

# 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*
<b>1</b>	<ul style="list-style-type: none"> <li>Describing actions that have occurred</li> <li>Describing actions that haven't occurred yet</li> <li>Discussing duration of activity</li> <li>Discussing things people had done</li> <li>Parent-school communication</li> <li>Notes to school</li> <li>Writing a personal letter</li> <li>Parenting</li> </ul>	<b>REVIEW:</b> <ul style="list-style-type: none"> <li>Present perfect tense</li> <li>Present perfect continuous tense</li> <li>Past perfect tense</li> <li>Past perfect continuous tense</li> </ul>	<ul style="list-style-type: none"> <li>Expressing ability</li> <li>Asking for &amp; reporting information</li> <li>Expressing surprise</li> <li>Sharing news</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a narrative about tasks accomplished &amp; indicating these tasks on a checklist</li> <li>Pronouncing reduced <i>have</i>, <i>has</i>, &amp; <i>had</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing about something you had worked hard to prepare for</li> <li>Making a list of reasons parents go to the office at a child's school</li> <li>Making a list of problems children sometimes have in school</li> <li>Identifying parts of a letter: date, salutation, body, closing, signature</li> <li>Writing notes to school to explain a child's absence, to excuse a child for a medical appointment, &amp; to communicate concerns to a teacher</li> <li>Filling out a parent school volunteer form</li> </ul>	<ul style="list-style-type: none"> <li>Parent/school communication</li> <li>Making requests at a school office</li> <li>Meeting with a child's teacher</li> <li>Problems children have in school</li> <li>Critical thinking: Bullying in school</li> <li>Parenting skills: Helping children succeed in school</li> <li>Critical thinking/Culture concept: How parents in different countries participate in their children's education</li> </ul>	<ul style="list-style-type: none"> <li>Interact in a way that is friendly</li> <li>Create &amp; pursue vision &amp; goals</li> <li>Define what one is trying to achieve</li> <li>Identify family relationships</li> <li>Meet family needs &amp; responsibilities</li> <li>Reflect &amp; evaluate</li> <li>Cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>Identify goal-relevant activities</li> <li>Identify human resources (occupations, work skills)</li> <li>Understand an organizational system (workplace operations)</li> <li>Problem solving</li> <li>Participate as a member of a team</li> </ul>	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
<b>2</b>	<ul style="list-style-type: none"> <li>Evaluating people's activities</li> <li>Job interviews</li> <li>Expressing possibility</li> <li>Making deductions</li> <li>Expressing concern about others</li> <li>Apologizing</li> <li>Recounting difficult situations</li> <li>Driving rules</li> <li>Directions</li> <li>Drawing a map</li> <li>Bus &amp; train schedules</li> <li>Interactions with the police</li> </ul>	<b>Perfect modals:</b> <ul style="list-style-type: none"> <li>Should have</li> <li>Might have</li> <li>May have</li> <li>Could have</li> <li>Must have</li> </ul>	<ul style="list-style-type: none"> <li>Asking for &amp; reporting information</li> <li>Expressing possibility</li> <li>Agreeing</li> <li>Apologizing</li> <li>Making a deduction</li> <li>Expressing obligation</li> </ul>	<ul style="list-style-type: none"> <li>Listening to conversations &amp; reaching conclusions about what people should have done</li> <li>Pronouncing reduced <i>have</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing about how to do well at a job interview</li> <li>Writing a story about your English teacher</li> <li>Writing about something you should have done differently</li> <li>Writing out directions to your home &amp; drawing a map</li> <li>Filling out a traffic accident report</li> <li>Filling out a driver's license application form</li> </ul>	<ul style="list-style-type: none"> <li>Driving rules</li> <li>Getting pulled over by the police</li> <li>Asking for &amp; giving directions</li> <li>Drawing a map</li> <li>Interpreting bus &amp; train schedules</li> <li>Calling for information about a bus or train schedule</li> <li>Finding transportation schedule information on the Internet</li> <li>Interactions with the police</li> <li>Critical thinking: Ways the police &amp; people in the community can help each other</li> <li>Planning a trip using a map</li> <li>Interpreting movie listings in a newspaper</li> </ul>	<ul style="list-style-type: none"> <li>Seek input from others</li> <li>Plan: Set a goal</li> <li>Reflect &amp; evaluate</li> <li>Interact in a way that is tactful</li> <li>Identify community needs &amp; resources</li> <li>Reflect &amp; evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Acquire &amp; evaluate information</li> </ul>	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
