

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation	Numeracy/ Academic Skills	CCRS	SCANS	CASAS
Basic Communication	PRE-UNIT Welcome Page 2	<ul style="list-style-type: none"> Greet people and describe feelings Complete a registration form Follow instructions 	<ul style="list-style-type: none"> Simple present: <i>be</i> Possessive adjectives Questions with <i>can</i> 	<ul style="list-style-type: none"> Greetings Feelings Registration forms Numbers 1–100 Classroom instructions Clarification phrases 	<ul style="list-style-type: none"> /m/ /θ/ Yes/No question intonation 	<ul style="list-style-type: none"> Clarification strategies Focused listening 	RI1, R12, SL2, SL3, L1, L2, L3, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> Acquiring and evaluating information Listening Speaking Sociability 	<p>1: 0.1.4, 0.2.1 2: 0.1.2, 0.1.4, 0.2.1, 0.2.2, 4.8.1 3: 0.1.2, 0.1.5, 0.1.6, 7.5.6</p>
	1 Everyday Life Page 12	<ul style="list-style-type: none"> Ask for and give personal information Identify family relationships Describe people Interpret and write schedules Interpret information about weather 	<ul style="list-style-type: none"> Simple present: <i>live</i> Simple present: <i>be</i> Simple present: <i>have</i> Comparative and superlative adjectives Adverbs of frequency Simple present Short answers 	<ul style="list-style-type: none"> Personal information Family Personal description Schedules and calendars Weather 	<ul style="list-style-type: none"> Third-person singular verb endings: /s/, /z/ Question intonation /ð/, /v/ 	<ul style="list-style-type: none"> Making bar graphs Classifying Developing study skills Evaluating Focused listening Paragraph writing Peer-editing Predicting Reviewing 	RI1, RI2, RI4, RI7, RI10, W2, W4, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L4, L5, RF2, RF3	<p>Most SCANS are incorporated into this unit with an emphasis on:</p> <ul style="list-style-type: none"> Understanding systems Seeing things in the mind's eye Self-management Sociability (Technology is optional.) 	<p>1: 0.1.1, 0.1.4, 0.2.1, 7.5.6 2: 0.1.2, 0.2.1 3: 0.1.2, 1.1.4, 4.8.1, 4.8.6 4: 0.1.2, 0.2.1, 0.2.4, 2.3.1, 2.3.2, 7.4.7 5: 1.1.5, 2.3.3 R: 0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 1.1.4, 1.1.5, 2.3.1, 2.3.2, 2.3.3, TP: 0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 2.3.1, 2.3.2, 2.3.3, 4.8.1</p>
Consumer Economics	2 Let's Go Shopping! Page 36	<ul style="list-style-type: none"> Identify clothing Ask about prices Describe clothing Read advertisements and receipts Ask for assistance 	<ul style="list-style-type: none"> Simple present Negative simple present Comparative and superlative adjectives Present continuous <i>This, that, these, those</i> 	<ul style="list-style-type: none"> Clothing items Sizes, colors, patterns, and styles of clothing Prices and receipts Clothing advertisements and flyers return phrases 	<ul style="list-style-type: none"> Plural endings -ing <i>this / these</i> 	<ul style="list-style-type: none"> Classifying Developing study skills Evaluating Focused listening Peer-editing Predicting Reading charts and graphs Reviewing 	RI1, RI2, RI4, RI7, RI9, RI10, W8, SL1, SL2, SL4, SL5, L1, L2, L4, L5, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> Allocating money Understanding systems Arithmetic (Technology is optional.) 	<p>1: 1.3.9 2: 1.1.6, 1.2.1, 1.2.2, 1.2.4, 1.3.9 3: 1.1.9, 1.3.9 4: 0.1.2, 0.1.3, 1.2.1, 1.2.2, 1.2.4, 1.3.9, 4.8.1 5: 0.1.3, 1.3.3, 1.3.9 R: 0.1.2, 0.1.3, 1.1.6, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.3.3, 1.3.9 TP: 0.1.2, 0.1.3, 1.1.6, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.3.3, 1.3.9</p>

