

UNITS and LESSONS	Lesson Learning Outcomes (Objectives)	College and Career Readiness Standards (CCRS)	English Language Proficiency Standards (ELPS)	Vocabulary	Grammar and Useful Phrases	Pronunciation
UNIT 1: A NEW JOB						
1. <i>Are you new here?</i> Greetings and Introductions at Work	<ul style="list-style-type: none"> Greet people at work and end a conversation politely. Introduce yourself and others. Describe current job. Respond to simple personal questions. 	RI/RL.1.1 RI.1.4 SL.1.1, 1.6, 3.2 SL.K.6	1.2, 2.2, 7.1, 8.2, 10.1	<i>hi, hello, good morning, good afternoon, good evening, how are you?, it was nice to meet you, I have to go, talk to you later, bye, see you tomorrow</i>	<ul style="list-style-type: none"> introductions: <i>This is . . .</i> <i>a/an</i> + job <i>work in/at/for</i> <i>to be</i> <i>What do you do?</i> 	reduction of <i>you</i>
2. <i>What's your phone number?</i> Sharing Information and Completing Paperwork	<ul style="list-style-type: none"> Complete a simple form with personal information. Ask for repetition and help understanding. Say phone numbers, street addresses, and email addresses. Make requests with <i>can</i>. Use capitalization with proper nouns. 	RI/RL.2.1 RI.1.2, 1.4, 1.7 SL.1.1, 1.6, 3.2 SL.K.6	1.3, 2.3, 8.2, 9.1, 10.2	<i>first name, middle initial, last name, address, city, state, zip code, phone number, email, signature</i>	<ul style="list-style-type: none"> present simple affirmative and negative <i>Wh-</i> questions with <i>to be</i> capitalization of proper nouns 	phone numbers, street addresses, and email addresses
3. <i>Can you use a computer?</i> Talking about Skills	<ul style="list-style-type: none"> Talk about skills and abilities Ask <i>Yes/No</i> questions. Use short active listening phrases in conversation. 	RI/RL.2.1 RI.1.2, 1.4, 1.7 SL.1.1, 1.6 K.6	1.3, 2.3, 8.2, 9.1, 10.2	<i>drive, fix, build, install, make, use, take care of, solve</i> and related collocations	<ul style="list-style-type: none"> use <i>can</i> and <i>know how to</i> to talk about skills and abilities questions and short answers with <i>Do/Does</i> questions and short answers with <i>Can</i> questions and short answers with <i>Be</i> active Listening/ Responses 	intonation in <i>yes/no</i> questions and short answers

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4. Where is the break room? Finding Your Way Around	<ul style="list-style-type: none"> Ask for and give directions in the workplace. Listen for key words. Repeat information to clarify and confirm. 	RI/RL.2.1 RI.1.3, 1.4, 1.7 SL.1.1, 3.6 K.2, K.3 L.1.5	1.3, 2.2, 8.1, 9.2, 10.2	<i>entrance, break room, cafeteria, restroom, first floor, hall, stairs, elevator, go up, go down, go straight, turn left, turn right, Human Resources</i>	<ul style="list-style-type: none"> <i>this / that / these / those</i> ordinal numbers (<i>3rd floor, 2nd door</i>) repeating information to confirm understanding 	the <i>th</i> sound at the end of words
5. Where can I find the . . . ? Finding and Storing Supplies	<ul style="list-style-type: none"> Ask and explain where to find and put things. Intepret prepositions of place and vocabulary related to storage. 	RI/RL.2.1 RI.1.3, 1.4 SL.1.1 K.2, K.3, K.6	1.3, 2.1, 5.1, 8.1, 9.1, 10.2	<i>supply room, stock room, closet, cabinet, box, bin, drawer, shelf, prefix: re-</i>	<ul style="list-style-type: none"> prepositions: <i>in, on, under, next to, in front of, behind, between</i> 	<i>/s/ vs. /z/ vs. /iz/</i> in plural nouns
6. How do I . . . ? Following Instructions	<ul style="list-style-type: none"> Follow simple multi-step instructions. Repeat to confirm information. Ask clarifying questions 	RI/RL.1.1 RI.1.2, 1.4, 1.7 SL.K.6, 1.1, 1.6, 3.2	1.2, 2.2, 3.2, 7.1, 8.1, 9.1, 10.1	<i>fill, take, turn off, give, pick up, show, move, clean, and related collocations</i>	<ul style="list-style-type: none"> imperatives: <i>Get the boxes. Don't leave the door open.</i> sequence words: <i>first, next, then, after that</i> 	<ul style="list-style-type: none"> intonation pattern in <i>Wh-</i> questions intonation patterns in short phrases: Rising intonation to indicate a question: <i>On the top shelf?</i> Falling intonation to confirm: <i>On the top shelf.</i>
PROJECT: Training a New Employee	<ul style="list-style-type: none"> Introduce yourself. Describe your current job and responsibilities. Ask and explain where to find and put things. Ask for and give directions in the workplace. Follow simple, multi-step instructions. End a conversation politely. 	RI/R.2.1 W.1.2, 2.3 SL.3.3, 3.6	2.2, 4.2, 7.3, 9.2, 10.3			