<b>3</b>	<ul style="list-style-type: none"> <li>Discussing creative works</li> <li>Describing work tasks accomplished</li> <li>Discussing things that have happened to people</li> <li>Describing accomplishments</li> <li>Securing services</li> <li>Automobile repairs</li> <li>Historical narratives</li> <li>Discussing opinions</li> <li>Civics: U.S. history</li> <li>Making a timeline</li> </ul>	<b>Passive voice</b> <b>Relative pronouns</b>	<ul style="list-style-type: none"> <li>Expressing opinions</li> <li>Agreeing</li> <li>Asking for &amp; reporting information</li> <li>Offering to do something</li> <li>Sharing news</li> <li>Small talk</li> <li>Reacting to good &amp; bad news</li> <li>Expressing empathy</li> <li>Expressing opinions</li> </ul>	<ul style="list-style-type: none"> <li>Listening &amp; choosing the best line to continue a conversation</li> <li>Pronouncing reduced auxiliary verbs</li> </ul>	<ul style="list-style-type: none"> <li>Writing about the history of the place where you were born or a place where you have lived</li> <li>Writing about students' rights &amp; responsibilities in your school</li> <li>Creating a history timeline</li> <li>Creating an autobiographical timeline of life events</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Study skill: Creating a history timeline</li> </ul>	<ul style="list-style-type: none"> <li>Interact in a way that is friendly</li> <li>Analyze &amp; use information</li> </ul>	<ul style="list-style-type: none"> <li>Sociability</li> <li>Identify goal-relevant activities</li> <li>Serve clients/customers</li> <li>Interpret &amp; communicate information</li> <li>See things in the mind's eye (Interpret a timeline; Draw a timeline)</li> </ul>	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
<b>Gazette</b>	<ul style="list-style-type: none"> <li>Inventions that changed the world</li> <li>Timeline of major inventions</li> <li>Culture concept: Ancient &amp; modern wonders of the world</li> <li>Interview with a photojournalist</li> </ul>	<b>Passive voice</b>	<ul style="list-style-type: none"> <li>Reporting about events</li> <li>Telling about places you would like to visit</li> <li>Describing background, education, &amp; life events</li> <li>Using idiomatic expressions</li> </ul>	<ul style="list-style-type: none"> <li>Listening to radio news reports &amp; interpreting the facts</li> </ul>	<ul style="list-style-type: none"> <li>Writing an e-mail or instant message to tell things that have happened to you recently</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting a narrative reading about famous inventions &amp; their inventors</li> <li>Interpreting a timeline of major inventions</li> <li>Interpreting facts in radio news reports</li> </ul>	<ul style="list-style-type: none"> <li>Analyze &amp; use information</li> <li>Respect others &amp; value diversity</li> </ul>	<ul style="list-style-type: none"> <li>Acquire &amp; evaluate information</li> <li>Work with cultural diversity</li> </ul>	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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4	<ul style="list-style-type: none"> <li>Asking for information</li> <li>Indicating uncertainty</li> <li>Referring people to someone else</li> <li>Reporting a crime</li> <li>Reporting a missing person</li> <li>Returning &amp; exchanging defective products</li> <li>Requesting product repair services</li> <li>Warranties</li> <li>Consumer complaints</li> </ul>	<ul style="list-style-type: none"> <li>Embedded questions</li> </ul>	<ul style="list-style-type: none"> <li>Asking for information</li> <li>Indicating that you don't know</li> <li>Inquiring about permissibility</li> <li>Describing a person</li> </ul>	<ul style="list-style-type: none"> <li>Listening &amp; deciding where a conversation is taking place</li> <li>Pronouncing reduced you</li> </ul>	<ul style="list-style-type: none"> <li>Writing about things you wonder about the future</li> <li>Making a list of items bought in a store &amp; reasons one might return them</li> <li>Filling out a product warranty card</li> </ul>	<ul style="list-style-type: none"> <li>Explaining problems to store personnel</li> <li>Returning &amp; exchanging defective products</li> <li>Requesting product repair services</li> <li>Critical thinking: Comparing repair policies at