

# **INTERCHANGE**

**Intro, Level 1, Level 2 and Level 3**

**CAMBRIDGE UNIVERSITY PRESS**

correlated to

**Equipped for the Future Content Standards**

**Grades 9-12**

**Interchange**  
**INTRO**  
**Cambridge University Press**  
 correlated to  
**Equipped for the Future Content Standards**  
**Grades 9-12**

| Equipped for the Future<br>Content Standards  | Interchange<br>INTRO  |
|---|---|
| <b>COMUNICATION SKILLS</b>  |   |
| <b>Read With Understanding</b>  |   |
| 1. Determine the reading purpose.   | 35, 41, 49, 55, 63, 69, 77, 83, 91, 97, 105, 111  |
| 2. Select reading strategies appropriate to the purpose.  | 41, 55, 69, 77, 83, 91, 105, 111  |
| 3. Monitor comprehension and adjust reading strategies.   | Opportunities throughout all reading activities in text (e.g., 35, 41, 49, 55, 63, 69, 77, 83, 91, 97, 105, 111). |
| 4. Analyze the information and reflect on its underlying meaning.   | 35, 41, 49, 55, 63, 69, 77, 83, 91, 97, 105, 111  |
| 5. Integrate it with prior knowledge to address reading purpose.  | Text serves as a foundation for this standard (e.g., 35, 41, 49, 55, 63, 69, 77, 83, 91, 97, 105, 111).           |
| <b>Convey Ideas in Writing</b>  |   |
| 1. Determine the purpose for communicating.   | 27, 33, 35, 38, 39, 41, 45, 47, 82, 84, 94, 99  |
| 2. Organize and present information to serve the purpose, context, and audience.  | Writing opportunities throughout text (e.g., 27, 33, 35, 38, 39, 41, 45, 47, 82, 84, 94, 99).                     |
| 3. Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension. | 17, 20, 24, 26, 27, 37, 38, 39, 45, 47, 52, 54, 59, 61, 65, 67, 73, 75, 79, 82, 88, 90, 93, 94, 95, 101, 107, 109 |
| 4. Seek feedback and revise to enhance the effectiveness of the communication.  | e.g., 55, 97  |

| <b>Speak So Others Can Understand</b>   |  |
|---|--|
| 1. Determine the purpose for communicating.   | Throughout text, e.g., 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 78, 86, 92, 100, 106.<br>Interchange 1-16   |
| 2. Organize and relay information to effectively serve the purpose, context, and listener.  | Throughout text, e.g., 32, 40, 42, 47, 48, 51, 60, 62, 70, 80, 90, 103, 110, 113.<br>Interchange 1-16  |
| 3. Pay attention to conventions of English language usage, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension. | 17, 20, 24, 26, 27, 37, 38, 39, 45, 47, 52, 54, 59, 61, 65, 67, 73, 75, 79, 82, 88, 90, 93, 94, 95, 101, 107, 109<br>Interchange 1-16                              |
| 4. Use multiple strategies to monitor the effectiveness of the communication.   | 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113<br>Interchange 1-16   |
| <b>Listen Actively</b>  |  |
| 1. Attend to oral communication.  | 16, 18, 19, 22, 27, 28, 30, 33, 36, 40, 42, 44, 45, 46, 48, 53, 59, 60, 64, 65, 74, 80, 81, 86, 87, 89, 92, 96, 98, 100, 102, 103, 107, 109; Self Study Units 1-16 |
| 2. Clarify purpose for listening and use listening strategies appropriate to that purpose.  | Throughout text (e.g., 2, 5, 7, 8, 10, 14, 19, 21, 25, 28, 33, 38, 45, 53, 60, 68, 74, 87, 100, 106) and Self Study Units 1-16.                                    |
| 3. Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.   | Self Study 1-16 and Answer Key   |
| 4. Integrate information from listening with prior knowledge to address listening purpose.  | 16, 18, 19, 22, 27, 28, 30, 33, 36, 40, 42, 44, 45, 46, 48, 53, 59, 60, 64, 65, 74, 80, 81, 86, 87, 89, 92, 96, 98, 100, 102, 103, 107, 109; Self Study Units 1-16 |
| <b>Observe Critically</b>   |  |
| 1. Attend to visual sources of information, including television and other media.   | 18, 19, 44, 50, 63, 67, 72, 85, 88, 90, 92; Interchange 1-16   |
| 2. Determine the purpose for observation and use strategies appropriate to the purpose.   | 19, 44, 50, 67, 72, 85, 88, 90, 92<br>Interchange 1-16   |
| 3. Monitor comprehension and adjust strategies.   | 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113; Self Study Units 1-16  |
| 4. Analyze the accuracy, bias, and usefulness of the information.   | Teacher may expand on lessons within text (e.g., 35, 41, 49, 55, 63, 69, 77, 83, 91, 97, 105, 111) Interchange 1-16.   |
| 5. Integrate it with prior knowledge to address viewing purpose.  | 18, 19, 44, 50, 63, 67, 72, 85, 88, 90, 92; Interchange 1-16   |

| <b>DECISION MAKING SKILLS</b>   |  |
|---|--|
| <b>Use Math to Solve Problems and Communicate</b>   |  |
| 1. Understand, interpret, and work with pictures, numbers, and symbolic information.  | 18, 19, 30-33, 39-41, 44, 50, 63, 67, 72, 85, 88, 90, 92; Interchange 1-16   |
| 2. Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension. | 6, 19, 30-35, 72-77, 106-111   |
| 3. Define and select data to be used in solving the problem.  | N/A  |
| 4. Determine the degree of precision required by the situation.   | N/A  |
| 5. Solve problem using appropriate quantitative procedures and verify that the results are reasonable.  | N/A  |
| 6. Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.   | Presentation of information in graph/chart format is introduced (e.g., 18, 21, 42, 43, 46, 51, 53, 60, 68, 76, 94, 96, 98, 104). |
| <b>Solve Problems and Make Decisions</b>  |  |
| 1. Anticipate or identify problems.   | Basic problem solving skills introduced (e.g., 14, 29, 38, 46, 85).  |
| 2. Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.  | Basic problem solving skills introduced (e.g., 14, 29, 38, 46, 85).  |
| 3. Generate alternative solutions.  | 46, 85   |
| 4. Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.   | 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113   |
| 5. Select alternative that is most appropriate to goal, context, and available resources.   | Opportunities to develop this skill within text activities (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).     |
| 6. Establish criteria for evaluating effectiveness of solution or decision.   | 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113 and Self Study Units 1-16   |
| <b>Plan</b>   |  |
| 1. Set and prioritize goals.  | Opportunities to develop planning and goal setting throughout (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).  |
| 2. Develop an organized approach of activities and objectives.  |  |
| 3. Actively carry out the plan.   |  |
| 4. Monitor the plan's progress while considering any need to adjust the plan.   |  |
| 5. Evaluate its effectiveness in achieving the goals.   |  |