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UNIT 2: SCHEDULES AND TIMESHEETS						
7. Can you work on Saturday? Work Schedules	<ul style="list-style-type: none"> Talk about work schedules. Write and understand spoken days, dates, and times. Communicate about timekeeping issues Ask for a day off. 	RI/RL.2.1 RI.1.4 SL.1.6, K.2, K.3	1.3, 2.3, 7.1, 8.3, 9.2	<i>work schedule, timesheet, clock in/ clock out, second shift, take a day off, take a sick day, trade shifts, cover a shift</i>	<ul style="list-style-type: none"> requests with <i>can</i>: <i>Can you work tonight?</i> polite requests with <i>could</i>: <i>Could I take next Saturday off? Could you work for me on Tuesday?</i> <i>I have to / I need to . . . (go to the doctor, pick up my kids)</i> 	reduced form of <i>can</i> ; comparing <i>can</i> and <i>can't</i>
8. What If I'm sick? Calling Out	<ul style="list-style-type: none"> Call out sick. Write a text message to boss. Apologize for being late and give a reason. 	RI/RL.2.1 RI.1.2 SL.1.1, 1.6, K.2, K.3	1.2, 2.2, 7.2, 9.2, 10.2	<i>be on time, be late, be sick, not feel well, miss the bus, oversleep, forget, have a problem with the babysitter, be stuck in traffic</i>	<ul style="list-style-type: none"> <i>was</i> and <i>were</i> introduction to past simple phone calls and texts: identifying self: <i>This is . . .</i> ; asking for supervisor; leaving a message. 	contractions with <i>be</i> : e.g., <i>he's, he isn't</i>
PROJECT: Managing Schedule Changes	<ul style="list-style-type: none"> Talk about work schedules. Write and understand days, dates, and times. Understand a timesheet. Communicate about schedule changes and timekeeping issues. Call out sick. Give reasons for schedule changes. 	RI/RL.4.1 RI.1.3, 3.2 SL.K.2, K.3, 1.1, 1.4, 3.6	1.2, 2.2, 7.2, 9.2, 10.3			

