

Scope and Sequence

ALL-SKILLS COMMUNICATION: LISTENING, SPEAKING, READING, WRITING						LIFE SKILLS, CIVICS, TEST PREPARATION, CURRICULUM STANDARDS AND FRAMEWORKS					
Unit	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing	Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida*
1	<ul style="list-style-type: none"> Personal information Meeting people Alphabet Spelling names aloud Cardinal numbers in addresses & telephone numbers 	<ul style="list-style-type: none"> To be: Introduction 	<ul style="list-style-type: none"> Meeting people 	<ul style="list-style-type: none"> Listening for personal information Pronouncing linked sounds 	<ul style="list-style-type: none"> Writing about yourself: Name, address, phone number, country of origin Filling out a form Addressing an envelope 	<ul style="list-style-type: none"> Personal information & forms Information on an envelope Common abbreviations in addresses Forms of identification 	<ul style="list-style-type: none"> Gather information Cooperate with others 	<ul style="list-style-type: none"> Sociability Acquire & evaluate information 	0.1.2, 0.1.4, 0.1.6, 0.2.1, 0.2.2, 2.4.1, 5.1.4, 7.4.7	1, 2, 3, 4, 5, 7, 8, 11b, 41, 58, 59, 60	2.01.04, 2.01.05, 2.05.01, 2.05.02, 2.08.01, 2.15.05, 2.16.02, 2.16.05
2	<ul style="list-style-type: none"> Classroom objects Rooms in the home Cities, countries, & nationalities Places around town Classroom actions Giving & following instructions 	<ul style="list-style-type: none"> To be + location Subject pronouns 	<ul style="list-style-type: none"> Greeting people 	<ul style="list-style-type: none"> Listening for information about people's locations Pronouncing reduced <i>and</i> 	<ul style="list-style-type: none"> Making a list of classroom objects Writing information in a chart 	<ul style="list-style-type: none"> Classroom items Simple classroom commands School personnel School locations Locating classroom items Taking inventory 	<ul style="list-style-type: none"> Manage resources: Identify those resources you have; Determine where they are Work together Give direction 	<ul style="list-style-type: none"> Identify resources Participate as a member of a team See things in the mind's eye (Draw a picture or diagram) 	0.1.2, 0.1.4, 0.1.5, 6.0.2, 7.3.1, 7.3.2, 7.4.7	5, 9a, 15, 16, 17, 18, 59	2.05.01, 2.05.02, 2.08.01, 2.16.01, 2.16.02, 2.16.05, 2.16.08, 2.16.09, 2.16.12
3	<ul style="list-style-type: none"> Everyday activities Calling directory assistance Calling 911 Using a telephone directory 	<ul style="list-style-type: none"> Present continuous tense 	<ul style="list-style-type: none"> Checking understanding 	<ul style="list-style-type: none"> Listening and responding correctly to questions about people's actions Pronouncing reduced <i>What are & Where are</i> 	<ul style="list-style-type: none"> Writing about your current activities and the activities of friends Writing emergency telephone numbers 	<ul style="list-style-type: none"> Common classroom & home activities Asking about home activities Calling directory assistance Calling 911 Using a telephone directory 	<ul style="list-style-type: none"> Seek input from others Identify a strong sense of family 	<ul style="list-style-type: none"> Identify goal-relevant activities 	0.1.4, 0.1.5, 0.1.6, 0.2.4, 2.1.1, 2.1.2, 2.5.1, 7.4.7	9c, 11a, 12, 13, 19, 59	2.05.02, 2.06.01, 2.06.03, 2.06.05, 2.06.06, 2.10.02, 2.14.07, 2.16.01, 2.16.02, 2.16.05, 2.16.08, 2.16.12
Gazette	<ul style="list-style-type: none"> Titles & nicknames Common leisure activities: playing instruments, sports, & games Culture concept: Greetings around the world Telephone numbers 	<ul style="list-style-type: none"> To be Present continuous tense 	<ul style="list-style-type: none"> Describing people's activities 	<ul style="list-style-type: none"> Listening to messages on a telephone answering machine 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about yourself 	<ul style="list-style-type: none"> Identifying people by appropriate titles Interpreting telephone messages on an answering machine 	<ul style="list-style-type: none"> Respect others & value diversity Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity Work with technology (telephone answering device) 	0.1.4, 0.2.3, 0.2.4, 2.1.7, 2.7.2, 4.5.4	1, 4, 9c, 12	2.05.02, 2.06.02, 2.08.01, 2.14.07, 2.16.01, 2.16.02
