### 2004 – 2005 Pre-Approved Civic Objectives
**Correlated to English – No Problem! from New Readers Press**

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<th>#</th>
<th>Competency Area/Description</th>
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| 1  | Consumer Economics – Banking | Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check-cashing services, and credit cards. | 1. Read suggested financial statements; identify and define the specific vocabulary associated with financial institutions.  
2. *Compare advantages and disadvantages of using different types of bank accts, credit unions, cash, or credit to make purchases and pay expenses.  
3. *Read and discuss credit card and bank statements simplified for beginning levels.  
4. Discuss problems with a bank or credit card statement.  
5. *Examine personal spending habits in order to identify ways to create a budget.  
6. List and discuss credit cards issues including ways to build good credit.  
7. Fill out a basic application for a bank account; identify requirements for opening an account.  
8. *Identify the vocabulary for different types of bank accounts, statements and financial institutions.  
9. *Name financial institutions in the community.  
10. *Ask and answer questions about locations, hours, and services of financial institutions in the community.  
11. *Read and fill out a personal check  
12. *Identify issues of using check-cashing services.  
13. *Conduct simple conversations with a bank teller. | SB 3, Un 4, L.3, pp.54-56  
SB 3, Un 4, L.3, pp.54-56  
SB 3, Un 4, Intro Lesson, pp. 58-59 and Project, p.69  
SB 4, Un.4 (pp. 46-57)  
SB 2, Un. 4, L.2 , p. 51  
SB 3, Un.4, L.3, p. 55 |
| 2  | Consumer Economics – Complaints | Access community or commercial agencies to resolve a consumer complaint. | 1. Describe the problem.  
2. Identify and list appropriate agencies to contact.  
3. Use telephone directory to obtain contact information.  
4. Contact the appropriate agency to lodge a complaint by calling, emailing, writing a letter, filling out a form, in person.  
5. Make an oral or written complaint. | SB 4, Un.5, L.3, p.74  
SB 4, Un.5, Chall. Read., pp77-78 |
| 3  | Consumer Economics – General | Develop a business plan for a small business. | 1. Chart the weekly production and selling cycles for a small business.  
2. Determine and list personal, financial, and business goals.  
3. Discuss the advantages and disadvantages of different suppliers.  
4. Determine how price of supplies is determined by various factors.  
5. Utilize value added techniques for different goals and services.  
6. Determine strategies to increase profit in a business and allocate profit back into the business.  
7. Prepare questions for a speaker who has successfully run a small business. | SB 4, Un.4, pp.52-59 & 63-65  
SB 4, Un. 1 (pp. 10-23)  
SB 4, Un. 4, L.2, p.59 |
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<td>4</td>
<td>Consumer Economics – Housing</td>
<td>Describe methods and procedures to obtain housing and related services including low-cost community housing.</td>
<td>1. *Name and identify various types of housing, areas of the home, and common household items. 2. *Ask appropriate questions to rent a unit. 3. Select appropriate housing by interpreting classified ads, signs, and other information. 4. Read and explain rental agreements. 5. Read and be able to obtain, maintain, or cancel housing utilities. 6. *Report and/or discuss issues of concern with landlord. 7. Read and discuss information about tenant and landlord rights. 8. Complete an application to rent an apartment.</td>
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<td>5</td>
<td>Consumer Economics – Housing</td>
<td>Interpret renters’ rights, lease and rental agreements</td>
<td>1. Identify terms used in lease and rental agreements. 2. Read adapted lease and rental agreements. 3. Identify features of a lease. 4. Compare common information found in a lease. 5. Identify agencies that can provide assistance with lease and rental issues. 6. Assemble a list of agencies. 7. Read a lease or rental agreement and determine whether or not to accept the agreement based on the issues studied. 8. Fill out a standard rental agreement.</td>
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<td>6</td>
<td>Consumer Economics – Housing</td>
<td>Identify basic housing issues, including home maintenance problems, and advocate for solutions.</td>
<td>1. Research and identify options for rental, purchase, or temporary shelter/housing. 2. Read and discuss how to obtain housing and related services. 3. Discuss issues students encounter as tenants. 4. Read about and identify tenant rights and options for conflict resolution. 5. *Report maintenance problems to landlord. 6. *Name and identify common home maintenance problems.</td>
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<td>SB 1, Un.1, L.2, p.29</td>
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<td>7</td>
<td>Consumer Economics – Insurance</td>
<td>Identify effective ways to safeguard families and homes</td>
<td>1. Follow verbal instructions given in a CPR workshop to demonstrate knowledge of First Aid and CPR. 2. *Demonstrate appropriate procedures for reporting crimes, accidents, or other emergencies. 3. Participate in a discussion led by a police officer about self-defense, gang violence, and domestic abuse. 4. Research and/or list the most effective methods for reducing the risk of burglary, theft, and sexual assault. 5. Access the Department of Motor Vehicles website and explain the basics of driving safely in the U.S. 6. *Identify common warning labels found on household items. 7. *Demonstrate appropriate procedures and use appropriate language for calling 911 in emergencies.</td>