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UNIT 3: WORKPLACE CULTURE AND POLICIES						
9. Don't stand so close! Body Language and Behavior	<ul style="list-style-type: none"> Identify appropriate and inappropriate behavior for the workplace. Show understanding with body language and expressions. Give advice. 	RI/RL.2.1 RI.1.4 SL.1.1, 1.4, 1.6, K.2, K.3	2.2, 3.1, 9.2, 10.2	<i>hug, kiss, touch, stand close to, talk loudly, look at someone/make eye contact, wear appropriate clothes, put away your phone, let me know</i>	<ul style="list-style-type: none"> Don't . . . should / shouldn't . . . Be sure to . . . Remember to . . . Don't forget to . . . Try / try not to . . . 	/sh/ and /ch/ sounds
10. What is "a good worker"? Workplace Values and Feedback	<ul style="list-style-type: none"> Understand performance reviews. Use adverbs of frequency to describe habits. 	RI/RL.2.1 RI.1.2, 1.4 SL.1.6, 3.1, K.2, K.3, 1.6 L.K.1	1.3, 2.2, 3.2, 4.2, 8.2, 10.2	<i>get a raise, get a promotion, get a warning, get fired, learn quickly, have a good attitude, follow the rules, do good work, meanings of right</i>	<ul style="list-style-type: none"> adverbs of frequency: <i>always, usually, often, sometimes, never</i> <i>why</i> and <i>because</i> 	<ul style="list-style-type: none"> intonation and pausing in lists listening for commas
11. What can I do if someone treats me unfairly? Making Work Safe for Everyone	<ul style="list-style-type: none"> Describe discrimination and harassment. Identify and respond to unfair or inappropriate behavior at work. Identify sources of information and assistance at work. 	RI/RL.2.1 SL.3.1, 3.4, 3.6, K.2, K.3	1.2, 2.2, 3.1, 4.1, 10.2	<i>age, nationality, race, color, religion, sex, gender, sexual orientation, disability</i>	<ul style="list-style-type: none"> object pronouns: <i>me, you, him, her, it, us, them</i> <i>be</i> + adjective + infinitive: <i>It's important to . . . , It's good to . . . , It's illegal to . . . , It's difficult to . . .</i> 	introduction to syllable stress
PROJECT: Employee Self-Assessment	<ul style="list-style-type: none"> Identify appropriate and inappropriate behavior for the workplace. Understand performance reviews. Evaluate yourself and others. 	SL.3.1, 4.6 L.1.6	2.2, 4.2, 7.2, 9.2			

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UNIT 4: PAY AND BENEFITS						
12. Is This Correct? Pay Statements	<ul style="list-style-type: none"> Interpret pay statements. Ask about earnings and deductions. 	RI/RL.2.1 RI.3.3 SL.3.1, 3.2, 3.3, 3.6	1.2, 2.3, 3.1, 4.2, 9.1, 10.1	<i>earnings, deductions, pay period, pay date, regular pay, overtime pay, gross pay, net pay, paycheck, direct deposit, income tax, be in charge of</i>	<ul style="list-style-type: none"> opinions: <i>I think . . .</i> referencing: <i>It says . . .</i> <i>and, but, and or</i> 	Saying dollar amounts.
13. What if I get hurt? Company Policies and Benefits	<ul style="list-style-type: none"> Discuss work benefits and policies. Interpret a chart. Compare two health plans. Ask questions when you don't understand. 	RI/RL.2.1 RI.3.3 SL.3.1, 3.2, 3.3, 3.6	1.2, 2.2, 3.1, 4.1, 9.1, 10.2	<i>benefits, paid holidays, paid time off (PTO), sick leave, parental leave, worker's compensation, health insurance, dental insurance, disability insurance</i>	<ul style="list-style-type: none"> comparative adjectives: <i>-er and more</i> 	stress in compound words
PROJECT: Checking Your Pay Statement	<ul style="list-style-type: none"> Interpret pay statements. Ask and answer questions about earnings and deductions 	RI.3.7 W.1.2, 1.3, 3.1 SL.K.2, 1.2 L.3.3	4.2, 7.2, 9.3, 10.2			
UNIT 5: SAFETY AT WORK						
14. Why do I need to wear this? Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> Communicate workplace safety rules. Express obligation and prohibition. Describe the purpose of safety rules and personal protective equipment (PPE). 	RI/RL.2.1 RI.1.2, 1.4, 1.7 SL.3.2, 3.6, K.1, K.2, K.3	1.2, 2.2, 3.1, 8.1, 10.2	<i>personal protective equipment (PPE), helmet/hard hat, mask, gloves, hair net, work shoes/boots, safety vest, earplugs, safety glasses/safety goggles</i>	<ul style="list-style-type: none"> obligation: <i>have to and need to</i> prohibition: <i>can't and not allowed to</i> infinitive of purpose: e.g., <i>We wear gloves to protect our hands.</i> 	reductions: <i>have to, has to, have got to</i>