4	<ul style="list-style-type: none"> Everyday activities Places around town Civics: Community service 	<ul style="list-style-type: none"> To be: Short answers Possessive adjectives 	<ul style="list-style-type: none"> Attracting someone's attention 	<ul style="list-style-type: none"> Listening & responding correctly to questions about activities Pronouncing deleted <i>h</i> 	<ul style="list-style-type: none"> Writing about a place in your community Writing names & addresses of places in a chart 	<ul style="list-style-type: none"> Common classroom & home activities Asking about home activities Learning skill: Alphabetizing Civics: Community service 	<ul style="list-style-type: none"> Meet family needs & responsibilities Work within the big picture Observe critically 	<ul style="list-style-type: none"> Identify goal-relevant activities Responsibility Understand a social system (an apartment building & residents' activities) 	0.1.4, 0.2.4, 5.6.1, 7.2.3, 7.4.5, 7.4.7	9d, 12, 13, 22, 58, 59	2.07.08, 2.16.05, 2.16.10, 2.16.12
5	<ul style="list-style-type: none"> Describing people & things Weather Reading a weather map Fahrenheit & Celsius temperatures 	<ul style="list-style-type: none"> To be: Yes/No questions, Short Answers Adjectives Possessive nouns 	<ul style="list-style-type: none"> Calling someone you know on the telephone 	<ul style="list-style-type: none"> Listening & responding correctly to requests for information Pronouncing yes/no questions with <i>or</i> 	<ul style="list-style-type: none"> Filling out a form Writing a friendly letter describing the weather and current activities Writing information in a chart 	<ul style="list-style-type: none"> Describing people, things, & weather Using the telephone Interpreting a thermometer Weather reports Reading a weather map 	<ul style="list-style-type: none"> Seek input from others 	<ul style="list-style-type: none"> Sociability 	0.1.2, 0.2.2, 1.1.5, 2.1.8, 2.3.3, 7.4.7	6, 7, 28, 29, 59	2.05.01, 2.05.02, 2.06.01, 2.06.02, 2.13.01, 2.13.03, 2.16.01, 2.16.07, 2.16.11
6	<ul style="list-style-type: none"> Describing activities & events Family members Reading a family tree diagram 	<ul style="list-style-type: none"> To be: Review Present continuous tense: Review Prepositions of location 	<ul style="list-style-type: none"> Introducing people 	<ul style="list-style-type: none"> Listening & making deductions Pronouncing stressed and unstressed words 	<ul style="list-style-type: none"> Writing a story about a scene Writing about a favorite photograph 	<ul style="list-style-type: none"> Family relations Common activities Greeting & introducing Learning skill: Categorizing Eye contact & gestures 	<ul style="list-style-type: none"> Seek input from others Identify family relationships Develop & express sense of self Cooperate with others 	<ul style="list-style-type: none"> Sociability Self-esteem Participate as a member of a team 	0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 7.2.3, 7.4.7	6, 9b, 59	2.05.01, 2.05.02, 2.14.01, 2.16.02, 2.16.08, 2.16.11, 2.16.12
Gazette	<ul style="list-style-type: none"> Family relations Classroom activities Culture concept: Extended & nuclear families 	<ul style="list-style-type: none"> To be Possessive adjectives 	<ul style="list-style-type: none"> Describing family members and family relationships 	<ul style="list-style-type: none"> Listening to and interpreting correctly radio weather forecasts 	<ul style="list-style-type: none"> Writing about your family Writing an e-mail or instant message to tell about the weather and current activities 	<ul style="list-style-type: none"> Family relations Common classroom activities Weather forecasts 	<ul style="list-style-type: none"> Identify the family system Identify supportive family relationships Respect others & value diversity Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> See things in the mind's eye (Interpret a chart; Draw a chart) Identify goal-relevant activities Work with cultural diversity 	0.1.5, 0.2.3, 2.3.3, 2.7.2	6, 12, 28	2.14.01, 2.16.02

