

# Scope and Sequence

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

Unit	Topics & Vocabulary	Grammar	Functional Communication	Listening & Pronunciation	Writing
1	<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>
2	<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>
3	<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>	<ul style="list-style-type: none"> <li>Passive voice</li> <li>Relative pronouns</li> </ul>	<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>
<b>Gazette Reading &amp; Writing Workshop</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> <li>Social Studies: Architectural wonders of the world</li> </ul>	<ul style="list-style-type: none"> <li>Passive voice</li> </ul>	<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> <li>Punctuation</li> <li>The Writing Process</li> </ul>

### CORRELATION and PLACEMENT KEY

*Side by Side Plus 4* correlates with these standards-based curriculum levels and assessment system score ranges.

For correlation keys to other major state and local curriculum frameworks, please visit:  
<http://pearsoneltusa.com/molinskyandbliss>

NRS (National Reporting System) Educational Functioning Level	High Intermediate
BEST Plus 2.0 (Basic English Skills Test)	485–524 (SPL 5)
BEST Literacy	68–75 (SPL 5)
CASAS Reading	211–220
CASAS Listening	210–218
CASAS Writing	226–242
TABE CLAS-E Reading & Writing	515–556
TABE CLAS-E Listening & Speaking	526–558

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

Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida*
<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
<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
<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
<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

**EFF:** Equipped for the Future (Content standards, Common activities, & Role maps)  
**SCANS:** Secretary's Commission on Achieving Necessary Skills (U.S. Department of Labor)  
**CCRS:** College and Career Readiness Standards for Adult Education (U.S. Department of Education)  
**CASAS:** Comprehensive Adult Student Assessment System  
**LAUSD:** Los Angeles Unified School District (ESL Intermediate High content standards)  
**Florida:** Adult ESOL High Intermediate Standardized Syllabi  
 (\* 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.)

# Scope and Sequence

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

Unit	Topics & Vocabulary	Grammar	Functional Communication	Listening & Pronunciation	Writing
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>
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 would</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>
<b>Gazette Reading &amp; Writing Workshop</b>	<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> <li>Employment: Workplace safety</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> <li>Embedded questions</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> <li>The Writing Process</li> </ul>
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 would</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>
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 have</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>

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

<b>Life Skills, Civics, &amp; Test Preparation</b>	<b>EFF</b>	<b>SCANS/Employment Competencies</b>	<b>CASAS</b>	<b>LAUSD</b>	<b>Florida*</b>
<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
<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 &amp; identifying 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
<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
<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
<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

# Scope and Sequence

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

Unit	Topics & Vocabulary	Grammar	Functional Communication	Listening & Pronunciation	Writing
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>
<b>Gazette Reading &amp; Writing Workshop</b>	<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> <li>Career Education: Exploring &amp; planning a career</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> <li>Quotation marks</li> <li>Writing a business letter</li> </ul>
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>
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>	REVIEW: <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</i> &amp; <i>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>
<b>Gazette Reading &amp; Writing Workshop</b>	<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> <li>Civics: Social media &amp; today's citizens</li> </ul>	<ul style="list-style-type: none"> <li>Verb tense review</li> <li>Prepositional phrases</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> <li>The Writing Process</li> </ul>



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

<b>Life Skills, Civics, &amp; Test Preparation</b>	<b>EFF</b>	<b>SCANS/Employment Competencies</b>	<b>CASAS</b>	<b>LAUSD</b>	<b>Florida</b>
<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
<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
<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
<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
<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