

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

**LANGUAGE SKILL PROFICIENCIES FOR THE ESL BEGINNING HIGH COURSE**

Language Skill	Proficiencies	<i>Ventures 2</i> Student's Book (SB) and Workbook (WB)
<b>Listening</b>	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of simple words and phrases drawn from learned topics.</li> <li>2. Identify the main topic of conversation in familiar material.</li> <li>3. Demonstrate understanding of non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements.</li> <li>4. Recognize words that signal differences between present, past, and future events.</li> <li>5. Respond appropriately to short emergency warnings.</li> <li>6. Respond to commands and short directions through physical actions.</li> <li>7. Demonstrate strategies to check for understanding – by asking for repetition, for example.</li> <li>8. Listen and identify specific information in the context of previously learned language.</li> </ol>	<p>SB All Units SB All Units SB All Units</p> <p>SB All Units</p> <p>SB All Units SB pg. 45 SB All Units</p>
<b>Speaking</b>	<ol style="list-style-type: none"> <li>1. Answer simple questions related to basic needs using previously learned phrases or simple sentences.</li> <li>2. Make statements in the present, past, or future tenses related to basic needs and common activities, using previously learned phrases or simple sentences.</li> <li>3. Ask questions related to basic needs using previously learned utterances.</li> <li>4. Communicate simple personal information on the telephone.</li> <li>5. Give simple commands, warnings, and directions.</li> <li>6. Ask for and give clarification.</li> </ol>	<p>SB All Units</p> <p>SB All Units</p> <p>SB All Units SB All Units</p> <p>SB pg. 45</p>
<b>Reading</b>	<ol style="list-style-type: none"> <li>1. Interpret isolated words, phrases, and abbreviations in familiar contexts (traffic signs, store ads, fast food menus).</li> <li>2. Interpret terms on simplified forms (personal identification, school registration, change of address).</li> <li>3. Scan for numerical information – the time a store opens, for example – and other specific information in simple life skills materials related to immediate needs (ads, schedules, signs, forms).</li> <li>4. Use strategies such as predicting or phonics decoding to interpret new words in familiar contexts.</li> <li>5. Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.</li> <li>6. Identify the sequence of a simple narrative passage.</li> <li>7. Interpret and follow simple written directions.</li> </ol>	<p>SB pg. 87-90, 47, 50</p> <p>SB pg. 16, 28, 42</p> <p>SB All Units</p> <p>SB pg. 90</p> <p>SB All Units</p> <p>SB pg. 24, 26, 27, 38, 40, 41 SB All Units</p>

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	8. Make simple inferences from brief narratives, charts, and schedules. (e.g., Use a mail schedule to determine if a letter will be picked up today.)	SB All Units
<b>Writing</b>	<p>1. Copy materials that are personally meaningful (recipes, directions, stories generated during language experience activities, etc.).</p> <p>2. Write lists – grocery or laundry items, for example.</p> <p>3. Write simple sentences based on personal experience or familiar material that refer to the present, past, and future.</p> <p>4. Write a simple telephone message or note – a note to a child’s teacher, perhaps.</p> <p>5. Write a series or related sentences based on personal experience or familiar material.</p> <p>6. Use appropriate capitalization and punctuation.</p> <p>7. Complete forms and simple applications.</p>	<p>SB All Units</p> <p>SB pg. 26, 27, 78, 79, 97, 99, 104, 116, 119, 121</p> <p>SB All Units</p> <p>Ventures 1 – SB pg 52-53</p> <p>SB All Units</p> <p>SB All Units</p> <p>SB pg 3, 52, 53, 80</p>
<b>Numeracy</b>	Numeracy is incorporated into the ESL competency areas of Personal Information, Community, Consumer Economics, Occupational Knowledge and Learning Skills.	