different stores in the community</li> <li>Interpreting product warranties</li> <li>Problem-solving: Determining whether problems with products are covered by limited warranties</li> <li>Consumer rights</li> <li>Identifying ways to make consumer complaints</li> <li>Math: Word problems about estimating cost; Interpreting charts &amp; prices</li> </ul>	<ul style="list-style-type: none"> <li>Identify community needs &amp; resources</li> <li>Cooperate with others</li> <li>Gather information</li> <li>Understand, interpret, &amp; work with numbers</li> <li>Use math to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Serve clients/customers</li> <li>Participate as a member of a team</li> <li>Acquire &amp; evaluate information</li> <li>Problem solving</li> </ul>	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"> <li>Describing plans &amp; intentions</li> <li>Consequences of actions</li> <li>Discussing future events</li> <li>Expressing hopes</li> <li>Asking for &amp; giving reasons</li> <li>Making deductions</li> <li>Emergencies</li> <li>Reporting an emergency</li> <li>Responding to directions of emergency personnel</li> <li>Home fire safety</li> <li>Smoke detector instructions</li> </ul>	<ul style="list-style-type: none"> <li>Conditional: Present real (If ___ will) Present unreal (If ___ would)</li> <li>Hope-clauses</li> </ul>	<ul style="list-style-type: none"> <li>Expressing agreement</li> <li>Asking for &amp; offering advice</li> <li>Expressing hopes</li> <li>Making a deduction</li> </ul>	<ul style="list-style-type: none"> <li>Listening &amp; making deductions based on information heard</li> <li>Pronouncing contractions with <i>would</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing about what you would do if you won a million dollars</li> <li>Making a list of fire safety practices</li> <li>Drawing an escape plan for an apartment or home</li> </ul>	<ul style="list-style-type: none"> <li>Reporting an emergency</li> <li>Heimlich maneuver</li> <li>Responding to directions of emergency personnel</li> <li>CPR (Cardiopulmonary resuscitation)</li> <li>Identifying places in the community to learn CPR &amp; other first-aid procedures</li> <li>Interpreting a home fire safety poster</li> <li>Interpreting &amp; drawing a diagram of a home escape plan</li> <li>Identifying home fire safety practices</li> <li>Interpreting a smoke detector instructional manual</li> <li>Drawing a floor plan of an apartment or home &amp; identifying current and needed locations of smoke detectors</li> <li>Interpreting a rental agreement</li> </ul>	<ul style="list-style-type: none"> <li>Seek input from others</li> <li>Create &amp; pursue vision &amp; goals</li> <li>Interact in a way that is friendly</li> <li>Provide for family members' safety &amp; physical needs</li> <li>Cooperate with others</li> <li>Use technology</li> </ul>	<ul style="list-style-type: none"> <li>Identify goal-relevant activities</li> <li>Self-management: Set personal goals</li> <li>Sociability</li> <li>Participate as a member of a team</li> <li>See things in the mind's eye (Interpret &amp; draw a diagram)</li> <li>Use technology</li> </ul>	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"> <li>The expression of wishes &amp; hopes in music</li> <li>Interpreting a table with number facts</li> <li>Culture concept: Traditions &amp; customs for making wishes around the world</li> <li>Interviews with people about hypothetical plans for the future</li> </ul>	<ul style="list-style-type: none"> <li>Present real conditional</li> <li>Present unreal conditional</li> <li>Hope-clauses</li> <li>Passive voice</li> </ul>	<ul style="list-style-type: none"> <li>Making hypothetical statements about the future</li> <li>Describing traditions</li> <li>Using idiomatic expressions</li> </ul>	<ul style="list-style-type: none"> <li>Listening to an automated telephone system &amp; determining the correct number to press for specific needs</li> </ul>	<ul style="list-style-type: none"> <li>Writing an e-mail or instant message to tell about your weekend plans</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting a narrative reading about music that expresses wishes &amp; hopes</li> <li>Interpreting statistical information in a chart</li> <li>Interpreting information &amp; instructions on an airline automated telephone system</li> </ul>	<ul style="list-style-type: none"> <li>Analyze &amp; use information</li> <li>Understand, interpret, &amp; work with numbers</li> <li>Respect others &amp; value diversity</li> <li>Create &amp; pursue vision &amp; goals</li> <li>Use technology</li> </ul>	<ul style="list-style-type: none"> <li>Acquire &amp; evaluate information</li> <li>Work with cultural diversity</li> <li>Work with technology</li> </ul>	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"> <li>Advice</li> <li>Expressing wishes</li> <li>Job satisfaction</li> <li>Expressing ability</li> <li>Asking for &amp; giving reasons</li> <li>Life in cities &amp; suburbs</li> <li>Requesting bank services</li> <li>Opening a bank account</li> <li>Bank brochures</li> <li>Budget-planning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Present unreal conditional</li> <li>Wish-clauses</li> </ul>	<ul style="list-style-type: none"> <li>Asking for &amp; offering advice</li> <li>Giving a personal opinion</li> <li>Expressing wishes</li> </ul>	<ul style="list-style-type: none"> <li>Listening &amp; making deductions based on information heard</li> <li>Pronouncing reduced <i>would</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing about something in your life you wish for</li> <li>Filling out a bank account application form</li> <li>Making a monthly household budget</li> </ul>	<ul style="list-style-type: none"> <li>Requesting bank services</li> <li>Opening a bank account</li> <li>Identifying banks in the community</li> <li>Types of bank accounts: Savings, checking</li> <li>Interpreting a bank brochure &amp; chart comparing different accounts offered</li> <li>Budget-planning strategies</li> <li>Math: Word problems with money; Interpreting utility bills</li> </ul>	<ul style="list-style-type: none"> <li>Seek input from others</li> <li>Create &amp; pursue vision &amp; goals</li> <li>Cooperate with others</li> <li>Analyze &amp; use information</li> <li>Identify community resources</li> <li>Manage resources</li> <li>Meet family needs &amp; responsibilities</li> <li>Understand, interpret, &amp; work with numbers</li> <li>Use math to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Self-management: Set personal goals, Assess self accurately</li> <li>Serve clients/customers</li> <li>Participate as a member of a team</li> <li>Acquire &amp; evaluate information</li> <li>Allocate money</li> </ul>	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"> <li>Making deductions</li> <li>Discussing unexpected events</li> <li>Expressing wishes &amp; hopes</li> <li>Consequences of actions</li> <li>Rumors</li> <li>Describing symptoms</li> <li>Following medical advice</li> <li>Community health care services</li> <li>Nutrition &amp; food labels</li> <li>Over-the-counter medicine</li> <li>Medicine labels</li> <li>Safety procedures at work</li> </ul>	<ul style="list-style-type: none"> <li>Past unreal conditional (If ___ would have)</li> <li>Wish-clauses</li> </ul>	<ul style="list-style-type: none"> <li>Asking for &amp; giving reasons</li> <li>Making a deduction</li> <li>Expressing wishes</li> <li>Empathizing</li> <li>Expressing hopes</li> </ul>	<ul style="list-style-type: none"> <li>Listening to conversations &amp; making deductions based on information heard</li> <li>Pronouncing reduced <i>have</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing about a rumor at school or at work</li> <li>Writing about something in your life you wish you had done, but didn't</li> <li>Making a list of community health care providers</li> <li>Filling out a medical history form</li> <li>Filling out a workplace accident report</li> </ul>	<ul style="list-style-type: none"> <li>Describing symptoms</li> <li>Following medical advice</li> <li>Identifying community health care providers &amp; services</li> <li>Nutrition</li> <li>Interpreting nutrition facts on food labels</li> <li>Critical thinking: Determining healthy &amp; unhealthy ingredients in food</li> <li>Over-the-counter medicine</li> <li>Interpreting warnings on medicine labels</li> <li>Interpreting a workplace safety poster</li> <li>Identifying safety procedures at work</li> <li>Interpreting a map of hurricane evacuation procedures</li> <li>Interpreting safety signs &amp; symbols</li> </ul>	<ul style="list-style-type: none"> <li>Meet family needs &amp; responsibilities</li> <li>Identify community resources</li> <li>Gather information</li> <li>Analyze &amp; use information</li> <li>Understand, interpret, &amp; work with numbers</li> <li>Understand &amp; interpret symbolic information</li> </ul>	<ul style="list-style-type: none"> <li>Identify goal-relevant activities</li> <li>Acquire &amp; evaluate information</li> <li>See things in the mind's eye (Interpret a chart)</li> </ul>	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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Unit	Topics & Vocabulary	Grammar	Functional Communication	Listening & Pronunciation	Writing	Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida
8	<ul style="list-style-type: none"> <li>Reporting what people have said</li> <li>Reporting information</li> <li>Leaving, taking, &amp; conveying messages</li> <li>Job interviews</li> <li>Discussing feelings</li> <li>Advice</li> <li>Job interviews: Talking about personal qualities</li> <li>Asking appropriate questions</li> <li>Answering difficult questions</li> <li>Help wanted ads</li> <li>Resumes</li> </ul>	<ul style="list-style-type: none"> <li>Reported speech</li> <li>Sequence of tenses</li> </ul>	<ul style="list-style-type: none"> <li>Reporting information</li> <li>Expressing surprise</li> <li>Indicating lack of prior knowledge</li> <li>Asking for &amp; giving reasons</li> </ul>	<ul style="list-style-type: none"> <li>Listening to conversations &amp; making deductions based on information heard</li> <li>Pronouncing reduced to</li> </ul>	<ul style="list-style-type: none"> <li>Writing about a time when you needed advice</li> <li>Making a list of abbreviations in help wanted ads and their full-word equivalents</li> <li>Filling out a job application</li> <li>Making a personal timeline of work experience</li> <li>Writing a resume</li> <li>Writing a cover letter</li> </ul>	<ul style="list-style-type: none"> <li>Job interviews:                             <ul style="list-style-type: none"> <li>Talking about personal qualities</li> <li>Asking appropriate questions</li> <li>Answering difficult interview questions</li> </ul> </li> <li>Critical thinking:                             <ul style="list-style-type: none"> <li>Personal qualities important for job applicants</li> <li>Ways to learn about a company before an interview</li> <li>Appropriate questions to ask during an interview</li> </ul> </li> <li>Interpreting help wanted ads</li> <li>Interpreting a resume &amp; cover letter</li> </ul>	<ul style="list-style-type: none"> <li>Identify family relationships</li> <li>Develop &amp; express sense of self</li> <li>Cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>Exercise leadership</li> <li>Identify goal-relevant activities</li> <li>Identify human resources (occupations)</li> <li>Identify human resources (work skills)</li> <li>Self-esteem</li> <li>Participate as a member of a team</li> </ul>	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"> <li>Job interview skills</li> <li>Interpreting a pie chart with information about job search strategies</li> <li>Determining appropriate job interview behavior</li> <li>Culture: Job interviews around the world</li> <li>Interview with a human resources manager</li> </ul>	<ul style="list-style-type: none"> <li>Imperatives</li> <li>Passive voice</li> <li>Reported speech</li> <li>Sequence of tenses</li> </ul>	<ul style="list-style-type: none"> <li>Describing job interviews</li> <li>Using idiomatic expressions</li> </ul>	<ul style="list-style-type: none"> <li>Listening to voice-mail messages at work</li> </ul>	<ul style="list-style-type: none"> <li>Writing an e-mail or instant message to tell about an interesting conversation you have had</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting a narrative reading about tips for a successful job interview</li> <li>Interpreting statistical facts in a pie chart</li> <li>Comparing two applicants' job prospects based on their interview behavior</li> <li>Interpreting voice-mail messages at work</li> </ul>	<ul style="list-style-type: none"> <li>Analyze &amp; use information</li> <li>Define what one is trying to achieve</li> <li>Develop &amp; express sense of self</li> <li>Interact in a way that is friendly &amp; courteous</li> <li>Understand, interpret, &amp; work with numbers</li> <li>Respect others &amp; value diversity</li> <li>Use technology</li> </ul>	<ul style="list-style-type: none"> <li>Acquire &amp; evaluate information</li> <li>Self-esteem</li> <li>See things in the mind's eye (Interpret a pie chart)</li> <li>Work with cultural diversity</li> <li>Work with technology</li> </ul>	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"> <li>Verifying</li> <li>Reporting information</li> <li>Expressing opinions</li> <li>Writing a personal letter</li> <li>Writing a business memo</li> <li>Feedback on job performance</li> <li>Following procedures</li> <li>Employee benefits</li> <li>Career advancement</li> <li>Work-related values</li> </ul>	<ul style="list-style-type: none"> <li>Tag questions</li> <li>Emphatic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Asking for &amp; reporting information</li> <li>Expressing surprise</li> <li>Expressing opinions</li> <li>Sharing