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation	Numeracy/ Academic Skills	CCRS	SCANS	CASAS
Consumer Economics	3 Food and Nutrition Page 60	<ul style="list-style-type: none"> Read a menu Make a shopping list Locate items in a supermarket Identify healthy foods Read recipes 	<ul style="list-style-type: none"> Questions with <i>can</i> <i>Some / any</i> Count and noncount nouns <i>Much / many</i> Simple present: <i>be</i> Simple present: <i>have</i> Imperatives Negative imperatives 	<ul style="list-style-type: none"> Menus Foods Containers and units Supermarket Food groups Meals Recipes Cooking verbs 	<ul style="list-style-type: none"> Plural endings: /z/, /ez/ Rhythm Clarification stress 	<ul style="list-style-type: none"> Clarifying Developing study skills Evaluating Focused listening Note taking Predicting Reviewing Scanning VENN diagrams 	RI1, RI2, RI7, RI10, W1, W7, SL1, SL2, SL3, SL4, SL5, L1, L2, L4, L5, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> Decision making Problem solving Self-management (Technology is optional.) 	<p>1: 1.3.8, 2.6.4 2: 1.1.7, 1.3.8 3: 1.1.7, 1.3.7, 1.3.8, 2.5.4 4: 1.3.8, 3.5.2, 3.5.9 5: 1.1.1, 1.1.7, 1.3.8 R: 1.1.1, 1.1.7, 1.3.7, 1.3.8, 2.5.4, 2.6.4, 3.5.2, 3.5.9 TP: 1.1.1, 1.1.7, 1.3.7, 1.3.8, 2.5.4, 2.6.4, 3.5.2, 3.5.9</p>
	4 Housing Page 84	<ul style="list-style-type: none"> Describe housing Interpret classified ads Complete a rental application Identify rooms and furniture Make a family budget 	<ul style="list-style-type: none"> Information questions and answers Prepositions of location Modals: <i>may</i> and <i>might</i> Questions with <i>which</i> 	<ul style="list-style-type: none"> Housing Rooms Furniture Housing advertisement abbreviations Rental application Budgets Banking 	<ul style="list-style-type: none"> Rhythm /ch/, /sh/, /s/ 	<ul style="list-style-type: none"> Academic reading Developing study skills Evaluating Focused listening Negotiating Note taking Making pie charts Predicting Reviewing Scanning 	RI1, RI2, RI4, RI5, RI7, RI10, SL1, SL2, SL3, SL4, SL5, L1, L2, L3, L4, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> Allocating money Arithmetic Creative thinking Self-management (Technology is optional.) 	<p>1: 1.1.3, 1.4.1, 1.4.2, 6.7.2 2: 1.4.2 3: 1.4.2, 1.4.3 4: 4.1.1, 6.1.1, 6.1.3 5: 1.5.1, 1.8.1, 6.1.1 R: 1.4.1, 1.4.2, 1.4.3, 1.5.1, 6.1.1, 6.1.3 TP: 1.4.1, 1.4.2, 1.4.3, 1.5.1, 6.1.1, 6.1.3, 4.8.1</p>
VIDEO CHALLENGE		Page 108		The Food Waste Rebel					
Community Resources	5 Our Community Page 112	<ul style="list-style-type: none"> Describe your community Scan an Internet search page Give and follow directions Read a message or letter Write and send a letter 	<ul style="list-style-type: none"> Information questions Prepositions of location Imperatives Present continuous Simple present Simple present: <i>be</i> Simple past (regular) Simple past (irregular) 	<ul style="list-style-type: none"> Public places and services Phone directory Compass points Maps Map directions Parts of a letter 	<ul style="list-style-type: none"> Clarification stress -ed endings 	<ul style="list-style-type: none"> Brainstorming Clarification strategies Classifying Focused listening Listening to a lecture Predicting Scanning 	RI1, RI2, RI7, RI10, W1, W2, W4, W8, W9, SL1, SL2, SL3, SL4, SL5, L1, L2, L4, L5, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> Acquiring and evaluating information Writing Speaking (Technology is optional.) 	<p>1: 1.1.3, 1.9.4, 2.2.4, 7.2.6 2: 2.1.1, 2.4.2 3: 1.1.3, 1.9.4, 2.2.1, 2.2.5 4: 0.2.3 5: 0.2.3 R: 0.2.3, 1.1.3, 1.9.4, 2.1.1, 2.2.1, 2.2.5 TP: 0.2.3, 1.1.3, 1.9.4, 2.1.1, 2.2.1, 2.2.5, 4.8.1</p>

