cardinal numbers 1–100 Time Days of the week Ordinal numbers Months of the year Coins & currency 	<ul style="list-style-type: none"> Asking & answering addition problems Listening & identifying numbers, times Asking & telling time Saying days of the week & months of the year Making an appointment over the telephone Asking & answering about where you live Saying a date Asking & giving information about birthday Listening & identifying dates Saying names & values of coins & currency Listening & identifying amounts of money Asking & giving information about a transportation schedule 	<ul style="list-style-type: none"> Reading addition problems Writing numbers Reading clock times Recognizing abbreviations of days of the week & months of the year Writing days of the week & months of the year Writing time information on a calendar Writing dates of birthdays & holidays Writing about daily schedule 	<ul style="list-style-type: none"> Cardinal numbers 1–100 Ordinal numbers Addition Pronouncing numbers Listening & identifying similar numbers Saying large address numbers & room numbers Telling time Identifying times on schedules Using ordinal numbers to indicate order, dates, birthdays Coin & currency values Adding coin & currency values 		<ul style="list-style-type: none"> WH-Questions: <i>How much, What</i> Can 	<ul style="list-style-type: none"> Making appointments Writing days & times of work & school schedules Using a transportation schedule Concepts of time & punctuality in different cultures 	<ul style="list-style-type: none"> Acquire information Understand, interpret, & work with numbers Use math to solve problems Manage resources: Allocate time Respect others & value diversity Cooperate with others Work together 	0.1.2, 0.2.1, 1.1.6, 2.3.1, 2.3.2, 6.1.1	<i>Beg. Literacy:</i> 6, 12, 13 <i>Beg. Low:</i> 3, 4, 25, 26, 30	5.01, 5.02, 8.01, 8.02, 8.03, 8.05, 11.01, 15.03, 15.04, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.08, 16.10, 16.11	5.01, 5.02, 8.01, 8.02, 8.03, 8.04, 15.02, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.08, 16.10, 16.11

* Basic grammar structures are included in a careful progression for introductory exposure, not mastery.

EFF: Equipped for the Future (Content standards, Common activities, & Key activities for Citizen/Community Member, Worker, & Parent/Family role maps; EFF communication skills are covered in every unit)





SCANS: Secretary's Commission on Achieving Necessary Skills (U.S. Department of Labor)

CASAS: Comprehensive Adult Student Assessment System





LAUSD: Los Angeles Unified School District content standards (Beginning Literacy, Beginning Low)

FLORIDA: Adult ESOL Standardized Syllabi
 (#Florida benchmarks 17.01, 17.02, and 17.03 are covered in every unit and therefore are not included in the listings above.)




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UNIT	KEY TOPICS	LISTENING & SPEAKING	READING & WRITING	NUMERACY/ MATH		BASIC GRAMMAR	COMMUNITY/ CIVICS & CULTURE	EFF	SCANS	CASAS	LAUSD	FLORIDA	
												FOUNDATIONS	LOW BEGINNING
 <p>5 Home Page 64</p>	<ul style="list-style-type: none"> Rooms in the home Home appliances & features Types of housing 	<ul style="list-style-type: none"> Identifying rooms in the home Identifying home appliances & features Asking for information about an apartment Asking & answering questions about home activities Identifying furniture Asking for & giving instructions Talking about types of housing in the community 	<ul style="list-style-type: none"> Understanding number information in a story Writing a description of your home 	<ul style="list-style-type: none"> Cardinal & ordinal numbers review Understanding number information in a story 		<ul style="list-style-type: none"> Has There is / There are WH-Questions: <i>How many, Where</i> Imperatives 	<ul style="list-style-type: none"> Types of housing in a community Comparing different kinds of homes around the world 	<ul style="list-style-type: none"> Give direction Meet family needs Identify community resources Respect others & value diversity Cooperate with others Work together 	<ul style="list-style-type: none"> Basic skills Acquire & communicate information Work with cultural diversity Participate as a member of a team 	0.1.2, 0.1.4, 1.4.1	Beg. Low: 12, 13, 21, 38, 39	4.01, 8.01, 11.06, 15.03, 15.04, 15.06, 15.07, 16.01, 16.02, 16.04, 16.05, 16.06, 16.07, 16.08, 16.09, 16.11	4.01, 8.01, 11.06, 15.02, 15.06, 15.07, 16.01, 16.02, 16.04, 16.05, 16.06, 16.07, 16.08, 16.09, 16.11
