

Scope and Sequence

ALL-SKILLS COMMUNICATION: LISTENING, SPEAKING, READING, WRITING

LIFE SKILLS, CIVICS, TEST PREPARATION, CURRICULUM STANDARDS AND FRAMEWORKS

Unit	Topics & Vocabulary	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"> Describing actions that have occurred Describing actions that haven't occurred yet Discussing duration of activity Discussing things people had done Parent-school communication Notes to school Writing a personal letter Parenting 	REVIEW: <ul style="list-style-type: none"> Present perfect tense Present perfect continuous tense Past perfect tense Past perfect continuous tense 	<ul style="list-style-type: none"> Expressing ability Asking for & reporting information Expressing surprise Sharing news 	<ul style="list-style-type: none"> Listening to a narrative about tasks accomplished & indicating these tasks on a checklist Pronouncing reduced <i>have</i>, <i>has</i>, & <i>had</i> 	<ul style="list-style-type: none"> Writing about something you had worked hard to prepare for Making a list of reasons parents go to the office at a child's school Making a list of problems children sometimes have in school Identifying parts of a letter: date, salutation, body, closing, signature Writing notes to school to explain a child's absence, to excuse a child for a medical appointment, & to communicate concerns to a teacher Filling out a parent school volunteer form 	<ul style="list-style-type: none"> Parent/school communication Making requests at a school office Meeting with a child's teacher Problems children have in school Critical thinking: Bullying in school Parenting skills: Helping children succeed in school Critical thinking/Culture concept: How parents in different countries participate in their children's education 	<ul style="list-style-type: none"> Interact in a way that is friendly Create & pursue vision & goals Define what one is trying to achieve Identify family relationships Meet family needs & responsibilities Reflect & evaluate Cooperate with others 	<ul style="list-style-type: none"> Identify goal-relevant activities Identify human resources (occupations, work skills) Understand an organizational system (workplace operations) Problem solving Participate as a member of a team 	0.1.2, 0.2.2, 0.2.3, 2.5.5, 2.7.2, 3.5.7, 4.8.1, 4.8.7	3, 4a, 6, 10a, 10b	4.01.01, 4.02.07, 4.02.08, 5.01.01, 5.02.08
2	<ul style="list-style-type: none"> Evaluating people's activities Job interviews Expressing possibility Making deductions Expressing concern about others Apologizing Recounting difficult situations Driving rules Directions Drawing a map Bus & train schedules Interactions with the police 	Perfect modals: <ul style="list-style-type: none"> Should have Might have May have Could have Must have 	<ul style="list-style-type: none"> Asking for & reporting information Expressing possibility Agreeing Apologizing Making a deduction Expressing obligation 	<ul style="list-style-type: none"> Listening to conversations & reaching conclusions about what people should have done Pronouncing reduced <i>have</i> 	<ul style="list-style-type: none"> Writing about how to do well at a job interview Writing a story about your English teacher Writing about something you should have done differently Writing out directions to your home & drawing a map Filling out a traffic accident report Filling out a driver's license application form 	<ul style="list-style-type: none"> Driving rules Getting pulled over by the police Asking for & giving directions Drawing a map Interpreting bus & train schedules Calling for information about a bus or train schedule Finding transportation schedule information on the Internet Interactions with the police Critical thinking: Ways the police & people in the community can help each other Planning a trip using a map Interpreting movie listings in a newspaper 	<ul style="list-style-type: none"> Seek input from others Plan: Set a goal Reflect & evaluate Interact in a way that is tactful Identify community needs & resources Reflect & evaluate 	0.1.2, 2.2.1, 2.2.3, 2.2.4, 2.2.5, 2.6.1, 2.6.2, 2.6.3, 4.1.5, 4.1.7, 5.3.5, 5.3.7, 5.5.6, 7.2.2	5b, 9, 13, 16a, 16b, 18, 35b, 35c	4.01.01, 4.06.01, 4.06.02, 4.06.03, 5.01.01, 5.06.01, 5.06.02, 5.06.05	
3	<ul style="list-style-type: none"> Discussing creative works Describing work tasks accomplished Discussing things that have happened to people Describing accomplishments Securing services Automobile repairs Historical narratives Discussing opinions Civics: U.S. history Making a timeline 	Passive voice Relative pronouns	<ul style="list-style-type: none"> Expressing opinions Agreeing Asking for & reporting information Offering to do something Sharing news Small talk Reacting to good & bad news Expressing empathy Expressing opinions 	<ul style="list-style-type: none"> Listening & choosing the best line to continue a conversation Pronouncing reduced auxiliary verbs 	<ul style="list-style-type: none"> Writing about the history of the place where you were born or a place where you have lived Writing about students' rights & responsibilities in your school Creating a history timeline Creating an autobiographical timeline of life events 	<ul style="list-style-type: none"> Civics: U.S. history—World War I, the Great Depression, the New Deal, World War II, the United Nations, the Cold War, the Civil Rights Movement, September 11, 2001, the War in Iraq Study skill: Creating a history timeline 	<ul style="list-style-type: none"> Interact in a way that is friendly Analyze & use information 	<ul style="list-style-type: none"> Sociability Identify goal-relevant activities Serve clients/customers Interpret & communicate information See things in the mind's eye (Interpret a timeline; Draw a timeline) 	0.1.2, 0.2.4, 4.8.1, 4.8.3, 5.2.1, 5.2.3	1a, 5a, 5b, 8a, 38b	4.01.01, 4.06.05, 5.01.01, 5.01.03
Gazette	<ul style="list-style-type: none"> Inventions that changed the world Timeline of major inventions Culture concept: Ancient & modern wonders of the world Interview with a photojournalist 	Passive voice	<ul style="list-style-type: none"> Reporting about events Telling about places you would like to visit Describing background, education, & life events Using idiomatic expressions 	<ul style="list-style-type: none"> Listening to radio news reports & interpreting the facts 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell things that have happened to you recently 	<ul style="list-style-type: none"> Interpreting a narrative reading about famous inventions & their inventors Interpreting a timeline of major inventions Interpreting facts in radio news reports 	<ul style="list-style-type: none"> Analyze & use information Respect others & value diversity 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity 	2.7.2, 4.8.7, 5.2.5	6, 43	4.01.01, 4.01.03, 5.01.01