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15. Look Out! Workplace Accidents and Dangers	<ul style="list-style-type: none"> Interpret simple warning and safety signs. Give warnings. Communicate workplace dangers. 	RI/RL.2.1 RI.1.2, 3.4 SL.1.4, 3.1, 3.6, K.2, K. 3	1.2, 2.3, 4.2, 8.2, 9.2, 10.2	<i>wet floor, heavy, noise, heat, electrical shock, sharp, toxic, fire, slip and fall, cut, break, get caught, hurt (your) back, get heat stroke, get shocked, burn</i>	<ul style="list-style-type: none"> express possibility and explain dangers: <i>You could hurt your back. They might be heavy.</i> give warnings and advice: <i>Watch out! Look out! Be careful! Don't touch that!</i> 	key word stress in sentences
16. What happened? Accident Report (Longer unit because of key grammar lesson)	<ul style="list-style-type: none"> Report an accident. Describe workplace injuries and their causes. Use the simple past to describe an accident. 	RI/RL.2.1 RI.3.3 SL.3.1, 3.4, 3.6, K.2, K.3	2.2, 3.1, 4.3, 9.2	<i>slipped and fell, tripped, hit my finger, hurt my back, broke my leg, got something in my eye, got hit by a forklift, passed out, emergency room (ER)</i>	<ul style="list-style-type: none"> regular past simple: affirmative, negative, questions, and short answers <i>What happened?</i> Unusual question structure 	regular past -ed endings /t/, /d/, /id/
PROJECT: Creating a Safety Presentation	<ul style="list-style-type: none"> Communicate workplace dangers and safety rules. Describe safety rules and protective gear. Give a simple presentation. 	W.3.2, 3.7 SL.3.6, 5.5	ELPS 2.2, 3.3, 4.2, 5.2			

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UNIT 6: TEAMWORK						
17. Can you give me a hand? Asking for and Offering Help	<ul style="list-style-type: none"> Ask for help. Offer help. Respond to offers. 	RI/RL.2.1 SL.1.6, 3.1, K.2, K.3	2.2, 3.1, 9.1, 10.2	<i>open, close, lock, unlock, load, unload, pack, unpack, hand, grab, carry, fill, refill</i>	<ul style="list-style-type: none"> using indirect objects, asking for help: <i>Could you hand me that box cutter? Would you grab the box for her?</i> sentence patterns with <i>help</i>: <i>help him, help do, help someone do something</i> respond to requests for help: <i>Sure. No problem. Of course. What do you need? Anything else? I'm sorry, I can't right now. I have to / need to . . .</i> respond to offers of help: <i>thanks, great, that's all for now</i> 	common reductions: <i>what do you /wadaya/ give me /gimme/ hand them /handem/</i>
18. Do we have any . . . ? Checking Inventory	<ul style="list-style-type: none"> Describe the status or supply of stock Describe quantity. Complete a chart. Use quantifiers with count and noncount nouns. 	RI/RL.2.1 RI.1.2, 1.4, 3.3 SL.1.4, 3.1, 3.6, K.2, K.3	1.2, 2.3, 3.1, 4.1, 8.2, 9.2, 10.2	<i>a lot of, plenty of, several, pounds, enough, a little, a few, almost out of, out of</i>	<ul style="list-style-type: none"> count and noncount nouns <i>there is</i> and <i>there are</i> <i>how much</i> and <i>how many</i> <i>some</i> and <i>any</i> abbreviations of weights and volumes (<i>lb, oz, gal, qt</i>) 	reductions with <i>of</i> : <i>a lotta, outta, apounda</i>
19. What's the matter? Problems with Equipment	<ul style="list-style-type: none"> Explain a problem. Suggest solutions. Describe the condition of objects. 	RI/RL.2.1 SL.3.1, 3.3, 3.4, 3.6, K.2	2.2, 3.1, 9.2, 10.2	<i>repair, fix, replace, tighten, broken, dripping, leaking, clogged, making a strange sound, air conditioning (AC)</i>	<ul style="list-style-type: none"> introduction to the present continuous introduction to the future simple: <i>will</i> and <i>won't</i> <i>What's the matter?</i> 	contractions with <i>will</i>