 <p>6 Community Page 76</p>	<ul style="list-style-type: none"> Places in the community Asking for & giving location 	<ul style="list-style-type: none"> Identifying places in the community Asking & answering questions about destination Listening & identifying places in the community Asking & giving the location of places in the community Getting someone's attention politely 	<ul style="list-style-type: none"> Reading & writing missing words in a cloze paragraph about people's activities Writing missing letters in words Reading street names Writing addresses of community services Writing about your neighborhood Interpreting a simple street map 	<ul style="list-style-type: none"> Ordinal numbers in names of streets 		<ul style="list-style-type: none"> WH-Questions: <i>Where</i> Present continuous tense Verb: To be Prepositions of location: <i>next to, across from, between, on</i> There is 	<ul style="list-style-type: none"> Places & services in the community Addresses of key community services used (bank, clinic, library, drug store, post office, supermarket) Different kinds of places where people shop around the world Interpreting a simple street map 	<ul style="list-style-type: none"> Identify community resources Seek & receive information Gather information Interact in a way that is courteous Respect others & value diversity Cooperate with others Work together 	<ul style="list-style-type: none"> Basic skills Acquire & communicate information Understand a social system (community) Work with cultural diversity See things in the mind's eye Participate as a member of a team 	0.1.2, 0.1.4	Beg. Literacy: 5, 11 Beg. Low: 22, 23, 24	5.01, 15.03, 15.04, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.08, 16.09, 16.11	5.01, 15.02, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.08, 16.09, 16.11
 <p>7 Describing Page 88</p>	<ul style="list-style-type: none"> Describing people: Age, Height, Hair color, Eye color, Marital status Describing feelings Countries & languages Titles 	<ul style="list-style-type: none"> Describing people by physical characteristics Asking & answering questions about age, height, hair color, eye color, weight Making a request at work Asking & telling what someone looks like Listening & identifying a person by a physical description Asking & giving personal information: marital status, country of origin, language spoken Inquiring about & describing feelings 	<ul style="list-style-type: none"> Reading & writing missing words in a cloze paragraph about family members' activities Completing a chart about family members Completing a chart with descriptive information about people Making a list of students, their countries, & their languages Filling out a personal information form Writing about yourself 	<ul style="list-style-type: none"> Using numbers to indicate age, height, weight 		<ul style="list-style-type: none"> Verb: To be WH-Questions: <i>What, Where</i> Subject pronouns Adjectives 	<ul style="list-style-type: none"> Different ways that people in different cultures show their feelings 	<ul style="list-style-type: none"> Gather information Identify family relationships Interact in a way that is friendly Respect others & value diversity Cooperate with others Work together 	<ul style="list-style-type: none"> Basic skills Acquire & communicate information Sociability Work with cultural diversity Participate as a member of a team 	0.1.2, 0.2.1, 0.2.2, 1.1.4	Beg. Literacy: 7 Beg. Low: 6	5.02, 5.03, 14.01, 15.01, 15.02, 15.03, 15.04, 15.05, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.07, 16.08, 16.10, 16.11	5.02, 5.03, 14.01, 15.01, 15.02, 15.05, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.07, 16.08, 16.10, 16.11
 <p>8 Food Page 102</p>	<ul style="list-style-type: none"> Common foods Expressing food needs Food containers & quantities Ordering food in a restaurant 	<ul style="list-style-type: none"> Identifying food items Expressing food needs Listening & identifying food items Locating food items in a store Identifying food containers & quantities Ordering food items in a fast-food restaurant or coffee shop Taking customers' orders at a food service counter Identifying units of measure Making a polite request 	<ul style="list-style-type: none"> Categorizing: Listing words in correct groups Writing missing letters in words Making a list of food stores & foods purchased there Making a list of fast-food restaurants & foods eaten there Interpreting abbreviations for food measurements (lb., qt., doz.) Making a food shopping list Writing about favorite food 	<ul style="list-style-type: none"> Aisle numbers in stores Food quantities (quart, pound, half a pound, dozen, half a dozen) 		<ul style="list-style-type: none"> Singular/Plural Articles: <i>A, an</i> There is/There are Verb: To be Imperatives 	<ul style="list-style-type: none"> Listing food stores & restaurants