| <b>INTERPERSONAL SKILLS</b>  |  |
|--|--|
| <b>Cooperate With Others</b>   |  |
| 1. Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions, and contributions. | Opportunities throughout text (e.g., 27, 33, 35, 38, 39, 41, 45, 47, 82, 84, 94, 99).  |
| 2. Seek input from others in order to understand their actions and reactions.  | Throughout text (e.g., 32, 40, 42, 47, 48, 51, 60, 62, 70, 80, 90, 103, 110, 113).   |
| 3. Offer clear input on own interests and attitudes so others can understand one's actions and reactions.  | Opportunities throughout text (e.g., 27, 33, 35, 38, 39, 41, 45, 47, 82, 84, 94, 99).  |
| 4. Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.  | Throughout text (e.g., 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 78, 86, 92, 100, 106).  |
| <b>Advocate and Influence</b>  |  |
| 1. Define what one is trying to achieve.   | Throughout text (e.g., 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 78, 86, 92, 100, 106).  |
| 2. Assess interests, resources, and the potential for success.   | 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113   |
| 3. Gather facts and supporting information to build a case that takes into account the interests and attitudes of others.                              | 11, 14, 16, 18, 28, 30, 33, 39, 43, 71, 95   |
| 4. Present a clear case, using a strategy that takes into account purpose and audience.  | Throughout text (e.g., 32, 40, 42, 47, 48, 51, 60, 62, 70, 80, 90, 103, 110, 113).   |
| 5. Revise, as necessary, in response to feedback.  | Teacher may expand on activities in text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |
| <b>Resolve Conflict and Negotiate</b>  |  |
| 1. Acknowledge that there is a conflict.   | 14, 29, 38, 46, 85   |
| 2. Identify areas of agreement and disagreement.   | 13, 41, 46, 85   |
| 3. Generate options for resolving conflict that have a "win/win" potential.  | Basic problem solving skills introduced (e.g., 14, 29, 38, 46, 85).  |
| 4. Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all.                                  | Basic problem solving skills introduced (e.g., 14, 29, 38, 46, 85).  |
| 5. Evaluate results of efforts and revise approach as necessary.   | Lessons in text serve as a foundation for this skill (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).                                 |
| <b>Guide Others</b>  |  |
| 1. Assess the needs of others and one's own ability to assist.   | Opportunities throughout text (e.g., 27, 33, 35, 38, 39, 41, 45, 47, 82, 84, 94, 99).  |
| 2. Use strategies for providing guidance that take into account the goals, task, context, and learning styles of others.                               | Opportunities throughout text (e.g., 27, 33, 35, 38, 39, 41, 45, 47, 82, 84, 94, 99).  |
| 3. Arrange opportunities for learning that build on learner's strengths.   | 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113   |
| 4. Seek feedback on the usefulness and results of the assistance.  | Activities found in text proved the student the opportunity to fulfill this standard (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113). |

| <b>LIFELONG LEARNING SKILLS</b>  |   |
|--|---|
| <b>Take Responsibility for Learning</b>  |   |
| 1. Establish learning goals that are based on an understanding of one's own current and future learning needs.                           | Text serves as a foundation for this skill (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).  |
| 2. Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner. | Throughout text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |
| 3. Become familiar with a range of learning strategies to acquire or retain knowledge.   | Text provides opportunities throughout (e.g., 17, 20, 24, 26, 27, 37, 38, 39, 45, 47, 52, 54, 59, 61, 65, 67, 73, 75, 79, 82, 88, 90, 93, 94, 95, 101, 107, 109). |
| 4. Identify and use strategies appropriate to goals, task, context, and the resources available for learning.                            | 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113  |
| 5. Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.        | Throughout text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |
| 6. Test out new learning in real-life applications.  | All Language skills introduced may be applied in real life situations (e.g., 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 78, 86, 92, 100, 106).                         |
| <b>Reflect and Evaluate</b>  |   |
| 1. Take stock of where one is: assess what one knows already and the relevance of that knowledge.  | 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113  |
| 2. Make inferences, predictions, or judgments based on one's reflections.  | Throughout text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |
| <b>Learn Through Research</b>  |   |
| 1. Pose a question to be answered or make a prediction about objects or events.  | Throughout text (e.g., 11, 14, 16, 18, 28, 30, 33, 39, 43, 71, 95).   |
| 2. Use multiple lines of inquiry to collect information.   | 11, 14, 16, 18, 28, 30, 33, 39, 43, 71, 95  |
| 3. Organize, evaluate, analyze, and interpret findings.  | 14, 16, 28, 30, 39, 43, 71, 95  |
| <b>Use Information and Communications Technology</b>   |   |
| 1. Use computers and other electronic tools to acquire, process, and manage information.   | Teacher and/or student may expand on activities within text to fulfill this standard (e.g., 35, 77, 111).   |
| 2. Use electronic tools to learn and practice skills.  |   |
| 3. Use the Internet to explore topics, and gather information.   |   |

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| Equipped for the Future<br>Content Standards  | Interchange<br>Level 1  |
|---|---|
| <b>COMUNICATION SKILLS</b>  |   |
| <b>Read With Understanding</b>  |   |
| 1. Determine the reading purpose.   |   |
| 2. Select reading strategies appropriate to the purpose.  | Throughout text (e.g., 7, 13, 21, 27, 35, 41, 49, 54, 63, 69, 77, 83, 91, 97, 105).   |
| 3. Monitor comprehension and adjust reading strategies.   | 13, 21, 35, 49, 54, 69, 77, 83, 97, 105   |
| 4. Analyze the information and reflect on its underlying meaning.   | 7, 13, 21, 27, 35, 41, 49, 54, 63, 69, 77, 83, 91, 97, 105  |
| 5. Integrate it with prior knowledge to address reading purpose.  | Opportunities throughout text (e.g., 7, 13, 21, 27, 35, 41, 49, 54, 63, 69, 77, 83, 91, 97, 105).   |
| <b>Convey Ideas in Writing</b>  |   |
| 1. Determine the purpose for communicating.   | 10, 11, 14, 20, 24, 26, 29, 34, 39, 67, 70, 74, 87, 90, 97  |
| 2. Organize and present information to serve the purpose, context, and audience.  | 26, 34, 48, 60, 68, 82, 103, 110  |
| 3. Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension. | Text serves as a foundation (e.g., 3, 5, 12, 17, 20, 23, 27, 32, 34, 37, 40, 44, 46, 51, 54, 59, 62, 64, 66, 72, 73, 75, 79, 81, 87, 88, 89, 91, 93, 96, 101, 103, 107, 109). |
| 4. Seek feedback and revise to enhance the effectiveness of the communication.  | Opportunities throughout text (e.g., 14-15, 28-29, 42-43, 56-67, 70-71, 84-85, 98-99, 112-113) Unit 1-16 Self study and answer key.   |