<td>SB 1, Un.6 (pp. 82-93)</td>
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<td>8. *Identify vocabulary for problems in local community (use photographs or pictures). 9. *Make a simple map of neighborhood showing areas of community problems (e.g., unattended areas) and assets (e.g., good parks). 10. *Using photographs or pictures create a Language Experience story (whole class activity) about a community problem and do follow-up reading activities to go with the story.</td>
<td>SB 1, Un.3, L.3, pp.54-56  TE 1, Un.3, Project, p 57 (One Step Up)</td>
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<td>8</td>
<td>Community Resources – Advocacy</td>
<td>Identify a local community need or civic-oriented complaint; research, and address the issue.</td>
<td>1. Discuss issues that most affect your community. 2. Analyze and categorize possible responses. 3. Research departments of city government. 4. Interview staff of the appropriate department. 5. Design a petition that could be submitted to the City Council to recognize needs. 6. Use persuasion to speak and/or write to convince city officials about the critical consumer needs. 7. Report, orally or in writing, contacts with appropriate individuals or organizations and action taken. 8. *Read simple picture stories about community problems. 9. *Identify vocabulary for problems in local community (use photographs or pictures). 10. *Make a simple map of neighborhood showing areas of community problems (e.g., unattended areas) and assets (e.g., good parks). 11. *Using photographs or pictures create a Language Experience story (whole class activity) about a community problem and do follow-up reading activities to go with the story.</td>
<td>SB 3, Un.7 (pp. 82-93)  SB 4, Un.7, L.3, pp. 102-104</td>
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<td>12. Report, orally or in writing, contacts with appropriate individuals or organizations and action taken. 13. *Read simple picture stories about community problems. 14. *Identify vocabulary for problems in local community (use photographs or pictures). 15. *Make a simple map of neighborhood showing areas of community problems (e.g., unattended areas) and assets (e.g., good parks). 16. *Using photographs or pictures create a Language Experience story (whole class activity) about a community problem and do follow-up reading activities to go with the story.</td>
<td>SB 2, Un.8, L.3, p.104</td>
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<td>9</td>
<td>Community Resources – Childcare</td>
<td>Locate and analyze preschool and childcare services in the community.</td>
<td>1. Locate and identify preschool or daycare services including family daycare.</td>
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<td>2. Develop questions to ask the service providers.</td>
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<td>3. Invite a speaker to address the questions.</td>
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<td>4. Develop an observation checklist to use while visiting a preschool/daycare center.</td>
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<td>5. Plan and visit a preschool/daycare center.</td>
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<td>6. Report back to class using the checklist.</td>
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<td>Community Resources – Directory</td>
<td>Locate and map important places in the community, the state, and the country, and list services available or importance of each location</td>
<td>1. *Make a map of the local neighborhood or city.</td>
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<td>2. Write scripts and perform language functions needed to collect information and take mini-fieldtrips.</td>
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<td>3. Research and report to the group about transportation options (i.e., prices, distance) for field trip.</td>
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<td>4. Locate maps on the Internet.</td>
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<td>5. *Name important places in the community and their locations.</td>
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<td>6. *Ask and answer questions about locations and hours of community agencies.</td>
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<td>7. *Identify/name services available at selected community agencies.</td>
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<td>11</td>
<td>Community Resources – Diversity</td>
<td>Research and describe the cultural backgrounds that reflect the local cross-cultural society.</td>
<td>1. *Write and/or report personal information: name, place of birth, and native language.</td>
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<td>2. Write scripts needed to ask questions about cultural assets.</td>
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<td>3. *Interview classmates using scripts.</td>
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<td>4. *Identify classmates’ countries of origin on a map.</td>
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<td>5. *Read stories about different cultures.</td>
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<td>6. Using English, teach words in their first language to speakers of other languages.</td>
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<td>7. Write an original story or folk tale.</td>
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<td>8. Write a personal narrative.</td>
