

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: PEOPLE AND CULTURE						
1. Making Connections	- Introduce yourself and others in person and by email. - Greet people at work and end a conversation politely. - Talk about your present job. - Ask and answer <i>yes/no</i> and <i>wh-</i> questions.	RI/RL.2.1 SL.3.1, 4.6, K.2, K.3	2.3, 7.3, 9.2, 10.2	- Greetings: <i>Hello. How's it going? Hey. What's up? Hi. How are you? Good morning.</i> - Introductions: <i>I'm [name]. [Name], this is [name]. Nice to meet you. It's nice to meet you, too.</i> - Goodbyes: <i>See you tomorrow. Goodbye. Bye. It was nice meeting you. I have to go. Talk to you later. Well, I'll let you get back to work.</i>	- Contracted forms with <i>be</i> - Present simple third-person singular verb forms - Present simple question forms with <i>be</i> and other verbs	Intonation in <i>Yes/No</i> and <i>Wh-</i> questions

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2. Describing Organizations: Departments and Roles	- Describe the roles of people and departments in an organization. - Ask for repetition, explanation, and clarification.	RI/RL.4.1 RI.3.2 SL.3.1, 3.6, K.2, K.3 L.2.2/3.2	1.3, 2.3, 8.3, 9.3, 10.2	<i>executive management, human resources (HR), accounting/finance, health and safety, production, distribution/shipping, maintenance, customer service, research and development (R&D), advertising, marketing, sales, IT operations, IT support</i>	- Ask for repetition, explanation, or clarification: <i>Could you say that again, please? Could you repeat that? What does ____ mean? Can you give me an example? Could you explain how to ____? Can you show me how to ____? Can you write it down? Is that "d" as in dog, or "t" as in teacher?</i> - Describe roles in an organization: <i>work in / work for, report to, be the head of, be responsible for, get promoted to</i>	Common reductions: going /goin/, what do you /waddaya/, could you /kooju/
3. Small Talk and Social Interaction at Work	- Express appreciation, sympathy, surprise, and apologies. - Respond to good and bad news. - Talk about past events.	SL.3.1, 3.3, 3.4, 4.6 L.K.2/1.2	1.3, 2.3, 7.3, 10.3	<i>Thanks a lot! I really appreciate it. I'm sorry to hear that. Good luck! I'm sure you'll do great. Congratulations! Hope (you) feel better soon. Me too! You, too!</i>	- Simple past of <i>be</i> - Expressing agreement: <i>Me too. So am I. / So do I. Me neither. Neither am I. / Neither do I.</i>	Intonation: sounding sincere
4. Workplace Expectations and Culture	- Identify appropriate and inappropriate behavior for the workplace. - Give advice. - Describe workplace social rules and obligations.	SL.1.4, 3.1, 3.6 L.1.4, 2.1/3.1, 3.5	1.3, 2.3, 3.3, 8.3, 10.3	<i>efficient, flexible, focused, honest, polite, punctual, reliable, team player</i>	- Give advice: <i>should</i> and <i>shouldn't</i> <i>Remember to . . . Don't forget to . . . Be sure to . . . It's important to . . . It's a good idea to . . .</i> - Talk about rules and obligations: <i>has/have to, need to, must</i>	the <i>sh</i> sound and spelling

