

## Ventures 2 Correlated with LAUSD ESL Beginning High Course Outline

### COMPETENCY-BASED COMPONENTS FOR THE ESL BEGINNING HIGH COURSE

| Competency Area and Topic  | Minimal Competencies  | E /S/ R                            | Ventures 2 Student's Book (SB) and Workbook (WB)             | Casas # Correlation |
|--|---|------------------------------------|--|---------------------|
| <b>I. Personal Information</b>   | 1. State full name, address and telephone number.   | s                                  | SB pg. 3   | 0.2.1               |
|  | 2. Use ordinal numbers with dates, birth dates and addresses. (e.g., <i>She's coming on May 25<sup>th</sup>. My birthday is December 18<sup>th</sup>.</i> ) | s                                  | SB pg. 3   | 0.2.1               |
|  | 3. Describe physical characteristics (height, weight, hair color, clothing, etc.).  | s                                  | SB pg. 6-9, 12-17<br>WB U.1                                  | 0.1.2               |
|  | 4. Provide basic information about family members. (e.g., <i>My mom works at a market.</i> )  | s                                  | SB pg. 7, 12, 64<br>WB U.3                                   | 0.1.2               |
|  | 5. Ask and answer personal information questions.   | s                                  | SB pg. 3, 7-17, 71-83<br>WB U.1, 6                           | 0.2.1, 0.1.2        |
|  | 6. Interpret and fill out simple personal information forms (e.g., school registration forms.)  | s                                  | SB pg.3<br>WB U.6  | 0.2.2               |
| <b>II. Social/Cultural Interaction</b>                                 | 7. Engage in basic small talk about:  |                                    |  | 0.1.2, 0.2.4        |
|  | a. common activities related to home, school, or work. (e.g., <i>What time is the break?</i> )  | s                                  | SB pg. 8-13, 19-30, 33-43, 97-108, 11-121                    |                     |
|  | b. states of being, the weather. (e.g., <i>I'm really tired. It's hot today.</i> )  | s                                  | SB pg. 49, 53, 62, 63, 81, 97, 102                           |                     |
|  | 8. Initiate and respond appropriately to simple requests.   |                                    |  | 0.1.3               |
|  | a. Make polite requests. (e.g., <i>Could you close the door, please?</i> )  | s                                  | SB pg. 107, 114, 115, 117, 118, 120, 121, 124, 125, 134, 135 |                     |
|  | b. Ask for permission. (e.g., <i>Can/May I leave early?</i> )   | s                                  | SB pg. 107, 114, 115, 120, 121,                              |                     |
|  | c. Excuse one self. (e.g., <i>Excuse me. I have to go now.</i> )  | s                                  | SB pg. 61  |                     |
|  | 9. Initiate and respond appropriately to invitations and offers.  |                                    |  | 0.1.4               |
|  | a. Invite or offer politely. (e.g., <i>Would you like to go to the park? Would you like some coffee?</i> )  | s                                  | SB pg. 124, 125, 134, 135<br>WB U.10                         |                     |
|  | b. Refuse politely with an excuse. (e.g., <i>I'm sorry, I can't go. I have to work.</i> )   | s                                  | SB pg. 115, 123, 125<br>WB U.9, 10                           |                     |
| c. Accept an invitation or offer. (e.g., <i>Thanks, I'd love to.</i> ) | s   | SB pg. 114, 115, 123<br>WB U.9, 10 |  |                     |