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<td>9. Interview a student in another ESL level; write a narrative about that student.</td>
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<td>10. Interact with other student speakers and take notes.</td>
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<td>11</td>
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<td>11. Arrange, take, and document mini-cultural exchange trips with classmates.</td>
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<td>12. Read and talk about history of race relations (and other issues) in the U.S.A and in students’ home countries.</td>
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<td>13. Research and describe to others how different cultures resolve various issues: (e.g., childcare, elder care, and/or the environment).</td>
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<td>14. Write or email a classmate, teacher, or student at another school, or a local or national organization regarding information about this project.</td>
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<td>15</td>
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<td>15. Search the Internet to find local regional information (employment, statistics, and maps) as they relate to cross-cultural and societal issues.</td>
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<td>Community Resources – DMV</td>
<td>Describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals.</td>
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<td>13</td>
<td>Community Resources – Education</td>
<td>Interact with the local school system regarding children’s education.</td>
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<td>7. *List the names of children’s teachers, classroom numbers, and school name and phone number.</td>
<td><strong>Bold print indicates revision, including levels, from previous years</strong></td>
<td>SB 1, Warm-up Unit, p.11 SB 1, Un.1 (Intro), p.23 SB 1, Un.7, Project, p.105</td>
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<td>8. *Demonstrate the ability to call the school and report a child’s absence.</td>
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<td>SB LT, Un.3, L.2, p.50</td>
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<td>9. *Read a simple school calendar and recognize minimum days and days when there is no school.</td>
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<td>10. Fill out a school registration form for a child including child’s name, age, and immunizations.</td>
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<td>14</td>
<td>Community Resources – Education</td>
<td>Identify educational opportunities and research education/training required to achieve a personal goal.</td>
<td>1. Listen to a representative from a counseling office present educational options. Ask questions; take notes.</td>
<td><em>Starred objectives (</em>) are suitable for Beginning Low (BL) <strong>Bold print indicates revision, including levels, from previous years</strong></td>
<td>SB 4, Un.8, L.2, p.115 (Task) SB 1/TE1, Un.8, L.3, p.116</td>
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<td>2. Research educational opportunities and resources such as “Tomorrow’s Jobs” at U.S. Department of Labor Website.</td>
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<td>SB 3, Un.8, L.3, pp, 102-104 SB 4, Un. 8, L.1, pp 110-112 SB 3, Un.8, L.3, pp, 102-104</td>
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<td>3. Identify one job of interest and the education/training required.</td>
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<td>4. Research education/training providers available in the local community, such as local adult schools and ROPs. Present findings of special interest to class.</td>
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<td>5. Read and analyze admission applications for community schools.</td>
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<td>Community Resources – Emergency</td>
<td>Demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services and legal assistance agencies.</td>
<td>1. * Demonstrate proper use of the telephone for contacting emergency service agencies.</td>
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<td>2. *Use appropriate language on the telephone to call local community emergency services: fire department, police department, hospital, etc.</td>
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<td>3. *In an emergency, use English to ask for someone who speaks the student’s native language.</td>
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<td>4. *Identify safety and emergency signs normally posted in the community, e.g. hospital, slow, caution, reduced speed, stop signs, etc.</td>
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<td>5. * Use telephone book or other resource to locate legal assistance agencies.</td>
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| 15 | Community Resources – Emergency | Demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services and legal assistance agencies. | 1. * Demonstrate proper use of the telephone for contacting emergency service agencies.  
2. *Use appropriate language on the telephone to call local community emergency services: fire department, police department, hospital, etc.  
3. *In an emergency, use English to ask for someone who speaks the student’s native language.  
4. *Identify safety and emergency signs normally posted in the community, e.g. hospital, slow, caution, reduced speed, stop signs, etc.  