| <b>Speak So Others Can Understand</b>   |   |
|---|---|
| 1. Determine the purpose for communicating.   | 2, 9, 16, 23, 31, 37, 44, 50, 59, 64, 72, 78, 86, 93, 100, 106; Interchange 1-16  |
| 2. Organize and relay information to effectively serve the purpose, context, and listener.  | 2, 4, 6, 14, 18, 19, 24, 29, 30, 38, 39, 44, 46, 52, 57, 75, 89, 94, 102, 104, 110, 113; Interchange 1-16   |
| 3. Pay attention to conventions of English language usage, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension. | Text serves as a foundation (e.g., 3, 5, 12, 17, 20, 23, 27, 32, 34, 37, 40, 44, 46, 51, 54, 59, 62, 64, 66, 72, 73, 75, 79, 81, 87, 88, 89, 91, 93, 96, 101, 103, 107, 109) and Interchange 1-16.                |
| 4. Use multiple strategies to monitor the effectiveness of the communication.   | Opportunities throughout text (e.g., 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 72, 78, 86, 92, 100, 106) and Interchange 1-16.  |
| <b>Listen Actively</b>  |   |
| 1. Attend to oral communication.  | 2, 3, 5, 6, 9, 15, 16, 22, 23, 24, 25, 28, 31, 33, 37, 38, 42, 44, 46, 49, 51, 52, 56, 60, 64, 66, 67, 71, 72, 73, 75, 79, 81, 87, 88, 89, 91, 93, 96, 101, 103, 107, 109;<br>Unit 1-16 Self study and answer key |
| 2. Clarify purpose for listening and use listening strategies appropriate to that purpose.  | 2, 12, 18, 25, 38, 46, 52, 67, 71, 82, 90, 104;<br>Unit 1-16 Self study and answer key  |
| 3. Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.   | Unit 1-16 Self study and answer key   |
| 4. Integrate information from listening with prior knowledge to address listening purpose.  | 2, 3, 5, 6, 9, 15, 16, 22, 23, 24, 25, 28, 31, 33, 37, 38, 42, 44, 46, 49, 51, 52, 56, 60, 64, 66, 67, 71, 72, 73, 75, 79, 81, 87, 88, 89, 91, 93, 96, 101, 103, 107, 109<br>Unit 1-16 Self study and answer key  |
| <b>Observe Critically</b>   |   |
| 1. Attend to visual sources of information, including television and other media.   | 4, 9, 15, 16, 38, 53, 57, 50, 61, 64, 70, 74, 78, 86, 92, 95, 100; Interchange 1-16   |
| 2. Determine the purpose for observation and use strategies appropriate to the purpose.   | 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 72, 78, 86, 92, 100, 106; Interchange 1-16  |
| 3. Monitor comprehension and adjust strategies.   | Opportunities throughout text (e.g., 14-15, 28-29, 42-43, 56-67, 70-71, 84-85, 98-99, 112-113) Unit 1-16 Self study and answer key.   |
| 4. Analyze the accuracy, bias, and usefulness of the information.   | Text serves as a foundation for this standard (e.g., 7, 13, 21, 27, 35, 41, 49, 54, 63, 69, 77, 83, 91, 97, 105) and Interchange 1-16.  |
| 5. Integrate it with prior knowledge to address viewing purpose.  | 7, 13, 21, 27, 35, 41, 49, 54, 63, 69, 77, 83, 91, 97, 105; Interchange 1-16  |



| <b>DECISION MAKING SKILLS</b>   |   |
|---|---|
| <b>Use Math to Solve Problems and Communicate</b>   |   |
| 1. Understand, interpret, and work with pictures, numbers, and symbolic information.  | 4, 9, 15, 16, 38, 53, 57, 58, 61, 64, 70, 74, 78, 86, 92, 95, 100, 106; Interchange 1-16  |
| 2. Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension. | Basic numeric concepts introduced (e.g., 12, 16, 17, 20, 28, 84, 90, 91).   |
| 3. Define and select data to be used in solving the problem.  | 13, 20, 28, 84, 90, 91  |
| 4. Determine the degree of precision required by the situation.   | 13, 20, 28, 84, 90, 91  |
| 5. Solve problem using appropriate quantitative procedures and verify that the results are reasonable.  | 90, 91  |
| 6. Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.   | Presentation of information in graph/chart format is introduced (e.g., 6, 8, 12, 18, 22, 30, 34, 46, 77, 84, 88, 90, 101).  |
| <b>Solve Problems and Make Decisions</b>  |   |
| 1. Anticipate or identify problems.   | 35, 53, 78, 80, 82, 83, 84, 85  |
| 2. Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.  | 35, 78, 80, 82, 83, 84, 85  |
| 3. Generate alternative solutions.  | 35, 53, 80  |
| 4. Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.   | 35, 78, 79  |
| 5. Select alternative that is most appropriate to goal, context, and available resources.   | 35, 78, 79, 80  |
| 6. Establish criteria for evaluating effectiveness of solution or decision.   | Teacher may expand on text (e.g., 35, 53, 79).  |
| <b>Plan</b>   |   |
| 1. Set and prioritize goals.  | Opportunities to develop planning and goal setting throughout (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 111-113) and Self Study and Answer Key Unit 1-16. |
| 2. Develop an organized approach of activities and objectives.  |   |
| 3. Actively carry out the plan.   |   |
| 4. Monitor the plan's progress while considering any need to adjust the plan.   |   |
| 5. Evaluate its effectiveness in achieving the goals.   |   |