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|---|---|-------------------------------------|---|--|
|   | <p>10. Use language appropriately to interact in social situations.<br/> a. Apologize. (e.g., <i>I'm sorry.</i>)<br/> b. Express sympathy. (e.g., <i>I'm sorry to hear about your grandfather.</i>)<br/> c. Give and receive compliments. (e.g., <i>That's a nice sweater./ Thank you.</i>)<br/> 11. Use clarification strategies.<br/> a. Ask for clarification by repeating with rising intonation. (<i>\$13.50</i>)<br/> b. Ask for clarification by inserting question words. (<i>November what? Sarah who?</i>)<br/> c. Ask for clarification by restating. (<i>Did you say apt. B?</i>)<br/> d. Request a definition. (e.g., <i>What does this word mean?</i>)<br/> e. Request additional information. (e.g., <i>How do you spell that?</i>)</p>  | <p>s</p> <p>s</p>                   | <p>SB pg. 115, 123, 125<br/> WB U.9, 10<br/> SB pg. 33</p> <p>Unit 5<br/> SB pg 83</p> <p>SB pg. 3, 5</p>   | <p>0.1.4</p> <p>0.1.6</p>  |
| <p><b>III. Community</b><br/> A. School and the Classroom</p> <p>B. Telephone</p> | <p>12. Identify ESL teacher, principal and other school personnel.</p> <p>13. Identify the structure of the American educational system (including pre-school, K-12, and post-secondary).</p> <p>14. Ask and answer questions about class schedules, school and classroom locations and registration procedures.</p> <p>15. Give and respond to classroom instructions.</p> <p>16. Communicate with school personnel.<br/> a. Call school to report and absence.<br/> b. Write a simple note to child's teacher regarding an absence.</p> <p>17. Begin and end telephone conversations.<br/> a. Introduce self and ask for someone. (e.g., <i>Hi, this is Mrs. James. May I speak with...</i>)<br/> b. Respond to a caller. (e.g., <i>Just a moment. Let me see if he/she is here.</i>)</p> <p>18. Respond to simple recorded telephone instructions.</p> | <p>s</p> <p>s</p> <p>s</p> <p>s</p> | <p>SB pg. 18, 21, 22<br/> WB U.2<br/> Ventures 1 --<br/> SB pg 65</p> <p>SB pg. 3, 24, 26, 28<br/> WB U. 2</p> <p>SB pg. 19<br/> WB U.2<br/> All Units<br/> Ventures 1 –<br/> SB pp 52-53</p> <p>SB pg. 33, 45, 111</p> <p>SB pg 45</p> | <p>0.1.2</p> <p>0.1.2, 2.5.5</p> <p>0.1.5</p> <p>0.1.2, 2.5.5</p> <p>0.1.4, 2.1.8</p> <p>2.1.7</p> |

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| <p>C. Neighborhood/<br/>City</p> <p>D. Time/Weather</p> | <p>19. Interpret various telephone directory sections (white pages, yellow pages, government pages, etc.) to find information.<br/>20. Call 911 to report an emergency.<br/>21. Take a simple phone message.<br/>22. Interpret simple schedules (recreation center, health clinic, TV guide).<br/>23. Ask for and give simple directions to community locations.<br/>a. Interpret simple written directions.<br/>b. Locate places on a map. (e.g., <i>It's between Colorado and Broadway.</i>)<br/>c. Interpret compass directions (N, S, E, W) on a map.<br/>24. Inquire about and respond to questions about postal services.<br/>a. Ask and answer questions about mailing packages.<br/>b. Interpret postal notices.<br/>c. Identify mailbox pick up times.<br/>25. Use days in a month to talk about scheduled events. (e.g., <i>The Museum is open the first Friday of every month. There are concerts in the park the third Thursday of every month.</i>)<br/>26. Interpret temperatures in Celsius and Fahrenheit.</p> | <p>s</p> <p>s</p> | <p>Ventures 1 – SB projects 4,5 and 6<br/>Ventures 1 – SB Project 4<br/><br/>SB pg. 99<br/>WB U.8<br/><br/>Ventures 1 – SB Unit 5<br/>Civics Worksheet #14<br/><br/><br/>SB pg. 75, 100, 112, 113<br/>WB U.6, 8, 10<br/><br/>SB pg 152</p> | <p>2.1.1<br/>2.1.2<br/>2.1.7<br/>2.6.1, 2.6.2<br/><br/>2.2.1, 2.5.4<br/><br/><br/>2.4.2, 2.4.4<br/><br/>2.3.2<br/>1.1.5</p> |
| <p><b>IV. Consumer Economics</b><br/>A. Shopping</p>    | <p>27. Compute the cost of several items and interpret the bill or receipt. (e.g., <i>The total comes to \$6.95 plus tax.</i>)<br/>28. Interpret and fillout a check.<br/>29. Demonstrate understanding of ATM instructions.<br/>30. Make simple requests about availability and location of items in a store. (e.g., <i>Where is the furniture department? Do you have this in red?</i>)<br/>31. Demonstrate understanding of the American system of weights and measures, including abbreviations.<br/>a. Identify pounds, ounces, and gallons.<br/>b. Identify terms for distance and height (inch, foot, yard, miles).</p>   | <p>s</p> <p>s</p> | <p>SB pg. 16, 94, 120<br/>WB U.9<br/>Civics Worksheet #5<br/>Civics Worksheet #5<br/>SB pg. 85<br/>WB U.7<br/><br/>Civics worksheet # 7<br/>SB pg 152</p>  | <p>2.6.4<br/>1.8.2<br/>1.8.1<br/>0.1.3, 1.3.9,<br/>8.1.4<br/><br/>1.1.4, 6.6.4</p>  |