5. *Use telephone book or other resource to locate legal assistance agencies. |  |
| 16 | Community Resources – Emergency | Follow appropriate procedures and Access community assistance agencies available in the case of an emergency or disaster | 1. **Identify** what constitutes an emergency or disaster, listing examples.  
2. Read selections describing past or possible future emergencies. Discuss how people responded and the role of assistance agencies.  
3. Interview someone from the local community who has survived an emergency or disaster (earthquake, flood, etc).  
4. Use the Internet, phone book, library etc. to locate assistance agencies available in the community.  
5. Write letters, telephone, or use e-mail to contact a local agency to arrange a classroom speaker or visit to the agency site.  
6. Prepare appropriate questions and interview agency representatives.  
7. *Describe, either orally or in writing, the appropriate steps to take in response to specific types of emergencies.  
8. *Sequence pictures depicting the appropriate steps to take in different emergencies. |  |
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<td>Community Resources – Family</td>
<td>Analyze community resources and find appropriate ways to solve family problems (teenage children, substance abuse, and spousal abuse).</td>
<td>1. Discuss challenges found within the family.</td>
<td>2. Locate family help agencies in community using the Internet and other resources.</td>
<td>3. Prepare interview questions and practice interviewing.</td>
<td>4. Interview agency representatives and report back.</td>
<td>5. Discuss and list solutions.</td>
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<td>18</td>
<td>Community Resources – Senior Services</td>
<td>Access services in the community available to seniors.</td>
<td>1.*Identify common needs of senior citizens.</td>
<td>2. *Categorize senior citizen services and match them with seniors’ needs.</td>
<td>3. *Identify sources to find needed service using phone book, resource listings, personal referral, internet, etc.</td>
<td>4. Request information and locations of senior activity centers.</td>
<td>5. *Request information about the availability of needed services and list eligibility requirements. (e.g., meals on wheels, subsidized housing, Medicare, handicapped parking, etc.).</td>
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<td>19</td>
<td>Community Resources – Immigrant Resources</td>
<td>Access local and state agencies that specialize in immigrant rights and orientation to the new culture.</td>
<td>1.*Name and distinguish the differences among immigrant status categories.</td>
<td>2. *Read adapted texts of the U.S. Bill of Rights and Amendments.</td>
<td>3. Read adapted texts of immigrant and naturalized citizens’ rights.</td>
<td>4. *Compare and contrast citizens’ and immigrants’ rights.</td>
<td>5. <strong>Identify/list local agencies that specialize in immigrant services, their locations, fees, and hours.</strong></td>
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| 20 | Community Resources – Parenting | Describe and evaluate children’s extra-curricular community activities. | 1. Discuss the connection between extra-curricular activities and a healthy mind, body, and spirit.  
2. Identify various extra-curricular activities throughout the community.  
3. Develop a list of questions to ask about children’s activities.  
4. Make an appointment to discuss the activities.  
5. Delete  
6. Identify enrollment procedures. | | SB 3, Un.1, L.3, p.18  
SB 3, Un.1, L.1, p.21 |
| 21 | Community Resources – Parenting | Access resources on parenting skills that help children at different levels of development. | 1. Discuss parenting issues of concern including child safety with special reference to car seats and seat belts.  
2. *Read and identify basic vocabulary related to parenting.  
3. *Label pictures with appropriate vocabulary learned.  
4. *Use the phone book, the Internet, or other local resources to find services and information on parenting.  
5. Compile a list of community resources, classes, and services to assist parents.  
6. *List activities parents can use to insure child safety, such as walking child to bus stop and/or school.  
7. Discuss stages of child development.  
8. Develop and explain a visual presentation of the stages of child development (e.g. chart, poster, PowerPoint presentation).  
9. Discuss cultural differences related to parenting.  
11. Prepare a list of questions for a guest speaker on parenting resources and services for a guest speaker.  
12. Present an oral or written report summarizing information learned. | | SB 3, Un.8, L.2/3, pp 99-104  
SB 4, Un.3, L.2, pp. 43-45  
SB 3, Un.6, L. 2, p.76  
SB 3, Un. 6, L.2, p.75 |
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| 22 | Community                  | Access leisure time, cultural, and/or recreational resources. | 1. *Consult newspapers or other media; identify performances to attend and facilities to visit.  
2. Organize ticket purchases, transportation, and other logistics.  
3. *Read sample materials such as posters or playbills.  