| <b>INTERPERSONAL SKILLS</b>  |  |
|--|--|
| <b>Cooperate With Others</b>   |  |
| 1. Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions, and contributions. | 3, 4, 7, 8, 9, 10, 12, 13, 15, 17, 18, 19, 20, 22, 27, 28, 32, 35, 36, 37, 42, 49, 50, 51, 52, 59, 62, 64, 66, 72, 73, 75, 79, 81, 87, 88, 89, 91, 93, 96, 101, 103, 107, 109  |
| 2. Seek input from others in order to understand their actions and reactions.  | Activities within text provides opportunities to fulfill this standard (e.g., 4, 12, 20, 35, 49, 52, 64, 73, 87, 91, 103).   |
| 3. Offer clear input on own interests and attitudes so others can understand one's actions and reactions.  | 19, 20, 22, 24, 36, 61, 63, 69, 73, 74, 86, 87, 94, 98   |
| 4. Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.  | Activities within text provides opportunities to fulfill this standard (e.g., 2, 5, 11, 12, 19, 22, 24, 25, 26, 29, 32, 34, 38, 39, 40, 41, 42, 43, 48, 54, 60, 68, 73, 79, 82, 83, 85, 88, 90, 92, 97, 98, 99, 109, 112). |
| <b>Advocate and Influence</b>  |  |
| 1. Define what one is trying to achieve.   | Throughout text (e.g., 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 78, 86, 92, 100, 106).  |
| 2. Assess interests, resources, and the potential for success.   | 19, 20, 22, 24, 36, 61, 63, 69, 73, 74, 86, 87, 94, 98   |
| 3. Gather facts and supporting information to build a case that takes into account the interests and attitudes of others.                              | Text serves as a foundation (e.g., 19, 20, 22, 24, 36, 61, 63, 69, 73, 74, 86, 87, 94, 98).  |
| 4. Present a clear case, using a strategy that takes into account purpose and audience.  | 26, 34, 48, 60, 68, 82, 103, 110   |
| 5. Revise, as necessary, in response to feedback.  | Teacher may expand on activities in text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |
| <b>Resolve Conflict and Negotiate</b>  |  |
| 1. Acknowledge that there is a conflict.   | Text serves as a foundation (e.g., 35, 53).  |
| 2. Identify areas of agreement and disagreement.   | 86, 87, 91   |
| 3. Generate options for resolving conflict that have a "win/win" potential.  | Teacher may expand on exercises within text (e.g., 86, 87, 90, 91).  |
| 4. Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all.                                  | Opportunities to expand on text (e.g., 86, 87, 91).  |
| 5. Evaluate results of efforts and revise approach as necessary.   | Teacher may expand on exercises within text (e.g., 86, 87, 90, 91).  |
| <b>Guide Others</b>  |  |
| 1. Assess the needs of others and one's own ability to assist.   | Activities within text provides opportunities to fulfill this standard (e.g., 2, 5, 11, 12, 19, 22, 24, 25, 26, 29, 32, 34, 38, 39, 40, 41, 42, 43, 48, 54, 60, 68, 73, 79, 82, 83, 85, 88, 90, 92, 97, 98, 99, 109, 112). |
| 2. Use strategies for providing guidance that take into account the goals, task, context, and learning styles of others.                               | Activities within text provides opportunities to fulfill this standard (e.g., 2, 5, 11, 12, 19, 22, 24, 25, 26, 29, 32, 34, 38, 39, 40, 41, 42, 43, 48, 54, 60, 68, 73, 79, 82, 83, 85, 88, 90, 92, 97, 98, 99, 109, 112). |
| 3. Arrange opportunities for learning that build on learner's strengths.   | 3, 4, 7, 8, 9, 10, 12, 13, 15, 17, 18, 19, 20, 22, 27, 28, 32, 35, 36, 37, 42, 49, 50, 51, 52, 59, 62, 64, 66, 72, 73, 75, 79, 81, 87, 88, 89, 91, 93, 96, 101, 103, 107, 109  |
| 4. Seek feedback on the usefulness and results of the assistance.  | Teacher may expand on activities in text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |

| <b>LIFELONG LEARNING SKILLS</b>  |   |
|--|---|
| <b>Take Responsibility for Learning</b>  |   |
| 1. Establish learning goals that are based on an understanding of one's own current and future learning needs.                           | Text serves as a foundation for this skill (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 111-113)   |
| 2. Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner. | Throughout text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 111-113).   |
| 3. Become familiar with a range of learning strategies to acquire or retain knowledge.   | Opportunities throughout text (e.g., 3, 5, 12, 17, 20, 23, 27, 32, 34, 37, 40, 44, 46, 51, 54, 59, 62, 64, 66, 72, 73, 75, 79, 81, 87, 88, 89, 91, 93, 96, 101, 103, 107, 109). |
| 4. Identify and use strategies appropriate to goals, task, context, and the resources available for learning.                            | Text serves as a foundation for this skill (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 111-113).  |
| 5. Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.        | Text serves as a foundation for this skill (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 111-113).  |
| 6. Test out new learning in real-life applications.  | All Language skills introduced may be applied in real life situations (e.g., 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 78, 86, 92, 100, 106).                                       |
| <b>Reflect and Evaluate</b>  |   |
| 1. Take stock of where one is: assess what one knows already and the relevance of that knowledge.  | Throughout text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |
| 2. Make inferences, predictions, or judgments based on one's reflections.  | Student may expand on activities in text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).  |
| <b>Learn Through Research</b>  |   |
| 1. Pose a question to be answered or make a prediction about objects or events.  | 2, 4, 5, 10, 14, 17, 22, 23, 24, 26, 30, 31, 37, 40, 51, 56, 62, 68, 70, 71, 76, 78, 83, 93   |
| 2. Use multiple lines of inquiry to collect information.   | 5, 10, 14, 22, 26, 31, 40, 56, 68, 76, 93   |
| 3. Organize, evaluate, analyze, and interpret findings.  | 10, 15, 35, 49, 79  |
| <b>Use Information and Communications Technology</b>   |   |
| 1. Use computers and other electronic tools to acquire, process, and manage information.   | Teacher and/or student may expand on activities within text to fulfill this standard (e.g., 26, 34, 48, 60, 68, 82, 103, 110).  |
| 2. Use electronic tools to learn and practice skills.  |   |
| 3. Use the Internet to explore topics, and gather information.   |   |

**Interchange**  
**Level 2**  
**Cambridge University Press**  
 correlated to  
**Equipped for the Future Content Standards**  
**Grades 9-12**

| Equipped for the Future<br>Content Standards  | Interchange<br>Level 2   |
|---|--|
| <b>COMUNICATION SKILLS</b>  |  |
| <b>Read With Understanding</b>  |  |
| 1. Determine the reading purpose.   | 7, 13, 20, 21, 26, 35, 41, 49, 55, 63, 69, 78, 83, 91, 97, 105, 111  |
| 2. Select reading strategies appropriate to the purpose.  | 13, 21, 35, 49, 63, 78, 83, 97, 111  |
| 3. Monitor comprehension and adjust reading strategies.   | Opportunities throughout text (e.g., 7, 13, 20, 21, 26, 35, 41, 49, 55, 63, 69, 78, 83, 91, 97, 105, 111).                               |
| 4. Analyze the information and reflect on its underlying meaning.   | Throughout text (e.g., 13, 21, 35, 49, 63, 78, 83, 97, 111).   |
| 5. Integrate it with prior knowledge to address reading purpose.  | 7, 13, 20, 21, 26, 35, 41, 49, 55, 63, 69, 78, 83, 91, 97, 105, 111  |
| <b>Convey Ideas in Writing</b>  |  |
| 1. Determine the purpose for communicating.   | 26, 27, 28, 40, 48, 76, 77, 110  |
| 2. Organize and present information to serve the purpose, context, and audience.  | 6, 9, 26, 27, 31, 34, 35, 38, 40, 48, 52, 68, 76, 80, 87, 96   |
| 3. Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension. | 3, 4, 5, 6, 8, 9, 11, 17, 20, 23, 25, 31, 33, 37, 39, 45, 47, 51, 54, 59, 61, 64, 68, 73, 75, 79, 87, 89, 93, 95, 96, 101, 103, 107, 109 |
| 4. Seek feedback and revise to enhance the effectiveness of the communication.  | Opportunities throughout text (e.g., 14-15, 28-29, 42-43, 56-67, 70-71, 84-85, 98-99, 112-113) and Unit 1-16 Self study and answer key.  |