used in the community & foods obtained there Different kinds of foods people around the world eat 	<ul style="list-style-type: none"> Manage resources: Identify those resources you have Meet family needs & responsibilities Seek & receive assistance Gather information Identify community resources Interact in a way that is courteous Interact in a way that is helpful Respect others & value diversity Cooperate with others Work together 	<ul style="list-style-type: none"> Basic skills Identify resources Acquire & communicate information Serve clients/customers Work with cultural diversity Participate as a member of a team 	0.1.2, 0.1.4, 1.1.7, 1.3.7, 1.3.8, 2.6.4, 4.8.3	Beg. Literacy: 5, 14 Beg. Low: 14, 32, 35, 37	5.01, 5.03, 7.06, 7.08, 11.02, 15.03, 15.04, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.07, 16.08, 16.09, 16.11	5.01, 5.03, 7.09, 7.11, 11.02, 15.02, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.08, 16.09, 16.11

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		LANGUAGE SKILLS & STANDARDS-BASED OBJECTIVES						CURRICULUM STANDARDS & FRAMEWORKS					
UNIT	KEY TOPICS	LISTENING & SPEAKING	READING & WRITING	NUMERACY/ MATH		BASIC GRAMMAR	COMMUNITY/ CIVICS & CULTURE	EFF	SCANS	CASAS	LAUSD	FLORIDA	
												FOUNDATIONS	LOW BEGINNING
 <p>9 Clothing, Colors, & Shopping Page 118</p>	<ul style="list-style-type: none"> Clothing items Asking for clothing in a store Colors Clothing sizes Problems with clothing Prices 	<ul style="list-style-type: none"> Identifying clothing items Locating clothing items in a store Listening & identifying clothing items Identifying colors Describing what a person is wearing Expressing clothing size needed to a store salesperson Expressing problems with clothing Asking the price of items in a store Offering assistance to customers as a salesperson Expressing needs to a salesperson in a store 	<ul style="list-style-type: none"> Writing plural forms of nouns Writing missing letters in words Writing on a chart items of clothing, stores where purchased, & their locations Reading store display signs with prices Writing about a favorite clothing item Reading a clothing store directory to determine location of items 	<ul style="list-style-type: none"> Numbers in clothing sizes Prices Using ordinal numbers to indicate floor of a building 		<ul style="list-style-type: none"> Singular / Plural Adjectives Too + adjective 	<ul style="list-style-type: none"> Listing clothing stores in the community, their locations, & types of clothing purchased there Different kinds of special clothing people in different cultures wear on special days 	<ul style="list-style-type: none"> Seek & receive assistance Identify problems Identify community resources Gather information Understand & work with numbers Respect others & value diversity Cooperate with others Work together 	<ul style="list-style-type: none"> Basic skills Identify resources Acquire & communicate information Serve clients/customers Work with cultural diversity Participate as a member of a team 	0.1.2, 0.1.4, 1.1.9, 1.2.1, 1.3.7, 1.3.9, 4.8.3	Beg. Literacy: 5, 8, 13, 14 Beg. Low: 14, 31, 32, 33, 34	5.01, 5.03, 8.05, 11.01, 11.03, 11.04, 15.01, 15.03, 15.04, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.07, 16.08, 16.09, 16.10, 16.11	5.01, 5.03, 8.04, 11.01, 11.04, 15.01, 15.02, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.07, 16.08, 16.09, 16.11
 <p>10 The Bank & the Post Office Page 132</p>	<ul style="list-style-type: none"> Bank items Checks Making change Postal items Obtaining post office services Giving & receiving correct change during transactions 	<ul style="list-style-type: none"> Identify bank items & forms Listening & identifying bank items & forms Identifying post office items & services Requesting post office items & services Paying for goods & services Giving & receiving correct change during transactions 	<ul style="list-style-type: none"> Writing information on a chart about banking services used Reading & writing bank checks Reading signs in a post office Identifying return address & mailing address on an envelope Completing a chart indicating a schedule of opening & closing times Writing about strategies for controlling expenses & saving money Interpreting a fast-food menu 	<ul style="list-style-type: none"> Indicating amount of money on a check Writing opening & closing times on a schedule Making change Subtraction Identifying prices on a fast-food restaurant menu 		<ul style="list-style-type: none"> WH-Questions: Where, What, How much Want to 	<ul style="list-style-type: none"> Listing banks & banking services students use Obtaining services at the post office Interpreting a posted