4. Interact with other patrons, organizers, and artists/performers at the event or facility.  
5. Predict and discuss expectations.  
6. *Discuss, re-enact and/or summarize the experience.  
7. *Read maps, schedules, floor plans, and/or computer screen information.  
8. *Locate recreational facilities in the community and list activities, cost of services, and hours of operation. | SB 2, Un.3, L.3, p.44 |
| 23 | Community                  | Access appropriate websites, yellow pages, and the library to obtain relevant and/or pertinent community service information. | 1. Read and interpret web pages.  
2. Enter information on-line.  
3. *Access and use the Internet.  
4. *Locate specific services and read ads in the yellow pages.  
5. *Use library services.  
SB 2, Un.5, L.3, pp. 66-68 |
| 24 | Community                  | Describe ways, such as neighborhood watch, to prevent personal accidents and avoid becoming a crime victim. | 1. *Identify various accidents that commonly occur at home (use pictures for lower levels).  
2. Research literature pertaining to safety at home.  
3. Categorize common home-related accidents by their sources.  
4. *Describe ways to prevent accidents related to falls, poisons, burns, cuts, firearms, electric shocks, and water (sequence pictures of accidents and accident prevention that commonly occur at home for low-level students).  
5. *Role-play proper use of the 911 emergency phone number.  
6. *Identify various types of accidents that commonly occur with vehicles (use pictures for Low-level students).  
7. Read and summarize literature pertaining to vehicle, bicycle, and pedestrian safety.  
8. Review and list driving regulations that pertain to vehicle safety.  
9. *Identify and research common crimes (use pictures for low-level students).  
10. Explain what to do if you see a crime being committed; describe how to report it. | SB 3, Un.3, L.2, p. 41 (Activities B and D)  
SB 4, Un.4, L.3, pp. 60 -62  
TE 1, Un.3, Project, p.57 (One Step Up)  
SB 3, Un.3, L.3, p. 44 (Activity C)  
SB 1, Un.6, L.2, pp.87-89  
SB 3, Un.3, L.3, pp.42-43 |
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| 24 | Community Resources – Security  (continued from previous page) | Describe ways, such as neighborhood watch, to prevent personal accidents and avoid becoming a crime victim. | 11. Describe precautions that can be taken at home to deter crime.  
12. Identify and list city/police department requirements for establishing a neighborhood watch program.  
13. Complete necessary forms and other paperwork required for implementing the program.  
14. Report (verbal or written) suspicious activities or crimes in their neighborhood.  
15. *Label and match pictures of physical characteristics with oral and written descriptions of physical characteristics.  
16. *Sequence picture stories of a simple crime, label the pictures and practice telling about them orally. | SB 3, Un.3, L.3, p.44 |
| 25 | Community Resources – Volunteers | Identify and describe volunteer opportunities in the community. | 1. Identify local community organizations that use volunteers.  
2. Develop questions related to involvement in volunteer activities.  
3. Invite speakers or plan a fair for volunteer organizations.  
4. Write or speak about a volunteer activity participated in or researched. | SB 2, Un.2, L.2, pp.27-29  
TE 2, Un.2, L.2, p. 28 (Class Chat)  
SB 3, Un.7, L.3, pp.90-91 |
| 26 | Health – Costs | Identify how, when, and where to obtain free or low cost medical, dental, and other health care services. | 1. Develop a list of questions to ask community health agencies.  
2. *Use telephone directory, related publications, Internet resources, or teacher related list to identify low cost health care.  
3. Call community health agencies and obtain answers to questions.  
4. Record answers to questions.  
5. Share the results of inquiries with classmates.  
6. *Ask/answer simple questions about services and hours of local health agencies. | SB 3, Un.4, L.1, pp.49-50 |
| 27 | Health – Emergencies | Participate in CPR and First aid training and demonstrate knowledge of health and safety precautions. | 1. Read the American Red Cross booklet.  
2. *Identify and demonstrate first aid skills.  
3. *Interpret emergency words or signs.  
4. *Identify and discuss safety measures that can prevent accidents and injuries.  
5. Respond to CPR trainer’s instructions.  
6. Discuss and demonstrate CPR procedures. | SB 3, Un.3, L.2, pp. 39-41  
SB 4, Un.4, L.3, pp. 60-62 |
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| 28 | Health – Health Care Nutrition | Access the health care system and be able to interact with the providers. | 1. List local health care agencies and facilities in the community.  