| <b>Speak So Others Can Understand</b>   |  |
|---|--|
| 1. Determine the purpose for communicating.   | 4, 6, 20, 24, 26, 31, 33, 40, 48, 56, 57, 60, 62, 66, 81, 82, 84, 89, 104, 107, 110; Interchange 1-16  |
| 2. Organize and relay information to effectively serve the purpose, context, and listener.  | 3, 4, 5, 6, 7, 8, 11, 13, 14, 16, 18, 19, 21, 23, 24, 25, 26, 32, 33, 34, 37, 39, 43, 44, 49, 50, 51, 52, 54, 57, 59, 60, 61, 62, 63, 64, 66, 67, 68, 70, 73, 75, 76, 77, 79, 81, 83, 84, 87, 88, 90, 91, 93, 94, 95, 96, 101, 102; Interchange 1-16   |
| 3. Pay attention to conventions of English language usage, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension. | 3, 4, 5, 6, 8, 9, 11, 17, 20, 23, 25, 31, 33, 37, 39, 45, 47, 51, 54, 59, 61, 64, 68, 73, 75, 79, 87, 89, 93, 95, 96, 101, 103, 107, 109; Interchange 1-16   |
| 4. Use multiple strategies to monitor the effectiveness of the communication.   | Opportunities throughout text (e.g., 4, 9, 10, 12, 14, 17, 20, 26, 28, 29, 31, 33, 35, 38, 39, 40, 42, 45, 46, 47, 52, 54, 57, 60, 62, 64, 66, 69, 70, 74, 76, 82, 85, 89, 90, 92, 96, 97, 98, 99, 103, 104, 107, 109, 110, 112) and Interchange 1-16. |
| <b>Listen Actively</b>  |  |
| 1. Attend to oral communication.  | 2, 3, 5, 9, 11, 14, 18, 19, 22, 23, 26, 28, 30, 32, 34, 36, 38, 42, 46, 48, 52, 57, 58, 60, 64, 66, 71, 72, 74, 76, 78, 80, 84, 86, 88, 90, 96, 99, 100, 104, 106, 108; Interchange 1-19 Self Study Unit1-16 and Answer Key                            |
| 2. Clarify purpose for listening and use listening strategies appropriate to that purpose.  | Throughout text (e.g., 2, 3, 5, 9, 11, 14, 18, 19, 22, 23, 26, 28, 30, 32, 34, 36, 38, 42, 46, 48, 52, 57, 58, 60, 64, 66, 71, 72, 74, 76, 78, 80, 84, 86, 88, 90, 96, 99, 100, 104, 106, 108) and Study Unit1-16 and Answer Key.                      |
| 3. Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.   | Unit 1-16 Self study and answer key  |
| 4. Integrate information from listening with prior knowledge to address listening purpose.  | Opportunities throughout text (e.g., 2, 3, 5, 9, 11, 14, 18, 19, 22, 23, 26, 28, 30, 32, 34, 36, 38, 42, 46, 48, 52, 57, 58, 60, 64, 66, 71, 72, 74, 76, 78, 80, 84, 86, 88, 90, 96, 99, 100, 104, 106, 108) and Study Unit1-16 and Answer Key.        |
| <b>Observe Critically</b>   |  |
| 1. Attend to visual sources of information, including television and other media.   | 2, 8, 13, 19, 22, 25, 37, 44, 58, 72, 92, 106  |
| 2. Determine the purpose for observation and use strategies appropriate to the purpose.   | Opportunities throughout text (e.g., 2, 8, 13, 19, 22, 25, 37, 44, 58, 72, 92, 106).   |
| 3. Monitor comprehension and adjust strategies.   | Opportunities throughout text (e.g., 14-15, 28-29, 42-43, 56-67, 70-71, 84-85, 98-99, 112-113).  |
| 4. Analyze the accuracy, bias, and usefulness of the information.   | Teacher may expand on text (e.g., 2, 8, 13, 19, 22, 25, 37, 44, 58, 72, 92, 106).  |
| 5. Integrate it with prior knowledge to address viewing purpose.  | Text serves as a foundation (e.g., 2, 8, 13, 19, 22, 25, 37, 44, 58, 72, 92, 106).   |

| <b>DECISION MAKING SKILLS</b>   |   |
|---|---|
| <b>Use Math to Solve Problems and Communicate</b>   |   |
| 1. Understand, interpret, and work with pictures, numbers, and symbolic information.  | 2, 8, 10, 13, 19, 22, 25, 26, 37, 44, 51, 58, 72, 92, 100, 106  |
| 2. Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension. | N/A   |
| 3. Define and select data to be used in solving the problem.  | N/A   |
| 4. Determine the degree of precision required by the situation.   | N/A   |
| 5. Solve problem using appropriate quantitative procedures and verify that the results are reasonable.  | N/A   |
| 6. Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.   | Presentation of information in graph/chart format is introduced (e.g., 3, 12, 32, 50, 69, 87, 97).                              |
| <b>Solve Problems and Make Decisions</b>  |   |
| 1. Anticipate or identify problems.   | 9, 15, 21, 27, 41, 48, 58, 102  |
| 2. Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.  | Throughout text (e.g., 9, 15, 21, 27, 41, 48, 58, 102).   |
| 3. Generate alternative solutions.  | 9, 15, 21, 27, 48   |
| 4. Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.   | 9, 15, 21, 41, 48, 102  |
| 5. Select alternative that is most appropriate to goal, context, and available resources.   | Teacher may expand on text (e.g., 9, 15, 21, 27, 41, 48, 102).  |
| 6. Establish criteria for evaluating effectiveness of solution or decision.   | Teacher may expand on text (e.g., 9, 15, 21, 27, 41, 48).   |
| <b>Plan</b>   |   |
| 1. Set and prioritize goals.  | Opportunities to develop planning and goal setting throughout (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 111-113). |
| 2. Develop an organized approach of activities and objectives.  |   |
| 3. Actively carry out the plan.   |   |
| 4. Monitor the plan's progress while considering any need to adjust the plan.   |   |
| 5. Evaluate its effectiveness in achieving the goals.   |   |