CORRELATION and PLACEMENT KEY

Side by Side Plus 1 correlates with the following standards-based curriculum levels and assessment system score ranges:

NRS (National Reporting System) Educational Functioning Level	Low Beginning
SPL (Student Performance Level)	2
CASAS (Comprehensive Adult Student Assessment System)	181–190
BEST Plus (Basic English Skills Test)	401–417
BEST Oral Interview	16–28
BEST Literacy	8–35

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

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 (ESL Beginning High content standards)

Florida: Adult ESOL Low Beginning Standardized Syllabi

(*Florida benchmarks 2.15.06, 2.15.07, 2.15.08, 2.16.01, 2.16.02, 2.16.05, 2.16.12, 2.17.01, 2.17.02, and 2.17.03 are covered in every unit and therefore are not included in the listings above.)

For correlation keys to other major state and local curriculum frameworks, please visit: www.longmanusa.com/sidebysideplus

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7	<ul style="list-style-type: none"> Places around town Locating places Describing neighborhoods Describing apartments Reading a simple map Apartment ads Cardinal numbers indicating quantity 	<ul style="list-style-type: none"> Prepositions There is /There are Singular/Plural introduction 	<ul style="list-style-type: none"> Expressing gratitude 	<ul style="list-style-type: none"> Listening for information about neighborhoods & apartments Using rising intonation to check understanding 	<ul style="list-style-type: none"> Writing a description of a neighborhood Writing about your apartment building or home 	<ul style="list-style-type: none"> Identifying & locating places in the community Identifying rooms, furniture, & fixtures in a residence Inquiring about residences, rentals, & neighborhoods Interpreting a map Apartment ads 	<ul style="list-style-type: none"> Seek input from others Provide for family members' safety & physical needs Gather information Cooperate with others 	<ul style="list-style-type: none"> Identify resources Acquire & evaluate information See things in the mind's eye (Interpret a map; Draw a simple map) Participate as a member of a team 	0.1.2, 0.1.4, 1.1.3, 1.4.1, 1.4.2, 2.2.1, 2.5.1, 2.5.3, 6.0.2, 7.4.7	9d, 22, 23, 38, 39, 59	2.05.01, 2.08.01, 2.09.04, 2.11.06, 2.11.08, 2.12.01, 2.12.02, 2.16.06, 2.16.08, 2.16.09
8	<ul style="list-style-type: none"> Clothing Colors Shopping for clothing Money Price tags Cardinal numbers indicating money denominations, prices, & clothing sizes Store receipts 	<ul style="list-style-type: none"> Singular/Plural Adjectives This/That/These/Those 	<ul style="list-style-type: none"> Complimenting 	<ul style="list-style-type: none"> Listening for information about clothing items Pronouncing emphasized words 	<ul style="list-style-type: none"> Writing a description of clothing and colors 	<ul style="list-style-type: none"> Clothing Asking for help Identifying clothing needs Money: Coins, Currency Clothing labels: Sizes, Prices, Colors Price tags Store receipts 	<ul style="list-style-type: none"> Manage resources Seek & receive assistance Resolve conflict & negotiate Interact in a way that is friendly & courteous Meet family needs & responsibilities 	<ul style="list-style-type: none"> Identify resources Serve clients/customers Negotiate Problem solving Sociability 	0.1.4, 1.1.6, 1.1.9, 1.2.1, 1.6.4, 1.3.9, 6.1.1, 7.4.7	9d, 30, 31, 33, 34, 59	2.08.01, 2.08.04, 2.11.01, 2.11.03, 2.11.04, 2.15.01, 2.16.04, 2.16.06, 2.16.07, 2.16.09