2. Develop a list of questions to ask community health care providers.  
3. Contact health care agencies/providers to ask questions, to invite a speaker, or arrange a field trip.  
4.*Describe symptoms of an illness using body-part identification nouns and descriptive adjectives.  
5.*Perform actions in response to a physician’s directions/instructions in a role-play.  
6. Complete a medical history form.  
7. Identify and discuss immunization requirements and interpret immunization charts.  
8. Evaluate medical and dental insurance information.  
9. Ask for explanations of a medical bill and payment plan.  
10.*Explain medicine labels and medical warning labels.  
11.*Role-play emergency calls and list basic first aid procedures.  
12.*Make medical appointments and transfer appointment information onto a calendar.  
13. Respond appropriately to recorded messages and leave health-related messages on an answering machine.  
14.*Discuss and/or recognize basic first aid for adults and children.  
15.*Identify the difference between prescription and non-prescription medicines.  
16.*Describe dental problems and dental hygiene procedures.  
17.*Identify healthy and unhealthy lifestyles.  
18.*Identify and access nutrition assistance programs  
19.*Locate affordable sources of healthy food in the community. | TE 1, Listening Script, Unit 3, p.119  
SB LT, Un.3, L.1, pp.44-46  
SB 1, Un.3, L.2 p.53  
SB 1, Un.3, Project, p.57  
SB 1, Un.3, L.3, pp.54-56  
SB 1, Un.3, L.2, p. 51-52  
SB 1/TE 1, Un. 5, Intro, p.71 | English – No Problem! Book, Unit, Lesson # |
| 29 | Health – Insurance | Interpret medical insurance coverage and resolve insurance coverage problems and issues with medical service providers. | 1. Read and discuss information that explains types of insurance coverage (HMOs, PPOs, etc.).  
2. Compare types of services offered by different medical programs.  
3. Write letters to various insurance providers requesting information about services offered. | SB 3, Un.4, L.1, pp.48-50  
SB 3, Un.4, L.1, pp.48-50 |
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<td>4. Write letters inviting representatives from local insurance providers to speak to the class. 5. Interview guest speakers regarding pros and cons of different types of medical coverage. 6. Using information collected, locate information regarding grievance procedures and governmental oversight agencies. 7. Review forms and information required for a grievance claim. 8. Role-play contact with an insurance company and the steps required to resolve a problem or grievance.</td>
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<td>SB 1, U.1, L.3, pp.54-56</td>
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<td>30</td>
<td>Health – Pharmacy</td>
<td>Demonstrate how to use pharmacies/drug stores and medicines.</td>
<td>1. *Use basic vocabulary related to obtaining and using medicines. 2. *Read and discuss directions on medicine labels. 3. *Create a medications chart based on instructions given by pharmacist or on medicine label. 4. Contrast prescription and non-prescription medicines. 5. Evaluate insurance options and medical coverage. 6. *Use the telephone to access pharmacies. 7. Discuss possible side effects of common medicines.</td>
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<td>31</td>
<td>Health – Substance Abuse</td>
<td>Locate and describe available resources in the community for prevention and treatment of alcohol, tobacco, and other drug abuse.</td>
<td>1. Read about and discuss the symptoms of alcohol and drug abuse. 2. Develop a list of local substance abuse resources. 3. Write and distribute flyers highlighting local resources. 4. Discuss ways of handling situations related to alcohol and drug abuse. 5. Contact a professional regarding alcohol and drug abuse concerns.</td>
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<td>All of SB 3, Unit 6 (pp. 70-81) covers Competency #31 SB 3, Un. 6, Project, p.81 SB 3, Un.6, L.3, p.76 SB 4, Un. 3, Project, p.51</td>
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<td>32</td>
<td>Employment – Job Requirements</td>
<td>Locate, analyze, and describe job requirements, including licenses and/or credentials, or occupations in the U.S.</td>
<td>1. Discuss and participate in a class survey of interests/needs related to specific occupations or job classifications. 2. Discuss ways to locate additional employment related information. 3. Locate information regarding job requirements and licensing agencies. 4. Write to appropriate agencies or local resources requesting information on licensing/credentialing or skills requirements for selected occupations. 5. Interview representatives of selected occupations regarding skills and licensing requirements. 6. Summarize and compare information gathered. 7. Make an oral presentation or prepare a written information sheet explaining the requirements of one occupation of interest to the student.</td>