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PROJECT: Advice for New Arrivals	- Identify appropriate and inappropriate behavior for the workplace. - Give advice. - Describe workplace social rules and obligations.	RI.1.7, W.3.4, SL.3.1,3.6, 5.3, 5.4	1.3, 2.4, 3.3, 4.3, 10.3			
UNIT 2: FOLLOWING DIRECTIONS AND INSTRUCTIONS						
5. Sharing Information and Filling Out Forms	- Exchange contact information by phone. - Complete common workplace forms. - Ask for translation or help with official documents. - Repeat back to confirm understanding.	SL.3.1, 3.3, 4.6 L.2.1/3.1, 2.2/3.2	1.3, 2.3, 7.2, 10.3	<i>bank account, benefits, fill out, legally, online, paycheck, required, sign, translations, withhold</i>	- Phone language: <i>Is ____ there? This is ____.</i> - Talk about Abilities: <i>can</i> and <i>can't</i> - Confirm understanding: <i>Did you say . . . ?</i> - Ask for help understanding: <i>Can you spell ____? Can you explain it in different words? Do you have this form in ____ (language)?</i>	- phone numbers, street addresses, email addresses: @ = <i>at</i> . = <i>dot</i> "29,32" Oak Street, "3,32" 7th Avenue, room "2, 19" "oh" for zero (7 oh 3), etc. 13 vs. 30, 15 vs. 50 <i>Can</i> vs. <i>can't</i>
6. Asking, Giving, and Following Instructions	- Ask for instructions. - Ask for repetition. - Explain multi-step instructions.	RI/RL.2.1 RI.1.2, 1.4, 1.7 SL.K.6, 1.1, 1.6, 3.2	1.3, 2.3, 3.2, 7.2, 8.2, 9.2, 10.2	<i>attach, carry, check, hold, lift, load, measure, put away, sort, throw away</i>	- Give instructions using imperatives: <i>Fold the towels. Please take this to the truck.</i> - Ask how to do something: <i>How do I? Can you show me how to?</i> - Sequence words: <i>first, second, next, then, after that, last</i>	Intonation and pausing in lists and multi-step instructions

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7. Collaborating Politely: Requesting and Offering Help	- Ask for and offer help. - Interpret oral and written work requests. - Ask questions to clarify instructions.	RI/RL.2.1 SL.1.1, K.2, K.3, 1.6	1.3, 2.3, 3.2, 7.2, 9.2, 10.3	<i>empty, fill, keep, move, pull, pick up, plug in, push, put down, put together, take apart, unplug</i>	<i>Can, could, and would</i> for offers and requests <i>want/need/would like (someone) to</i>	Stress in 2-word (phrasal) verbs: e.g., <i>fill OUT, turn OFF, turn ON, take aPART, pick UP</i>
8. Locating Merchandise or Supplies	- Ask and answer questions about where to find supplies, goods, and equipment. - Describe the location and position of objects. - Identify common count and noncount nouns. - Talk about quantities with common count and noncount nouns.	RI/RL.2.1 RI.3.7 SL.1.1, K.2, K.3, 1.4, 3.6 L.3.5	1.3, 2.2, 7.3, 9.1, 10.2	<i>bag, bottle, can, box, container, cup, gallon, package, pound, roll, on the left / right on the top, bottom, middle shelf</i>	- Count and non-count nouns <i>any</i> and <i>some</i> <i>how many</i> and <i>how much</i> <i>Do we have any ____ left?</i>	/s/ vs. /z/ vs. /iz/ in verbs and plural nouns
PROJECT: Navigating the Internet	- Follow simple direct instructions and multi-step instructions. - Demonstrate ability to use the internet. - Collaborate with others to accomplish a task.	RI.3.5, W.3.8, SL.3.1	2.2, 5.3	<i>address bar, search bar, back arrow, internet browser, window, search engine site, search terms, mouse, click on</i>		

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UNIT 3: SCHEDULING AND TIMEKEEPING						
9. Work Schedules and Timekeeping	- Communicate about work schedules. - Make polite requests and respond appropriately. - Give reasons. - Write a note to a coworker about trading shifts	RI/RL.2.1 RI.3.7 W.3.2 SL.1.1, 3.3, 4.6 L.4.1/5.1, 2.2/3.2	1.3, 2.3, 7.3, 8.2, 10.3	<i>shift, cover a shift, trade a shift, work a double (shift), overtime, clock in/out, take a break, take a day off, take a vacation, take a sick day</i>	- Prepositions of time: <i>in, at, on, from . . . to, this, next, last</i> - Polite Requests: <i>Could you work for me on Tuesday? I change my schedule? Could I . . . ? Is it OK if . . . Do you mind if I . . . ?</i> - Responding to requests: <i>Sure. No problem. I don't mind. I'm sorry, I can't. Sounds good.</i>	Reduced forms: <i>did you /diju/</i> <i>could you /kudju/</i> <i>would you /wudju/</i>
10. Missing Work: Arriving Late and Calling Out Sick	- Call about being out sick or arriving late. - Leave a voicemail message. - Apologize for being late and give a reason.	RI/RL.2.1 RI.1.7 SL.3.3, 4.6, 5.1 L.3.3, 4.1/5.1	1.3, 2.2, 4.2, 7.2, 9.3, 10.3	<i>be running late, oversleep, lose track of time, be stuck in traffic, child is sick, babysitter is late, bus/train is late, have car problems</i>	- Present continuous - Identify self and give reason for calling on phone: <i>This is . . . I'm calling because . . . about . . .</i> - Apologizing and giving reasons: <i>Sorry I'm late. I'm sorry. My apologies. Please forgive me. Sorry to keep you waiting. Thank you for your patience. It won't happen again. I had a problem with . . . I had to . . . / needed to . . .</i>	<i>ing</i> ending sounds