schedule of opening & closing times at a community location Different kinds of coins & bills in different countries, & their values 	<ul style="list-style-type: none"> Meet family needs & responsibilities Identify community resources Gather information Seek & receive assistance Understand, interpret, & work with numbers Use math to solve problems & communicate Manage resources Respect others & value diversity Cooperate with others Work together 	<ul style="list-style-type: none"> Basic skills Acquire & communicate information Allocate money Self-management Work with cultural diversity Participate as a member of a team 	0.1.2, 1.3.1, 1.3.3, 1.8.2, 2.4.1, 2.4.2, 2.4.4, 2.5.4, 6.1.2	Beg. Low: 8	5.01, 8.01, 8.05, 8.06, 8.07, 11.01, 11.05, 12.03, 15.03, 15.04, 15.06, 15.07, 16.01, 16.02, 16.06, 16.08, 16.09, 16.10, 16.11	5.01, 8.04, 8.05, 8.06, 8.07, 12.03, 15.02, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.08, 16.09, 16.11
 <p>11 Health Page 144</p>	<ul style="list-style-type: none"> Parts of the body Ailments Medicine Making a doctor's appointment Staying healthy Dosage information on medicine labels 	<ul style="list-style-type: none"> Identifying parts of the body Asking about another person's health Describing ailments, symptoms, & injuries Listening & identifying ailments, symptoms, & injuries Indicating what hurts to medical personnel Asking for & giving advice about over-the-counter medicine Locating items in a drug store Using the telephone to make a medical appointment Expressing sympathy Calling for an ambulance Understanding a doctor's medical advice Repeating information to check understanding Asking & answering questions about health habits Understanding a pharmacist's dosage instructions for prescription medicines 	<ul style="list-style-type: none"> Reading signs in drug store aisles to locate products Writing information on a chart about pharmacist recommendations for common ailments & symptoms Reading & writing missing words in a cloze paragraph about staying healthy Writing survey information about students' health habits on a chart Understanding dosage instructions on medicine labels Writing about remedies used for common ailments & symptoms Reading a drug store directory to determine location of items 	<ul style="list-style-type: none"> Indicating time when making an appointment Interpreting numbers in medical advice (e.g., sleep 8 hours, eat 3 meals) Interpreting numbers in dosage instructions for medicine Aisle numbers in stores 		<ul style="list-style-type: none"> WH-Questions: What, Where, How many Have / Has Should Can Want to Past Tense 	<ul style="list-style-type: none"> Locating products in a drug store Visiting a local drug store & obtaining pharmacist recommendations for over-the-counter medicine Calling for an ambulance Different remedies for common medical problems in different cultures 	<ul style="list-style-type: none"> Seek & receive assistance Guide & support others Gather & use information Interact in a way that is friendly & courteous Give direction Provide for family members' safety & physical needs Understand, interpret, & work with numbers & symbolic information Respect others & value diversity Cooperate with others Work together 	<ul style="list-style-type: none"> Basic skills Acquire & communicate information Identify resources Serve clients/customers Sociability: Demonstrate empathy Self-management Work with cultural diversity Participate as a member of a team 	0.1.2, 0.1.4, 1.3.7, 2.1.2, 3.1.1, 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.3, 3.5.9	Beg. Literacy: 9 Beg. Low: 12, 21, 32, 43, 44, 45, 46	5.01, 5.02, 5.03, 6.01, 6.04, 7.01, 7.02, 7.03, 7.04, 7.07, 7.10, 10.02, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.10, 16.11	5.01, 5.02, 6.01, 6.04, 7.01, 7.02, 7.03, 7.04, 7.05, 7.06, 7.10, 10.02, 15.02, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.10, 16.11
 <p>12 School Page 158</p>	<ul style="list-style-type: none"> School personnel & locations School subjects Extracurricular activities Class schedules 	<ul style="list-style-type: none"> Identifying school personnel Identifying school locations Identifying school subjects Telling about favorite school subject Identifying extracurricular activities Listening & identifying school subjects & extracurricular activities Describing after-school plans Talking about a class schedule 	<ul style="list-style-type: none"> Writing information on a chart about students' favorite school subjects Writing information on a chart about names of schools in the community, their locations, & their students Interpreting a class schedule Writing a description of places & people in your school 	<ul style="list-style-type: none"> Cardinal & ordinal numbers review Interpreting numbers in a class schedule (periods, classroom numbers, class times) 		<ul style="list-style-type: none"> WH-Questions: Who, Where, What, Which Have 	<ul style="list-style-type: none"> Listing different types of schools in the community, their locations, & the students who attend Different types of school buildings & classrooms around the world 	<ul style="list-style-type: none"> Gather information Identify community resources Manage resources: Allocate time Respect others & value diversity Cooperate with others Work together 	<ul style="list-style-type: none"> Basic skills Identify resources Sociability See things in the mind's eye (Interpret a chart) Allocate time Understand a social system (school) Work with cultural diversity Participate as a member of a team 	0.1.2, 2.5.5	Beg. Literacy: 15 Beg. Low: 12, 16, 17	5.01, 5.03, 8.01, 15.03, 15.04, 15.06, 15.07, 16.01, 16.02, 16.04, 16.05, 16.06, 16.08, 16.09, 16.11	5.01, 5.03, 15.02, 15.06, 15.07, 16.02, 16.04, 16.05, 16.06, 16.08, 16.09, 16.11

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UNIT	KEY TOPICS	LISTENING & SPEAKING	READING & WRITING	NUMERACY/ MATH	BASIC GRAMMAR	COMMUNITY/ CIVICS & CULTURE	EFF	SCANS	CASAS	LAUSD	FLORIDA	
											FOUNDATIONS	LOW BEGINNING
 13 Work Page 170	<ul style="list-style-type: none"> Occupations Job skills Help Wanted signs & want ads Places at work Safety warnings & signs Work schedules & paychecks 	<ul style="list-style-type: none"> Identifying occupations Describing occupation & place of work Expressing job goal during an interview Listening to job goals & selecting related Help Wanted signs & want ads Identifying job skills & work activities Indicating job skills during an interview Expressing self-confidence during an interview Calling in sick Asking the location of workplace departments & facilities Warning a co-worker of a safety hazard Interpreting warning & safety signs at work 	<ul style="list-style-type: none"> Reading Help Wanted signs Writing missing letters in words Reading want ads Filling out a job application form Writing information on a chart about students' job skills Interpreting a workplace floor plan diagram Reading & copying Help Wanted signs in the community Interpreting workplace warning & safety signs Reading a work schedule Reading a paycheck & pay stub Reading & writing missing numbers in a cloze paragraph Writing a description of a workplace Indicating job skills on a checklist 	<ul style="list-style-type: none"> Identifying telephone numbers in classified ads Interpreting times in a work schedule Interpreting numbers, dates, & dollar amounts on a paycheck & pay stub 	<ul style="list-style-type: none"> Verb: To be Can WH-Questions: <i>What, Where</i> Prepositions of location: <i>across from, next to, between</i> 	<ul style="list-style-type: none"> Finding & interpreting Help Wanted signs in the community Discussing different types of jobs & workplaces in the community Men's & women's jobs in different cultures, & changes that are occurring 	<ul style="list-style-type: none"> Identify goals Develop & express sense of self Gather information Seek & receive assistance Give direction Take responsibility for assuring work safety Understand, interpret, & work with numbers Respect others & value diversity Cooperate with others Work together 	<ul style="list-style-type: none"> Basic skills Identify human resources (occupations, work skills) Identify goal-relevant activities Self-management: Assess self accurately Self-esteem Understand a social system (workplace) See things in the mind's eye (Interpret a diagram; Interpret a sign with symbols; Draw a sign with symbols) Work with cultural diversity Participate as a member of a team 	0.1.2, 4.1.2, 4.1.3, 4.1.6, 4.1.8, 4.3.1, 4.3.3	Beg. Literacy: 5, 10 Beg. Low: 11, 12, 14, 48, 49, 50, 51, 52, 53, 54, 56	1.01, 1.02, 1.03, 1.04, 1.07, 2.01, 2.02, 2.03, 2.04, 2.05, 3.03, 5.01, 5.02, 10.01, 15.03, 15.04, 15.05, 15.06, 15.07, 16.01, 16.02, 16.03, 16.05, 16.06, 16.08, 16.09, 16.11	1.01, 1.02, 1.03, 1.04, 1.07, 2.01, 2.02, 2.03, 2.04, 2.05, 3.03, 5.01, 5.02, 10.01, 15.02, 15.05, 15.06, 15.07, 16.02, 16.03, 16.05, 16.06, 16.08, 16.09, 16.11