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<td>SB 4, Un.1, L.3, p.19</td>
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<td>33</td>
<td>Employment – Resources</td>
<td>Identify and access employment and training resources needed to obtain a job and to be an effective employee.</td>
<td>1. Identify local employment opportunities and the skills, training and education required for them.</td>
<td>2. Locate and identify employment agencies, training agencies, and/or resource centers and describe their services.</td>
<td>3. Access employment and training information by using community resources such as library, school catalogs, yellow pages, and/or the Internet.</td>
<td>4. Analyze and evaluate descriptions of job duties, wages, and benefits. 5. Ask for information about prospective jobs on the telephone or in person. 6. Interpret and complete a job application.</td>
<td>7. Create a resume.</td>
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**ALSO:**  SB 1, Un. 1, L.3, p.32  SB 2, Un.1, L.2, p.15 and p.21 (Project)  SB 4, Un.9, L.2, pp.127-129  SB 4, Un.9, Project, p.135  SB 2, Un.1, L.3, pp 18-20  SB 4, Un.2, L.2, p.29 and 34  SB 4, Un.9, L.3, pp.130-132  SB 1, Un.1, L.3, p.30  SB 4, Un.9, L.1, p.124  All of SB 4, Unit 9 (pp. 122-135) covers Objectives 10 – 15 of Comp. #33  SB 2, Unit 1 (pp.10-21)  SB 2, Un.7, Intro, p.83 and L., pp.84-86  SB LT, Un.4, L.2, p.57 |
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| 34 | Employment – Resources      | Identify, describe, select, and access free or low-cost employment-related services available in the area. | 1. Develop questions to ask a service provider.  
2. Interview an employment services provider and ask basic informational questions during field trip to employment services agency.  
3. Chart available employment services comparing cost, services available, and proximity to the learner’s home.  
4. Complete an eligibility form for free or low-cost employment services for self or family member. | TE 4, Un.1, L.2, p. 17 (Activity D) |
| 35 | Employment – Rights         | Identify and access procedures for protecting employment rights. | 1. Collect information about workers rights from government organizations (such as OSHA/EOC) and unions.  
2. List agencies which protect the rights of workers.  
3. Discuss examples of worker rights and possible violations.  
4. Develop a presentation using these examples (e.g. role-play, poster). | SB 2, Un.6, L.2, L.3, and Project, pp. 75-81 |
| 36 | Employment – Safety         | Identify work-related safety standards and procedures. | 1. Discuss the significance of various safety related signs commonly found in the workplace.  
2. Read and interpret basic safety instructions.  
3. *Identify or demonstrate safe work procedures and common safety equipment.  
5. Identify and discuss causes of common work related accidents.  
6. *Identify and/or discuss different forms of safety equipment and clothing used at worksites.  
7. *Respond to safety related warnings/signs found in a work environment. | SB3, Un. 3, L.1, pp.36-38 |
| 37 | Employment – Soft Skills    | Compare and contrast U.S. workplace culture expectations with those of other cultures. | 1. *Identify and list qualities of a good employee in their countries.  
2. *Identify and list qualities expected of a good employee in the U.S.  
3. Identify differences in U.S. workplace communication styles.  
4. Discuss the differences in workplace behavior and communication in their countries and the U.S.  
5. Perform a role-play demonstrating knowledge of appropriate workplace communication.  
6. Create a guide entitled “Qualities of an Effective Employee” and post it.  
7. *Identify and practice polite workplace communications.  
8. *Read and write simple work-related messages  
9. *Ask for help when you don’t understand instructions. | SB 1, Un.8, Intro and L.1, pp.106-110  
SB 3, Un.7, L.3, pp.90-92  
SB 1, Un.1, L.3, p.31  
SB 4, Un. 2, L. 2, pp.30-31 and Challenge Read, p.35 |
<p>|    |                             |                 |                               | SB2, Un.3, L.1, p.38 |</p>
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| 38 | Government and Law – Citizenship Preparation | Identify the basic organization of state and local/county government. | 1. Identify the structure of the local/county government and develop a flow chart.  