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PROJECT: Planning for Time Off	- Talk and write an email about work schedules. - Make polite requests. - Give reasons.	RI.3.5 W.3.1, 5.4	7.2, 10.4			
UNIT 4: HUMAN RESOURCES: COMPENSATION, POLICIES, AND BENEFITS						
11. Pay Statements and Income Taxes	- Interpret pay statements. - Ask and answer questions about pay statements and withholdings. - Locate information on a document.	W.1.8 SL.4.2, 5.1 L.1.5, 3.3, 3.6	1.3, 2.3, 4.2, 5.2, 9.2, 10.3	<i>deductions, earnings, gross pay, hourly rate, net pay, overtime pay, pay period, pay statement, paycheck, payroll office, regular pay, Social Security, Medicare, income tax, timesheet</i>	<i>add to, subtract from, multiply by, divide by</i> - Polite question forms: <i>Do you know . . .</i> <i>Can you explain . . .</i> <i>Can you tell me . . .</i>	dollar amounts
12. Workplace Policies and Benefits	- Interpret and explain work benefits and policies. - Compare benefits between two jobs	SL.3.6, 5.1 L.3.3, 3.5, 4.4/5.4	1.3, 2.3, 3.1, 4.1, 8.3, 10.3	<i>paid holidays, paid time off (PTO), sick leave, parental leave, health insurance, retirement plan, education assistance, worker's compensation</i>	Comparisons with <i>-er</i> and <i>more</i>, <i>less</i> and <i>fewer</i>	stress in multisyllable words
13. Discrimination and Harassment at Work	- Identify and describe cases of discrimination and harassment. - Paraphrase and interpret policies regarding discrimination and harassment in the workplace.	SL.3.1, 3.3, 3.4, 3.6	1.3, 2.3, 3.1, 8.3, 9.2, 10.3	<i>discrimination, harassment, stereotype, joke, make fun of, threaten, bully, prejudice, treat fairly/unfairly, retaliation</i>	Past simple forms	syllable stress in multisyllable words
PROJECT: Calculating PTO	- Interpret and explain work benefits and policies - Locate information on a document. - Perform simple mathematical calculations.	RI/RL.1.2, RI.3.5, SL.3.1	2.3, 3.2, 5.3			

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UNIT 5: SAFETY AT WORK						
14. Dressing Smart: Personal Protective Equipment	- Describe workplace safety rules. - Explain the purpose and uses of personal protective equipment.	SL.3.1, 3.3, 3.6 L.K.1/1.1	1.3, 2.3, 3.3, 9.2, 10.3	<i>goggles, safety glasses, face shield, face guard, mask, respirator, headphones, earplugs, gloves, steel-toed boots, safety shoes, helmet, hard hat, safety vest, hair net, body harness, hurt/get hurt, hit/get hit, burn/get burned, cut/get cut, falls on, fall from, slip on a wet floor, breathe in chemicals, damage your hearing, get dust in your eye, get shocked, get caught in a machine, get splashed, get infected</i>	- Describe possibility with <i>might, may, or could</i> - Give reasons with <i>because</i> - Express purpose with infinitives and <i>so that</i> <i>get caught, get hit, get hurt</i>	hard and soft c and g
15. Dangers, Accidents, and Prevention (longer lesson to allow for reading / signs activity)	- Communicate and respond to workplace dangers. - Describe workplace accidents and injuries and their causes. - Request emergency assistance by phone. - Report an accident and injury.	SL.3.1, 3.3, 4.6 L.2.1/3.1	1.3, 2.3, 3.3, 8.3, 9.2, 10.3	<i>keep walkways clear, clean up spills, use tools and equipment properly, use proper lifting techniques, use proper PPE, not breathing, bleeding, can't move, feel dizzy, be unconscious</i>	- Explain dangers using conditionals: <i>if + could/may/might</i> - Past continuous to explain context / cause of past events: e.g., <i>He hurt his back when he was lifting a patient. The power went out while they were working.</i>	regular past tense pronunciation /t/, /d/, /ed/
PROJECT: Promoting Safety at Work	- Describe workplace safety rules. - Explain the purpose and uses of personal protective equipment. - Communicate workplace dangers.	SL.3.1, RI.5.7	2.3, 5.3			