| <b>INTERPERSONAL SKILLS</b>  |  |
|--|--|
| <b>Cooperate With Others</b>   |  |
| 1. Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions, and contributions. | 3, 4, 5, 6, 7, 8, 11, 13, 14, 16, 18, 19, 21, 23, 24, 25, 26, 32, 33, 34, 37, 39, 43, 44, 49, 50, 51, 52, 54, 57, 59, 60, 61, 62, 63, 64, 66, 67, 68, 70, 73, 75, 76, 77, 79, 81, 83, 84, 87, 88, 90, 91, 93, 94, 95, 96, 101, 102; Interchange 1-16 |
| 2. Seek input from others in order to understand their actions and reactions.  | Opportunities throughout text (e.g., 4, 9, 10, 12, 14, 17, 20, 26, 28, 29, 31, 33, 35, 38, 39, 40, 42, 45, 46, 47, 52, 54, 57, 60, 62, 64, 66, 69, 70, 74, 76, 82, 85, 89, 90, 92, 96, 97, 98, 99, 103, 104, 107, 109, 110, 112; Interchange 1-16).  |
| 3. Offer clear input on own interests and attitudes so others can understand one's actions and reactions.  | 6, 16, 24, 34, 66, 67, 69, 77, 88  |
| 4. Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.  | Opportunities throughout text e.g., 4, 9, 10, 12, 14, 17, 20, 26, 28, 29, 31, 33, 35, 38, 39, 40, 42, 45, 46, 47, 52, 54, 57, 60, 62, 64, 66, 69, 70, 74, 76, 82, 85, 89, 90, 92, 96, 97, 98, 99, 103, 104, 107, 109, 110, 112 Interchange 1-16      |
| <b>Advocate and Influence</b>  |  |
| 1. Define what one is trying to achieve.   | Throughout text (e.g., 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 78, 86, 92, 100, 106; Interchange 1-16).  |
| 2. Assess interests, resources, and the potential for success.   | 6, 16, 24, 34, 66, 67, 69, 77, 88  |
| 3. Gather facts and supporting information to build a case that takes into account the interests and attitudes of others.                              | Opportunities throughout text (e.g., 6, 16, 24, 34, 66, 67, 69, 77, 88; Interchange 1-16).   |
| 4. Present a clear case, using a strategy that takes into account purpose and audience.  | 4, 6, 20, 24, 26, 31, 33, 40, 48, 56, 57, 60, 62, 66, 81, 82, 84, 89, 104, 107, 110; Interchange 1-16  |
| 5. Revise, as necessary, in response to feedback.  | Teacher may expand on activities in text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113; Interchange 1-16).   |
| <b>Resolve Conflict and Negotiate</b>  |  |
| 1. Acknowledge that there is a conflict.   | 9, 41  |
| 2. Identify areas of agreement and disagreement.   | 15, 102  |
| 3. Generate options for resolving conflict that have a "win/win" potential.  | Opportunities throughout text (e.g., 9, 15, 19, 21, 39, 58, 63).   |
| 4. Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all.                                  | Teacher may expand on text (e.g., 9, 15, 19, 21, 39, 58, 63).  |
| 5. Evaluate results of efforts and revise approach as necessary.   | Teacher may expand exercises within text (e.g., teacher may expand on exercises within text e.g., 86, 87, 90, and 91).   |

| Guide Others   |  |
|--|--|
| 1. Assess the needs of others and one's own ability to assist.   | Opportunities throughout text (e.g., 4, 9, 10, 12, 14, 17, 20, 26, 28, 29, 31, 33, 35, 38, 39, 40, 42, 45, 46, 47, 52, 54, 57, 60, 62, 64, 66, 69, 70, 74, 76, 82, 85, 89, 90, 92, 96, 97, 98, 99, 103, 104, 107, 109, 110, 112; Interchange 1-16).                        |
| 2. Use strategies for providing guidance that take into account the goals, task, context, and learning styles of others. | 3, 4, 5, 6, 7, 8, 11, 13, 14, 16, 18, 19, 21, 23, 24, 25, 26, 32, 33, 34, 37, 39, 43, 44, 49, 50, 51, 52, 54, 57, 59, 60, 61, 62, 63, 64, 66, 67, 68, 70, 73, 75, 76, 77, 79, 81, 83, 84, 87, 88, 90, 91, 93, 94, 95, 96, 101, 102; Interchange 1-16                       |
| 3. Arrange opportunities for learning that build on learner's strengths.   | Teacher may expand on text (e.g., 3, 4, 5, 6, 7, 8, 11, 13, 14, 16, 18, 19, 21, 23, 24, 25, 26, 32, 33, 34, 37, 39, 43, 44, 49, 50, 51, 52, 54, 57, 59, 60-64, 66, 67, 68, 70, 73, 75, 76, 77, 79, 81, 83, 84, 87, 88, 90, 91, 93, 94, 95, 96, 101, 102; Interchange 1-16) |
| 4. Seek feedback on the usefulness and results of the assistance.  | Teacher may expand on text (e.g., 5-8, 13, 14, 18, 21, 23, 25, 32, 33, 39, 43-49, 50, 51, 57, 59, 60, 61, 64, 66, 76, 77, 79, 81, 87, 88, 90, 94, 95, 101, 102; Interchange 1-16).   |



| <b>LIFELONG LEARNING SKILLS</b>  |   |
|--|---|
| <b>Take Responsibility for Learning</b>  |   |
| 1. Establish learning goals that are based on an understanding of one's own current and future learning needs.                           | Text serves as a foundation (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |
| 2. Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner. | Teacher may expand on activities in text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).                                |
| 3. Become familiar with a range of learning strategies to acquire or retain knowledge.   | 3, 4, 5, 6, 8, 9, 11, 17, 20, 23, 25, 31, 33, 37, 45, 47, 51, 59, 58, 75, 79, 93, 101, 109  |
| 4. Identify and use strategies appropriate to goals, task, context, and the resources available for learning.                            | Throughout text (e.g., 10, 18, 48, 68, 104).  |
| 5. Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.        | Text serves as a foundation for this skill (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 111-113).                              |
| 6. Test out new learning in real-life applications.  | All Language skills introduced may be applied in real life situations (e.g., 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 78, 86, 92, 100, 106). |
| <b>Reflect and Evaluate</b>  |   |
| 1. Take stock of where one is: assess what one knows already and the relevance of that knowledge.  | Throughout text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |
| 2. Make inferences, predictions, or judgments based on one's reflections.  | Student may expand on activities in text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).                                |
| <b>Learn Through Research</b>  |   |
| 1. Pose a question to be answered or make a prediction about objects or events.  | 3, 6, 12, 13, 23, 34, 35, 38, 83  |
| 2. Use multiple lines of inquiry to collect information.   | Opportunities throughout text (e.g., 3, 6, 12, 13, 23, 34, 35, 38, 83).   |
| 3. Organize, evaluate, analyze, and interpret findings.  | 8, 12, 24, 31, 45, 67, 83, 90   |
| <b>Use Information and Communications Technology</b>   |   |
| 1. Use computers and other electronic tools to acquire, process, and manage information.   | Teacher and/or student may expand on activities within text to fulfill this standard (e.g., 10, 18, 48, 68, 104).                         |
| 2. Use electronic tools to learn and practice skills.  |   |
| 3. Use the Internet to explore topics, and gather information.   |   |

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|---|--|
| <b>COMMUNICATION SKILLS</b>   |  |
| <b>Read With Understanding</b>  |  |
| 1. Determine the reading purpose.   | 7, 13, 21, 24, 27, 35, 41, 49, 50, 55, 62, 68, 77, 83, 91, 97, 104   |
| 2. Select reading strategies appropriate to the purpose.  | Opportunities throughout text (e.g., 7, 13, 21, 24, 27, 35, 41, 49, 50, 55, 62, 68, 77, 83, 91, 97, 104).                              |
| 3. Monitor comprehension and adjust reading strategies.   | Throughout text (e.g., 7, 13, 21, 24, 27, 35, 41, 49, 50, 55, 62, 68, 77, 83, 91, 97, 104).  |
| 4. Analyze the information and reflect on its underlying meaning.   | 7, 13, 21, 24, 27, 35, 41, 49, 50, 55, 62, 68, 77, 83, 91, 97, 104   |
| 5. Integrate it with prior knowledge to address reading purpose.  | Teacher may expand on text (e.g., 7, 13, 21, 24, 27, 35, 41, 49, 50, 55, 62, 68, 77, 83, 91, 97, 104).                                 |
| <b>Convey Ideas in Writing</b>  |  |
| 1. Determine the purpose for communicating.   | Opportunities throughout text (e.g., 18, 40, 48, 62, 76).  |
| 2. Organize and present information to serve the purpose, context, and audience.  | 4, 10, 17, 20, 34, 54, 66, 82, 90, 94  |
| 3. Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension. | 3, 6, 9, 10, 11, 17, 18, 20, 23, 25, 26, 31, 33, 37, 39, 45, 47, 51, 53, 59, 60, 61, 65, 67, 73, 75, 79, 80, 87, 88, 96, 102, 107, 109 |
| 4. Seek feedback and revise to enhance the effectiveness of the communication.  | Opportunities throughout text (e.g., 14-15, 28-29, 42-43, 56-67, 70-71, 84-85, 98-99, 112-113; Unit 1-16 Self study and answer key).   |