news</li> <li>Congratulating</li> <li>Initiating topics</li> <li>Expressing agreement</li> </ul>	<ul style="list-style-type: none"> <li>Listening to conversations &amp; making deductions based on information heard</li> <li>Pronouncing tag intonation</li> </ul>	<ul style="list-style-type: none"> <li>Writing a personal letter</li> <li>Writing a work memo</li> <li>Writing about positive feedback you have received</li> <li>Writing procedures for doing things at work or at school</li> </ul>	<ul style="list-style-type: none"> <li>Feedback on job performance</li> <li>Following work procedures</li> <li>Interpreting employee benefits information in a new employee manual</li> <li>Career advancement</li> <li>Identifying work-related values</li> <li>Interpreting a pay stub</li> </ul>	<ul style="list-style-type: none"> <li>Develop &amp; express sense of self</li> <li>Seek input from others</li> <li>Work together</li> <li>Create &amp; pursue vision &amp; goals</li> <li>Understand, interpret, &amp; work with numbers</li> </ul>	<ul style="list-style-type: none"> <li>Self-esteem</li> <li>Self-management: Assess self accurately</li> <li>Identify human resources (work skills)</li> <li>Participate as a member of a team</li> <li>Identify goal-relevant activities</li> </ul>	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"> <li>Invitations</li> <li>Expressing disappointment</li> <li>Decision-making</li> <li>Consequences of actions</li> <li>Expressing concern about people</li> <li>Asking for assistance</li> <li>Civic rights &amp; responsibilities</li> <li>Community legal services</li> </ul>	<p>REVIEW:</p> <ul style="list-style-type: none"> <li>Verb tenses</li> <li>Conditionals</li> <li>Gerunds</li> </ul>	<ul style="list-style-type: none"> <li>Invitations</li> <li>Expressing disappointment</li> <li>Calling attention to people's actions</li> <li>Apologizing</li> <li>Giving reasons</li> <li>Making a deduction</li> <li>Empathizing</li> <li>Offering to help</li> </ul>	<ul style="list-style-type: none"> <li>Listening &amp; making deductions about where conversations are taking place</li> <li>Pronouncing <i>would you &amp; could you</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing about an important decision you had to make &amp; the advice people offered</li> <li>Making a list of community legal services</li> </ul>	<ul style="list-style-type: none"> <li>Civics: Civic rights &amp; responsibilities—obeying laws, paying taxes, keeping informed, getting involved, voting in elections, serving on a jury</li> <li>Critical thinking: Important civic responsibilities</li> <li>Interpreting a community legal services brochure</li> <li>Project: Compiling a list of community legal services</li> </ul>	<ul style="list-style-type: none"> <li>Reflect &amp; evaluate</li> <li>Exercise rights &amp; responsibilities</li> <li>Identify community needs &amp; resources</li> <li>Gather information</li> <li>Meet family needs &amp; responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Acquire &amp; evaluate information</li> </ul>	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"> <li>Technology in our lives</li> <li>Interpreting a table with number facts</li> <li>Culture concept: Technology in action around the world</li> <li>Interviews with people about how technology has changed their lives</li> </ul>	<ul style="list-style-type: none"> <li>Verb tense review</li> </ul>	<ul style="list-style-type: none"> <li>Describing innovations in technology</li> <li>Describing the influence of technology in people's lives</li> <li>Using idiomatic expressions</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a store service department's automated telephone system &amp; determining the correct number to press for specific needs</li> </ul>	<ul style="list-style-type: none"> <li>Writing an instant message using common abbreviations</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting a narrative about technology in our lives</li> <li>Interpreting statistical facts in a line graph</li> <li>Interpreting a store service department's automated telephone system &amp; determining the correct number to press for specific needs</li> </ul>	<ul style="list-style-type: none"> <li>Analyze &amp; use information</li> <li>Understand, interpret, &amp; work with numbers</li> <li>Understand, interpret, &amp; work with symbolic information</li> <li>Use technology</li> </ul>	<ul style="list-style-type: none"> <li>Acquire &amp; evaluate information</li> <li>See things in the mind's eye (Interpret a line graph)</li> <li>Work with technology</li> </ul>	2.7.2, 4.8.7	6, 43	4.01.01, 5.01.01