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| <p>B. Food and Meals</p> <p>C. Housing</p>                 | <p>32. Interpret and compare basic information in simple advertisements.</p> <p>33. Describe problems with purchases and communicate the need to return or exchange items. (e.g., <i>These pants are too small. I'd like a refund please.</i>)</p> <p>34. Identify and ask for typical containers and quantities of common foods. (e.g., <i>I need two large cans of tuna. I'd like a dozen eggs.</i>)</p> <p>35. Interpret basic information on food packaging and labels.</p> <p>36. Read and order from a simple menu.</p> <p>37. Interpret signs and ads for rental units, including abbreviations (2 bd./1ba., See mgr.).</p> <p>38. Inquire about apartment and house rentals.</p> <p>a. Describe features of a unit (furnished, unfurnished).</p> <p>b. Identify rent and deposit amounts.</p> <p>c. Inquire about regulations (e.g., <i>Are pets allowed?</i>)</p> <p>d. Identify proximity to schools, public transportation, shopping, etc.</p> <p>39. Describe maintenance and repairs needed in a rental unit. (e.g., <i>The roof is leaking.</i>)</p> | <p>s</p> <p>s</p> | <p>SB pg. 42, 87, 112, 113<br/>WB U.3, 7, 8, 9<br/>Civics Worksheet #23</p> <p>Ventures 1 – SB pp 88,89, 92,93, 94</p> <p>Civics Worksheet #16<br/>Civics Worksheet # 8</p> <p>Civics Worksheet #8<br/>Civics Worksheet #25</p> <p>Civics Worksheet # 8</p> <p>SB pg. 114-121<br/>WB U.9</p> | <p>1.2.1, 1.2.2<br/>1.3.3, 1.6.3</p> <p>1.1.7, 1.3.8</p> <p>1.2.1, 1.6.1, 3.5.1<br/>0.1.2, 1.3.8<br/>1.4.2</p> <p>1.4.2, 0.1.2</p> <p>1.4.7</p> |
| <p><b>V. Government and Law</b></p>                        | <p>40. Identify requirements for becoming a naturalized citizen.</p> <p>41. Identify simple highway and traffic signs/symbols.</p> <p>42. Respond to police and security personnel commands and requests. (e.g., <i>Freeze! May I see your driver's license and insurance?</i>)</p>  |                   |  | <p>5.3.6<br/>1.9.1, 2.2.2<br/>5.5.6</p>   |
| <p><b>VI. Health and Safety</b></p> <p>A. Medical Care</p> | <p>43. Identify parts of the face and body (eyebrow, lips, ankles, wrist)</p> <p>44. Make an appointment to see a doctor or dentist.</p> <p>45. Interpret simple medical history forms.</p> <p>a. Identify common symptoms (fever, runny nose, sore throat).</p> <p>b. Identify common diseases or conditions (diabetes, high blood</p>  | <p>s</p>          | <p>Ventures 1 – Unit 4</p> <p>Ventures 1 – SB Lesson F<br/>SB pg. 44-57<br/>WB U.4</p>   | <p>3.3.1</p> <p>3.1.2<br/>3.2.1</p>   |