CORRELATION and PLACEMENT KEY

Side by Side Plus 4 correlates with the following standards-based curriculum levels and assessment system score ranges:

NRS (National Reporting System) Educational Functioning Level	High Intermediate
SPL (Student Performance Level)	5
CASAS (Comprehensive Adult Student Assessment System)	211–220
BEST Plus (Basic English Skills Test)	473–506
BEST Oral Interview	51–57
BEST Literacy	54–65

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 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 (ESL Intermediate High content standards)

Florida: Adult ESOL Course Standards (High Intermediate)

(* Florida standards beginning with prefix "4" indicate Low Intermediate benchmarks included for re-teaching or review. Florida standards beginning with prefix "5" indicate High Intermediate benchmarks.)

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Unit	Topics & Vocabulary	Grammar	Functional Communication	Listening & Pronunciation	Writing	Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida*
4	<ul style="list-style-type: none"> Asking for information Indicating uncertainty Referring people to someone else Reporting a crime Reporting a missing person Returning & exchanging defective products Requesting product repair services Warranties Consumer complaints 	<ul style="list-style-type: none"> Embedded questions 	<ul style="list-style-type: none"> Asking for information Indicating that you don't know Inquiring about permissibility Describing a person 	<ul style="list-style-type: none"> Listening & deciding where a conversation is taking place Pronouncing reduced you 	<ul style="list-style-type: none"> Writing about things you wonder about the future Making a list of items bought in a store & reasons one might return them Filling out a product warranty card 	<ul style="list-style-type: none"> Explaining problems to store personnel Returning & exchanging defective products Requesting product repair services Critical thinking: Comparing repair policies at different stores in the community Interpreting product warranties Problem-solving: Determining whether problems with products are covered by limited warranties Consumer rights Identifying ways to make consumer complaints Math: Word problems about estimating cost; Interpreting charts & prices 	<ul style="list-style-type: none"> Identify community needs & resources Cooperate with others Gather information Understand, interpret, & work with numbers Use math to solve problems 	<ul style="list-style-type: none"> Serve clients/customers Participate as a member of a team Acquire & evaluate information Problem solving 	0.1.2, 1.6.2, 1.6.3, 4.8.1, 4.8.3, 5.2.1	21a, 21b	4.01.01, 4.04.01, 4.04.03, 4.04.05, 4.07.02, 5.01.01, 5.04.01, 5.04.02, 5.04.06
5	<ul style="list-style-type: none"> Describing plans & intentions Consequences of actions Discussing future events Expressing hopes Asking for & giving reasons Making deductions Emergencies Reporting an emergency Responding to directions of emergency personnel Home fire safety Smoke detector instructions 	<ul style="list-style-type: none"> Conditional: Present real (If ___ will) Present unreal (If ___ would) Hope-clauses 	<ul style="list-style-type: none"> Expressing agreement Asking for & offering advice Expressing hopes Making a deduction 	<ul style="list-style-type: none"> Listening & making deductions based on information heard Pronouncing contractions with <i>would</i> 	<ul style="list-style-type: none"> Writing about what you would do if you won a million dollars Making a list of fire safety practices Drawing an escape plan for an apartment or home 	<ul style="list-style-type: none"> Reporting an emergency Heimlich maneuver Responding to directions of emergency personnel CPR (Cardiopulmonary resuscitation) Identifying places in the community to learn CPR & other first-aid procedures Interpreting a home fire safety poster Interpreting & drawing a diagram of a home escape plan Identifying home fire safety practices Interpreting a smoke detector instructional manual Drawing a floor plan of an apartment or home & identifying current and needed locations of smoke detectors Interpreting a rental agreement 	<ul style="list-style-type: none"> Seek input from others Create & pursue vision & goals Interact in a way that is friendly Provide for family members' safety & physical needs Cooperate with others Use technology 	<ul style="list-style-type: none"> Identify goal-relevant activities Self-management: Set personal goals Sociability Participate as a member of a team See things in the mind's eye (Interpret & draw a diagram) Use technology 	0.1.2, 0.1.3, 1.4.3, 1.4.5, 1.4.8, 2.5.1, 3.1.1, 3.4.2, 4.3.3, 4.8.1, 7.2.2	5b, 7c, 9, 12, 24, 30b, 32	4.01.01, 4.07.01, 5.01.01, 5.01.06, 5.02.05, 5.04.05