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20. Can you please send someone to help? Telephone Requests	<ul style="list-style-type: none"> Call a co-worker and ask for help. Answer the phone and take a message about a request. 	RI/RL.2.1 SL.3.1, 3.3, 3.4, 3.6	1.2, 2.3, 7.2, 9.2, 10.2	<i>call a co-worker, take/leave a message, leave/record a voicemail, report a problem, ask for help, send someone to help, it isn't working</i>	<ul style="list-style-type: none"> answering the phone internally, identifying department and yourself (<i>Parts Room. Front Desk. This is Fatima.</i>) indefinite pronouns: <i>somebody, anybody, nobody, something, anything, nothing</i> verb patterns: <i>Can you tell/ask/send + someone to . . .</i> clarifying: <i>Sorry, did you say . . .</i> 	<i>fifTEEN or FIFTy:</i> pronunciation of numbers in context
PROJECT: Can I take a message?	<ul style="list-style-type: none"> Describe status / supply of stock. Call a coworker and request help. Answer the phone and take a message about a request. 	RI/RL.2.1, SL.K.2/1.2, 3.6	2.2, 3.1, 9.2, 10.1			
UNIT 7: COMPLETING TASKS						
21. What are you working on? Reporting on Work in Progress	<ul style="list-style-type: none"> Describe activities in progress. Talk about activities recently completed and not completed yet. 	RI/RL.2.1 RI.3.2 SL.3.1, K.2, K.3 L.1.6	2.1, 3.1, 4.1, 10.1	<i>get ready, wait, set up, wash, mop, wipe, take out, be done/finished, still, just, already, not yet</i>	<ul style="list-style-type: none"> present continuous forms: <i>What are you doing? I'm / we're . . .</i> describing task completion: <i>I'm still cleaning the desks.</i> <i>I just did it.</i> <i>I'm (almost) finished / done.</i> <i>I'm not done/finished yet.</i> <i>They did it already.</i> 	the <i>-ing</i> ending sound

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22: What did you do today? Completed Tasks	<ul style="list-style-type: none"> Talk about completed tasks using past simple forms. Interpret and respond to past tense informational (<i>Wh-</i>) questions. Complete a shift-change report with help from sentence stems. 	RI/RL.2.1 SL.3.1, 3.2, 3.4, 3.6, K.3, L.3.5	1.3, 3.2, 4.2, 7.2	<i>was, were, had, got, took, came, went, gave, put, had, did, made, said, thought</i>	<ul style="list-style-type: none"> review and practice past tense <i>was/were able to</i> 	common reductions: <i>did you /diju/ did he /didee/ you /ya/ to /ta/</i>
23. What's next? Describing Plans and Goals	<ul style="list-style-type: none"> Talk about personal plans. Talk about work plans. Talk about future goals. 	RI/RL.2.1 SL.3.1, 3.2, K.3 L.3.5, 3.6	3.2, 7.2, 9.2, 10.3	<i>get a degree/certificate, get a license, find a new/second job, find a job with better pay/benefits, buy a car, pay off credit cards, take a vacation, find a bigger home</i>	<ul style="list-style-type: none"> talk about plans and goal with <i>want to / hope to / plan to</i> <i>be going to</i> for plans and intentions 	informal reduced forms: <i>wanna, gonna</i>
PROJECT: Work Activities	<ul style="list-style-type: none"> Describe activities in progress. Talk about completed tasks using simple past forms. Talk about future goals. 	RI.3.7 SL.K.2, 1.4, 3.6 L.2.1/3.1, K.2/1.2	1.2, 2.1, 7.1, 9.1			