Gazette	<ul style="list-style-type: none"> Clothing, colors, and cultures Culture concept: People's homes around the world Civics concept: Urban, suburban, and rural communities Interpreting percents in a pie chart 	<ul style="list-style-type: none"> Singular/Plural Adjectives 	<ul style="list-style-type: none"> Describing clothing Complimenting Describing homes 	<ul style="list-style-type: none"> Listening for information in public address announcements in stores 	<ul style="list-style-type: none"> Writing an e-mail or instant message to describe your neighborhood 	<ul style="list-style-type: none"> Clothing Store announcements Describing housing and neighborhoods 	<ul style="list-style-type: none"> Respect others & value diversity Analyze & use information Understand, interpret, & work with symbolic information Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> Work with cultural diversity See things in the mind's eye (Interpret a pie chart) Sociability 	0.1.4, 0.2.3, 1.1.3, 1.3.7, 1.3.9, 1.4.1, 2.7.2, 6.4.2, 6.7.4, 6.8.1	33, 34	2.08.01, 2.11.06, 2.15.01
9	<ul style="list-style-type: none"> Language & nationalities Everyday activities Civics: Staying informed 	<ul style="list-style-type: none"> Simple present tense 	<ul style="list-style-type: none"> Hesitating 	<ul style="list-style-type: none"> Listening for –s vs. non –s endings in verbs contained in sentences Blending with <i>does</i> 	<ul style="list-style-type: none"> Writing about your city, language, and daily activities Writing information in a chart 	<ul style="list-style-type: none"> Asking for and giving personal information: Name, city, language, daily activities Common activities Social interactions Civics: Staying informed 	<ul style="list-style-type: none"> Seek input from others Develop & express sense of self Promote values, ethics, & cultural heritage within the family Cooperate with others 	<ul style="list-style-type: none"> Sociability Self-esteem Participate as a member of a team 	0.1.4, 0.2.1, 0.2.4, 7.3.1, 7.3.2, 7.4.7	13, 59	2.05.02, 2.16.01, 2.16.02, 2.16.05
10	<ul style="list-style-type: none"> Days of the week Habitual actions People's interests & activities Work schedules Bus destination signs 	<ul style="list-style-type: none"> Simple present tense: Yes/No questions, Negatives, Short answers 	<ul style="list-style-type: none"> Starting a conversation 	<ul style="list-style-type: none"> Listening for information about people's habitual actions Pronouncing reduced <i>of</i> 	<ul style="list-style-type: none"> Writing about usual activities during the week and on the weekend Writing about a work schedule 	<ul style="list-style-type: none"> Common activities Ordering in a fast food restaurant Days of the week Work schedules Bus routes & signs 	<ul style="list-style-type: none"> Manage resources: Allocate time Offer clear input on own interests Identify a strong sense of family 	<ul style="list-style-type: none"> Allocate time Self-management Sociability 	0.1.2, 0.1.3, 0.1.4, 0.2.4, 2.2.1, 2.2.2, 2.2.3, 2.6.4, 4.1.6, 4.2.1, 6.7.3, 7.4.7	12, 13, 14a, 24, 37, 55, 59	2.02.04, 2.03.03, 2.05.02, 2.05.03, 2.08.03, 2.09.01, 2.14.07, 2.16.01, 2.16.02, 2.16.05
Gazette	<ul style="list-style-type: none"> Languages around the world Interpreting tables with number facts in millions Culture concept: Exercising around the world 	<ul style="list-style-type: none"> Simple present tense 	<ul style="list-style-type: none"> Describing everyday activities and interests 	<ul style="list-style-type: none"> Listening for information in a recorded telephone announcement 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about activities & interests 	<ul style="list-style-type: none"> Describe common activities Interpreting recorded telephone announcements 	<ul style="list-style-type: none"> Analyze & use information Understand, interpret, & work with numbers & symbolic information Respect others & value diversity Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> See things in the mind's eye (Interpret a map) Acquire & evaluate information Work with cultural diversity Work with technology (recorded telephone announcement) 	0.2.3, 1.1.3, 2.1.7, 2.6.1, 2.7.2, 6.8.1	12, 23	2.05.02, 2.08.01