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UNIT 6: TASKS AND TEAMWORK						
16. Discussing Project Schedules, Plans, and Goals	- Discuss plans and goals. - Use future time phrases, tenses, and structures to communicate plans. - Describe steps in a project, including timeline, milestones, and results.	SL.2.1/3.1, 3.1, 3.3, 3.6 L.3.6	1.2, 2.3, 3.3, 4.2, 8.3, 9.3, 10.3	<i>available, booked, confirm, due date, deadline, prepared, priority, scheduled, timeline</i>	- Plans and Intentions: <i>I want to / I hope to / plan to / I would like to . . .</i> <i>I'm / we're going to</i> - Present progressive for scheduled, definite plans (such as when discussing schedule for week) - Future time phrases and 1st conditional: <i>in, when / if / before / after / as soon as</i>	Reduced forms: <i>gonna, wanna</i>
17. Reporting on Work Progress	- Talk and write about activities in progress. - Talk about the ability to get things done according to schedules.	SL.3.1, 3.3, 3.6 L.2.1, L.3.1	1.3, 2.3, 3.3, 7.2, 8.3, 10.3	<i>ahead of schedule, behind schedule, on schedule, tight schedule, reschedule, cancel, making progress, catch up</i>	<i>was / were able to . . .</i> <i>will / might / should be able to . . .</i> - Present perfect with <i>yet</i> and <i>already</i>	<i>ch</i> pronunciation: /ch/, /sh/, and /k/ - saying room numbers and address numbers: <i>two-sixteen, two oh seven</i>, etc.
18. Measuring, Describing, and Identifying Objects	- Describe qualities and characteristics of objects. - Describe and interpret measurements and product specifications. - Identify objects in a physical context using language and gestures	W.1.8 SL K.3, 3.6, 5.1	1.3, 2.4, 5.2, 8.3	<i>wood, glass, metal, plastic, concrete, stone, brick, cardboard, cotton, wool measurements, high, long, wide, height, length, width, assembled</i>	- Describing objects: <i>What is it made of . . .</i> <i>It's / They're made of . . .</i> <i>It comes in a box / comes in 3 colors, comes with a case</i> <i>How big is it? How long? How much does it weigh?</i> - Pointing out objects: <i>this one, that one, The white one / the metal one. The one(s) in the back.</i>	Saying and understanding measurements, including interpreting related abbreviations