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation	Numeracy/ Academic Skills	CCRS	SCANS	CASAS
Health	6 Health Page 136	<ul style="list-style-type: none"> Describe healthy practices Identify illnesses Make a doctor's appointment Read medicine labels Identify and describe emergencies 	<ul style="list-style-type: none"> Infinitives Simple present Comparative and superlative adjectives Simple past (regular) Simple past (irregular) Simple past: <i>be</i> Modal: <i>should</i> 	<ul style="list-style-type: none"> Healthy practices Illnesses Symptoms Remedies Parts of the body Making medical appointments Medicines and medicine labels Emergencies: medical, police, and fire 	<ul style="list-style-type: none"> Past endings: /t/, /d/ Final release of consonants Intonation and rhythm 	<ul style="list-style-type: none"> Making bar graphs Developing study skills Evaluating Focused listening Making pie charts Calculating percentages Predicting Reviewing 	RI1, RI2, RI4, RI7, RI10, W1, W2, W8, SL1, SL2, SL4, SL5, L1, L2, L3, L4, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> Understanding systems Problem solving Decision making Self-management (Technology is optional.) 	<p>1: 3.5.8, 3.5.9 2: 3.1.1 3: 2.1.8, 3.1.1, 3.1.2, 3.1.3 4: 3.3.1, 3.3.2, 3.3.3, 3.4.1 5: 2.1.1, 2.1.8, 2.5.1, 3.1.1, 6.7.4 R: 3.1.1, 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.4.1, 3.5.8, 3.5.9 TP: 3.1.1, 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.4.1, 3.5.8, 3.5.9</p>
Occupational Knowledge	7 Work, Work, Work Page 160	<ul style="list-style-type: none"> Evaluate learning and work skills Identify jobs and job skills Apply for a job Interview for a job Follow instructions in an office 	<ul style="list-style-type: none"> Future: <i>will</i> (affirmative) <i>can/can't</i> Future: <i>will</i> (negative) Simple past Negative simple past Simple past: <i>be</i> Negative simple past: <i>be</i> Imperatives 	<ul style="list-style-type: none"> Good work habits Work evaluations Job titles Job tools and skills Job applications Employment ads and abbreviations Job interviews Office equipment and directions Goals: personal, academic, and vocational 	<ul style="list-style-type: none"> Emphasis /ə/ 	<ul style="list-style-type: none"> Brainstorming Developing study skills Evaluating Focused listening Reading for main idea Reviewing 	RI1, RI2, RI3, RI4, RI7, RI10, SL1, SL2, SL4, SL5, L1, L2, L3, L4, L5, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> Organizing and maintaining information Problem solving Decision making Self-management (Technology is optional.) 	<p>1: 4.4.2, 4.7.3 2: 4.1.2, 4.1.8, 4.5.1 3: 4.1.1, 4.1.2, 4.1.3, 4.1.6 4: 4.1.5, 4.1.7 5: 1.7.3, 4.6.1 R: 1.7.3, 4.1.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.4.2, 4.5.1, 4.6.1, 4.7.3 TP: 1.7.3, 4.1.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.4.2, 4.5.1, 4.6.1, 4.7.3</p>
Lifelong Learning	8 Goals and Lifelong Learning Page 184	<ul style="list-style-type: none"> Identify goals Set academic goals Set work goals Find ways to learn Record goals 	<ul style="list-style-type: none"> Future plans: <i>want to, hope to, plan to</i> Future: <i>be going to</i> <i>Because</i> Future: <i>will</i> Past with <i>so</i> 	<ul style="list-style-type: none"> Goals: personal, academic, and vocational U.S. educational system Education Learning resources Parts of a paragraph 	<ul style="list-style-type: none"> Past endings: /t/, /d/ Emphatic statements 	<ul style="list-style-type: none"> Developing study skills Evaluating Focused listening Listening for main idea Note taking Paragraph writing Predicting Reading a pie chart Reviewing Scanning VENN diagrams 	RI1, RI2, RI3, RI4, RI5, RI7, RI10, SL1, SL2, SL3, SL4, SL5, W1, W2, W4, W6, W7, W9, W10, L1, L2, L3, L4, L5, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> Understanding systems Knowing how to learn Responsibility Self-management (Technology is optional.) 	<p>1: 4.4.5, 7.1.1, 7.5.1 2: 4.4.5, 7.1.1, 7.5.1 3: 4.4.5 4: 2.5.6, 7.2.7, 7.5.5 5: 4.4.5 R: 4.4.5, 7.1.1, 7.2.7, 7.5.1, 7.5.5 TP: 4.4.5, 7.1.1, 7.2.7, 7.5.1, 7.5.5</p>
	VIDEO CHALLENGE		Page 208	Faces of India					

Appendices

Vocabulary List Page 212

Grammar Reference Page 214

Skills Index Page 220

For other national and state specific standards, please visit: www.NGL.Cengage.com/SO3