11	<ul style="list-style-type: none"> Calendar Describing frequency of actions Describing people Time expressions Interpreting percentages related to adverbs of frequency 	<ul style="list-style-type: none"> Object pronouns Simple present tense: –s vs. non –s endings Have/Has Adverbs of frequency 	<ul style="list-style-type: none"> Reacting to information 	<ul style="list-style-type: none"> Pronouncing past tense endings Pronouncing deleted <i>h</i> Listening and making deductions 	<ul style="list-style-type: none"> Writing about close friends Writing about daily activities 	<ul style="list-style-type: none"> Family relations Family responsibilities Describing oneself Describing people at work Asking for tableware (Workbook) 	<ul style="list-style-type: none"> Manage resources: Allocate time Develop & express sense of self Identify a strong sense of family Interact in a way that is friendly 	<ul style="list-style-type: none"> Allocate time Self-esteem Sociability 	0.1.2, 0.1.4, 0.2.4, 7.4.7, 7.5.5	6, 12, 13, 59	2.02.02, 2.02.04, 2.05.02, 2.05.03, 2.08.03, 2.16.01, 2.16.03, 2.16.05, 2.16.07
12	<ul style="list-style-type: none"> Feelings & emotions Describing usual & unusual activities The education system School personnel & locations 	<ul style="list-style-type: none"> Contrast: Simple present & present continuous tenses 	<ul style="list-style-type: none"> Reacting to bad news 	<ul style="list-style-type: none"> Listening to distinguish questions about current vs. habitual actions Pronouncing reduced <i>to</i> 	<ul style="list-style-type: none"> Writing about a typical day in a city or town 	<ul style="list-style-type: none"> Describing states of being Asking about home activities School personnel & locations 	<ul style="list-style-type: none"> Identify problems Work within the big picture Identify community needs & resources 	<ul style="list-style-type: none"> Self-management Creative thinking Understand an organizational system (workplace operations) 	0.1.4, 0.2.4, 2.2.2, 2.2.3, 7.4.7	16, 17, 24, 59, 60	2.01.01, 2.05.01, 2.05.02, 2.14.02, 2.16.02, 2.16.07
Gazette	<ul style="list-style-type: none"> Traffic: A global problem Culture concept: Modes of transportation around the world Interpreting tables with number facts in millions 	<ul style="list-style-type: none"> Simple present tense 	<ul style="list-style-type: none"> Describing a problem Describing customary activities 	<ul style="list-style-type: none"> Listening for information in radio news reports 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about yourself, family, & personal appearance 	<ul style="list-style-type: none"> Describing modes of travel to work and school Interpreting traffic information & other information in radio newscasts 	<ul style="list-style-type: none"> Identify problems & alternative solutions Respect others & value diversity Analyze & use information Understand, interpret, & work with numbers Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity 	0.2.3, 2.2.3, 2.7.2, 6.8.1	13, 24	2.08.01, 2.16.02

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13	<ul style="list-style-type: none"> Occupations Expressing ability Looking for a job Help Wanted signs Want ads Responding to questions in a simple job interview Applying for a driver's license 	<ul style="list-style-type: none"> Can Have to 	<ul style="list-style-type: none"> Apologizing Expressing obligation Invitations 	<ul style="list-style-type: none"> Listening for information about occupational skills Pronouncing <i>can</i> & <i>can't</i> 	<ul style="list-style-type: none"> Filling out a job application form Writing about how to apply for a passport, marriage