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19. Taking Inventory and Placing an Order	- Describe supplies and specific quantities of stock. - Place a supply order.	SL.3.2, 5.1 L.2.1,3.1, 3.6	1.3, 2.3, 8.3, 9.2, 10.4	<i>plenty of stock, low stock, out of stock, point-of-sale (POS) system, scan, shelf label, item number, quantity, supplier, vendor, reorder, purchase order</i>	<i>should</i> to talk about expectations: <i>should have enough, should be easy, should arrive</i> - Referencing sources: <i>it says / it doesn't say, the box says, the website says</i>	common reductions with <i>of</i> : <i>a lot of, out of, a pound of</i>
20. Reporting and Troubleshooting Problems	- Explain a problem. - Speculate about the cause of a problem. - Express degrees of certainty. - Suggest and evaluate possible solutions.	SL.1.4, 3.1, 3.6 L.2.1, 3.1, 2.4	1.3, 2.3, 4.2, 10.3	<i>damaged, broken, cracked, empty, jammed, be stuck, be caught, leaking, loose, fix, repair, replace, refill, tighten, just</i>	- Speculating about cause with degrees of certainty: <i>It might be / It could be . . .</i> <i>It must be . . . It can't be . . .</i> <i>probably</i> - Suggesting solutions: <i>I / we need to ____ (fix, repair, replace, tighten, clean) it, buy a new one. It needs a (new) ____.</i> <i>It needs + gerund (required action: cleaning, tightening, replacing).</i>	Silent letters
PROJECT: Teamwork and Planning	- Discuss plans and goals. - Describe qualities and characteristics of objects. - Speculate about the cause of a problem and express degrees of certainty.	RI.4.7 W.3.7, 4.2 WHST.6-8.4	1.3, 2.3, 3.3, 5.3			

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UNIT 7: CUSTOMER SERVICE						
21. Service with a Smile: Helping Customers	- Attend to customers politely and with appropriate body language. - Greet others, offer help, listen actively, and respond to requests. - Answer questions about prices.	W.1.2 SL.1.1, 3.3, 3.4, 3.6	1.3, 2.3, 4.2, 5.2, 7.3, 10.3	<i>reservation, appointment, check in, reception, front desk, look for something, try something on, dressing room, fitting room, on sale, special, ten percent off</i>	- Offer customers help: <i>Would you like . . . Would you like to . . . Would you like me to . . .</i> - Structures following anything: <i>Are you looking for anything special? Is there anything I can help you find? Can I get you anything to start with?</i>	s blends: e.g., <i>scan, sleep, small, special, steel, sweater</i>
22. Money and Sales	- Use polite language to request, accept, and process payment. - Count money and make change.	W.1.8, 3.7 SL.3.6, 5.1 L.2.4, 4.1/5.1	2.3, 4.3, 5.2, 8.3, 10.4	<i>cash, change, debit card, credit card, rewards program, coupon, receipt, PIN (personal identification number), tap, swipe, insert, type/enter</i>	- Identifying cash money and counting change. - Using a singular verb with amounts of time, money, or distance: <i>fifteen minutes is . . . , ten thousand dollars is . . . , fifty miles is . . .</i> - Expressions with here: <i>Here's the key. Here's your change. Here you are.</i>	- Saying dollar amounts: <i>eighteen seventy nine, 38 dollars and 52 cents</i> - Syllable stress in numbers: <i>SIXty</i> vs. <i>sixTEEN</i>

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23. Handling Complaints	- Respond to customer complaints. - Use active listening and paraphrasing to show understanding. - Offer resolution.	SL.3.1, 5.2, 8.6 L.2.1/3.1, 4.3/5.3, 5.5	2.4, 3.1, 4.3, 7.3, 10.4	<i>upset, frustrating, rude, calm, empathy, return, exchange, refund, store credit, store policy</i>	- Apologizing: <i>I'm sorry to hear that. I'm sorry that happened. My apologies for the inconvenience / delay.</i> - Active Listening: <i>A-ha. Oh. Oh no! I see. Let me see if I understand, . . . So, you're saying . . .</i> - Empathy: <i>I understand why you are upset. That sounds very frustrating.</i> - Offering Resolution: <i>Would you like . . . a refund / to exchange it / a store credit / to speak to a manager? I'll see what I can do. Let me check. Just a minute / Hold on, I'll . . . get the manager.</i> - Unable to Resolve Problem: <i>I'm sorry, I'm afraid I can't . . . It's our store policy. I'm sorry but I am not authorized to do that. I'll have him/her contact you as soon as possible. Would you mind . . . ?</i>	Polite intonation with common customer service phrases

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PROJECT: Customer Service	- Attend to customers politely and with appropriate body language. - Comprehend customer complaints and respond appropriately. - Work collaboratively to demonstrate understanding of good and bad customer service.	W 2.3 SL.3.1, 5.4	2.3, 3.3, 4.2, 7.3			