| <b>Speak So Others Can Understand</b>   |   |
|---|---|
| 1. Determine the purpose for communicating.   | 12, 14, 26, 29, 43, 52, 62, 74, 80, 82, 84, 88, 90, 94, 100; Interchange 1-16   |
| 2. Organize and relay information to effectively serve the purpose, context, and listener.  | 3, 4, 7, 9, 10, 18, 19, 22, 23, 26, 31, 35, 37, 39, 42, 45, 48, 51, 56, 59, 60, 66, 74, 95, 79, 80, 85, 87, 88, 93, 94, 98, 104, 107; Interchange 1-16  |
| 3. Pay attention to conventions of English language usage, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension. | 4, 6, 9, 10, 11, 12, 13, 14, 20, 21, 23, 24, 26, 27, 28, 30, 31, 32, 33, 37, 39, 41, 42, 45, 46, 47, 48, 53, 54, 55, 56, 57, 59, 60, 61, 63, 65, 68, 69, 70, 71, 73, 72, 78, 79, 80, 83, 84, 88, 90, 94, 95, 99, 101, 102; Interchange 1-16 |
| 4. Use multiple strategies to monitor the effectiveness of the communication.   | Opportunities throughout text (e.g., 3, 4, 7, 9, 10, 18, 19, 22, 23, 26, 31, 35, 37, 39, 42, 45, 48, 51, 56, 59, 60, 66, 74, 95, 79, 80, 85, 87, 88, 93, 94, 98, 104, 107 Interchange 1-16).  |
| <b>Listen Actively</b>  |   |
| 1. Attend to oral communication.  | 2, 4, 5, 8, 11, 12, 14, 16, 18, 22, 24, 25, 29, 33, 34, 38, 40, 46, 51, 52, 57, 58, 61, 62, 68, 71, 72, 76, 82, 85, 86, 87, 90, 92, 93, 98, 102, 104, 106; Self Study and Answer Key Unit 1-16  |
| 2. Clarify purpose for listening and use listening strategies appropriate to that purpose.  | Opportunities throughout text (e.g., 2, 4, 5, 8, 11, 12, 14, 16, 18, 22, 24, 25, 29, 33, 34, 38, 40, 46, 51, 52, 57, 58, 61, 62, 68, 71, 72, 76, 82, 85, 86, 87, 90, 92, 93, 98, 102, 104, 106; Self Study and Answer Key Unit 1-16).       |
| 3. Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.   | Unit 1-16 Self study and answer key   |
| 4. Integrate information from listening with prior knowledge to address listening purpose.  | Throughout text (e.g., 2, 4, 5, 8, 11, 12, 14, 16, 18, 22, 24, 25, 29, 33, 34, 38, 40, 46, 51, 52, 57, 58, 61, 62, 68, 71, 72, 76, 82, 85, 86, 87, 90, 92, 93, 98, 102, 104, 106; Self Study and Answer Key Unit 1-16).                     |
| <b>Observe Critically</b>   |   |
| 1. Attend to visual sources of information, including television and other media.   | 16, 32, 44, 58, 64, 78, 86, 100, 106; Interchange 1-16  |
| 2. Determine the purpose for observation and use strategies appropriate to the purpose.   | Teacher may expand on text (e.g., 16, 32, 44, 58, 64, 78, 86, 100, 106; Interchange 1-16).  |
| 3. Monitor comprehension and adjust strategies.   | Opportunities throughout text (e.g., 14-15, 28-29, 42-43, 56-67, 70-71, 84-85, 98-99, 112-113; Self Study and Answer Key Unit 1-16).  |
| 4. Analyze the accuracy, bias, and usefulness of the information.   | Opportunities throughout text (e.g., 14-15, 28-29, 42-43, 56-67, 70-71, 84-85, 98-99, 112-113; Interchange 1-16).   |
| 5. Integrate it with prior knowledge to address viewing purpose.  | Opportunities throughout text (e.g., 14-15, 28-29, 42-43, 56-67, 70-71, 84-85, 98-99, 112-113; Interchange 1-16).   |

| <b>DECISION MAKING SKILLS</b>   |  |
|---|--|
| <b>Use Math to Solve Problems and Communicate</b>   |  |
| 1. Understand, interpret, and work with pictures, numbers, and symbolic information.  | 16, 32, 44, 64-74, 78, 86, 100, 106; Interchange 1-16  |
| 2. Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension. | Basic numeric concepts introduced (e.g., 44, 64, 65, 67, 106).   |
| 3. Define and select data to be used in solving the problem.  | Teacher may expand on text (e.g., 44, 65).   |
| 4. Determine the degree of precision required by the situation.   | Teacher may expand on text (e.g., 44, 65).   |
| 5. Solve problem using appropriate quantitative procedures and verify that the results are reasonable.  | Teacher may expand on text (e.g., 44, 65).   |
| 6. Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.   | Presentation of information in graph/chart format is introduced (e.g., 7, 15, 49, 49, 63, 93, 104).  |
| <b>Solve Problems and Make Decisions</b>  |  |
| 1. Anticipate or identify problems.   | 36, 44-49, 100, 102  |
| 2. Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.  | Teacher may expand on text (e.g., 36, 44, -49, 100, 102).  |
| 3. Generate alternative solutions.  | 36, 44, 47, 48, 49, 102  |
| 4. Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.   | 36, 44, 47, 48, 49, 102  |
| 5. Select alternative that is most appropriate to goal, context, and available resources.   | 36, 44, 47, 48, 49, 102  |
| 6. Establish criteria for evaluating effectiveness of solution or decision.   | Teacher may expand on text (e.g., 36, 44, 47, 48, 49, 102; Self Study and Answer Key Unit 1-16).   |
| <b>Plan</b>   |  |
| 1. Set and prioritize goals.  | Opportunities to develop planning and goal setting throughout (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 111-113; Self Study and Answer Key Unit 1-16). |
| 2. Develop an organized approach of activities and objectives.  |  |
| 3. Actively carry out the plan.   |  |
| 4. Monitor the plan's progress while considering any need to adjust the plan.   |  |
| 5. Evaluate its effectiveness in achieving the goals.   |  |