2. Identify local/county government officials.  
3. Plan a visit to a local/county facility.  
4. Arrange for a guest speaker.  
5. Write thank you letters.  
6. Develop a community resource directory of local/county agencies.  
7. Maintain a portfolio-containing vocabulary lists, flow charts, pre and post surveys, Field Trip/Speaker feedback forms, monthly calendar of events. | | | | SB 4, Un.7, Project, p.107  
SB 4, Un.7, L.2, p.101  
SB 4, Un.7, Project, p.107 |
| 39 | Government and Law – Citizenship Preparation | Identify and discuss the voting process including rights and responsibilities and the political process in the U.S. | 1. Identify voter qualifications.  
2. Interpret and complete a voter registration form.  
3. Interpret a sample ballot.  
4. Compare and contrast candidates’ stands on various issues.  
5. Communicate one’s opinion on a current issue.  
6. Interpret information about special interest groups.  
7. Participate in a mock election. | | | | SB 4, Un.7, L.1, p.98 (Task 1)  
SB 4, Un.7, L.1, p.98  
SB 4, Un.7, L.2, p.99  
SB 4, Un.7, L.3, pp.102-104 |
| 40 | Government and Law – Citizenship Preparation | Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process. | 1. *Discuss basic historical events or patriotic symbols.  
2. *Describe the colors and design of the American flag and discuss the meaning of the stars and stripes.  
3. Identify and describe the three branches of American government.  
4. Identify three levels of American government and describe their major functions.  
6. *Name the President of the United States, the Governor of California and the Mayor of the City.  
7. Read, discuss, and/or write about issues relating to the Constitution and the Bill of Rights. | | | | SB 4, Un.7, L.2, p.101 |
| 41 | Government and Law – Citizenship Preparation | Identify people and events in state and local history. | 1. Interpret a flow chart about local and state government leaders.  
2. Develop a chart showing individuals’ importance in state and local government.  
3. Identify historical figures and events in the community.  
4. Identify landmark events in California history such as the founding of the missions and presidios, the Gold Rush, the Industrial Revolution in California, and political process changes.  
5. Describe the local community going back to the time of its origin. | | | | |
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| 43 | Government and Law – Environment | Identify environmental problems and recognize appropriate steps for resolution. | 1. Interview community members or take notes to determine key environmental issues.  
2. Identify environmental problems when prompted by a visual, reading material and discussion group.  
3. *Identify phone numbers and/or web pages of community organizations concerned with environmental issues (e.g., local recycling).  
4. Write letters to community organizations that address environmental issues.  
5. Call community organizations to make an appointment and/or find out how to attend community meetings to discuss concerns and advocate for resolution.  
6. Obtain and follow directions to local meeting.  
7. *Identify vocabulary to describe environmental problems.  
8. *Identify vocabulary for the actions people can take to alleviate environmental problems (e.g., recycle, use less gas, less water, electricity, etc.). | All of SB3, Unit 7 (pp. 82-93) covers objectives 1-3 of Comp #43 |
| 44 | Government and Law – ID Cards | Identify, access, and complete an application to agencies that provide identification cards such as the DMV and various Consulate Offices. | 1. *Provide orally or in writing personal information necessary for filling out an application.  
2. *Use the correct format to write personal information (first, middle, and last name, address, phone number, etc.).  
3. Fill out a basic application correctly.  
4. Use the Internet to research agencies that provide identification cards.  
5. Use the telephone to call an agency for general information.  
6. Use the Internet to download a copy of an application for an identification card.  
7. *Complete the identification card application correctly. | SB 1, Warm-up Unit, L.2, p.17  
SB LT, Un.2, L.2, p.38 |
| 45 | Government and Law – Law | Identify common laws, ordinances, and individual rights and procedures for obtaining legal help. | 1. Identify and discuss common legal issues.  
2. Research neighborhood crime-watch organizations; suggest ways to protect personal property.  
3. Compare and discuss legal procedures in learners’ native countries.  
4. Discuss the basic features of the U.S. court system.  
5. Outline procedures for obtaining legal help. | SB 3, Un.3, L.3, p.44  
SB 4, Un.6, L.2, p.87  
SB 4, Unit 6 (pp. 80-93) |