Gazette	<ul style="list-style-type: none"> The expression of wishes & hopes in music Interpreting a table with number facts Culture concept: Traditions & customs for making wishes around the world Interviews with people about hypothetical plans for the future 	<ul style="list-style-type: none"> Present real conditional Present unreal conditional Hope-clauses Passive voice 	<ul style="list-style-type: none"> Making hypothetical statements about the future Describing traditions Using idiomatic expressions 	<ul style="list-style-type: none"> Listening to an automated telephone system & determining the correct number to press for specific needs 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about your weekend plans 	<ul style="list-style-type: none"> Interpreting a narrative reading about music that expresses wishes & hopes Interpreting statistical information in a chart Interpreting information & instructions on an airline automated telephone system 	<ul style="list-style-type: none"> Analyze & use information Understand, interpret, & work with numbers Respect others & value diversity Create & pursue vision & goals Use technology 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity Work with technology 	2.2.3, 2.6.3, 2.7.2, 4.8.7	6, 13, 43	4.01.01, 5.01.01, 5.01.02
6	<ul style="list-style-type: none"> Advice Expressing wishes Job satisfaction Expressing ability Asking for & giving reasons Life in cities & suburbs Requesting bank services Opening a bank account Bank brochures Budget-planning strategies 	<ul style="list-style-type: none"> Present unreal conditional Wish-clauses 	<ul style="list-style-type: none"> Asking for & offering advice Giving a personal opinion Expressing wishes 	<ul style="list-style-type: none"> Listening & making deductions based on information heard Pronouncing reduced <i>would</i> 	<ul style="list-style-type: none"> Writing about something in your life you wish for Filling out a bank account application form Making a monthly household budget 	<ul style="list-style-type: none"> Requesting bank services Opening a bank account Identifying banks in the community Types of bank accounts: Savings, checking Interpreting a bank brochure & chart comparing different accounts offered Budget-planning strategies Math: Word problems with money; Interpreting utility bills 	<ul style="list-style-type: none"> Seek input from others Create & pursue vision & goals Cooperate with others Analyze & use information Identify community resources Manage resources Meet family needs & responsibilities Understand, interpret, & work with numbers Use math to solve problems 	<ul style="list-style-type: none"> Self-management: Set personal goals, Assess self accurately Serve clients/customers Participate as a member of a team Acquire & evaluate information Allocate money 	0.1.2, 0.1.3, 1.4.4, 1.5.1, 1.5.3, 1.8.1, 1.8.2, 1.8.3, 4.8.1, 4.8.3	5a, 7c, 19, 20a, 20b, 22b, 22c	4.01.01, 4.04.01, 5.01.01, 5.01.02, 5.01.03, 5.04.01, 5.04.08
7	<ul style="list-style-type: none"> Making deductions Discussing unexpected events Expressing wishes & hopes Consequences of actions Rumors Describing symptoms Following medical advice Community health care services Nutrition & food labels Over-the-counter medicine Medicine labels Safety procedures at work 	<ul style="list-style-type: none"> Past unreal conditional (If ___ would have) Wish-clauses 	<ul style="list-style-type: none"> Asking for & giving reasons Making a deduction Expressing wishes Empathizing Expressing hopes 	<ul style="list-style-type: none"> Listening to conversations & making deductions based on information heard Pronouncing reduced <i>have</i> 	<ul style="list-style-type: none"> Writing about a rumor at school or at work Writing about something in your life you wish you had done, but didn't Making a list of community health care providers Filling out a medical history form Filling out a workplace accident report 	<ul style="list-style-type: none"> Describing symptoms Following medical advice Identifying community health care providers & services Nutrition Interpreting nutrition facts on food labels Critical thinking: Determining healthy & unhealthy ingredients in food Over-the-counter medicine Interpreting warnings on medicine labels Interpreting a workplace safety poster Identifying safety procedures at work Interpreting a map of hurricane evacuation procedures Interpreting safety signs & symbols 	<ul style="list-style-type: none"> Meet family needs & responsibilities Identify community resources Gather information Analyze & use information Understand, interpret, & work with numbers Understand & interpret symbolic information 	<ul style="list-style-type: none"> Identify goal-relevant activities Acquire & evaluate information See things in the mind's eye (Interpret a chart) 	0.1.2, 2.5.3, 3.1.1, 3.1.3, 3.2.1, 3.3.1, 3.3.2, 3.3.3, 3.4.2, 3.5.1, 3.5.9, 4.3.1, 4.3.3, 4.3.4, 4.4.3, 7.2.2	9, 28, 29, 30a, 30c, 31, 32, 33, 39b	4.01.01, 4.03.08, 4.05.01, 4.05.04, 4.05.06, 4.07.01, 5.01.01, 5.01.02, 5.02.05, 5.03.08, 5.05.01, 5.05.02, 5.05.03, 5.05.04