license, or loan Writing about what you have to do this week Making lists of skills 	<ul style="list-style-type: none"> Occupations, abilities, & skills Asking permission at work Calling to explain absence Help wanted signs Want ads Police/safety commands & signs 	<ul style="list-style-type: none"> Develop & express sense of self Plan: Set a goal; Develop an organized approach of activities & objectives Define what one is trying to achieve Interact in a way that is tactful Reflect & evaluate Work within the big picture 	<ul style="list-style-type: none"> Identify human resources (work skills) Self-management: Assess self accurately Self-esteem Understand an organizational system (motor vehicles department) Participate as a member of a team 	0.1.2, 0.1.3, 0.2.4, 1.9.1, 2.2.2, 2.5.4, 2.5.7, 3.1.1, 3.3.3, 3.4.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.8, 4.3.1, 4.4.1, 7.4.7	10, 14b, 42, 48, 49, 50, 51, 52, 53, 54, 57, 59, 60	2.01.01, 2.01.02, 2.01.03, 2.01.04, 2.01.07, 2.02.01, 2.02.03, 2.03.03, 2.05.01, 2.10.01, 2.10.03, 2.14.07, 2.15.05
14	<ul style="list-style-type: none"> Describing future plans & intentions Weather forecasts Telling time Months of the year Seasons Dates Job application forms Ordinal numbers 	<ul style="list-style-type: none"> Future: Going to Time expressions Want to 	<ul style="list-style-type: none"> Asking the time Congratulating Expressing wants Making predictions 	<ul style="list-style-type: none"> Listening for time expressions Pronouncing <i>going to</i> & <i>want to</i> 	<ul style="list-style-type: none"> Writing about plans for tomorrow Writing months of the year Writing dates Filling out a form 	<ul style="list-style-type: none"> Asking & telling time The calendar Ordinal numbers Months of the year Filling out a form National holidays in the United States & Canada (Workbook) 	<ul style="list-style-type: none"> Create & pursue vision & goals Make a prediction Identify opportunities for each family member to experience success 	<ul style="list-style-type: none"> Identify goal-relevant activities Self-management: Set personal goals 	0.1.1, 0.1.2, 0.2.2, 0.2.4, 2.3.1, 2.3.2, 2.3.3, 2.5.4, 2.7.1, 4.1.6, 4.2.1, 7.4.7	3, 7, 13, 25, 26, 40, 55, 59, 60	2.01.03, 2.02.04, 2.05.02, 2.08.01, 2.08.03, 2.09.02, 2.14.07, 2.15.05, 2.16.02, 2.16.03
Gazette	<ul style="list-style-type: none"> Time zones Culture concept: Notions of time and punctuality in different cultures 	<ul style="list-style-type: none"> Verb: To be Simple present tense Future: Going to 	<ul style="list-style-type: none"> Describing occupation 	<ul style="list-style-type: none"> Listening for movie listing information in a recorded telephone announcement 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about plans for the weekend 	<ul style="list-style-type: none"> Identifying time zones Identifying occupations Interpreting movie listings in telephone recorded announcements 	<ul style="list-style-type: none"> Analyze & use information Understand, interpret, & work with symbolic information Respect others & value diversity Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> Acquire & evaluate information Identify human resources (occupations) Work with cultural diversity Responsibility 	0.2.3, 2.1.3, 2.1.7, 2.6.2, 2.7.2, 4.1.8	13, 23, 50	2.01.01, 2.06.02, 2.08.02, 2.13.03
15	<ul style="list-style-type: none"> Past actions & activities Ailments Making a doctor's appointment A medical exam Medical appointment cards Medicine labels Numbers: Interpreting a thermometer, medicine labels, & a dosage cup Staying healthy 	<ul style="list-style-type: none"> Past tense: Regular verbs, Introduction to irregular verbs 	<ul style="list-style-type: none"> Saying how you feel Describing an event 	<ul style="list-style-type: none"> Listening to distinguish statements in the present tense vs. the past tense Pronouncing past tense endings 	<ul style="list-style-type: none"> Writing about a party Writing