 14 Transportation Page 188	<ul style="list-style-type: none"> Locating places Asking for & giving directions Types of public transportation Traffic signs Driving safety warnings 	<ul style="list-style-type: none"> Identifying modes of travel Getting someone's attention politely Asking for & giving directions to a place Listening & identifying correct locations on a map Asking for & giving information about local transportation & routes Listening & identifying correct destination signs on buses & trains & correct street signs Asking passengers on local transportation where to get off for a destination Asking & telling about about modes of transportation used Warning a driver about an upcoming traffic sign Asking & telling about a bus schedule Repeating to confirm information 	<ul style="list-style-type: none"> Interpreting a simple street map Reading destination signs on buses & trains Reading street signs & station signs to locate destination Writing classroom survey results on a chart Writing information on a chart about public transportation used Interpreting traffic signs Drawing traffic signs & writing their meanings Interpreting a bus route schedule Writing about how you get to places in the community 	<ul style="list-style-type: none"> Identifying bus numbers Interpreting numbers on street signs & traffic signs Counting student responses to a survey & entering the information on a chart Interpreting times on a bus schedule 	<ul style="list-style-type: none"> WH-Questions: <i>How, Where</i> Imperatives Prepositions of location: <i>across from, between, next to, on the left, on the right</i> Exclamations 	<ul style="list-style-type: none"> Asking the location of places in the community Interpreting a simple street map Asking for information about public transportation routes Listing places in the community accessed by public transportation, modes of transportation used, route numbers, & locations Interpreting traffic signs Interpreting a bus route schedule Transportation in different places around the world 	<ul style="list-style-type: none"> Give direction Seek & receive assistance Interact in a way that is friendly, courteous, & helpful Gather information Identify community resources Guide others Understand, interpret, & work with numbers Respect others & value diversity Cooperate with others Work together 	<ul style="list-style-type: none"> Basic skills Acquire & communicate information See things in the mind's eye (Interpret a map) Identify resources Sociability: Demonstrate understanding, friendliness Work with cultural diversity Participate as a member of a team 	0.1.2, 0.1.3, 0.1.6, 1.9.1, 1.9.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.5.4	Beg. Literacy: 5, 10 Beg. Low: 11, 13, 23, 24, 42, 48, 49	5.01, 9.01, 9.02, 9.03, 9.04, 15.03, 15.04, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.08, 16.09	5.01, 9.02, 9.03, 9.04, 9.05, 15.02, 15.06, 15.07, 16.02, 16.05, 16.06, 16.08, 16.09
 15 Recreation & Entertainment Page 202	<ul style="list-style-type: none"> Recreation & entertainment activities Expressing likes Expressing future plans Telling about past activities Calendars & schedules 	<ul style="list-style-type: none"> Asking & telling about recreation & entertainment activities Expressing likes Listening & identifying recreation & entertainment activities Asking & telling about plans to do a future activity Asking & telling about a past activity Listening & distinguishing present & past tense statements 	<ul style="list-style-type: none"> Writing missing letters in words Writing survey information about students' free time activities on a chart Writing information on a chart about places for recreation & entertainment Interpreting a monthly calendar with activities listed Reading a paragraph with accompanying graphic Writing about plans for next weekend Reading personal schedule information on a daily calendar 	<ul style="list-style-type: none"> Counting student responses to a survey & entering information on a chart Using a calendar Interpreting time information on a daily calendar schedule 	<ul style="list-style-type: none"> Like to Future: Going to Past tense 	<ul style="list-style-type: none"> Listing places for recreation & entertainment in the community Different ways people in different cultures spend their free time 	<ul style="list-style-type: none"> Interact in a way that is friendly Gather information Identify community resources Manage resources: Allocate time Plan: Develop an organized approach of activities & objectives Plan: Set a goal Respect others & value diversity Cooperate with others Work together 	<ul style="list-style-type: none"> Basic skills Sociability: Demonstrate friendliness Acquire & communicate information Identify goal-relevant activities Identify resources Self-management Work with cultural diversity Participate as a member of a team 	0.1.2, 0.1.4, 0.2.4, 2.6.1, 3.5.8, 3.5.9	Beg. Low: 12, 13, 14	3.03, 5.01, 5.03, 8.01, 14.07, 15.03, 15.04, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.08, 16.09, 16.11	3.03, 5.01, 5.03, 14.07, 15.02, 15.06, 15.07, 16.01, 16.02, 16.05, 16.06, 16.08, 16.09, 16.11