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8	<ul style="list-style-type: none"> Reporting what people have said Reporting information Leaving, taking, & conveying messages Job interviews Discussing feelings Advice Job interviews: Talking about personal qualities Asking appropriate questions Answering difficult questions Help wanted ads Resumes 	<ul style="list-style-type: none"> Reported speech Sequence of tenses 	<ul style="list-style-type: none"> Reporting information Expressing surprise Indicating lack of prior knowledge Asking for & giving reasons 	<ul style="list-style-type: none"> Listening to conversations & making deductions based on information heard Pronouncing reduced to 	<ul style="list-style-type: none"> Writing about a time when you needed advice Making a list of abbreviations in help wanted ads and their full-word equivalents Filling out a job application Making a personal timeline of work experience Writing a resume Writing a cover letter 	<ul style="list-style-type: none"> Job interviews: <ul style="list-style-type: none"> Talking about personal qualities Asking appropriate questions Answering difficult interview questions Critical thinking: <ul style="list-style-type: none"> Personal qualities important for job applicants Ways to learn about a company before an interview Appropriate questions to ask during an interview Interpreting help wanted ads Interpreting a resume & cover letter 	<ul style="list-style-type: none"> Identify family relationships Develop & express sense of self Cooperate with others 	<ul style="list-style-type: none"> Exercise leadership Identify goal-relevant activities Identify human resources (occupations) Identify human resources (work skills) Self-esteem Participate as a member of a team 	0.1.1, 0.1.2, 0.2.1, 0.2.3, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.4.1, 4.4.2, 4.6.5, 4.8.1, 7.1.3, 7.5.1, 7.5.2	1a, 3, 4b, 34, 35, 36, 37, 41	4.01.01, 4.03.02, 4.03.03, 4.03.04, 5.01.01, 5.03.02, 5.03.03, 5.03.04
Gazette	<ul style="list-style-type: none"> Job interview skills Interpreting a pie chart with information about job search strategies Determining appropriate job interview behavior Culture: Job interviews around the world Interview with a human resources manager 	<ul style="list-style-type: none"> Imperatives Passive voice Reported speech Sequence of tenses 	<ul style="list-style-type: none"> Describing job interviews Using idiomatic expressions 	<ul style="list-style-type: none"> Listening to voice-mail messages at work 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about an interesting conversation you have had 	<ul style="list-style-type: none"> Interpreting a narrative reading about tips for a successful job interview Interpreting statistical facts in a pie chart Comparing two applicants' job prospects based on their interview behavior Interpreting voice-mail messages at work 	<ul style="list-style-type: none"> Analyze & use information Define what one is trying to achieve Develop & express sense of self Interact in a way that is friendly & courteous Understand, interpret, & work with numbers Respect others & value diversity Use technology 	<ul style="list-style-type: none"> Acquire & evaluate information Self-esteem See things in the mind's eye (Interpret a pie chart) Work with cultural diversity Work with technology 	0.1.1, 0.1.2, 2.7.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.8.7	6, 34, 35, 36, 43	4.01.01, 4.01.06, 5.01.01, 5.01.06