about your meals yesterday 	<ul style="list-style-type: none"> Medical care: Parts of the body Ailments Calling for medical appointments Calling for emergency assistance Over-the-counter medications Drug labels & dosages Filling/Refilling prescriptions Interpreting a Fahrenheit thermometer Interpreting a dosage cup 	<ul style="list-style-type: none"> Provide for safety & physical needs of family members and self Seek & receive assistance 	<ul style="list-style-type: none"> Self-management Responsibility 	1.3.7, 2.1.2, 2.1.8, 2.3.2, 2.5.1, 3.1.1, 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.4.1, 3.5.9, 7.3.1, 7.4.7	19, 20, 21, 27, 32, 43, 44, 45, 46, 59, 60	2.06.05, 2.07.01, 2.07.02, 2.07.03, 2.07.04, 2.07.05, 2.07.06, 2.07.10, 2.08.01, 2.08.03, 2.16.02
16	<ul style="list-style-type: none"> Reporting past actions & activities Giving reasons Giving excuses Job applications Using clock times in a narrative 	<ul style="list-style-type: none"> Past tense: Yes/No questions, Short answers, WH- questions, More irregular verbs Time expressions 	<ul style="list-style-type: none"> Giving an excuse 	<ul style="list-style-type: none"> Listening for specific information to complete a checklist Pronouncing <i>Did you</i> 	<ul style="list-style-type: none"> Writing about your activities yesterday Filling out a job application form 	<ul style="list-style-type: none"> Apologizing for lateness at work Providing information about education & employment record Safety procedures: Earthquake, Clothing on fire (Workbook) Eye contact & gestures (Workbook) 	<ul style="list-style-type: none"> Manage resources: Allocate time Balance individual roles & needs with those of the organization Develop & express sense of self 	<ul style="list-style-type: none"> Responsibility Integrity Allocate time 	0.1.1, 0.1.6, 1.3.7, 3.4.2, 4.1.2, 4.1.5, 4.3.1, 7.4.7	11c, 32, 47, 54, 59, 60	2.01.02, 2.01.03, 2.02.01, 2.03.03, 2.05.01, 2.05.02, 2.15.05, 2.16.02
17	<ul style="list-style-type: none"> Television commercials Biographies & autobiographies Basic foods & food groups Ordering a meal Reading a simple menu Supermarket ads Food labels 	<ul style="list-style-type: none"> To be: Past tense 	<ul style="list-style-type: none"> Recommending products Describing physical states & emotions Telling about the past 	<ul style="list-style-type: none"> Listening to distinguish present vs. past facts Using correct intonation with yes/no questions and WH- questions 	<ul style="list-style-type: none"> Writing a brief autobiography about major life events (born, grew up, went to school, studied, moved) Writing about your childhood Making a shopping list 	<ul style="list-style-type: none"> Basic foods & food groups Food ads & labels Learning skill: Categorizing Common containers (Workbook) System of weights using ounces & pounds (Workbook) 	<ul style="list-style-type: none"> Promote family members' growth & development Develop & express sense of self Use math to solve problems 	<ul style="list-style-type: none"> Self-management Serve clients/customers Responsibility Self-esteem 	0.1.2, 0.1.3, 0.2.1, 0.2.4, 1.3.8, 1.6.1, 2.6.4, 6.1.1, 7.4.7	35, 36, 37, 59, 60	2.05.02, 2.07.09, 2.07.11, 2.11.01, 2.16.02, 2.16.05, 2.16.07, 2.16.10
Gazette	<ul style="list-style-type: none"> Advertisements Opposites Culture concept: Shopping around the world 	<ul style="list-style-type: none"> Tense review Adjectives 	<ul style="list-style-type: none"> Describing products Telling about activities in the past 	<ul style="list-style-type: none"> Listening for information in radio advertisements 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about what you did today 	<ul style="list-style-type: none"> Interpreting advertisements 	<ul style="list-style-type: none"> Analyze & use information Respect others & value diversity Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity 	0.2.3, 1.1.7, 1.2.1, 1.2.5, 1.3.1, 2.7.2, 7.2.3	22, 34	2.11.01, 2.16.07, 2.16.10