| <b>INTERPERSONAL SKILLS</b>  |   |
|--|---|
| <b>Cooperate With Others</b>   |   |
| 1. Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for others' ideas, opinions, and contributions. | 3, 4, 7, 9, 10, 18, 19, 22, 23, 26, 31, 35, 37, 39, 42, 45, 48, 51, 56, 59, 60, 66, 74, 95, 79, 80, 85, 87, 88, 93, 94, 98, 104, 107; Interchange 1-16  |
| 2. Seek input from others in order to understand their actions and reactions.  | 3, 6, 9, 10, 11, 17, 18, 20, 23, 25, 26, 31, 33, 37, 39, 45, 47, 51, 53, 59, 60, 61, 65, 67, 73, 75, 79, 80, 87, 88, 96, 102, 107, 109; Interchange 1-16  |
| 3. Offer clear input on own interests and attitudes so others can understand one's actions and reactions.  | 6, 30, 50, 67, 86; Interchange 9  |
| 4. Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.  | Opportunities throughout text (e.g., 3, 6, 9, 10, 11, 17, 18, 20, 23, 25, 26, 31, 33, 37, 39, 45, 47, 51, 53, 59, 60, 61, 65, 67, 73, 75, 79, 80, 87, 88, 96, 102, 107, 109; Interchange 1-16). |
| <b>Advocate and Influence</b>  |   |
| 1. Define what one is trying to achieve.   | Throughout text (e.g., 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 78, 86, 92, 100, 106).   |
| 2. Assess interests, resources, and the potential for success.   | 6, 30, 50, 67, 86; Interchange 9  |
| 3. Gather facts and supporting information to build a case that takes into account the interests and attitudes of others.                              | 6, 30, 50, 67, 86; Interchange 9  |
| 4. Present a clear case, using a strategy that takes into account purpose and audience.  | 12, 14, 26, 29, 43, 52, 62, 74, 80, 82, 84, 88, 90, 94, 100   |
| 5. Revise, as necessary, in response to feedback.  | Teacher may expand on text (e.g., 14-15, 28-29, 42-43, 56-67, 70-71, 84-85, 98-99, 112-113).  |
| <b>Resolve Conflict and Negotiate</b>  |   |
| 1. Acknowledge that there is a conflict.   | Teacher may expand on text (e.g., 36, 44,-49, 100, 102).  |
| 2. Identify areas of agreement and disagreement.   |   |
| 3. Generate options for resolving conflict that have a "win/win" potential.  |   |
| 4. Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all.                                  |   |
| 5. Evaluate results of efforts and revise approach as necessary.   |   |

| Guide Others   |  |
|--|--|
| 1. Assess the needs of others and one's own ability to assist.   | Opportunities throughout text (e.g., 4, 6, 9, 10, 11, 12, 13, 14, 20, 21, 23, 24, 26, 27, 28, 30, 31, 32, 33, 37, 39, 41, 42, 45, 46, 47, 48, 53, 54, 55, 56, 57, 59, 60, 61, 63, 65, 68, 69, 70, 71, 73, 72, 78, 79, 80, 83, 84, 88, 90, 94, 95, 99, 101, 102; Interchange 1-16). |
| 2. Use strategies for providing guidance that take into account the goals, task, context, and learning styles of others. | 3, 4, 7, 9, 10, 18, 19, 22, 23, 26, 31, 35, 37, 39, 42, 45, 48, 51, 56, 59, 60, 66, 74, 95, 79, 80, 85, 87, 88, 93, 94, 98, 104, 107; Interchange 1-16   |
| 3. Arrange opportunities for learning that build on learner's strengths.   | Opportunities throughout text (e.g., 3, 4, 7, 9, 10, 18, 19, 22, 23, 26, 31, 35, 37, 39, 42, 45, 48, 51, 56, 59, 60, 66, 74, 95, 79, 80, 85, 87, 88, 93, 94, 98, 104, 107; Interchange 1-16).  |
| 4. Seek feedback on the usefulness and results of the assistance.  | Teacher may expand on text e.g., 4, 6, 9, 10, 11, 12, 13, 14, 20, 21, 23, 24, 26, 27, 28, 30, 31, 32, 33, 37, 39, 41, 42, 45, 46, 47, 48, 53, 54, 55, 56, 57, 59, 60, 61, 63, 65, 68, 69, 70, 71, 73, 72, 78, 79, 80, 83, 84, 88, 90, 94, 95, 99, 101, 102; Interchange 1-16).     |

| <b>LIFELONG LEARNING SKILLS</b>  |   |
|--|---|
| <b>Take Responsibility for Learning</b>  |   |
| 1. Establish learning goals that are based on an understanding of one's own current and future learning needs.                           | Text serves as a foundation (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |
| 2. Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner. | Text serves as a foundation (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |
| 3. Become familiar with a range of learning strategies to acquire or retain knowledge.   | Opportunities throughout text (e.g., 3, 6, 9, 10, 11, 17, 18, 20, 23, 25, 26, 31, 33, 37, 39, 45, 47, 51, 53, 59, 60, 61, 65, 67, 73, 75, 79, 80, 87, 88, 96, 102, 107, 109; Interchange 1-16). |
| 4. Identify and use strategies appropriate to goals, task, context, and the resources available for learning.                            | 3, 6, 9, 10, 11, 17, 18, 20, 23, 25, 26, 31, 33, 37, 39, 45, 47, 51, 53, 59, 60, 61, 65, 67, 73, 75, 79, 80, 87, 88, 96, 102, 107, 109; Interchange 1-16  |
| 5. Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.        | Throughout text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 111-113).   |
| 6. Test out new learning in real-life applications.  | All Language skills introduced may be applied in real life situations (e.g., 2, 8, 16, 22, 30, 36, 44, 50, 58, 64, 78, 86, 92, 100, 106).   |
| <b>Reflect and Evaluate</b>  |   |
| 1. Take stock of where one is: assess what one knows already and the relevance of that knowledge.  | Throughout text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).   |
| 2. Make inferences, predictions, or judgments based on one's reflections.  | Student may expand on activities in text (e.g., 14-15, 28-29, 42-43, 56-57, 70-71, 84-85, 98-99, 112-113).  |
| <b>Learn Through Research</b>  |   |
| 1. Pose a question to be answered or make a prediction about objects or events.  | Throughout text (e.g., 17, 22, 36, 59).   |
| 2. Use multiple lines of inquiry to collect information.   | Teacher may expand on text (e.g., 17, 22, 36, 59).  |
| 3. Organize, evaluate, analyze, and interpret findings.  | Opportunities throughout text (e.g., 6, 8, 20, 34, 48, 5766, 73, 80, 98, 112).  |
| <b>Use Information and Communications Technology</b>   |   |
| 1. Use computers and other electronic tools to acquire, process, and manage information.   | Teacher and/or student may expand on activities within text to fulfill this standard (e.g., 10, 18, 48, 68, 104).   |
| 2. Use electronic tools to learn and practice skills.  |   |
| 3. Use the Internet to explore topics, and gather information.   |   |