9	<ul style="list-style-type: none"> Verifying Reporting information Expressing opinions Writing a personal letter Writing a business memo Feedback on job performance Following procedures Employee benefits Career advancement Work-related values 	<ul style="list-style-type: none"> Tag questions Emphatic sentences 	<ul style="list-style-type: none"> Asking for & reporting information Expressing surprise Expressing opinions Sharing news Congratulating Initiating topics Expressing agreement 	<ul style="list-style-type: none"> Listening to conversations & making deductions based on information heard Pronouncing tag intonation 	<ul style="list-style-type: none"> Writing a personal letter Writing a work memo Writing about positive feedback you have received Writing procedures for doing things at work or at school 	<ul style="list-style-type: none"> Feedback on job performance Following work procedures Interpreting employee benefits information in a new employee manual Career advancement Identifying work-related values Interpreting a pay stub 	<ul style="list-style-type: none"> Develop & express sense of self Seek input from others Work together Create & pursue vision & goals Understand, interpret, & work with numbers 	<ul style="list-style-type: none"> Self-esteem Self-management: Assess self accurately Identify human resources (work skills) Participate as a member of a team Identify goal-relevant activities 	0.1.2, 0.2.3, 4.2.1, 4.2.4, 4.4.1, 4.4.2, 4.4.4, 4.5.1, 4.5.4, 4.6.1, 4.8.1, 4.8.2, 7.1.3, 7.5.1, 7.5.2	4a, 5a, 5b, 8c, 8d, 38a, 40a, 40b, 41	4.01.01, 4.03.06, 4.03.07, 4.03.10, 5.01.01, 5.01.03, 5.03.06, 5.03.07, 5.03.09, 5.03.10
10	<ul style="list-style-type: none"> Invitations Expressing disappointment Decision-making Consequences of actions Expressing concern about people Asking for assistance Civic rights & responsibilities Community legal services 	<p>REVIEW:</p> <ul style="list-style-type: none"> Verb tenses Conditionals Gerunds 	<ul style="list-style-type: none"> Invitations Expressing disappointment Calling attention to people's actions Apologizing Giving reasons Making a deduction Empathizing Offering to help 	<ul style="list-style-type: none"> Listening & making deductions about where conversations are taking place Pronouncing <i>would you & could you</i> 	<ul style="list-style-type: none"> Writing about an important decision you had to make & the advice people offered Making a list of community legal services 	<ul style="list-style-type: none"> Civics: Civic rights & responsibilities—obeying laws, paying taxes, keeping informed, getting involved, voting in elections, serving on a jury Critical thinking: Important civic responsibilities Interpreting a community legal services brochure Project: Compiling a list of community legal services 	<ul style="list-style-type: none"> Reflect & evaluate Exercise rights & responsibilities Identify community needs & resources Gather information Meet family needs & responsibilities 	<ul style="list-style-type: none"> Acquire & evaluate information 	0.1.2, 0.1.3, 2.1.1, 2.5.1, 2.5.2, 4.8.1, 5.3.2, 5.6.1, 5.6.2, 5.6.3, 7.2.2	8a, 9, 26a, 26b, 26c	4.01.01, 4.02.04, 5.01.01, 5.02.04, 5.02.07
Gazette	<ul style="list-style-type: none"> Technology in our lives Interpreting a table with number facts Culture concept: Technology in action around the world Interviews with people about how technology has changed their lives 	<ul style="list-style-type: none"> Verb tense review 	<ul style="list-style-type: none"> Describing innovations in technology Describing the influence of technology in people's lives Using idiomatic expressions 	<ul style="list-style-type: none"> Listening to a store service department's automated telephone system & determining the correct number to press for specific needs 	<ul style="list-style-type: none"> Writing an instant message using common abbreviations 	<ul style="list-style-type: none"> Interpreting a narrative about technology in our lives Interpreting statistical facts in a line graph Interpreting a store service department's automated telephone system & determining the correct number to press for specific needs 	<ul style="list-style-type: none"> Analyze & use information Understand, interpret, & work with numbers Understand, interpret, & work with symbolic information Use technology 	<ul style="list-style-type: none"> Acquire & evaluate information See things in the mind's eye (Interpret a line graph) Work with technology 	2.7.2, 4.8.7	6, 43	4.01.01, 5.01.01